Multicultural Psychology

**Psychology 276**

**Term 1, 2018**

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**Class hours:** Selected from 9-11 AM and 1-3 PM Monday-Friday. (If viewing a movie, we may occasionally begin as early as 12:30.)

**Office hours:** I am typically in the office and available to consult with you until late afternoon.

**Introduction**

Multicultural psychology can be defined as the systematic study of psychology in many (or “multi”) cultures. “Culture” is used in many different ways and can refer to nationality, race, ethnicity, or country of origin. “Culture” can also refer to “cultural life” and artistic opportunities; the historical, food, clothing, family, religious, and historical traditions or rituals of specific groups; or the behaviors and thought patterns of subgroups within a country or across nations (e.g., “teen culture” or “Asian American experience”). “Culture” can be used to refer to descriptive, historical, normative, psychological, and structural aspects of experience.

In addition to the complicated uses of terms such as culture and psychology, a multicultural psychology course may emphasize within-country and domestic themes, transnational and global themes, and/or the experiences of immigrants who encounter a transition from one country to another. In the first case (within country themes), the content of multicultural psychology encompasses the range of cultures present within North America and examines similarities and differences among groups. It also focuses on how structural inequities such as oppression, prejudice, privilege, and discrimination may influence the cognitive, affective, and behavioral experiences of persons within North America. Beyond North American borders, multicultural psychology (sometimes referred to as cultural psychology or cross-cultural psychology) encompasses the study of cultures and nations around the world.

North American psychology has been characterized as “a child of its culture,” and as bound by Western concepts of individualism. In light of the growing recognition of culture-bound aspects of American psychology, psychologists have increasingly examined ways in which Western psychological concepts can be used in ethnocentric ways, and are attempting to place psychology in a more global, diverse perspective. Within this class, we will explore within-North America issues and challenges as well as transnational and global concerns. Given the breadth of content relevant to multicultural psychology, this course can only provide “slices” or case studies of cultural variation. My hope is that you can generalize the insights you gain for further inquiry about multicultural issues in the future.

In summary, this course will explore the ways in which psychology is socially constructed and will pay particular attention to the following factors as they influence human development: oppression, language, acculturation, economic concerns, racism and prejudice, sociopolitical factors, child-rearing practices, religious practices, family structure and dynamics, and cultural values and attitudes. Over the course of this term, we will examine multicultural aspects of psychology within the United States and will also explore the possibilities for more globally situated psychologies.

**Class Texts and Readings**

Mio, Jeffery S., Barker, Lori.A., & Rodriquez, Melanie D. (2016). *Multicultural psychology: Understanding our diverse communities* (4th ed.)*.* Oxford University Press. (3rd edition is also acceptable)

Steele, C.M. (2010). *Whistling Vivaldi and other clues to how stereotypes affect us.* New York: Norton.

Journal articles and chapters (see schedule) posted on Moodle

**Class Assignments and Requirements**

Regular attendance Participation in and co-leadership of discussion

Short overnight reaction papers Psychosocial and social identity interview paper

Two tests Concise research paper

Attendance at campus or community events related to course content

##### A Partial List of Learning Objectives and Expected Student Outcomes

Each of the learning goals listed below are followed by the specific Educational Priorities and Outcomes adopted by Cornell College (identified in bold text). As an aspect of participating in this course, class members will:

**Gain foundational knowledge of multicultural, cultural, and cross-cultural psychology, principles, and theories by:**

* Examining cultural influences on human behavior, mental processes, and human development (**knowledge, inquiry**)
* Comprehending basic principles of culturally-appropriate and culturally sensitive research methods and assessment techniques (**knowledge, inquiry**)
* Identifying and challenging traditional psychological theories limited to Western cultures (**intercultural literacy, ethical behavior**)
* Analyzing the historical, cultural, and sociopolitical context of psychological functioning and adjustment (**intercultural literacy, well-being**)
* Comparing and contrasting models and frameworks for conceptualizing psychological functioning in ecological and cultural context (**reasoning, ethical behavior**)
* Identifying psychosocial issues and wellness/mental health needs of diverse groups within North America as well as around the globe and in transnational contexts (**intercultural literacy, well-being**)

