##### PSYCHOLOGY 4030.888: MULTICULTURAL PSYCHOLOGY in the UK

**Summer 8W1 2025**

###### M-Th, 9:00 am to 12:00 pm

###### Harlaxton College, UK

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| --- | --- |
| **Course instructor** | Dr. Calvin M. Sims |
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| **Office hours** | MTW by zoom appointment |

**COURSE OVERVIEW**

Cultural psychology is a subfield within the areas of social psychology and cultural anthropology. It involves the study of the interconnections between and among intergenerationally transmitted behaviors, meanings, and symbols, and psychological processes such as cognition, affect, personality structure, and behavior. This particular seminar will: (1) consider anti-Black racism in its global context; (2) include anti-discrimination interpersonal response training; and (3) examine the culture and psychology of white racism from multiple perspectives including, clinical, behavioral, social, cognitive, and developmental psychological perspectives (4) Examine historical and global perspectives of minorities and “otherness” and what these interactions reflected today and tomorrow. Additionally, we are going to link these topics specifically within the historical settings of Great Britain and compare and contrast the consequences of these domains with the rest of the world.

We are alive and as humans we change in many ways, while in others we resist that change. As such, this syllabus is a living document--- it is a guide but it is also malleable depending upon the needs and desires of the class.

**COURSE OBJECTIVES**

1. To understand historical genesis of cultural psychology and what it can tell us about the world, and ourselves,
2. To understand how interactions among cultures shapes the world around us.
3. To develop skills in reading, evaluating, and synthesizing research in cultural psychology; and
4. To apply knowledge regarding cultural psychology to both formal and informal observations of children and to interactions with them.
5. Go beyond simple discussions of racism to discuss Culture and Cultural variances worldwide as well as the discrimination that has existed historically in Great Britain
6. To make a statement about ourselves within culture and the cultural settings of Great Britain.
7. To understand the research process and how Westernized views of research bring bias and misunderstanding to research

**RECOMMENDED TEXTS**

American Psychological Association (2020) *The Publication Manual of the American Psychological Association*. (7th Ed). Washington, D.C., American Psychological Association.

Required Texts: Mio, J.S., Barker, L., Domenech Rodriguez, M. M., & Gonzalez, J. (2020). *Multicultural Psychology: Understanding Our Diverse Communities (5th ed.).* Boston, MA: Oxford University Press.

**COURSE WEBSITE**

The course website contains information about reading assignments, schedule updates, and other important course-related material. The course website is located at https://unt.infrustructure.edu .

**EVALUATION**

The final grade will be based on the total number of percentages accumulated from in class participation, take home readings and assignments, one take home exam, individual / group presentations and class project. This seminar as designed is speaking and writing intensive. Shy students will be given sufficient time to warm up in class, and outspoken students will be asked kindly to allow space for others to speak when appropriate.

**SEMINAR REQUIREMENTS** (Each of these will be covered more in depth in class and on a separate document)

1. Journal Entries (25%)
2. Class assignments (10%)
3. Midterm (25%)
4. Final Project (30%)
5. Participation / Attendance, (10%)

**Seminar Participation** – Thorough and critical reading of all assignments is expected, as is your active verbal participation in seminar discussions. NO ONE likes a course where the professor asks a question and no one has

anything to say for 4-5 awkward minutes. So let’s avoid that… speak! Even if you’re wrong or confused or want to ask other students questions, speak and challenge each other. While active listening is recognized as a legitimate form of class participation, this seminar requires a commitment to verbal exchange. At this level, you are all brilliant, so use that brilliance to enhance the course for yourselves and others.

