



## Multicultural Psychology

MTuWThF 9-12pm, BPS 1238

July 9 – July 27

PSYC 354  
Summer 2018

### Course Description & Learning Outcomes

What are the psychological implications of racism, sexism, homophobia and other structures of inequality in the United States? How do socio-cultural privilege and oppression influence individual and group thoughts, feelings, and behaviors? This course will take a current events focus to understanding multicultural and social justice issues in psychology with an emphasis on self-reflection, mental health, cross-cultural communication, and strategies for social change.

1. Demonstrate a critical awareness of one's own worldviews, values, and biases and how these cultural factors influence one's thoughts, feelings, and behaviors
2. Identify several psychological implications of racism, sexism, homophobia and other structures of inequality in the world around you
3. Effectively critique psychological theories, research methods and conclusions from a multicultural/social justice perspective
4. Demonstrate effective cross-cultural communication (i.e., listening for understanding, perspective-taking, and articulating a different point of view)
5. Apply psychological principles to address real-world cross-cultural conflicts

### Required Resources

Course website: [www.elms.umd.edu](http://www.elms.umd.edu)

### Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Attendance and excused absences
- Accessibility and accommodations
- Copyright and intellectual property
- Grades and appeals
- Student and instructor conduct

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

**Dr. Meg O'Neill**

[meagano@umd.edu](mailto:meagano@umd.edu)

Preferred Pronouns:  
she/her/hers

#### Class Meets

Every Weekday

9:00am – 12:00pm

Fridays: Online or outside of class

BPS 1250

#### Office Hours

BPS 3123C

Wednesdays and Thursdays

12 – 1 pm

and by appointment

#### Teaching Assistants

Eddie Chong

[echongsk@umd.edu](mailto:echongsk@umd.edu)

#### Prerequisites

Terps Young Scholars

#### Communication

Please use email (not Canvas) to reach me. For helpful guidance on writing professional emails ([ter.ps@email](mailto:ter.ps@email)).

## UMD's Code of Academic Integrity defines four major types of Academic Dishonesty:

1. **CHEATING:** fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.
2. **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic course or exercise.
3. **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
4. **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic course or exercise.

## Activities, Learning Assessments, & Expectations for Students

Class time will be devoted primarily to lecture, discussion, small group work, videos, and classroom activities. In addition, students may receive lectures from TAs and guest speakers. Students are expected to complete the assigned readings PRIOR to coming to class and be prepared to discuss the readings in class. This class utilizes ELMS quizzes as part of in-class participation.

## Grading Criteria

1. **Participation.** You are responsible for attending class and participating in all in-class activities and group discussions. During the class, ELMS quizzes will be available for students to reflect and practice answering questions as they may appear on the exams. If you are not present in class and have a University-approved excused absence, you will be able to make up the points if you email the professor within 24 hours. However, a quiz is taken on your behalf but you are not in class, you and anybody who assisted will be reported for academic dishonesty. This category will be worth 20% of your grade.
2. **Assignments and Homework.** Reflections and additional homework assignments will be assigned across classes. These reflections are meant to allow students to practice communication within multicultural psychology, creatively critique psychological articles, and apply theories from class. This category will be worth 20% of your grade.
3. **Exams.** There will be three non-cumulative exams throughout the semester. Exams will consist of multiple choice, short answer, and a short essay question. Each exam will be 15% of your final grade, for a total of 45%.
4. **Maryland Dialogues on Diversity Critical Analysis Paper.** During the semester, students shall attend a diversity-related event on campus. The event must be approved by your instructor and the instructor will post various talks throughout the semester as examples. The topic of the talk should be generally new to the student. Before attending the talk, student should identify and read a peer-reviewed article (NOTE: not book or book chapter) that is related to the talk. During the talk, student should actively listen and take notes. After the talk, students should write a 2-4 page critical paper addressing the following: main points from the talk, article's relation to the talk and how it influenced your understanding of the talk, relate the talk and article to the course, and explain how the talk influenced your perspective on the topic. This category will be worth 15% of your grade.

## Course-Specific Policies

**No computers, phones or tablet devices are permitted during our class meetings, except for times when they are being used for participation questions.** I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that

reason, the use of computers and phones will not be permitted during class meetings (except when required for DSS accommodations).

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy, watch: <http://youtu.be/WwPaw3Fx5Hk>

The instructor and TA are available by email to respond to your questions about assignments and exams. **However, allow at least 24 hours for instructors and TA to respond to any emails.** This means you should not email us the night an assignment is due and expect a response.

*Expectations of the instructor and teaching assistants.* You can expect that the instructor and the teaching assistants will treat students with respect, be prepared for class, respond to student concerns in a timely manner, demonstrate current content knowledge, and communicate clear expectations for students. If you believe these expectations are not being met, please schedule an appointment with the instructor to discuss the issue.

*Expectations of students in the class.* Students are expected to attend and actively participate in class, be prepared for class, and to treat the instructor, teaching assistant, and each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistants, or the instructor will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

## Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help...** all you have to do is ask for it.

The UMD writing center (<http://www.english.umd.edu/academics/writingcenter>) is available to students and free for allowing students to better their communication skills.

## Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

## Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. It is unacceptable to ask for grades to be modified beyond mistakes on the TAs or my part.