**Develop critical thinking skills, self-introspection, cultural competence, and cultural humility by:**

* Learning how to critically evaluate studies and theory relevant to racial, ethnic, and cultural similarities and differences (**inquiry, reasoning, ethical behavior**)
* Developing listening and communication skills about human diversity issues (**communication, intercultural literacy**)
* Understanding the significance of human diversity to one’s own and other persons’ psychosocial functioning, relationships, and work world (**intercultural literacy, well-being, vocation**)
* Demonstrating flexibility in considering themes and issues relevant to multicultural, cultural, and cross-cultural psychology (**communication, intercultural literacy**)
* Learning to appreciate a multicultural and intercultural perspective on mental and physical health (**communication, intercultural literacy, well-being**)

##### Explanation of Class Requirements

##### Participation

##### Because this course relies heavily on discussion and your involvement, attendance is essential. Please be punctual out of respect for other members of this class (late arrival can be distracting to class members who are attempting to concentrate). The value of our class will depend to a large degree on what you bring to it. Each member of the class is personally responsible for the quality of our time together, and I welcome your contributions to this course.

To participate fully, please:

(1) Complete daily readings before we meet

(2) Come to class with good questions or issues for discussion

(3) Contribute to group discussion regularly, while also making sure that other class members have opportunities to speak

(4) Listen and respond to the contributions of others (in small and large group discussion)

(5) Help create a climate of respect and collaboration in which others can comfortably share their insights.

##### Tests

##### Class members will complete two tests: Wednesday, September 5, and Wednesday, September 19. Tests will include both objective and essay questions. The highest proportion of test points is devoted to essay and short answer responses.

**Occasional In-Class Writing and/or Overnight Response Papers**

Occasional short directed papers ask students to provide brief responses to a specific question or topic. These short responses are intended to foster your thinking about the topic, help me become aware of what you are thinking, and can facilitate class discussion. I may distribute questions that can serve as a catalyst for these response papers. One of the brief response papers will focus on *Whistling Vivaldi* (due September 3).

**Psychosocial and Social Identity Interview Paper**

Due: Wednesday, September 12, 5 PM

Recommended length: 6-7 pages

This paper is based on your interview with another person. Alternatively, you may write a paper that focuses on your own experience from a multicultural perspective. The primary purpose of this assignment is to gain a better understanding of psychosocial issues as framed by multicultural psychology. The discussion of themes and concepts explored in class (e.g., racism, identity development, acculturation) should be incorporated within the paper. I encourage you to interview another person for this assignment. It is possible to focus on your own experience, but if you do so, make sure that you are able to apply class concepts. Recommended questions and a structure are included in a separate handout.

**Small Group Presentation: Multicultural Themes in Film**

Due: Various times during the term, depending on the date of presentation

Numerous movies feature themes related to our class content: diversity, multiculturalism, racism and related “isms,” and social justice. For this assignment, you will make a brief presentation (e.g., 15 minutes) in which you work with 1-2 other students to present several movie scenes (e.g., show short clips) that illustrate content that is relevant to our course topics. Your presentation may include a brief synopsis of the film, discussion of course concepts illustrated in the film, description of cultural values presented in the film, and/or commentary about the strengths and limitations of the film’s presentation of issues relevant to this course. Your small group will also use slides or a handout to help convey core content to the class. A sign-up sheet and list of films will be discussed in a separate handout.

### Concise Research Paper

Due on Friday, September 7: Brief topic statement about your paper topic and brief description of 3 sources

Final paper due: Monday, September 17 (5 P.M.) Recommended length: 7 to 9 pages

Minimum number of sources: 4 (one source may be a class reading). Your sources should include at least 2 qualitative or quantitative research studies.

Research Option 1: Research on stereotype threat, contemporary racism, or ethnic/racial development

A substantial body of research focuses on modern forms of racism, gender bias, or ethnic identity development. For this paper, you will review closely related research articles (qualitative or quantitative research) on a specific topic. The paper should begin with a clear definition of the stereotype, prejudice, or racism-related construct or identity theory, and should be followed by a discussion and critique of studies. A majority of the articles should be empirical research articles on the topic. If using this option, you may wish to write your paper on some aspect of stereotype threat, which will allow you to use *Whistling Vivaldi*  as one source. The reference lists at the end of the book will provide a rich source of empirical sources. Other relevant topics include:

-microaggressions & racism -ambivalent prejudice (e.g., sexism or racism)

-aversive or modern racism -social justification theory and research

-perceived racism & psychological/physical distress -mutiracial identity development

-color-blind racism

-research on internalized racism (may include interactions with internalized heterosexism, sexism etc.)