**GRADING SCALE**

Students are responsible for keeping all graded materials until final grades are made available through Registration and Records for the purpose of resolving a grade dispute. Overall course grades will conform to the following as designated by the university:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A+ | 96-100% |  | B+ | 86-89% |  | C+ | 76-78% |  | *D+* | *66-68%\** |  | *F* | *0-59%\** |
| A | 93-95% |  | B | 83-85% |  | C | 73-75% |  | *D* | *63-65%\** |  |  |  |
| A- | 89-92% |  | B- | 79-82% |  | C- | 69-72% |  | *D-* | *60-62%\** |  |  |  |

*\*Don’t get these grades****.***

**Course Materials and Assignments**

For this course, we will use a range of different kinds of materials, including journal articles, websites, and videos. All course materials have been selected to meet the course goals and objectives outlined above. Links to the materials we’ll be using can be found in the section “Course Dates, Topics, and Assignments” of the syllabus. However, I recognize that I don’t know everything. I know what I think is important for you to know but if you have other information, add it to the course as well!

Open Access Materials Most of the material used in this course is considered “open access,” meaning it is available for users to view and/or download free of charge and without violation of copyright laws. For example, many of our weekly readings are drawn from the peer-reviewed online journal Online Readings in Psychology and Culture, available from the International Association for Cross Cultural Psychology (<http://scholarworks.gvsu.edu/orpc/>). Links to the readings throughout the semester are embedded in the syllabus in the “Course Dates, Topics, and Assignments” table and are also available on the course webpage. For more information on open materials, please visit the Creative Commons webpage (<https://wiki.creativecommons.org/wiki/What_is_OER%3F>).

**EXAMS**

There will be one midterm in this course. The exam may be comprised of multiple-choice, completion, short answer, and essay questions and will cover all assigned readings and material presented in lecture as well as perspectives discussed in the course. The length of the exam may vary depending on how much discussion takes place in class and the direction the class goes towards. Due dates for the exam will be on the course schedule.

**IN-CLASS ASSIGNMENTS**

To maximize critical thinking and encourage attendance and full participation, several in-class assignments will be randomly administered over the course of the semester. These assignments will build on material presented in class and in the text and may include group or individual activities with written products, worksheets, quizzes, and brief writing exercises. Assignments will be graded and recorded for these exercises. Students will be allowed to miss up to 2 assignment without penalty from the course.

**ATTENDANCE**

Harlaxton requires that students attend class. The instructor however is understanding of the unique life circumstances that many students incur whilst in pursuit of their undergraduate degrees during study abroad. Therefore, excused absences are allowed *provided sufficient warning is given to the professor (a week in advance) or (within 24 hours after missing class).* Please not miss more than 2 days of class, as your absences must be reported to Harlaxton. Students will be expected to obtain lecture notes from classmates for days that are missed. It is your responsibility to ensure that sufficient documentation is obtained and submitted to the instructor. Students are also asked to email the professor immediately before perceiving an absence will take place as well as immediately after having an absence.

**EXTRA CREDIT**

Extra credit may be possible in this course at the behest of the professor. Opportunities for such will be discussed and given in class.

**RESPONSIBILITES**

As the instructor in this course, I will strive to be prepared for each class, to be available for consultation during the week, and to conduct fair evaluations of learning. As a student in this class, you are responsible for (a) attending lecture/discussion section and completing reading assignments prior to class, (b) participating in any class activities, (c) submitting the written project(s) prior to class on the due date (d) obtaining notes (from a fellow classmate) and learning of missed announcements in the event of an absence, and (e) taking the exams on the scheduled dates.

**CLASS ETIQUETTE**

Please come to class on time and prepared for the lecture. Please keep cell phones on silent or vibrate while class is in session. Please do not check your voice mail or engage in text messaging while in class, ever. The use of a cell phone during a quiz will be considered cheating. Eating is permitted in class; however, do not choose noisy foods for class time. Sleeping is not permitted and you may expect that I will want to discuss with you why the sleeping is happening. Computers for note-taking are welcome especially given how technology is becoming an increasingly necessary component for daily lives; however do not use Facebook (do people your age even use that anymore?!???), Tweet, Instagram, Snap or TikTok or perform any social networking activities on any other sites not mentioned. You are not allowed to post photos of your classmates on social media without their expressed permission. You are not allowed to post photos of your in class exam on social media (*doing so will be considered an honor violation*). Do not surf the web unless it is relevant to the class topic and you intend to share that information. While I would like to think that I am the end all and be all, the truth is that we all share a pool of knowledge--- therefore, I appreciate us learning together. If you come across a news article, journal article, Youtube video, documentary or other that you find relevant to the course, please contact me prior to class so that I may review how to best utilize this information.

