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### PSYX 362.01: Multicultural Psychology

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## SYLLABUS

### Multicultural Psychology

Psychology 362  
Tuesday and Thursday  
2:10 p. m – 3:30 p.m.  
SS 352

**Gyda Swaney, PhD**

Department of Psychology  
Office: Skaggs Bldg 370  
Telephone: 243-5630

E-mail: [gyda.swaney@umontana.edu](mailto:gyda.swaney@umontana.edu)

Office Hours: Mondays & Tuesdays 3:40 – 5 p.m.  
or by appointment

**Prerequisites.** This class is open to undergraduates who have completed Psychology 100, Introduction to Psychology, and students who have declared Psychology their major.

**Course Description.** In this course, we will focus on differences in world views, differences in communication, issues of racism, racial/cultural identity development, and immigration. The authors of your text believe that it is no longer possible for psychology to ignore culture; indeed, they argue that culture is a critical factor in the way human beings think, feel, act, and interact. It is my hope that you will gain a better understanding of the ways in which sociocultural and ethnopoltical contexts influence psychological processes, learn about empirical methods in multicultural psychology, and achieve better appreciation of cultural groups within and outside of the United States. Finally, it is my hope that you will learn how to consider issues of culture in the interpretation of your own personal experience and include the application of cultural diversity issues to various settings.

### Required Text.

Mio, J., Barker, L., & Tumambing, J. (2009). *Multicultural psychology: Understanding our diverse communities* (3<sup>rd</sup> ed.). Boston, MA: McGraw Hill.

Additional readings will also be required and will be posted to Moodle.

### Expectations.

Attendance. You are expected to attend each class meeting however I will not take attendance. Do know, however, that the exams will be draw from the readings, lectures, and class discussions.

Weekly Preparation. Please come to class on Mondays having read the chapter assigned for the week and ready to discuss it.

Active Participation. The purpose of this course is to encourage you to think critically about race/ethnicity and culture. In order to achieve that goal, I want you to take an active part in your education. All students in this class are expected to think and participate actively during class discussions and class exercises.

Email. In keeping with The University of Montana's email policy, you **must** use your University account. I cannot reply to any emails that don't come from your *UMConnect* account; and I will communicate with you through you *UMConnect* address (via Moodle or CyberBear). And please communicate with me through my university email: [gyda.swaney@umontana.edu](mailto:gyda.swaney@umontana.edu).

Writing. According to The University of Montana's Writing Committee, you should strive to write with clarity of thought and precision of language. Your writing should communicate a unified message supported by evidence, examples or arguments; develop ideas thoroughly and logically with clear connections among them; have a purposeful organization plan that befits the message; use language that is clear and precise; possess a voice that is consistent and appropriate to the audience and purpose; and use correct spelling, punctuation and grammar.

The Writing Center is located in Liberal Arts 144 and their telephone number is 243-2266. The website is [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter). The website has links to style guides, i. e., APA. The Writing Center is available to you to assist you with your writing and is an excellent resource. Please use it.

You **must** submit your writing assignments in hard copy. Please do not email them to me, as they will not be accepted via electronic submission.

Student Conduct. You are expected to listen to and interact with each other in a respectful manner. Malicious racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Because students in this class are quite diverse, they will have different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may disagree with others who hold opinions different from their own, but must maintain respect for all students at all times.

*Student misconduct* (e. g., cheating, plagiarism, etc.) will not be tolerated and will be punished in accordance with the University of Montana policies.

Please be courteous and turn off your cell phone when you come to class. Also please refrain from texting while in class. If you are anticipating a call, please put your phone on vibrate and when the call comes in step out of the room.

Grades. Grades will be assigned as follows.

Letter Grade	Percentage	Points	Credit/No Credit
A	90 – 100 %	1035 – 1150	Credit
B	80 – 89 %	920 – 1034	
C	70 – 79 %	805 – 919	
D	60 – 69 %	690 – 804	No Credit
F	0 – 59 %	0 – 689	

Student Feedback. I believe that students and instructors learn best in an atmosphere of trust and open communication. I encourage you to contact me with concerns or suggestions.

Special Circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, you must notify me at once. If these factors are recognized disabilities, please provide me with appropriate notification and documentation. Specifically, you need to give me a letter from the Office of Disability Services. If you do not already have contacts there, you should call their office at 243-2243.