-ethnic/racial identity development in a specific group (e.g., adolescents, African Americans, Latinos)

Research Option 2: Psychological implications of an issue in another country or global region

This option is appropriate if you want to focus on the psychological implications of a major issue facing a country or region (e.g., genocide, poverty/famine, war-related trauma, or a mental health problem that is of particular concern within the country or region). You should provide a description and analysis of the issue or problem and relevant research. You may integrate materials both within and beyond psychology. Your analysis should include discussion of some of following themes that are relevant to the issue: family structure, value systems, religion and spirituality, economic and socioeconomic factors, ethnic diversity and/or conflicts, form of government and legal policies, and history of colonialism and/or war. In addition, you should summarize theory and research relevant to the psychological impact of the issue (e.g., issues related to depression, trauma, mental health, treatment) and discuss implications for intervention and social change. Whenever possible, discuss how psychological interventions should be matched to values and traditions of importance within the country or region.

Research Option 3: Cultural analysis of and/or cross-cultural comparison of a psychological concept

For this option, you will compare how a specific psychological phenomenon is addressed within a country, or you may use a comparative approach (at least two cultures). You will examine research and theory on this concept, examine the relevance of this concept to a non-North American culture, critique the concept when appropriate, discuss how it may need to be modified in order to be of value in the non-Western culture, and/or identify an alternative concept that may be more relevant to the culture or cultures. The examples may be helpful to you as you consider potential research topics:

-social loafing -gender roles -child rearing styles -cognitive styles

-locus of control -personality theories -intelligence -self-efficacy

-motivation & perception -attachment -indigenous psychotherapies -achievement motivations

-interpersonal attraction -emotion across culture -self-concept across cultures

For all research options

When summarizing research articles, you should briefly describe: (a) the participants in the study, (b) how concepts are assessed or measured as well as how data were collected, (c) the results, and (d) conclusions or criticisms of the study. It is also important to compare and contrast findings of studies, describe strengths and limitations of research, and identify future directions for research and theory development.

**Psychology Journals Especially Relevant to Multicultural, Cultural, and Cross-Cultural Psychology**

*Journal of Cross Cultural Psychology Journal of Black Psychology*

*Cultural Diversity and Ethnic Minority Psychology Journal of Social Issues*

*Journal of Multicultural Counseling and Development Journal of Latina/o Psychology*

*Journal of Asian American Psychology Culture and Psychology*

*Online Readings in Psychology and Culture* (http://scholarworks.gvsu.edu/orpc)

**The following description clarifies general standards for grading research papers.**

**Superior (A):** This paper not only fulfills the assignment, but also has something original and important to say and the points it makes are well supported. It is organized effectively, develops smoothly, and it is written clearly and correctly (according to scientific writing standards). It is based on data or a review of the literature that is clearly related to the points it makes. Findings from the literature are integrated into a readable and comprehensive paper. The conclusions suggest that the writer has synthesized the literature and has identified strengths and limitations of the literature as well as future directions for research and theory. Citations and references are complete/accurate.

**Good (B):** This paper fulfills the assignment. Its general ideas are clear and it is presented effectively. It handles sources clearly, and includes no serious errors of fact or interpretation. Although it may not represent substantial new insight into the issues, it provides an adequate and appropriate report about data or literature. Generally, the paper is correct with regard to usage, is appropriate in style, and uses correct standards of writing, including bibliographic citations.

**Average (C):** This paper fulfills the assignment adequately, but it might be better described as an annotated bibliography. Points may be hard to follow and the paper may be poorly organized (e.g., unbroken narrative with no headings or clear relationships; literature review that summarizes sources merely in sequence without synthesizing points). There may be errors of fact or interpretation. Sources or data may be poorly chosen – insufficient in number, of inappropriate types, too old, lacking in authority, etc. There may be errors in usage, the style may be inappropriate for the assignment, or there may be errors in mechanics of writing or citation.

**Marginal (D/F):** This paper does not fulfill the assignment. It may fail to focus on a single topic or subject. It omits important material or makes repeated errors of fact or interpretation.

**Make-up Exams and Late Papers**

## Occasionally students become ill immediately before an exam or the due date of a paper. Students who need brief extensions because of illness or personal crises must notify me in a timely fashion (e.g., before the day the assignment is due and before a test begins.) In other cases, papers that are submitted after the deadline will result in a lowered grade.

