



Multicultural Psychology

MTuWThF 10-11:30am ONLINE

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. Articulate a history of racism, sexism, homophobia, transphobia, xenophobia, and other forms of oppression within the United States
3. Identify several psychological implications of racism, sexism, homophobia and other structures of inequality in the world around you
4. Effectively critique psychological theories, research methods, and conclusions from a multicultural/social justice perspective
5. Demonstrate effective cross-cultural communication (i.e., listening for understanding, perspective-taking, and articulating a different point of view)
6. Apply psychological principles to address real-world cross-cultural conflicts and move the field of psychology toward anti-racism and social justice

Required Resources

Course Canvas Page: www.elms.umd.edu

All readings for this course will be provided to you via Canvas.

Course Instructor:



Dr. Monica Kearney (*preferred name: Dr. K.*) received her Ph.D. in Counseling Psychology from the University of Maryland, College Park. Her research focuses on the relationship between gender roles and dating violence and college student's abilities to recognize warning signs of dating violence. She is also interested in understanding Black women's body image and exercise behaviors. Dr. Kearney has taught classes centering around developing basic helping skills, the psychology of women, multiculturalism in psychology, and understanding the experiences of men, the concept of masculinity, and the impact of gender roles on mental health.

Course Email:

psyc354umd@umd.edu

Class Meets

Mondays - Friday
10:00am – 12:00pm
ONLINE

Instructor

Dr. Monica Kearney
(Dr. K.)
Pronouns: She/her/hers
msk0191@umd.edu
Office: BPS 3123C

Office Hours

Zoom office hours will be held immediately after class on Wednesdays and by appointment

For helpful guidance on writing professional emails ([ter.ps/email](mailto:ter.ps@email)).

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 for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Activities, Learning Assessments, & Expectations for Students

Class time will be devoted primarily to lecture, discussion, small group work, videos, and in-class activities. Students are expected to complete the assigned readings PRIOR to coming to class and be prepared to discuss the readings in class.

Homework: Work is due on the day it is assigned (e.g. if a reading is listed on a Wednesday, this means the reading should be completed prior to the start of class on Wednesday). In addition to readings, homework will sometimes be assigned. Please be sure to leave yourself plenty of time to complete the readings and homework assignments.

This class utilizes clickers (TurningPoint Technology) as part of graded, in-class participation. Clickers can now be accessed electronically via Internet or mobile device at no additional cost to the student. To register for TurningPoint technology, visit our ELMS page and click on "Clicker Registration" on the left-hand panel and create an account. For more information, please refer to our ELMS page.

Additionally, while I will not take attendance each class, please note that brief, graded, in-class assignments may be given periodically to assess learning of the material. Make-up assignments will only be granted for those absences that are excused.

Course-Specific Policies

Classes will be conducted synchronously via Zoom on Mondays through Fridays from 10:00am-12:00pm. Students are expected to have their Zoom video activated throughout lectures unless otherwise granted permission by the instructor to turn their Zoom video off. Lectures will be recorded and accessible only to the instructor and students enrolled in the course. If you are uncomfortable having your participation in the class recorded, please speak to the instructor during the first week of class.

I expect you to make the responsible and respectful decision to refrain from using your cellphone or engaging in distractions during class. If you have critical communication to attend to, please excuse yourself by muting your Zoom video and audio and return when you are ready.

The instructor is available by email to respond to your questions about assignments and exams. **However, questions sent after 5pm on the day before the assignment is due may not be answered.** Thus, if an assignment is due on Friday, the instructor may not reply to emails after 5pm on Thursday evening. Therefore, it is in your best interest to begin assignments early so that you have enough time to have all your questions answered. Additionally, the instructor and TAs will not guarantee email responsiveness on nights and weekends.

Extensions: I understand that life happens and students may need some additional time to complete assignments. Extensions will only be considered when requested in writing **at least 24 hours before the assignment is due.** Additionally, if students are facing an unexpected emergency (e.g., death in the family, severe illness with a doctor's excuse, car accident, etc.) they may be asked to provide documentation of their emergency in order to receive an extension on any assignment. Extensions will not be granted otherwise.

