

**SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL SCIENCE
DEPARTMENT PSY 2314 COURSE SYLLABUS**

Course Title:	Multicultural Psychology
Required Texts (1):	Mio, J. S., Domenech Rodríguez, M. M., Barker, L. A., & Gonzalez, J. (2019). <i>Multicultural Psychology</i> . (5 th ed.). New York, NY: Oxford University Press.
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DESCRIPTION

This foundational course reveals unexpected or obscure ways in which people perceive and understand their inner and outer worlds. Culture can be defined as traditions and social institutions manifested from human achievements, that can be viewed collectively or individually. Persons have their own individual cultures, and groups have their collective cultures. In both aspects, the conditions permit prosperity. Psychologically, we will investigate behavior and mental processes of groups, and in some cases individuals as they create the lives they choose, and sometimes are forced to live. A multitude of cultures depicting life from distinct cognitive angles and bodily spaces.

COURSE OBJECTIVE:

This course is designed to provide an overview of multicultural psychology and to discuss applications of the material to your everyday life. Research related to multicultural psychology as driven by significant past and current events will be explored. In addition, we will analyze the experiences of human beings from non-dominant backgrounds as well as foster critical thought of a couple empirical journal articles and theories about multicultural psychology.

STUDENT LEARNING OUTCOMES:

Throughout the course, you will be encouraged to think about how the research presented can shed light on events going on around the world and in your own lives. Briefly stated, the objectives of this course include (though are not limited to):

1. Cultivating your ability to apply general and specific scientific processes and techniques to answer social science questions.
Method of Formative Assessment: Checklists, group presentation, portfolio and exams
2. Examining problems related to social groups and/or events, and employing appropriate critical thinking techniques and skills;
Method of Formative Assessment: Group presentation, portfolio and exams
3. Demonstrating ability to work as a member of a team to solve problems and complete tasks;
Method of Formative Assessment: Group presentation and exams
4. Understanding theories of multicultural psychology, highlighting how they apply to behaviors and mental processes.
Method of Formative Assessment: Checklists, group presentation, portfolio and exams
5. Understanding how multicultural psychology can inform issues related to restorative and social justice.
Method of Formative Assessment: Checklists, group presentation, portfolio and exams

COURSE REQUIREMENTS:

1. The text must be obtained (online, offline or older edition is acceptable).
2. Respect for students and lecturer must be maintained at all times when we meet. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).
3. During the course of this class, you may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<http://www.sulross.edu/section/2408/counseling-accessibility-services>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

AMERICANS WITH DISABILITIES ACT STATEMENT:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. **In order to receive accommodations on exams or assignments, you must first provide proper documentation to the Office of Counseling and Accessibility Services. It is your responsibility to initiate a request for accessibility services.** Please contact Mary Schwartz, Counselor, Accessibility Services Coordinator in Counseling and Accessibility Services (Office: 112 Ferguson Hall) to set up an accommodations meeting, call (432) 837-8691 or mail to P.O. Box C-171 Sul Ross State University, Alpine, Texas 79832. Students must then present this documentation to the instructor as soon as possible so that accommodations may be arranged.

HONORING ACADEMIC INTEGRITY

Any instance of academic misconduct such as (1) turning in an identical written assignment for another course without approval, (2) copying from any source without proper citation, (3) crossing the boundary of what is allowed in a group project, (4) lying in connection with your academic work, (5) cheating, (6) plagiarism, (7) misrepresenting facts and/or collusion are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Before the penalty is imposed, the student has the right to appeal to the division chairperson or Assistant Provost for the Academic Affairs. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#) and procedures for dealing with these acts are outlined in the [Scholastic Dishonesty Policy](#).

OBSERVING CLASS GUIDELINES

CLASS PARTICIPATION

This is a course that requires in class, hands on experience and discussion. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth **10%** of the final grade. The percentage is considerable so your presence will *help* your ability to complete all of assignments for this class.