**Accommodations for Disabilities**

Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

**Academic Honesty**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

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**Approximate Values Assigned to Class Assignments**

Tests 60-80 points/test (45-50%)

Psychosocial and social identity interview 25-30 (9-10%)

Short research paper 50-55 (20-22%)

Participation/attendance 30-35 (10-12%)

Short 1-2 page writing assignments 20-30 (8-12%)

Total points 260-300 points

**General Guide for Class Grading Scale**

A =94% C+=77%

A-=90% C =73%

B+=87% C- =70%

B =83% D+ =67%

B- =80% D =63%

D- =60%

F =59% and below

**Satisfactory/Unsatisfactory Grade Option**

Cornell offers a Satisfactory/Unsatisfactory (S/U) option to encourage students to explore new academic disciplines.

The S/U option is available to students who have completed a minimum of eight credits and must be declared when registering for a course or within the first three days of the course. On the 15th day of the Block, the student may rescind the declaration; if the S/U option is rescinded, the student will receive a grade for the course. No more than two full S/U credits may be counted toward satisfying the 31 credits required for graduation.To exercise this option, students must indicate S/U on a drop/add form, secure the signature of the academic advisor, and return the form to the Registrar’s Office. When this option has been selected, grades of C or above become Satisfactory (S), and grades of C- or below become Unsatisfactory (U). A satisfactory performance ensures credit toward graduation but does not affect grade-point averages. An unsatisfactory performance does not confer credit.

#### Class Schedule & List of Readings

#### (Modifications may be made during the term)

**Monday, August 27**

Introducting multicultural psychology (global, transnational, ethnic, cultural, cross-cultural, & indigenous psychologies)

Principles of multicultural and social justice practice

P.M.: Movie at 12:45

Reading: Text, Chapter 1

Goodman, L.A., Liang, B., Helms, J. E., Latta, R.E., Sparks, E., & Weintraub, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist, 32,* 793-837. (Read pp. 793-807)

American Psychological Association. (2018, January). APA adopts new multicultural guidelines. *Monitor on Psychology, p. 47.*

*Enrichment:* Cohen, A.B. (2009). Many forms of culture. *American Psychologist, 64,* 194-204.

*Enrichment:* American Psychological Association. 2017. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from: http://www.apa.org/about/policy/multicultural-guidelines.pdf

**Tuesday, August 28**

World views, value orientations, and cultural dimensions

Reading: Text, Chapters 1 & 3 (emphasize pp. 79-92)

Hofstede, Geert. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture, 2*(1). (emphasize pp. 9-16)

Spinney, L. (2010, November 13). Who’s the oddball? *New Scientist,* 42-45.

Tatum, Beverly Daniel. (2010). The complexity of identity: “Who am I?”

Jen, Gish. (2017). Some helpful background. Excerpt from *The girl at the baggage claim.* Knopf.

Markus, H. R., & Conner, A. (2013). Hearts and minds, east and west. Chapter from *Clash! How to thrive in a multicultural world.* New York: Penguin.

*Enrichment:* Biswas-Diener, R., & Thin, N. (2016). Culture. *NOBA project.* (pp. 1-13).

*Enrichment:* Heine, S. J., & Ruby, M. B. (2010). Cultural psychology. *Cultural Psychology, 1*, 254-266.

**Activity:** Explore Hofstede’s cultural dimensions (cultural comparisons). Link found on Moodle ([www.geert-hofstede.com/national-culture.html](http://www.geert-hofstede.com/national-culture.html))

**Wednesday, August 29**

Theory and research: Cultural humility and culturally sensitive and appropriate theory and research

### Reading: Text, Chapters 2 & 3

Smith, L., Chambers, D., & Bratini, L. (2009). When oppression is the pathogen: The participatory development of socially just mental health practice. *American Journal of Orthopsychiatry, 79,* 159-168.

*Enrichment:* Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist, 63,* 602-614.

*Enrichment:* Hall, G. C., Yip, T., & Zárate, M. A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *American Psychologist, 71,* 40-51.

*Enrichment:* Jones, J. M. (2010). I’m white and you’re not: The value of unraveling ethnocentric science. *Perspectives on Psychological Science, 5,* 700-707.

*Enrichment:* Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist, 71,* 474-485.

*Enrichment:* Greenfield, P. M. (1997). You can’t take it with you: Why ability assessments don’t cross cultures. *American Psychologist, 52,* 1115-1124.

