

CULTURE & PSYCHOLOGY

47.336 | Spring 2015

Contact Information

Instructor

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Office Hours

Tuesdays and Thursdays 12:30 - 2 pm

Or by appointment

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Course Description

This course provides an analysis of the impact of culture, socio-historical, and social influences on psychological processes and outcomes. Students will learn about techniques for studying the influence of culture including cross-cultural methods and population-specific methods. Through careful analysis of research literature, this class will examine a variety of contexts within the U.S. and internationally. Topics will include identity development, immigration, acculturation, socialization, and social interactions among groups.



Textbook & Course Materials

Textbook

Mio, J. S., Barker-Hackett, L., & Tumambing, J. (2006). *Multicultural psychology: Understanding our diverse communities*. McGraw-Hill Boston, MA.

Additional required readings: Posted on Blackboard.

- Fox, D., Prilleltensky, I., & Austin, S. (Eds.). (2009). Critical psychology and social justice: Concerns and dilemmas. In *Critical psychology: An introduction* (2nd ed., pp. 3–19). Thousand Oaks, California: SAGE Publications Ltd. (Apr 28)
- Gone, J. P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment. *Transcultural Psychiatry*, 50(5), 683–706. (Mar 31)
- Hermans, H. J. M., & Kempen, H. J. G. (1999). Moving Cultures: The Perilous Problems of Cultural Dichotomies in a Globalizing Society. *American Psychologist*, 53(10), 1111–20. (Feb 3)
- McIntosh, P. (1998). White privilege, color, and crime: A personal account. *Images of Color, Images of Crime*, 207–216. (Mar 3)
- Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58(3), 503–507. (Mar 7)
- Stoudt, B. G., Fox, M., & Fine, M. (2012). Contesting Privilege with Critical Participatory Action Research. *Journal of Social Issues*, 68(1), 178–193. (Mar 5)
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American Psychologist*, 62(4), 271–286. (Feb 19)

Course Objectives

To recognize how culture affects individual and group-level thought, emotions, and behavior.

To describe how culture and cultural identity affects your own actions, attitudes, self-esteem, relationships, and worldview.

To learn about the history and patterns of difference, discrimination, and oppressions with regard to different groups, including but not limited to race, ability, gender, ethnicity, sexual orientation, religious orientation, and culture.

To develop a critical understanding of how culture plays a role in psychological theory and research.

To recognize how multicultural learning and social justice are inextricably linked through their shared purpose of addressing systemic oppression to ensure equity for all individuals.

Tips to do well in class

- ✓ Read the syllabus carefully and make sure you understand all the course requirements.
- ✓ Come to class regularly.
- ✓ Complete assigned readings and ask questions if you have doubts.
- ✓ Participate in class and ask questions.
- ✓ Take notes during class.
- ✓ Establish a study routine and stick to it.
- ✓ Come to office hours.
- ✓ Complete assignments on time.



Learning Outcomes

On successful completion of this course, you should be able to:



Evaluate and critique how the categories of race, ethnicity, gender, culture, and class are used in psychological research



Identify and describe examples of ethnic and cultural norms associated with psychological phenomena



Demonstrate an understanding of your own identity, culture, and privilege



Recognize power structures, privilege, and explicit and implicit prejudice and how they relate to American society, including within our University community



Implement the knowledge and skills developed and realize the opportunities to serve as allies to cultural/service organizations within campus and the community.



Effectively communicate your knowledge and experiences to peers and the campus community



Synthesize your personal experiences with the theoretical and empirical knowledge you acquire in the class

Course Requirements

I. Attendance and Participation (10%): You will receive one point for each day you attend class and participate in class activities. You must be present for the **entire class** and **participate** in the day's lesson. You will have opportunities to show that you have completed the assigned readings and materials for the day's class through class activities and quizzes randomly distributed across the semester. **No make-up points will be available for participation points.** You must be present to receive these points. You may receive up to **two** excused absences. No notes are necessary for those absences.

II. Exams (40%): There will be two exams - a mid-term and a final - to ensure that you are learning the core concepts of the course as well as their applications. Please check the syllabus for dates and make sure you're present for the exams.