Expectations of the instructor. You can expect that the instructor 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 and each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another or the instructor will be subject to referral to the Office of Student Conduct. 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 sharpening your communication skills by visiting <http://ter.ps/writing> and scheduling 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.

Inclusivity, Reporting, Names/Pronouns and Self Identification, and Basic Needs

Inclusive Learning Environment: Individuals come to a multicultural psychology course with varied levels of exposure to multicultural issues and understanding of systemic oppression in the U.S. It is important to remember that each person's contribution is valuable and sometimes questions or comments that appear simple can help bring a new perspective to an issue. Additionally, many of the topics in this course can be contentious, emotionally intense, and/or unfamiliar. Because of the personal nature of many of these topics, it is imperative that, despite our wide range of perspectives, everyone treats one another with patience, tolerance, and respect.

Students will be invited to share their thoughts via discussion boards and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff, and faculty is best able to develop the strengths and talents of all members of the department community.

Reporting Racism and Other Forms of Hate and Bias: If you experience racism or other forms of hate or bias in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant(s) and/or report it to the Department of Psychology's Diversity

and Inclusion Committee [using this link](#) (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

Names/Pronouns and Self Identification: 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 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 discussions 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.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

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 the instructor at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email the instructor to schedule a time for us to meet via Zoom.

Late work will be deducted 10% for each day late (including weekends), so please plan to have it submitted well before the scheduled deadline. After the last day of class at 11:30am, late work will no longer be accepted.

Grading disputes: I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. After the return of any exam, paper, or project, you have exactly **three days** (including weekends) to send the instructor a written explanation of why you believe your grade should be re-evaluated. After three days have passed, grade changes will no longer be considered. Again, if a written explanation is not submitted within three days, your grade will not be reevaluated. Additionally, grading disputes will no longer be accepted after the last day of class at 12:00pm.

Learning Assessment	Percent of Final Grade
Midterm Quiz	20%
Reflection Videos	25%
In-class work and clickers	15%
Homework	15%
Media and Multiculturalism Paper	25%

This course is graded on the following A+ to F scale (no rounding exceptions):

89.5-93.49	A-	93.5-97.49	A	97.5-100	A+
79.5-83.49	B-	83.5-87.49	B	87.5-89.49	B+
69.5-73.49	C-	73.5-77.49	C	77.5-79.49	C+
59.5-63.49	D-	63.5-67.49	D	67.5-69.49	D+

59.49 and below F, XF Failure due to academic dishonesty

Please understand that letter grades have specific definitions that **do not include regular attendance, effort, or desire.**

“**A**” denotes excellent mastery of the subject and outstanding scholarship.

“**B**” denotes good mastery of the subject and good scholarship.

“**C**” denotes acceptable mastery of the subject and the usual achievement expected.

“**D**” denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.

“**F**” denotes failure to understand the subject and unsatisfactory performance.

