

**Psychology of Diversity/PSY 3100**  
**Spring 2009**

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<b>Course Website</b> <a href="http://online.weber.edu">http://online.weber.edu</a> Wildcat username and password needed		
<b>Text</b> <u>Multicultural Psychology: Understanding Our Diverse Communities</u> Mio, Barker, & Tumambing /Additional Articles		

Cultural diversity enhances society, unity, and human survival. However, traditional, androcentric psychology oftentimes neglected to consider the importance of cultural context in human and societal development.

As with anthropology, and sociology where behavior is examined at the level of groups and entire cultures, recent psychological research and theory examines how and why social class, disabilities, age, cultures ethnicity, and gender influence behavior. Psychologists focus on individuals from diverse backgrounds, paying particular attention to individual thought processes, emotions, motivation and behavior.

This course integrates material relating diversity into multiple areas of psychology i.e., interpersonal relations, human development, abnormality, thinking, problem solving and identity. After taking this course, successful students should be able to relate it to their understanding of others and apply it successfully to real problems and issues they will encounter.

**Goals:** (1) Students will understand a psychological approach to studying and understanding human behavior 2) students will be able to describe basic assumptions about diverse humans and their behaviors from a social science perspective; (3) students will be able to explain the basic elements and operations of a socio-cultural system particularly in terms of privilege and prejudice; (4) students will have a better understanding regarding the interactions between individuals and their socio-cultural environment; (5) students will apply concepts from the articles and from class to issues of intercultural discord and harmony; (6) students will be assisted in their development of analytical and inquiry skills.

**Objectives:** (1) Students will form a community of learners (2) Students will be able to collaborate effectively in the application and presentation of concepts (3) Students will demonstrate knowledge of and be able to evaluate socio-cultural influences on human behavior.

This course is designed to help students do the following:

1. Critically think about the theoretical approaches
  - a. Gain an insight and appreciation for the influences of development, and socio-cultural theoretical frameworks of psychology in gender and other diverse behavior
2. Understand psychology as a science
  - a. Learn about how psychologists conduct research
  - b. Learn about ethics in psychology
3. Learn how to collaborate and communicate with others
4. Apply concepts in everyday life

5. Know some of the main social, economic political, and psychological issues in contemporary women's lives, globally and locally;
6. Know women's class, sexual orientation and cultural (historically "racial") diversity;
7. Possess the ability to connect ideas and concepts about oppression and patriarchy
9. Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence.

## Course Structure

Through lecture, text, activities, film, a paper, poster, and discussions students will have an opportunity to learn theory and apply it to everyday life. Reading the text and articles, attending/participating in class lectures/discussions, taking notes, completing assignments, and taking quizzes/exams on time are critical to student success. As such, it is the student's responsibility to make sure s/he is familiar with the syllabus, to be aware of changes announced in class or through email, and to get copies of note/lecture material through classmates on missed days.

As this course will be conducted in both a lecture and discussion format. Attendance is required for this course. *(More than 1 missed class will adversely impact your grade)*. You will be expected to read the assigned readings before each class. Everyone will be required to generate two thought questions concerning the readings. These questions will be due at the beginning of each class.

## Powerpoints

Click on the chapter links to connect to the powerpoints in the powerpoint file.

## Appropriate Classroom Behavior

As learning in this course is a community endeavor, respect for one another is required. This includes freedom from harassment and dishonesty, respect for others' personal space, and respect for others' appropriate questions and comments in the quest for learning.

## Website <http://online.weber.edu>

This course is web-enhanced and is a hybrid. At the wsuonline website, you will find: a copy of the syllabus, powerpoints for lecture material, information about assignments, assessments, and study guides (available 1 week before the test date). Check for assignments that are to be done online.

## Assignments

Assignments, papers, etc. completed well on assigned dates have the potential to receive 100%.

If assignments, papers, etc. are completed **1 day after** the assigned date, the score earned will be 20% less than if completed on time. If they are completed **2 days late**, the score earned will be 30% less than if completed on time. If they are **more than 2 days late**, the score earned will be 0% less than if completed on time. *e.g., a score of "100" on the assigned date would actually be a score of "80" if 1 day late and a score of "70" if 2 days late. If completed more than 2 days past the due date, then a score of 100 is now "0".*

*Legitimate excuses, such as illness, with documentation substantiating the excuse (a doctor's note) may justify alternative accommodations, but students are responsible for work they miss. If you are ill, you must send an **email the day of your illness** and continue to keep me informed in order to make alternative arrangements for assignments missed. Failure to contact will result in failing grades for missed assignments.*

### **Socio-cultural Film Presentation**

You will be responsible for a group poster presentation exploring socio-cultural themes in a professor-approved film of your group's choosing. The paper will be graded based on clarity and quality of writing as well as application of concepts. A rubric will be provided.

