



PSYC 3180 Cross Cultural Psychology

Spring 2015

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By appointment

Mission Statement and Learning Goals

The Mission of the Department of Psychology is to provide students with the highest quality instructional preparation for immediate employment in occupations such as human services or for graduate programs in areas such as counseling, social work, and psychology. The program faculty is dedicated to providing academically sound instruction in an environment that models for students the highest standards of professional, ethical, and caring behaviors.

- ❖ To understand and apply the major concepts, findings, and theoretical perspectives of Psychology.
- ❖ To evaluate research critically and apply research methodologies used in psychology.
- ❖ To communicate effectively and professionally both orally and in writing.
- ❖ To demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.
- ❖ To understand and apply the ethical standards set forth by the American Psychological Association.

Catalog Description

This course is a senior-level seminar providing students with an examination of the psychological foundation and correlates of attitudes towards death, death anxiety and grief, cross-cultural perspectives; death education; stages of children's awareness; coping with grief and fears; legal issues surrounding death; and attitudes towards afterlife. The course maintains a focus on death and dying issues in the dynamic context of life and living.

Textbook Required

Mio, J. S., Barker, L. A., & Tumambing, J. S. (2012). *Multicultural Psychology: Understanding Our Diverse Communities*. 3rd edition. Oxford University Press.

Learning Outcomes

At the end of this course, students will be able to:

- ❖ *To understand and apply the major concepts, findings, and theoretical perspectives of Psychology from a cross-cultural perspective.*
- ❖ *To evaluate research critically and apply research methodologies used in psychology from a cross-cultural perspective which includes ethnic identity development.*
- ❖ *To communicate effectively and professionally both orally and in writing.*
- ❖ Explore personal heritage, attitudes, stereotypes, biases, myths, and misconceptions about culturally different people and how these may impact self awareness.
- ❖ Demonstrate an expanded view of privilege, cultural diversity and the discrimination which occurs toward various groups (including elderly, individuals with disabilities, gay/lesbian/bisexual/transgendered, women, etc.)

Course Requirements

Forum Participation (5 x 50 = 250)

Forum participation is **imperative** in order for you to successfully complete this course. You will be required to post an initial discussion (minimum of 300 words) and respond to **two (2)** of your classmates' initial posts (minimum of 150 words). **Initial posts will be due by Thursday (11:59pm) and replies by Sunday (11:59pm).** Please see grading rubric (p.3) for Forum Discussions. ***Late submissions will not be accepted unless arrangements have been made prior to the deadline.***

Assignments (130 points)

You will have a total of six (6) individual assignments to complete. The assignments must be completed by their designated due date and submitted via Dropbox (D2L). ***Late submissions will not be accepted unless arrangements have been made prior to the deadline***

Classroom Participation (30 points)

Classroom participation is defined as arriving to class on time, prepared for the class discussions, participating in in-class activities, and remaining for the entire class period. Absences will be excused for those specific reasons stated in the Undergraduate Catalogue.

Final Paper – Intercultural Interview (100 points)

You are required to interview three people whose race, gender, class, or ethnicity is different from yours. You are required to write a report summarizing the interviews. The report should be double spaced (two pages for each interviewee). Use textbook and information from lectures and class discussions as guides to develop additional questions. **A summary section entitled Personal Awareness should be included on your report.** This section should include personal insights and awareness

about your experience in conducting the interview. When appropriate, incorporate material from the textbook to illustrate your points. Full credit will be given to insightful interviews that reflect the student's personal awareness, incorporation of class material and good writing and organizational skills. To protect the interviewees' privacy, do not include names (use fictitious names or ask the person to give you a different name). Do not include any information that could potentially identify the person. Topics from previous students included: A Racially Mixed Couple (Asian American & White; Mexican and African American); A Vietnamese-American Woman; Interview with a Cuban/British Woman; A Man from India; A Latino and White Gay Couple. Below is a guide of topics and questions that can help guide you through the interview.