Course Schedule

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

Date	Topic(s)	What is Due (before class unless otherwise noted)
Mon July 12 th	<p><u>Introduction</u> <i>What is Multicultural Psychology?</i></p> <p><u>Interpersonal Communication</u> <i>Dialogue vs Debate</i></p>	
Tues July 13 th	<p><u>Theoretical Foundations</u> <i>Ecological Theory</i> <i>Social Learning Theory</i> <i>Schema Theory</i></p>	<p>Read: Saslow (2016) & (Hewstone et al., 2005) Social Cognition pg. 375-381</p> <p>Complete: Case Discussion Derek Black</p>
Wed July 14 th	<p><u>Stereotypes</u> <i>Explicit and Implicit Bias</i> <i>Microaggressions</i> <i>Aversive Racism- "I'm not racist but..."</i></p>	<p>Watch: The Danger of a Single Story https://www.ted.com/talks/chimamanda_adi_chie_the_danger_of_a_single_story#t-3649</p> <p>Complete: IAT and Reflection</p>
Thurs July 15 th	<p><u>Social Identities</u> <i>Multiracial/ Multiethnic Identities</i> <i>Colorism</i></p>	<p>Read: "Lighten Up" https://medium.com/the-nib/lighten-up-4f7f96ca8a7e#.8i3mr69e4</p> <p>Complete: Colorism DB</p>
Fri July 16 th	<p><u>Social Identities</u> <i>Sex, Gender, and Gender Socialization</i> <i>Positive stereotypes? Benevolent Sexism</i></p>	<p>Complete: Current Event Reflection Video 1</p>
Mon July 19 th	<p><u>Social identities</u> <i>Men, Masculinity, and Mental Health</i></p>	<p>Read: Vandello, J. A., & Bosson, J. K. (2013)</p> <p>Watch: <i>The Mask You Live In</i></p> <p>Complete: The Mask you live in quiz due at 11:59pm</p>
Tues July 20 th	<p><u>Social Identities</u> <i>LGB+ Identity and Pervasive Heterosexism</i></p> <p><u>How to be an Ally</u></p>	<p>Read: Toomey & McGeorge (2018)</p>

	<i>LGBTQ+ Allies</i>	
Wed July 21 st	<u>Impact of Stereotypes</u> <i>Stereotype Threat</i> <i>Intersectionality</i>	Watch: The Urgency of Intersectionality https://www.youtube.com/watch?v=akOe5-UsQ2o&t=487s Read: Block et. al (2011)
Thurs July 22 nd	<u>Social Identities</u> <i>Ageism & Ableism</i>	Complete: Mid-term on Canvas quiz due at 11:59pm
Fri July 23 rd	<u>Xenophobia</u> <i>Immigration</i> <i>Refugee and Asylee Mental health</i> <i>Acculturation</i>	Watch: The Refugee Process https://www.youtube.com/watch?v=pKkfpC-BPoLI
Mon July 26 th	<u>Social Identities</u> <i>Anti-Semitism</i> <i>Positive Stereotypes? Model Minorities</i>	Complete: Current Event Reflection Video 2
Tues July 27 th	<u>Privilege and Oppression</u> <i>Everyday Experiences of Racism</i> <i>Racism and Mental Health</i>	Read: https://gal-dem.com/have-you-noticed-white-people-never-move-out-of-your-way-the-politics-of-the-pavement/
Wed July 28 th	<u>Privilege and Oppression</u> <i>White Privilege</i> <i>Who are White antiracist?</i>	Watch Tim Wise Talk Read: McIntosh (1989) Complete: Media and Multiculturalism Paper
Thurs July 29 th	<u>Towards Meaningful Change</u> <i>Bystander Intervention</i>	Complete: Discussion Board: Responding to Social Bias Scenarios by 11:59pm
Fri July 30 th	<u>Wrap Up</u> <i>Where do we go from here?</i>	Complete: Optional Teaching Evaluation

Note: This is a tentative schedule, and subject to change as necessary – monitor the course Canvas 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:

Adichie, C. N. (2009). *The danger of a single story*.

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Black, D. R. (2017, August 19). *What white nationalism gets right about American history*. Retrieved from <https://www.nytimes.com/2017/08/19/opinion/sunday/white-nationalism-american-history-statues.html>

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.

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.

Hewstone, M., Fincham, F.D., Foster, J. (2005). Attitudes, Attributions, and Social Cognition, *Psychology*. New Jersey: Hoboken. ISBN: 0631206787

Kanu, H. M. (2019, August 20). 'Have you noticed white people never move out of your way?' *The politics of the pavement*. Gal-dem. <https://gal-dem.com/have-you-noticed-white-people-never-move-out-of-your-way-the-politics-of-the-pavement/>

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.