**Late work** will be deducted 10% for each day late (including weekends), so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. **Any formal grade disputes must be submitted in writing and within two weeks of receiving the grade.**

Learning Assessment	Percent of Final Grade
Exam 1	15%
Exam 2	15%
Final Exam	15%
Participation	20%
Friday Assignments and Homework	20%
Maryland Dialogues on Diversity Critical Analysis Paper	15%

Final Grade Cutoffs				
+ 97.00%	+ 87.00%	+ 77.00%	+ 67.00%	
A 94.00%	B 84.00%	C 74.00%	D 64.00%	F <60.0%
- 90.00%	- 80.00%	- 70.00%	- 60.00%	

## Course Schedule

\*\*All assigned readings are to be completed before class on the day they are listed.\*\*

### July

9 Introductions, Introduction to Multicultural, Dialogue versus Debate, and My Influences Activity	10 Discussion of Derek Black, Ecological Theory, Danger of a Single Story	11 Social Learning Theory, Schema Theory, Socialization & Social Identities	12 Stereotypes: Explicit and Implicit Bias & Microaggressions, IAT	13 Aversive Racism
16 Sex, Gender, and Gender Socialization, Benevolent Sexism	17 Stereotype Threat & Activity	18 Heterosexism, LGBTQ+	19 Xenophobia, Immigrant, Acculturation	20 Privilege and Oppression
23 Racism and Community Intervention	24 Toward a Meaningful Change: Bystander Effect	25 Microaggressions & Interventions	26 Dis/Ability Privilege	27 Intersectionality

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

#### Readings:

- Block, C., Koch, S., Liberman, B., Merriweather, T., & Roberson, L. (2011). Contending with stereotype threat at work: A model of long-term responses. *The Counseling Psychologist, 39*(4), 570-600.
- Chapman, E. N., Kaatz, A., & Carnes, M. (2013). Physicians and implicit bias: How doctors may unwittingly perpetuate health care disparities. *Journal of General Internal Medicine, 28*(11), 1504-1510.
- Dovidio, J. F., Gaertner, S. E., Kawakami, K., & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural diversity and ethnic minority psychology, 8*(2), 88-102
- Eisenberg, M.E., Gower, A.L., McMorris, B.J., Rider, N., Shea, G., Coleman, E. (2017). Risk and protective factors in the lives of transgender/gender nonconforming adolescents. *Journal of Adolescent Health, 61*, 521-526.
- Glick, P. & Fiske, S.T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist, 56*, 109-118.
- Jackson, S. D. & Mohr, J. J. (2016). Conceptualizing the closet: Differentiating stigma concealment and nondisclosure processes. *Psychology of Sexual Orientation and Gender Diversity, 3*(1), 80-92.
- Lowe, S. M., Okulo, Y., & Reilly, M. F. (2012). A qualitative inquiry into racism, trauma and coping: Implications for supporting victims of racism. *Professional Psychology: Research and Practice, 43*(3), 190-198.
- McDermott, R. C., Smith, P., Borgogna, N., Booth, N., Granato, S., & Sevig, T. D., (2017). College students' conformity to masculine role norms and help-seeking intentions for suicidal thoughts. *Psychology of Men and Masculinity*, <http://dx.doi.org/10.1037/men0000107>
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. Peace and Freedom, July/August, 10–12. Philadelphia, PA: Women's International League for Peace and Freedom.
- Neville, H. A., Awad, G. H., Brooks, J. E., Flores, M. P., & Bluemel, J. (2013). Color-blind racial ideology, *American Psychologist, 68*(6), 455-466.
- Reisner, S. L., Greytak, E. A., Parsons, J. T., & Ybarra, M. L. (2015). Gender minority social stress in adolescence: Disparities in adolescent bullying and substance use by gender identity. *Journal of Sex Research, 53*(3), 243-256. doi: 10.1080/00224499.2014.886321.
- Singh, A. (2016). Moving from affirmation to liberation in psychological practice with transgender and gender nonconforming clients. *American Psychologist, 71*(8), 755-762. doi:10.1037/amp0000106
- Wong-Padoongpatt, G., Zane, N., Okazaki, S., & Saw, A. (2017). Decreases in implicit self-esteem explain the racial impact of microaggressions among Asian Americans. *Journal of Counseling Psychology, 64*(5), 574-583.
- Young, I. M. (2013). Five faces of oppression. In M. Adams, W. J. Blumenfeld, R. Castaneda, H.W. Hackman, M. L. *Readings for diversity and social justice: Third Edition*. New York/London: Routledge. ISBN: 9780415892940

#### Extra Credit Options (due no later than Wednesday, May 9th):

You may choose to turn in up to two assignments as extra credit. You will receive 1 percentage point of extra credit for each assignment, for up to 2% of extra credit.

1. Engage in advocacy (2-3 pages): Participate in an advocacy or social justice related activity. Write a 2 page summary of what you did, why it was important to you, and what you learned. Also include how you believe the project you chose relates to and/or is consistent with Multicultural Psychology (include at least **2 citations** to support your argument). Also, include a letter, pictures, or some evidence of your participation. Some ideas:
  - a. Attend or organize a protest, rally, boycott, sit-in, strike, etc. for a cause important to you
  - b. Write a letter to your local Congressman educating them on an issue related to this class
  - c. Create an educational pamphlet for the public on an issue related to this class

2. Maryland Dialogues on Diversity Paper: You may write additional Maryland Dialogues on Diversity Papers for 1% extra credit each (up to two additional papers). You must choose a topic that is new to you to use the paper for extra credit (e.g., perhaps choose to attend a talk or event that is focused on an issue that you are not directly impacted by. For example, if you are a documented individual, you could attend a talk about issues facing students who are undocumented immigrants.) See instructions for the Maryland Dialogues on Diversity paper above (page 8 of the syllabus).

SAMPLE