

SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL SCIENCE
DEPARTMENT **PSY 3314 COURSE SYLLABUS**

Course Title:	Multicultural Psychology
Required Texts (1):	Mio, J. S., Domenech Rodríguez, M. M., Barker, L. A., & Gonzalez, J. (2023). <i>Multicultural Psychology</i> . (6 th ed.). New York, NY: Oxford University Press. Link: https://sulross.textbookx.com/institutional/index.php?action=browse#books/3635076/
Contact Information:	Alicia M. Trotman, PhD – alicia.trotman@sulross.edu
Office (LH 306) Hours:	Mondays and Wednesdays (2:30 to 4:00pm), Tuesdays (1:00 to 4:30pm), & Fridays (1:00 to 2:00pm ONLINE) Appointment: https://calendly.com/amtsulross/office-hours-appointment

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:

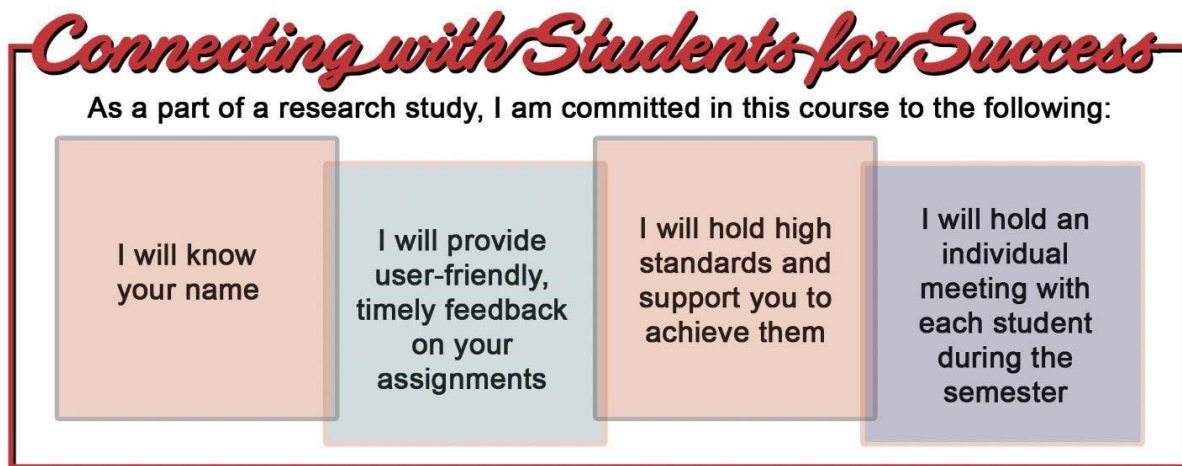
Throughout the course, you will be encouraged to think about how the research presented can shed light on events going on around the world and in your own lives. Briefly stated, the objectives of this course include (though are not limited to):

1. Cultivating your ability to apply general and specific scientific processes and techniques to answer social science questions.
Method of Formative Assessment: Assignments, group presentation, reflection 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, reflection 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: Assignments, group presentation, reflection and exams
5. Understanding how multicultural psychology can inform issues related to restorative and social justice.
Method of Formative Assessment: Assignments, group presentation, reflection 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 online and in person. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights 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](#).

CONNECTING WITH STUDENTS (RESEARCH STUDY)



This course will be participating in an initiative at our university referred to as “Connecting with Students for Success”. This study is aimed at connecting with students in a substantial way with the overall goal of elevating your success. As part of this study, you will be required to meet with me at least once during my office hours before *Spring Break*. Our meeting will count towards your participation grade. You will also be required to complete a survey at the end of the semester to determine how beneficial learning together helped you. Please schedule an appointment with me in advance: <https://calendly.com/amtsulross/office-hours-appointment>.

SRSU DISABILITY AND COUNSELING SERVICES:

SRSU Disability Services. 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. It is the student’s responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartze, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email

mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

LIBRARY SERVICES STATEMENT

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

HONORING ACADEMIC INTEGRITY

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using open AI** sources unless *permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these 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. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#).

Cell Phone and Computer Use - During the entire class period, you should be fully engaged in the day's activity. 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.

COURSE BEHAVIORS - RESPECT AND DISRUPTIONS

Watch the VIDEO on NETTIQUETTE - https://www.youtube.com/watch?v=FWMk_Zv7nB8 and <https://www.youtube.com/watch?v=80uRE972uQ0>

You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

CHILDREN IN THE CLASSROOM

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all nursing parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.
6. Don't forget to check out and utilize the ADA-compliant SRSU Lactation Room on the 2nd floor (Room 205) of Lawrence Hall!