III. Short Paper (20 %): As part of this assignment, you will pick a topic from the list provided to you (see handout for topics) and then: i) Locate 3 peer-reviewed journal articles published since 2005 on the topic you have selected, ii) Identify an article from the course readings (not the main textbook) that is relevant to the topic, and iii) Write a 6-7 page paper explaining the topic, its significance, summarizing each article, and then highlighting what they tell us about the topic. You must follow APA style for in-text citations and the reference at the end of your essay. Please refer to handout and templates for more detailed instructions.

IV. Experiential Learning: (30 %): Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences beyond the traditional classroom setting. Your experiential learning will consist of two assignments.

I. Campus Engagement (20 %) : For this assignment you will attend **at least one** diversity and social justice event organized on UMass Lowell campus this semester. The list of events will be posted on Blackboard. Note that you have to attend one of the approved events from the list to count towards this assignment. You will attend/participate in the entire event and then submit a 5 page critical reflection of the event you attended. This write-up must follow the template posted on Blackboard. **The due dates for submission are posted on the syllabus.** It is **your** responsibility to ensure that you attend at least one event and submit the report according to the due date.

II. Multiculturalism on UMass Lowell Campus (10 %): This assignment requires you to build awareness around multiculturalism, diversity, and inclusivity on UMass Lowell campus. For this assignment, you will: i) Complete a 3 page write-up (template on Blackboard) reflecting on your multicultural experiences on campus, ii) Learn about multicultural and diversity initiatives on UMass Lowell campus, iii) Participate in small group activities and present key points of your discussion (according to template supplied) before the class. Detailed instructions are available on Blackboard.

Grading Policy

Grade Breakdown:

Attendance and Participation: 10%

Exams: 40%

Short Paper: 20%

Experiential Learning: 30%

**Grading will follow the 100-percentage scale: (Standard math rounding applies: 88.5=89, 88.4=88 without exceptions)

Re-Grading Policy: If you are dissatisfied with your grade on an exam or paper, discuss it with me. All assignment re-grades will be done for the entire test/assignment, not just the part you are dissatisfied with. The re-grade will be the final grade, even if it is lower than the original grade.

LETTER GRADE

A	93-100
A-	90-92
B+	88-89
B	84-87
B-	83-87
C+	78-79
C	73-77
C-	70-72
D	60-69
F	0-59

It is your responsibility to keep track of your scores in

Blackboard. Keep copies of all of your graded work in case any discrepancies arise. If you notice that a score has been incorrectly entered into Blackboard, you must show me the original paper with the correct grade before finals week. If you are unable to produce the graded work, you will receive the grade that appears in Blackboard.

Expectations

Generally, you should expect to devote at least 6 hours per week outside of class, on average, in order to keep up with course requirements. In accordance with federal regulations that define a credit hour, this number should be at least 2 hours for every 1 credit of the course. I am available to you for 2.5 hours of class time & 3 hours of office hours weekly.

Throughout the course of this class, I expect you to be engaged in the following ways:

Reading: Each week you will generally read a chapter from your textbook and 1 supplementary reading. Articles will be available for download from the course Blackboard site. It is important that you not only read the material but that you “digest” the material. This means that you are attempting to understand and apply the content. It is this type of digesting of the material that will help you engage in the material.

Discussing: This class requires you to talk with your fellow peers & with me.

Writing: Writing is an art that needs to be practiced. I expect you to take notes in class & while you read. You will also be writing for your exams & for your other assignments.

Policies

Classroom Environment: It is essential that our classroom be a place where people feel comfortable expressing their thoughts without fear of unduly critical or judgmental responses.

- I expect all of my students to be respectful of the varied experiences and backgrounds presented by classroom members. You may expect the same level of respect from me.
- Disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, social class, religion, or value system, will not be tolerated.
- While it is important for you to participate in class discussions, it is imperative that you do so in a way that is not disrespectful to others.
- Similarly, disruptive behavior (including lateness/leaving early) is also not acceptable and may result in the offending student(s) being excused from class.

Cell phones, iPods, MP3 players, and browsing the internet are not allowed during class. If I see using your cell phone or browsing the internet while in class, you will forfeit your attendance points for the day.