*Enrichment:* Hays, P. A. (2014). Finding a place in the multicultural revolution. Chapter 3 in Gallardo, M. E., *Developing cultural humility*. Sage Press.

**Thursday, August 30**

Prejudice, discrimination, and racism

Subtle biases, microaggressions, and their consequences

Reading: Text, Chapter 6

Begin reading *Whistling Vivaldi* (chapters 1-4)

Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass, 3,* 1-25.

Clay, R. A. (2017, April). Islamophobia. *Monitor on Psychology.*

Weir, K. (2017, April). Power play. *Monitor on Psychology.*

*Enrichment:* Glick, P. (2016, September 13). Benevolent sexism and the art of the deal. (Blog about Nov., 2016 election)

*Enrichment:* Fiske, S. (2010). Venus and Mars or down to earth: Stereotypes and realities of gender differences. *Perspectives on Psychological Science, 5* 688-692.

*Enrichment:* Fiske, S. (2014). Prejudice, discrimination, and stereotyping. NOBA reading.

*Enrichment:*  Weir, K. (2017, May). Why we believe alternative facts. *Monitor on Psychology.*

*Enrichment:* APA Presidential Task Force on Preventing Discrimination and Promoting Diversity. (2012). *Dual pathways to a better America.* American Psychological Association. (Part 1, pp. 11-19, & p. 24-28)

*Enrichment:* Sue, D. W., Capodilupo, C.M., Torino, G. C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist, 62,* 271-286.

**Friday, August 31**

Prejudice, discrimination, and “isms”

Interactions of “isms,” privilege, and identity

Reading: Text: Chapter 6, continue reading *Whistling Vivaldi*  (chapters 5-9)

Weir, K. (2016, December). Policing in Black and White. *Monitor on Psychology.*

Turner, E. A., & Richardson, J. (2016, July 14). Racial trauma is real: The impact of police shootings on African Americans.

Hall, A. V., Hall, E. V., & Perry, J. L. (2016). Black and blue: Exploring racial bias and law enforcement in the killings of unarmed Black male civilians. *American Psychologist, 71,* 175-186.

APA Presidential Task Force on Preventing Discrimination and Promoting Diversity. (2012). *Dual pathways to a better America.* American Psychological Association. (Read Part 1, pp. 11-19, pp. 24-28)

Neville, H.A., Awad, G. H., Brooks, J. E., Flores, M. P., & Bluemel, J. (2013). Color-blind racial ideology: Theory, training, and measurement implications in psychology. *American Psychologist, 68,* 455-466.

*Enrichment:* Spencer, K. B., Charbonneau, A. K., & Glaser, J. (2016). Implicit bias and policing. *Social and Personality Psychology Compass, 10,* 50-63.

**Activity**: Complete at least one implicit association test (IAT) at <http://implicit.harvard.edu/implicit/> (be prepared to report on what you learned)

### Monday, September 3

Stereotype threat: Research and implications

Reading: Text, Chapter 6 (pp. 183-187)

Complete any unfinished reading from Friday (e.g., materials on police shootings)

Finish reading *Whistling Vivaldi*

*Enrichment:* Levy, D. J., Heissel, J. A., Richeson, J. A., & Adam, E. K. (2016). Psychological and biological responses to race-based social stress as pathways to disparities in educational outcomes. *American Psychologist, 71,* 455-473.

**Due**: Short reaction to *Whistling Vivaldi.* (short response to one or more questions distributed in class)

**Tuesday, September 4**

Communication, Perception, and Emotion

Reading: Text, Chapter 4.

Jen, Gish. (2017). What is a flexi-self? Excerpt from *The girl at the baggage claim*. Knopf

**Tuesday, 9/7 con.**

Sue, D.W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist, 68,* 661-672.

*Enrichment:* Sue D. W., Lin, A. K., Torino, G., Capadilupo, C. M., & Rivera, D. P. (2013). Racial microaggressions and difficult dialogues in the classroom. *Cultural Diversity and Ethnic Minority Psychology, 15,* 183-190.

*Enrichment:* Levine, R. V. (2014). Time and culture. NOBA project.