- What were their expectations when they were young about what they would be when they grew up and what their life would be like?
- Did they feel they had a lot of choices in finding jobs, educational opportunities, obtaining credit, medical care, etc.?
- Assess whether race, class, religion, and or sexual orientation were issues discussed within their households.
- Assess how their expectations differ from your own.
- Which groups in our society do they think have the most privilege? The least privilege?
- What experiences, including powerlessness, discrimination, and prejudice, are associated with minority status?

Additional Questions you might want to include:

1. Describe the most important values and beliefs of your culture.
2. Describe important cultural events, celebrations, and practices in your culture.
3. Have you ever experienced prejudice or discrimination? Please describe.
4. How do you think others outside your culture view your culture?

Late submissions will not be accepted for the final paper.

Make-up Policies

Missing Quizzes & Assignments: All exams are to be completed by the due date. If tests cannot be submitted as scheduled, it is the responsibility of the student to inform me immediately. If you miss a test, you need to contact me as soon as possible if you plan a retake. Missed tests must be accompanied by formal documentation of an emergency that prohibited your attendance. ***Non-emergency doctor's appointments will not be honored.***

Regarding students' grades

Students are responsible for keeping track of their own class averages during the course of the semester. Please contact me if you want an update of your grade during the course. All graded materials will be handed back in a timely fashion. ***Please remember that midterm grades will only reflect a percentage of the total grading scale, because all assignments and tests will not be required before calculating your midterm grade.***

Forum Requirements – Grading Rubric	Points
Posted correctly (work is posted according to instructions (minimum of 300 words required; all questions were addressed; meaningful and thoughtful initial post)	30
Replies (two replies to initial posts – minimum of 150 words; responses contributed to classmates initial posts)	15
Format (correctly uses APA format – i.e. no abbreviations; including in-text citations and a reference list when needed; correct grammar and sentences)	5
Total	50

GRADE COMPOSITE

Course Requirements	Points
Discussion Participation	250
Assignments	130
Classroom Participation	30
Final Paper	100
TOTAL	510

POINTS DISTRIBUTION

480 +	A
449 - 479	B
418- 448	C
387- 417	D
< 386	F

PROGRAM LEARNING OUTCOMES

General education outcomes

The following link provides the Clayton State University Core Curriculum outcomes (see Area E):

http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf

Learning Outcomes for Dept. of Psychology

1. Apply the major concepts, findings, and theoretical perspectives of psychology.
2. Evaluate research critically and apply research methodologies used in psychology.
3. Demonstrate effective, professional oral and written communication skills both individually and with groups.
4. Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.
5. Apply the ethical standards set forth by the American Psychological Association.
6. Demonstrate knowledge of individual and cultural differences and their influences on beliefs, values, and interactions with others.
7. Interact effectively with people of diverse abilities, backgrounds, and cultural perspectives.

Course Learning Outcomes:

- Course Outcome 1: Obtain general knowledge of crisis intervention strategies and therapeutic training
- Course Outcome 2: Introduction to various forms of crises and the sociocultural considerations which come along with varying crises

University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades

Course Attendance Policy

- ❖ Absences: You are given 3 absences to use as needed in this class. The instructor will not make a distinction between excused and unexcused absences. This class only meets once per week, therefore regular doctor's appointments etc. should be scheduled during non-class hours.
- ❖ Attendance will influence your grade. Regular attendance is strongly encouraged as test questions are created in large part from class notes; therefore class attendance strongly influences course grades.
- ❖ Tardiness: If class has begun when you arrive, please enter the room quietly. In regards to tests, if you are **more than 10 minutes late** for a test you will be considered absent and administration of the test will be at the faculty member's discretion.
- ❖ Leaving class prior to dismissal is **strongly** discouraged.