Communication Policy: E-mail is a great way to get in touch with me regarding any questions you have about the class. Please allow enough time for me to receive and respond to your e-mail. I check my email a



To inquire about University class cancellation due to weather call (978) 934-2121.

few times a day and in most circumstances, I will do my best to respond within **1-2 business days**. I expect the same from you.

- If what you ask is a good question that is relevant to the rest of the class, I will frequently address your question in class instead of responding to the e-mail.
- Alternatively, you may ask a question that is far too detailed or complex to be answered over e-mail. In these instances, I will suggest that you drop in during my office hours or make an appointment to speak with me in person.
- **Before sending me an e-mail, please ask yourself:** Can I answer this question myself (e.g., information is available on syllabus or Blackboard). Important emails regarding the course will be sent to your

UML email accounts. If you do not check your UML email account, you should have that email forwarded to an account you do check. I will only send emails to UML accounts.

Policy on Late Work & Missed Exams:

Except in documented emergencies (i.e., family or health crises),

assignments will not be accepted more than one week after the original due date. **One percent will be deducted** from the assignment's graded total score for each day the assignment is late (including week-ends).

Accommodations: Any student who may need an accommodation for a disability at any point in the term should register with the UMass Lowell Office of Disability Services to receive these accommodations.

Incomplete Grade: The symbol INC (incomplete) is a temporary notation, which is assigned for incomplete work in courses when

the records of students justify the expectation that they will obtain a passing grade but for emergency reasons they have missed a minor part of the course requirement. Any missed final examination or other final course evaluation requires a student explanation within 48 hours so the instructor can file the proper course notation with the Student Records Office. A student who has evidenced an unsatisfactory course record, who has failed to complete a major portion of course requirements, or who fails to provide the instructor with a satisfactory reason for absence from a final examination or final course evaluation within the specified 48 hour period may not be assigned the letter symbol INC.

Academic Integrity: This is a friendly reminder about cheating and plagiarism—don't do it! Any student who is caught

cheating on an exam, writing another student's project, or copying from another source (e.g., a website, a magazine, a published research article, another student's paper) without proper citations will be disciplined under the University's regulations for academic honesty. **Note that this includes re-using your own assignments from other courses.** All work in this class must be original and not written in part or full by your friend, roommate, tutor, etc. **All assignments are individual assignments unless explicitly stated otherwise.** Students who violate the academic principles of this University may receive a failing grade on the assignment, receive a failing grade in the course, or be suspended from the University. The University's website on academic honesty is: <http://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx>

Campus Resources

Centers for Learning and Academic Support Services (CLASS) provide a range of services that may be helpful to you in accomplishing your academic coursework. The Center has offices on both South (O'Leary Library, 3rd Floor) and North (Southwick, Room 308) Campuses. Tutoring, career planning and a computer lab are free and available to all students on a drop-in basis or by appointment. Their website is <http://class.uml.edu>.

The Writing Center offers writing tutoring to undergraduate and graduate students in all phases of the writing process. Students may make an appointment for one-on-one assistance from trained writing tutors. The professional team at the Write Place works closely with the English Department to offer assistance to all University students to improve and support writing across the curriculum. Their website is: <http://www.uml.edu/CLASS/Tutoring/The-write-place.aspx>

The Counseling Center, located in Ste 300 in University Crossing, provides confidential mental health and counseling services free to all students. The overall goal of the Counseling Center is to provide counseling services, information, consultation and referrals to assist students in their own personal and academic success. When necessary, referrals for outside specialized mental health services are also provided. There are some constraints on the number of visits available, but most students find they are able to address their concerns adequately without extending these. Their website is <http://www.uml.edu/student-services/counseling/>

Note: Career Counseling is provided through the Career Services Office in Southwick 205. Call them at (978) 934-2355. Their website is <http://career.uml.edu>

Libraries: The University libraries have lots of resources and well-trained staff to help you learn to find a book, do a search for materials, etc. There are three libraries: O’Leary on South Campus, Lydon on North Campus, and Center for Lowell History (in the Patrick J. Mogan Cultural Center). Services offered by the library include: individual reference desk assistance, one-on-one consultations by appointment (call the north campus library, Lydon Reference at (978) 934-3213 or the south campus library, O’Leary Reference at (978) 934-4554, library workshops, and tours (scheduled throughout the semester). Their website is <http://library.uml.edu/home/>



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Safety: UMass Lowell strives to provide a safe and secure environment for all its students and employees. In any emergency, UMass Lowell police can be reached by dialing **x2911** or e-mail to police@uml.edu.