Participation - You are expected to be on time for each class session and you should be actively involved. *Active involvement includes prompt and regular attendance, active listening, writing, participating via an online poll or quiz, engaging in discussions,*

volunteering or doodling. Early departure or late arrival for class (more than 15 minutes) on a weekly basis will lower your participation grade. If you repeatedly leave early or are late to class (**more than twice**), this will be counted as one absence and may result in a failing grade for the course. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade.

Attendance – Class attendance is governed by the SRSU policy stated in the schedule of classes. If you are unable to attend a class session, please discuss the reason with me and arrange with another student to obtain any notes, handouts or assignments you may have missed. Excused absences entail established religious observance, or providing emergency, university-authorized, legal or medical documentation. **Excessive unexcused absences (more than 5 missed class sessions) will result in a failing grade for the course.**

Cell Phone and Computer Use - During the entire class period, you should be fully engaged in the day's activity. Laptop computers or tablets are welcomed at every class meeting for the academic purposes of note taking or following along with the instructor's lesson. Inappropriate computer usage (e.g. checking your e-mail, using instant messaging, accessing Facebook, etc.) or off-topic activity (e.g., reading the newspaper, cell phone use) is highly discouraged and very disrespectful to the instructor and your peers. Please be advised that computer or cell phone use not pertaining to the class activity or discussion will be noted and result in being marked "absent" for the day.

LATE ASSIGNMENTS/PROJECTS/CHECKLISTS

You are expected to meet assignment/checklist deadlines. Checklists submitted after their due dates will be marked as zero. Late assignments or projects will be reduced by 10% of the overall assignment for the first day of lateness and an additional 40% for lateness beyond that for unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

EVALUATION

Checklists – This is an online 10 question test given to ensure that you have *read the chapter* and understand the most pertinent concepts. Thus, try to complete the checklist as we're covering the associated chapter. The first five (5) checklists are available during the period before the midterm exam, and the last five (5) checklists are available until the final exam. These are automatically graded so you will get immediate feedback. You have two chances and twenty minutes (20) in which to complete the checklists. Once the checklists are deactivated during the week of midterms and finals, you can access them to study for these exams.

Midterm and Final Exams - Two (2) exams will be given during the course of this term. They consist of 50 to 60 questions each. Forty to fifty percent of the questions for these two exams will be derived from the checklists. The dates of the exams are listed below in the class schedule. Please note that there are no **make-up exams** unless you are absent due to illness and with documented proof.

Group Chapter Presentation and Handout - At the end of the semester, you will work with a small group to present a current event that is connected to the information in one of the chapters but not documented in the textbook. When you decide on this event, you will also create one short-answer question that will be in the final exam. All these questions will be included in the final exam. You will have some time to work on the project in class. Also, I would be personally available to assist each group during office hours.

Portfolio Project - The goal of this assignment is for students to complete the course with an individual collection of materials related to this course, which are relevant to them and/or their field. The portfolio will relate the information from class to life beyond this introduction and may encourage you to reflect, experience, and critique psychologically in the real world. Obviously, people take away different things from the class and your portfolio will display this. ***This portfolio must include one reflection and a self-introduction.***

1. *Reflection* – This is a short paper that reflects your experience with one or two class assignments. You must (1) reflect your completion of the assignment and (2) integrate at least two concepts and themes from the text.

This should be at **least 500 words** and need to be written in a format with reference to the textbook. No cover page is necessary.

2. *Self-Introduction* – This consists of two paragraphs. The first paragraph should introduce yourself and provide a background of your identity. The second paragraph is to state which multicultural theory or scholar you liked the most OR the least, and **state why**. This should be at **least 500 words** and need to be written in a format with reference to the textbook. No cover page is necessary.

No late portfolios will be accepted unless due to illness and with documented proof. The deadline for this project is the **Day your Final Exam is scheduled**.