MARKETABLE SKILLS

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

OBSERVING CLASS GUIDELINES

CLASS PARTICIPATION

This is a course that requires online discussion and experiences. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth 20% of the final grade, and includes prompt and regular attendance, active listening, writing, participating via an online poll or quiz, and engaging in online discussions. Besides

attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade. Excused absences due to established religious observance, or emergency, university-authorized, legal or medical issues and events will not count toward the absence limit but do require written documentation. At your earliest convenience, arrange to make up any missing work as far in advance of your absence as possible. If you are unable to attend a class session for other circumstances, please discuss the reason with me and make arrangements with another student to obtain any notes, handouts or assignments you may have missed. **Excessive unexcused absences (more than 3 missed class sessions) WILL result in a failing grade for the course.**

*Online Meetings – Our online Microsoft Teams meetings held on **Monday and Wednesdays 12:30 to 1:45pm. These are mandatory and your video needs to be turned on for this course.** I will be elaborating further on the textbook readings and answer your questions about assignments.*

DISTANCE EDUCATION STATEMENT - Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook [SRSU Student Handbook](#).

THE ONLINE SUPPORT DESK

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

REGULAR COMMUNICATIONS WITH THE PROFESSOR - It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. GENERAL QUESTIONS are to be posted to *Messages* in Blackboard. For PERSONAL or PRIVATE ISSUES email me at alicia.trotman@sulross.edu or call me at 432-837-8147. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email. The most efficient way of contacting me is by email, meeting with me during our weekly Zoom meetings or scheduling a meeting with me at <https://calendly.com/amtsulross-office-hours> which provides you with contact hours for the rest of the semester.

LATE ASSIGNMENTS/PROJECTS

You are expected to meet assignment deadlines. Assignments submitted after their due dates will be marked as zero. Late projects or reflections will be reduced by 10% 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

Assignments – This is an online five question quiz and an assignment given to ensure that you have *read the chapter* and understand the most pertinent concepts. Thus, try to complete the assignment as we’re covering the associated chapter. You have two chances and one hour (60 minutes) in which to complete the assignments. Once the assignments 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 questions each. Thirty percent of the questions for these two exams will be derived from the assignments. 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.

Reflection - The goal of this assignment is for you to complete the course with an individual collection of materials related to this course, which are relevant to you. The reflection 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. This is a short paper reflecting 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.

No late reflections 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. 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.
2. 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
Assignments	200 (10 @ 20 points each)	20%
Attendance/Participation:	200 points total	20%
Midterm Exam:	100 points	10%
Final Exam:	100 points	10%
Group Chapter Presentation:	150 points	15%
Group Chapter Handout:	100 points	10%
Reflection:	150 points	15%

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
Week of January 17th	What is Multicultural Psychology? - Chapter 1
Homework	Read Chapter 1
Week of January 22nd MODULE 1	<i>What is Multicultural Psychology?</i> - Chapter 1 (Jan. 22 nd – Last day for late registration and schedule changes) (Jan. 24 th – Last day to drop classes without creating an academic record)
Homework	Assignment on Chapter 1 (A1)
Week of January 29 th MODULE 2	<i>Multicultural Issues involving Research and Testing</i> – Chapter 2
Homework	Assignment on Chapter 2 (A2)
Week of February 5 th MODULE 3	<i>Cultural Differences in Worldviews</i> – Chapter 3
Homework	Assignment on Chapter 3 (A3)
Week of February 12 th MODULE 4	<i>Cultural Differences in Communication</i> - Chapter 4
Homework	Assignment on Chapter 4 (A4)
Week of February 19 th MODULE 5	<i>Immigrants, Refugees, and the Acculturation Process</i> – Chapter 5
Homework	Assignment on Chapter 5 (A5)

UNIT II: ADOLESCENCE & EARLY AND MIDDLE ADULTHOOD

Day	Content
Week of February 26 th MODULE 6	<i>Work on Group Chapter Presentation (and Handout)</i>
Homework	Study for Midterm
Week of March 4 th MODULE 7	Midterm Review Midterm Exam: Wednesday March 6th
Homework	Enjoy Spring Break!
Week of March 18 th MODULE 8	<i>Stereotyping, Prejudice, Discrimination & Racism</i> – Chapter 6
Homework	Assignment on Chapter 6 (A6)

Week of March 25th MODULE 9	<i>Cultural Identity Development – Chapter 7</i>
Homework	Assignment on Chapter 7 (A7)

UNIT III: LATER LIFE & EPILOGUE

Day	Content
Week of April 1st MODULE 10	<i>Culture and Health – Chapter 8</i> Good Friday – April 7 th (No classes)
Homework	Assignment on Chapter 8 (A8)
Week of April 8th MODULE 11	<i>Culture and Mental Health – Chapter 9</i> April 12th: LAST Day to withdraw from the 16-week course with grade of 'W' April 12th: Deadline to apply for Spring 2024 graduation; LAST Day to apply for May/December graduation without a late fee
Homework	Assignment on Chapter 9 (A9)
Week of April 15th MODULE 12	<i>Where do we go from here? Building Multicultural Competence – Chapter 10</i>
Homework	Assignment on Chapter 10 (A10)
Week of April 22nd MODULE 13	Chapter Presentations
	Work on reflections! Study for Final Exam
Week of April 29th MODULE 14	Exam Review / Presentations
Homework	Study for Final Exam
Tuesday May 7th	Final Exam: 12:30 to 2:30pm (Online)