*Enrichment:* Tsai, J. (2013). Culture and emotion. NOBA project. (p. 4, begin with current research & theory, to p. 12)

**Wednesday, September 5**

Test #1

PM: Movie (tentative)

**Thursday, September 6**

Identity development & promoting diversity

Reading: Text, Chapter 7

Tatum, B.D. (2002). Excerpt from “*Why are all the Black kids sitting together in the cafeteria?”* Basic Books.

Neville, H., A., & Cross, W. E. (2017). Racial awakening: Epiphanies and encounters in Black racial identity. *Cultural Diversity and Ethnic Minority Psychology, 23,* 102-108.

Tatum, B. D. (1994). Teaching white students about racism: The search for white allies and the restoration of hope. *Teachers College Record, 95,* 462-476. (focus on White identity development)

Miville, M.L., Constantine, M.G., Baysden, M. F., & So-Lloyd, G. (2005). Chameleon changes: An exploration of racial identity themes of multiracial people. *Journal of Counseling Psychology, 52,* 507-516.

APA Presidential Task Force on Preventing Discrimination and Promoting Diversity. (2012). *Dual pathways to a better America.* American Psychological Association. (Read Part II, p. 43-54, & III, p. 55-61)

**Friday, September 7**

Immigration & Acculturation

Reading: Text, Chapter 5

Clay, R. A. (2017, January). In search of hope and home. *Monitor on Psychology.*

Lee, K. (2017, July/August). Seeking sanctuary. *Monitor on Psychology.*

Fleming, M. (2017, January 13). My terrifying week being smuggled out of Syria. Adapted from *A hope more powerful than the sea.*

*Enrichment:* Rugg, P. (2017, February). Will America’s oldest Muslim community survive President Trump? *Rolling Stone*

*Enrichment:* American Psychological Association Presidential Task Force on Immigration. (2012). *Crossroads: The psychology of immigration in the new century.* American Psychological Association. (The Social Context of Reception and Immigration Adaptation, Read pp. 21-31).

*Enrichment:* Berry, J. W. (1994). Acculturative stress. In *Psychology and culture.*

**Due:** Brief statement about research paper and abstracts of initial sources

**Monday, September 10**

Diverse Families and Socialization Experiences

Reading: Chapter 6(Family structure, relations, and socialization) of *Multicultural Psychology* (by Organista et al.)

Hope, E. C., Hoggard, L. S., & Thomas, A. (2016, June). Becoming an adult in the face of racism. *Monitor on Psychology*

Campos, B., & Kim, H. S. (2017). Incorporating the cultural diversity of family and close relationships into the study of health. American Psychologist, 72, 543-554. (Focus on pp. 547-551.)

American Psychological Association. (2017). *Addressing the mental health needs of racial and ethnic minority youth.*

Ellis, L. M., & Chen, E. C. (2013). Negotiating identity development among undocumented immigrant college students: A grounded theory study. *Journal of Counseling Psychology, 60,* 251-264.

*Enrichment:* American Psychological Association Presidential Task Force on Immigration. (2012). *Crossroads: The psychology of immigration in the new century.* American Psychological Association. (Populations Facing Unique Challenges, Read pp. 31-46).

**Tuesday, September 11 (AM & PM)**

Gender issues in transnational and intersectional perspective

Focus on Muslim women

Hallak, M., & Quina, K. (2004). In the shadows of the twin towers: Muslim immigrant women’s voices emerge. *Sex Roles, 51.*

Ali, S. R., Mahmood, A., Moel, J., Hudson, C., & Leathers, L. (2008). A qualitative investigation of Muslim and Christian women’s views of religion and feminism in their lives. *Cultural Diversity and Ethnic Minority Psychology, 14,* 38-46.

Clay, R. A. (2017, May). Helping victims of female genital cutting. *Monitor on Psychology.*

Sayeed, A. (2004). Chappals and gym shorts: An Indian Muslim woman in the land of Oz. from *Colonize This!*

*Enrichment:* Chaudhry, A. S. (2013). *Domestic violence and the Islamic tradition.* Oxford Press. (Introduction)

*Enrichment:* World Economic Forum. (2016). *The global gender gap index 2016.*

**Wednesday, September 12**

Culture and physical health / Trauma, natural disasters, and intervention

Reading: Text, Chapter 8

American Psychological Association. (2016). *Stress in America: The Impact of Discrimination.*

Munsey, C. (2011, October). Segregation’s ongoing legacy, *Monitor on Psychology, 42*(9)*,* 36-37.