Extra Credit Activity – These points may be received for participating in up to two of the following activities (5pts/activity; 10pt maximum):

1. Attend Academic Enhancement Seminars (<http://www.sulross.edu/academic-center-excellence>).
2. Attendance at a public lecture or activity related to psychology, such as drug/alcohol abuse, domestic violence, mental health awareness, a cultural event, religious activity different than your own, etc. Submit a summary to me via email of your attendance at the activity and what you learned from it.
3. Participate as a research subject in a psychological experiment or other SRSU study.

GRADING

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will take an in-class midterm and an in-class final exam (objective short answer, multiple choice and/or essay).

Grading:	1000 points total	Final Grade
Checklists	100 (10 @ 10 points each)	10%
Attendance/Participation:	100 points total	10%
Midterm Exam:	100 points	10%
Final Exam:	200 points	20%
Group Chapter Presentation:	150 points	15%
Group Chapter Handout:	100 points	10%
Portfolio:	150 points	15%
Reflection:	100 points	10%

COURSE OUTLINE

(This schedule and the topics listed below are subject to modification by the instructor.)

UNIT 1 – INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY: FOUNDATIONS, INFANCY AND CHILDHOOD

Day	Content
Jan. 22 nd & 24 th (INTRO)	What is Multicultural Psychology? - Chapter 1 <i>Jan. 29th: LAST Day for late registration and schedule changes</i>
Homework	Read Chapter 1
Jan. 29 th & 31 st (MOON)	<i>What is Multicultural Psychology?</i> - Chapter 1
Homework	Checklist 1 on Chapter 1
Feb. 5 th & 7 th (CALLISTO)	<i>Multicultural Issues involving Research and Testing</i> – Chapter 2 (Feb. 6 th – Last day to drop classes without creating an academic record)

Homework	Checklist 2 on Chapter 2 (P) Monthly Family Budget & Developmental Landmarks
Feb. 12th & 14th (VALENTINE)	<i>Cultural Differences in Worldviews – Chapter 3</i>
Homework	Checklist 3 on Chapter 3
Feb. 19th & 21st (MERCURY)	<i>Cultural Differences in Communication - Chapter 4</i>
Homework	Checklist 4 on Chapter 4
Feb. 26th & 28th (MARS)	<i>Immigrants, Refugees, and the Acculturation Process – Chapter 5</i>
Homework	Checklist 5 on Chapter 5

UNIT II: ADOLESCENCE & EARLY AND MIDDLE ADULTHOOD

Day	Content
March 5th & 7th (CERES)	<i>Work on Group Chapter Presentation (and Handout)</i>
Homework	Study for Midterm
Mar. 12th (Review) Mar. 14th (Midterm) (NEPTUNE)	Midterm Review
Homework	Enjoy Spring Break!
Mar. 26th & 28th (URANUS)	<i>Stereotyping, Prejudice, Discrimination & Racism – Chapter 6</i>
Homework	Checklist 6 on Chapter 6
April 2nd & 4th (ERIS)	<i>Cultural Identity Development – Chapter 7</i>
Homework	Checklist 7 on Chapter 7

UNIT III: LATER LIFE & EPILOGUE

Day	Content
April 9th & 11th (VENUS)	<i>Culture and Health – Chapter 8</i> (Apr. 8 th - Last day for instructor initiated drop for excessive absences) (Apr. 12 th – Last day to drop a course with a ‘W’ by 4pm)

Homework	Checklist 8 on Chapter 8
April 16th & 18th (EASTER)	<i>Culture and Mental Health – Chapter 9</i> (P) Prioritizing the Present
Homework	Checklist 9 on Chapter 9
April 23rd & 25th (JUPITER)	<i>Where do we go from here? Building Multicultural Competence – Chapter 10</i>
Homework	Checklist 10 on Chapter 10
April 30th & May 2nd (SATURN)	Chapter Presentations
	Work on portfolios! Study for Final Exam
May 7th & 9th (SUN)	Exam Review / Presentations
Homework	Study for Final Exam
May 13th (EARTH)	Final Exam: 12:30 to 2:30pm