### Course Requirements/Assignments:

**1 and 2. Reflection Papers** (100 + 100 = 200 points). You will be asked to write **two** (2) Reflection Papers based on one of the films or film clips that will be shown in class that is related to cultural issues. Your Reflection Papers will each be 2 – 3 pages in length; *excluding the title page and references*. It will be graded based on clarity and quality of writing as well as creativity of ideas. You may choose among any of the films or film clips that are shown in class. Reflection Papers will be due at 5:00 p.m. on the Friday following the week when the movie/film was shown in class. No exception.

**3. Learning Excursion** (200 points). You will be required to attend **one** cross-cultural event (e.g., from a culture different than your own) and write a 2 – 3 page paper about the experience of exploring a different culture. The event should cross a cultural line, e.g., age and generational influences, developmental or acquired disability, religion and spiritual orientation, ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender. You may go to a neighborhood festival, church service or ceremony, participate in an event, or go to a center and observe. If you have questions about the appropriateness of the activity, please consult with me. When you have attended or participated in a cross-cultural activity, please write about it.

**4. Family Multicultural Genogram** (300 points; 5 – 7 pages). You will be required to draw your family tree back at least three generations, i. e., parents, grandparents, and great grandparents. Include a descriptive paragraph of each individual and then summarize your family's experience with race, nationality, gender, class, age, health, religion/spirituality, and other topics relevant to this course.

### **PAPERS**

**Format.** All papers must be typed on 8 1/2" x 11" white paper and include a title page and a reference page. You are required to use APA style. Papers must be double-spaced throughout with one inch (1") margins and typed using a 12-point font. Do NOT justify the margins. The Title Page and the References do not count toward the total number of pages. Please refer to the APA Format document posted in Moodle to ensure that you have formatted the Title Page and the References page correctly. Please staple the paper in the upper left-hand corner and number each page. The **header** on the Title Page should indicate whether the paper is Reflection Paper #1, Reflection Paper #2, or Family Genogram. Please do not turn in papers with plastic protective sheets or bound in any way. **Ten (10) percentage points will be deducted for each day any paper is late.**

**5. Exams** (3 exams X 150 points each = 450 points). Three exams will be administered over the course of the semester, with each exam covering approximately five weeks of material. Exams will not explicitly be cumulative in nature, although some questions in later exams may touch upon topics covered in earlier chapters. Exams will be composed of a combination of multiple-choice and short-answer questions, and the questions will cover the past week's readings, film, lectures, etc.

Weekly Schedule	
<b>Week 1</b>	<b>Chapter 1. What is multicultural psychology?</b>
Tuesday, January 28	Introduction and review the syllabus
Thursday, January 30	
<b>Week 2</b>	<b>Chapter 2. Multicultural issues involving research and testing</b>
Tuesday, February 4	
Thursday, February 6	
	<b>Supplemental Readings:</b> Helms, J. E. (2012). A Legacy of eugenics underlies racial-group comparisons in intelligence testing. <i>Industrial and Organizational Psychology</i> , 5(2), 176-179. Logel, C. R., Walton, G. W., Spencer, S. J., Peach, J., & Mark, Z. P. (2012). Unleashing latent ability: Implications of stereotype threat for college admissions. <i>Educational Psychologist</i> , 47(1), 42-50.
<b>Week 3</b>	<b>Chapter 2. Multicultural issues involving research and testing</b>
	Elliott, J. (1970). <i>Eye of the storm</i> . The realities of discrimination as experienced by students in the classroom of 3 <sup>rd</sup> grade teacher, Jane Elliott.
Tuesday, February 11	
Thursday, February 13	
	<b>Supplemental Reading:</b> Ogbu, J., & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. <i>Anthropology &amp; Education Quarterly</i> , 29(2), 155-188.
<b>Week 4</b>	<b>Chapter 3. Cultural differences in worldviews</b>
	Siebel, J. (2011). <i>Miss Representation</i> .
Tuesday, February 18	
Thursday, February 20	
<b>Week 5</b>	<b>Chapter 4. Cultural differences in communication</b>
	Segment from <i>Through Deaf Eyes</i> (2007). Produced by PBS.
Tuesday, February 25	
Thursday, February 27	
	<b>Supplemental Readings:</b> Dementi-Leonard, B., & Gilmore, P. (1999). Language revitalization and identity in social context: A community-based Athabaskan language preservation project in western interior Alaska. <i>Anthropology &amp; Education Quarterly</i> , 30(1), 37-55.