General Information

- ❖ Cell phones: Turn them off or put them on silent. Please do not take calls during the class time. If you have an emergency please step outside and take the call.
- ❖ CSU campus policies prohibit class attendance by adults or children who are not registered for the class. Therefore, children **are not allowed** to attend classes with you, for any reason.
- ❖ E-mail: Expect an email response within 24 hours from the time you send it. If you have a more urgent issue, please use the phone number listed at the top of the syllabus.

Computer Requirement

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

Computer Skill Prerequisites:

- Able to use the WindowsTM operating system
- Able to use Microsoft WordTM word processing
- Able to send and receive e-mail using OutlookTM or Outlook ExpressTM
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

In-class Use of Student Notebook Computers

Student notebook computers are **not allowed** during course instruction and discussion.

Much information will be shared via a class listserv, and you will not have access to the listserv without using your campus account. E-mail will be used extensively during the

semester for both instructional and communication purposes. Please check your email account regularly - at least once every other day. All students will be placed on a listserv, which I will use to disseminate information to the class. Please check your email regularly, as you are responsible for any information I send you via email.

D2L (Online Classroom)

On-line activity will take place in D2L, the virtual classroom for the course.

- You can gain access to D2L, by signing on to the SWAN portal and selecting: “GaVIEW” on the top right side. If you experience any difficulties in GeorgiaVIEW, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your D2L username, the name of the course that you are attempting to access, and your instructor's name.

Basic Student Responsibilities and Student Handbook

Each Clayton State University student must abide by the rules and regulations pertaining to student conduct as indicated in the Student Handbook and the University Catalog. It is the responsibility of the student to obtain these documents and become familiar with this information.

Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero (0) for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at

<http://adminservices.clayton.edu/judicial/>.

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

<http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>

Disability Services

Students with disabilities who require reasonable accommodations need to register with Disability Services in order to obtain their accommodations. You can contact them at 678-466-5445 or disabilityservices@clayton.edu. If you are already registered with DS and are seeking accommodations for this course, please make an appointment with me to discuss your specific accommodation needs for this course and give me your accommodations letter.

Tutoring

The Center for Academic Success (CAS) provides tutoring for this course. Appointments can be made through TutorTrac at <http://tutoring.clayton.edu> or by contacting the CAS at (678) 466-4070, lower level of the library.

Operation Study

At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

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Tentative Schedule

Date	Topics	Chapters
01/12 01/14	Hybrid course starts – Forum Introductions & Discussion due Jan. 18th First Class Meeting	Start Readings
Week 2 01/19 – 01/25	What is Multicultural Psychology?	Chapter 1
Week 3 01/26 – 02/01	Multicultural Issues Involving Research and Testing Discussion and Assignment due Feb. 1st	Chapter 2
Week 4 2/02 – 02/08	Cultural Differences in Worldviews Discussion due Feb 8th	Chapter 3
Week 5 02/09 – 02/15	Cultural Differences in Communication Discussion due Feb. 15th	Chapter 4
Week 6 02/16 – 02/22	Immigrants, Refugees, and the Acculturation Process Assignment due Feb. 22nd	Chapter 5
Week 7 02/23 – 03/01	Stereotyping, Prejudice, Discrimination and Racism Assignment due March 16th	Chapter 6
Week 8 03/02 – 03/08	Cultural Identity Development Assignment due March. 29nd	Chapter 7
Week 9 03/09 – 03/15	SPRING BREAK! ☺ Enjoy!	
Week 10 03/16 – 03/29	Culture and Health Discussion due March 29th	Chapter 8
Week 11 03/30 – 04/05	Culture and Mental Health Assignment Due April 12th	Chapter 9
Week 12 04/06 - 04/12	NO CLASS MEETING THIS WEEK Continue working on your assignments	
Week 12 04/13 – 04/19	Where Do We Go From Here? Assignment due April 26th	Chapter 10
Week 13 04/19 – 04/26	Wrapping up the course	
Week 14 04/26 – 05-03	Intercultural Interview Paper Due May 3rd	Chapter 12

**Assignments and dates associated with this syllabus are subject to modification at faculty's discretion.*