In keeping with UMass Lowell’s commitment to excellent educational experiences and high-quality programs for its students, UMass Lowell routinely engages in the assessment and research of educational practices and student work in order to improve student learning outcomes and provide optimal instructional practices for UMass Lowell students. Assessment and/or research may be conducted within the institution or may be collaborative in nature, involving partnering institutions and agencies. Student work (with your identifying information removed) such as exams, papers, written assignments, and presentations may be used. It is important for you to know that these assessment or research activities have no effect on your grades. If you do not want your de-identified work used for this purpose, please notify the instructor prior to submitting any work. Your decision to allow or not allow your work to be used for these purposes will not affect your grades or academic standing in any way.

Note: I might make some changes to the following schedule based on class needs. You will be given advance notice if and when such changes occur. Any change will be posted on Blackboard so make sure you check the site regularly.

Tentative Schedule

Wk	Date	Topic	Readings/Tasks
1	20-Jan	Multicultural Orientation	
	22-Jan	Syllabus Review and Introduction	Chapter 1: What is Multicultural Psychology?
2	27-Jan	Introduction contd.	Chapter 1 contd.
	29-Jan	Culture and Psychological Research	Chapter 2: Multicultural Issues involving Research and Testing
3	3-Feb	Culture and Psychological Research	Read Herman and Kempen (1998) article - Moving cultures
	5-Feb	Stereotypes, Prejudice, & Discrimination	Chapter 6: Stereotyping, Prejudice, Discrimination, & Racism
4	10-Feb	Stereotypes contd.	Chapter 6 contd.
	12-Feb	Documentary Screening: <i>A Class Divided</i>	Watch documentary in class and complete worksheet.
5	17-Feb	Monday Schedule - No Class	
	19-Feb	Microaggressions	Read Sue et al. (2007) article - Racial microaggressions
6	24 Feb	Review for Mid-term exam	Come prepared with doubts/questions
	26-Feb	Mid-term Exam (in class)	
7	3-Mar	Understanding Privilege	Read McIntosh (1998) article - White privilege, color, and crime
	5-Mar	Interrogating Privilege	Read Stoudt & Fine (2012) article - Contesting privilege with critical participatory action research
8	10-Mar	Immigration	Chapter 5: Immigration, Refugees, & the Acculturation Process Campus event write-up due at 11:59pm for event held on or before March 5. Submit online through Blackboard.
	12-Mar	Immigration	Chapter 5 contd.
	17-Mar & 19-Mar: Spring Break - No Class		

Wk	Date	Topic	Readings/Tasks
9	24-Mar	Cultural and Identity	Chapter 7: Cultural Identity Development
	26-Mar	Cultural and Identity	Chapter 9 contd.
10	31-Mar	Culture and Mental health contd.	<p>Read Gone (2013) article - indigenous mental health</p> <p>Campus event write-up due at 11:59pm for event held between March 6 and March 26. Submit online through Blackboard.</p>
	2-Apr	Culture and Mental health contd.	Gone (2013) contd.
11	7-Apr	Cultural Worldviews	<p>Read Nacirema article</p> <p>Short paper due. Submit on Blackboard and bring hardcopy to class</p>
	9-Apr	Multiculturalism and UMass Lowell	<p>Read Campus resources and initiatives document/link</p> <p>Group activities</p>
12	14-Apr	Multiculturalism and UMass Lowell contd.	<p>Group activities</p> <p>Campus Multicultural Write-up due. Submit on Blackboard and bring hardcopy to class</p>
	16-Apr	Group Presentations	
13	21-Apr	Group Presentations	
	23-Apr	Multicultural competence	Chapter 10: Building Multicultural Competence
14	28-Apr	Social action	<p>Read Fox, et al. (2009) - Critical psychology for social justice</p> <p>Campus event write-up due at 11:59pm for event held between March 27 and April 23. Submit online through Blackboard.</p>
	30-Apr	Wrap up and review	
	TBD	Final exam	