	Reagan, T. (1995). A sociocultural understanding of deafness: American Sign Language and the culture of deaf people. <i>International Journal of Intercultural Relations</i> , 19(2), 239-251.
<b>Week 6</b>	<b>Chapter 5. Immigrants, refugees, and the acculturation process</b>
Tuesday, March 4	<b>Exam 1</b>
Thursday, March 6	
	<b>Supplemental Readings:</b> Michultka, D., Blanchard, E., & Kalous, T. (1998). Responses to civilian war experiences: Predictors of psychological functioning and coping. <i>Journal of Traumatic Stress</i> , 11(3), 571-577. Schwartz, S. J., Unger, B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. <i>American Psychologist</i> , 65(4), 237-251.
<b>Week 7</b>	<b>Chapter 6. Stereotyping, prejudice, discrimination, and racism</b>
Tuesday, March 11	
Thursday, March 13	
	<b>Supplemental Readings:</b> Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. <i>Journal of Counseling Psychology</i> , 54(1), 1-16. McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. <i>Independent School</i> , Winter, 31-36.
<b>Week 8</b>	<b>Chapter 6. Stereotyping, prejudice, discrimination, and racism</b>
Tuesday, March 18	
Thursday, March 20	
	<b>Supplemental Reading:</b> Sue, D. W., Bucceri, J., Lin, A. I., Nadal, K. L., & Torino, G. C. (2009). Racial microaggressions and the Asian American experience. <i>Asian American Journal of Psychology</i> , 13(1), 88-101.
<b>Week 9</b>	<b>Chapter 7. Cultural identity development</b>
Tuesday, March 25	
Thursday, March 27	Simmons, J., & Smothers, T. (2007). Clips from <i>TransGeneration</i> .
	<b>Supplemental Readings:</b> Jordan-Zachary, J. S. (2007). Am I a Black woman or a woman who is Black? A few thoughts on the meaning of intersectionality. <i>Politics &amp; Gender</i> , 3(2), 254-263. Shain, M. (2013). DIY Judaism: How contemporary Jewish young adults express their Jewish identity. <i>Jewish Journal of Sociology</i> , 55(1), 3-25.

	Townsend, S., Markus, H., & Bergsieker, H. (2009). My choice, your categories: The denial of multiracial identities. <i>Journal of Social Issues</i> , 65(1), 185-204.
<b>Week 10</b>	<b>SPRING BREAK</b>
March 31 – April 4	
<b>Week 11</b>	<b>Chapter 8. Culture and health</b> Segments from <i>Unnatural Causes</i> . (2008). A documentary series tackling the root causes of our alarming socioeconomic and racial inequities in health.
Tuesday, April 8	<b>Exam 2</b>
Thursday, April 10	
	<b>Supplemental Reading:</b> Kuzawa, C. W., & Sweet, E. (2009). Epigenetics and the embodiment of race: Developmental origins of US racial disparities in cardiovascular health. <i>American Journal of Human Biology</i> , 21(1), 2-15.
<b>Week 12</b>	<b>Chapter 8. Culture and health</b> <i>The Angry Heart</i> . (2001). A 57 min. video documentary on the impact of racism on heart disease among African Americans in the U.S.
Tuesday, April 15	
Thursday, April 17	
	<b>Supplemental Readings:</b> Jackson, J. S., Knight, K. M., & Rafferty, J. A. (2009). Race and unhealthy behaviors: Chronic stress, the HPA axis, and physical and mental health disparities over the life course. <i>American Journal of Public Health</i> , 100(5), 933-939. Stringhini, S., Sabia, S., Shipley, S., Brunner, E., Nabi, H., Kivimaki, M., & Singh-Manoux, A. (2010). Association of socioeconomic position with health behaviors and mortality. <i>The Journal of the American Medical Association</i> , 303(12), 1159-1166.
<b>Week 13</b>	<b>Chapter 9. Culture and mental health</b>
Tuesday, April 22	
Thursday, April 24	<b>LEARNING EXCURSION PAPER due Thursday, April 25 in class</b>
	<b>Supplemental Readings:</b> Hague, A. (2004). Religion and mental health: The case of American Muslims. <i>Journal of Religion and Health</i> , 43(1), 45-58 Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i> , 129(5), 674-697.

<b>Week 14</b>	<b>Chapter 9. Culture and mental health</b>
Tuesday, April 29	
Thursday, May 1	
	Smith, D. L. (2008). Disability, gender, and intimate partner violence: Relationships from the behavioral risk factor surveillance system. <i>Sexuality and Disability</i> , 26(1), 15-28.
<b>Week 15</b>	<b>Chapter 10. Where do we go from here? Building multicultural competence.</b>
Tuesday, May 6	
Thursday, May 8	<b><i>Exam 3</i></b>
<b>Week 16</b>	<b>FINAL EXAMINATION WEEK: May 12 – 16</b>
Thursday, May 15	<b>FAMILY GENOGRAM due Thursday, May 15 by 5:00 pm at Main Office</b>