### **Ethnographic Interview**

You will be responsible for writing an ethnographic interview paper. For this paper you will need to interview a person who is culturally different from you (e.g., age, gender, race/ethnic background, socioeconomic and/or occupational status, etc.). You will need to conduct your interview in a specific format, preparing a set of questions prior to meeting with your interviewee. During the interview, you will keep notes, which you'll hand in before writing a 6 page paper about your interviewing experience. A rubric will be provided.

### **Discussions**

Several discussions will be held online. Others will happen within class time. Discussions afford students the opportunity to interface with course material in greater depth. Discussions will revolve around text & other readings, presentations, small group activities based on lectures, and personal experiences related to issues in cultural psychology.

Additionally, students are expected to contribute to class discussions in class or online in an analytical and appropriate manner.

### **Cultural Reflective Paper**

You will be responsible for writing a 3 page double-spaced paper answering the following questions:

- 1) How does culture affect my life?
- 2) How do your views of positivism/essentialism and social constructivism shape your answer.

\* Consider the impact of your gender, language(s) you speak. Personal and professional goals, your ethnicity, religious/spiritual beliefs, sexual orientation, political perspective, where you grew up and where you currently live, in developing your answer.

### **Women's History Month Project**

A project involving all class members due in March. The project will involve creating an activity of awareness for Women's History Month. A 4-5 page, double-spaced documentation paper from all class members detailing their role in the project is due the last day of class. The paper should answer the following questions: What was the main problem you were addressing? How did you approach the problem? Where did you find the resources to address the problem? How did you decide what to include and what to exclude? Rubric to follow.

### **Cultural Activity**

You will be attending a cultural activity of a different cultural tradition than your own. This should help you become more aware of the role that culture and ethnicity play in the shaping of human behavior. Rubric to follow.

### **Guest Speaker Analysis**

A critical analysis of presenters integrating the application of article and class points with their presentation.

### **Exams**

There are a total of 4 exams. Exams are essay in the form of chapter questions and application-of-concepts vignettes students respond to. They also include terminology in the form of fill in the blanks.

Exams are taken in class. There are no other make-up exams.

## **PLAGIARISM AND CHEATING (Shaw's Document, 2004)**

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. For example, you are engaging in plagiarism if you turn in a paper purchased from a commercial website, turn in the work of another student as your own, or fail to attribute quotations or ideas to the original author of the work. If you include verbatim text in your coursework, you must quote the original source. You must put the text in quotes and give the specific citation for the quotations. Consider the following hypothetical response as an example.

Sociology and social psychology are distinct disciplines. Sociologists "study groups, from small to very large" (Myers, 2003, p. 6). Social psychologists, by contrast, "study average individuals - how one person at a time thinks about others, is influenced by them, relates to them" (Myers, 2003, p. 6).

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have any questions about how to properly cite sources. Cheating or plagiarism is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. It will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Please refer to the following website for a complete listing of infringements that constitute cheating: <http://documents.weber.edu/ppm/6-22.htm>

### Important Dates

<b>Monday, January 18</b>	<b>Martin Luther King Jr. Holiday</b>
<b>Monday, February 15</b>	<b>President's Day Holiday</b>
<b>March 15 - 21</b>	<b>Spring Break</b>

### 3100 Grading Table

GRADING TABLE			POSSIBLE % POINTS	ACTIVITY	EARNED % POINTS
100%	A	93-	20	WHM Activity	
			65	13 In-class Discussions @ 5 points each	
			400	4 Exams	
92%	A-	90-	50	Socio-cultural Film Poster	
			30	Discussions	
89%	B+	83-	20	Ethnographic Interview	
			15	Cultural Reflection	
82%	B-	80-	30	Guest Speaker Synopsis/ Reaction @ 10 points each	
			20	Cultural Activity	
79%	C+	73-	<b>650</b>		
			<b>Total Points</b>		
72%	C-	70-			
69%	D+	63-			
62%	D-	60-			
	E	0-59%			

### 3100 Quick Schedule

Week Of	Chapter	Material	Activity
Jan 4	1	What is Multicultural Psychology?	
Jan 11	2	Multicultural Issues Involving Research & Testing	Cultural Reflection
Jan 18	3	MLK Holiday Monday; Differences in Worldviews	Discussion 1
Jan 25	4	Differences in Communication	
Feb 1		Individual & Group Identities	EXAM
Feb 8	5	Immigrants, Refugees, & the Acculturation Process	
Feb 15	6	President's Day Holiday Monday; Stereotyping, Prejudice, Discrimination, & Racism	Discussion 2
Feb 22		Group Power/ Privilege & Prejudice / Diversity Politics	Ethnographic Interview
Mar 1	7	Cultural Identity Development	EXAM
Mar 8		International Women's Day Gender & Sexual Orientation	WHM Activity
Mar 15		SPRING BREAK	
Mar 22		Development & Disability	Discussion 3
Mar 29		Aging/Religion	EXAM
Apr 5	8	Culture & Health	Cultural Activity
Apr 12	9	Where Do We Go From Here? Building Multicultural Competence	Poster Presentations
Apr 19		Final Exam	Poster Presentations