Samari, G. (2016). Islamophobia and public health in the United States. *American Journal of Public Health, 106*, 1920-1925.

Wessells, M. G. (2009). Do no harm: Toward contextually appropriate psychosocial support in international emergencies. *American Psychologist, 64,* 842-854.

Lybarger, J. (2018, May). Mental health in Puerto Rico, *Monitor on Psychology,* 20-23.

*Enrichment:* Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness: Contributions to a globalizing psychology. *American Psychologist, 69*, 645-655.

*Enrichment:* Murray-Garcia, J. L., Harrell, S., García, J. A., Gizzi, E., & Mackey-Simms, P. (2014). Dialogue as skill: Training a health professions workforce that can talk about race and racism. *American Journal of Orthopsychiatry, 84,* 590-596.

*Enrichment:* Levy, D. J., Heissel, J. A., Richeson, J. A., & Adam, E. K. (2016). Psychological and biological responses to race-based social stress as pathways to disparities in educational outcomes. *American Psychologist, 71,* 455-473.

**Due** at 5 PM: Psychosocial Identity Paper

**Thursday, September 13**

Culture and mental health

Reading: Text, Chapter 9

Watters, E. (2010). The Americanization of mental illness. *New York Times Magazine*.

Watters, E. (2010). The shifting mask of schizophrenia in Zanzibar. Excerpt from *Crazy Like Us.* Free Press.

APA Office of Ethnic Minority Affairs. (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist, 48,* 45-48.

Gholipour, B. (2014, August 15). Supernatural “jinn” seen as cause of mental illness among Muslims. *Live Science.*

*Enrichment:* Islam, F., & Campbell, R. A. (2014). “Satan has afflicted me!” Jinn-possession and mental illness in the Qur’an. *Journal of Religious Health, 53,* 229-243.

*Enrichment:* Lim, A., Hoek, H. W., & Blom, J.D. (2015). The attribution of psychotic symptoms to jinn in Islamic patients. *Transcultural psychiatry, 52,* 18-32.

**Friday, September 14**

Culture and mental health: Culturally appropriate interventions

Reading: Text, Chapter 9

Mashal, M. (2015). For a therapist in Afghanistan, Empathy is good medicine. *New York Times.*

Ali, R. A., Liu, W. M., & Humedian, M. (2004). Islam 101: Understanding the religion and therapy implications. *Professional Psychology, 6,* 635-642.

*Enrichment:* Hodge, D. R., & Nadir, A. (2008). Moving toward culturally competent practice with Muslims: Modifying cognitive therapy with Islamic tenets. *Social Work, 53*(1), 31-41.

*Enrichment:* Abu-Raiya, H. (2015). Working with religious Muslim clients: a dynamic, Qura’nic-based model of psychotherapy. *Spirituality in Clinical Practice, 2,* 120-133.

**Monday, September 17**

Culture, violence, and peaceful alternatives

Reading: Text, Chapter 10

Moshman, D. (2007). Us and them: Identity and genocide. *Identity: An international Journal of Theory and Research, 7,* 115-135.

Staub, E. (1999). The origins and prevention of genocide, mass killing, and other collective violence. *Peace and Conflict: Journal of Peace Psychology, 5,* 303-336.

*Enrichment:* Smith, D.N. (1998). The psychocultural roots of genocide: Legitimacy and crisis in Rwanda. *American Psychologist, 53,* 743-753.

*Enrichment:* Staub, E. (2006). Reconciliation after genocide, mass killing, or intractable conflict: Understanding the roots of violence, psychological recovery, and steps toward a general theory.  *Political Psychology, 27,* 867-894.

**Due at 5 PM:**  Concise research paper

**Tuesday, September 18**

Toward an inclusive psychology

Paper presentations (tentative)

Reading: Text, Chapter 10

Cole, E. R., Case, K. A., Rios, D., & Curtin, N. (2011). Understanding what students bring to the classroom: Moderators of the effects of diversity courses on student attitudes. *Cultural Diversity and Ethnic Minority Psychology, 17,* 397-405.

Marsella, A. J. (1998). Toward a “global-community psychology.” *American Psychologist, 53,* 1282-1291.

*Enrichment:* Hays, P. A. (2014). Finding a place in the multicultural revolution. Chapter 3 in Gallardo, M. E., *Developing cultural humility*. Sage Press.

*Enrichment:* Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist, 71,* 474-485.

**Wednesday, September 19**

Test #2