Saslow, E. (2016, October 15). *The white flight of Derek Black*. Retrieved from https://www.washingtonpost.com/national/the-white-flight-of-derek-black/2016/10/15/ed5f906a-8f3b-11e6-a6a3-d50061aa9fae_story.html?noredirect=on&utm_term=.4d85335a6130

TEDx Talks (2011). *TEDxHampshireCollege - Jay Smooth - How I learned to stop worrying and love discussing race* [Video]. YouTube. <https://www.youtube.com/watch?v=MbdxeFcQtaU>

The Bahá'í Chair for World Peace. (2020). *Discarding hate: A conversation with Derek Black and Rebecca Shankman* [Video]. YouTube. https://www.youtube.com/watch?v=vpx89qvqL8&feature=emb_logo

Toomey, R. B., & McGeorge, C. R. (2018). Profiles of LGBTQ ally engagement in college athletics. *Journal of LGBT Youth, 15*(3), 162–178. <https://doi-org.proxy-um.researchport.umd.edu/10.1080/19361653.2018.1453428>

Vandello, J. A., & Bosson, J. K. (2013). Hard won and easily lost: A review and synthesis of theory and research on precarious manhood. *Psychology of Men & Masculinity, 14*(2), 101–113. <https://doi-org.proxy-um.researchport.umd.edu/10.1037/a0029826>

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

Current Event Reflection Videos 1&2- Due Friday July 16th and Monday July 26th

Given this pivotal time in history, there are bound to be significant current events that occur throughout our course meetings. The Current Event Reflection Videos will give you an opportunity to discuss and process the impact of these current/recent events and connect them to the course concepts. You will make your Current Event Reflection Videos using Adobe Spark (can be accessed through Canvas page). Videos should be between 4-5 minutes in length.

In your videos, be sure to address the following:

1. Choose a current or recent event that relates to multiculturalism in the United States.
2. **Description:** Describe the current or recent event. Provide as much detail as required to give someone who has not heard of this current event a complete understanding of what happened and why this event is important.
3. **Reflection:** Discuss your initial authentic reactions to the current or recent event. Have your initial reactions changed as you have had time to process this event? If so, how?
4. **Self-Awareness:** Think back to the interpersonal communication model. What context is important for the viewer to know in order for them to have an understanding of your initial and current reactions to this event (in essence, what should the viewer know about your context and how that impacts your response to this current event)?
5. **Application:** How does this current or recent event relate to one or more of the course concepts? Be sure to define the course concepts for your viewer.
6. **Action:** What actions can you take towards social justice as it relates to this current or recent event? Please provide at least one action that goes beyond raising awareness about this event.
7. **Citations:** Be sure to give credit to your sources (i.e., news clips, class lectures, pictures, etc.).

Final Paper: Media and Multiculturalism- Due Wednesday July 28th

For the final paper, you will be analyzing a piece of media you have watched recently. Your selection should incorporate at least one element of multiculturalism in the United States.

In 4-5 pages, address the following prompts:

1. Provide a brief summary of the media you selected. What element(s) of multiculturalism does this piece of media address (e.g., race, gender, religion, sexual attraction, romantic attraction, age, ability, religion, etc.)?
2. Access the PsycInfo database on the [library website](#) and conduct a search about the element of multiculturalism your media addresses. Read one research article related to the topic. (examples of potential searches: How racism is perpetuated in fictional films; The impact of sexism on mental health; How colorism impacts the Latinx community).
3. Apply the article you read to your selected piece of media. How did your article shape your understanding of the media? Be sure to make clear references to the article and cite as appropriate.
4. How does your piece of media relate to class? Apply a minimum of two course concepts to your selected media. Be sure to define the course concepts and to cite as appropriate.
5. In what ways does the media do an accurate job of capturing multiculturalism in the U.S.?
6. In what ways does the media depict multiculturalism inaccurately or incompletely?
7. What specific, concrete, and tangible suggestions do you have for the producers, writers, and/or actors that would enhance the accurate representation of multiculturalism in the U.S.? Please include at least one suggestion that goes beyond having more representation of people with a specific identity.