This campus, classroom space and course as constructed should always be a place of safety, comfort, compassion and hopefully humor. While we may sometimes push each other intellectually, you are asked and expected to be respectful of your peers. Also, given the subject matter, you are asked to come to class with a mind open to seeing the natural world through different perspectives.

**COURSE POLICIES (the fine print)**

# *Late Submission of Assignments.* If work must be turned in late, please communicate with the professor! Life is chaotic, especially during study abroad and the professor understands this! Please discuss either after class, through CANVAS or through email why the assignment is late and when to expect the assignment. During the last week of class, the professor will give you a chance to submit late work however these extremely late assignments can only receive a max of 90%.

*Exam make-ups.* It is difficult to imagine a scenario where you would need a make up home exam, especially given the length of time you will have to complete it, however all things are possible. If for some reason you have extenuating circumstances where you feel a make up exam would be justified, you must set up a separate meeting with the instructor to discuss why. Your job will be to convince the instructor that this is the best course for your academic growth. If a make-up exam is granted, it will consist of essay questions and will be administered during the time allotted for the final exam determined by the university.

*Exam Questions and Grading Appeals.* If you think you should have received credit for an exam question that was scored as incorrect, you may appeal in writing. Only written requests will be considered. You should e-mail your rationale – this rationale should include references to specific page numbers in your text or lecture dates. All appeals must occur within one week of the date in which exams are returned in class (whether or not you are present that day). In addition, remember that instructors are not infallible and there are many data points associated with the grades in this course. If you are concerned that I have made a recording error, it is always fine to query me; just try not to be querulous.

EXPERIENTIAL LEARNING

During the first week of classes on Friday and in subsequent weeks on Tuesdays or Thursdays we will go out and about for hands on learning in and around England. You are to be on these trips unless sickness prevents you (just communicate with the professor). I do not like for your phone to die on these trips, as UNT wishes for you to have the ability to communicate with me and each other at all times. So part of the course your phone is to be charged and you are to bring a spare battery pack in the event your phone losses charge or dies. The professor will usually have a spare battery pack in case you forget. Feel free to ask me to borrow it.

OFF HOURS MEETING REQUESTS

Sometimes due to things such as home sickness, difficulties adjusting to study abroad or unique circumstances you will want to have someone to speak with. I am always available to students needing additional support. Feel free to contact me regardless of the hour and I will be there to assist you.

SYLLABUS CHANGE POLICY

This course syllabus is likely to change often as I alter the class to best fit student needs. I will email out syllabus changes via CANVAS to keep you posted and mention those changes in class. Be assured, I always change the syllabus when I think a change will make the class better, easier or more accessible to you.

## UNT POLICES

### ACADEMIC INTEGRITY POLICY

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

### ADA POLICY

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### PROHIBITION OF DISCRIMINATION, HARASSMENT, AND RETALIATION (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### ACCESS TO INFORMATION – EAGLE CONNECT

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### STUDENT EVALUATION ADMINISTRATION DATES

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 (November 16th – December 3rd) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](about:blank)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](about:blank).

### SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](about:blank) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](about:blank) or at (940) 565 2759.

### **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

### CLASS RECORDINGS & STUDENT LIKENESSES

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

## Academic Support & Student Services

### STUDENT SUPPORT SERVICES

#### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

#### CHOSEN NAMES

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### PRONOUNS

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

#### Additional Student Support Services

* [Registrar](about:blank) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

### *Academic Support Services*

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

**Grade Appeals**

**Policy Statement.** Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled as well as requirements for completion of their academic programs. Faculty members are responsible for establishing standards of academic performance and for evaluating student performance in an equitable manner. Faculty decisions in such matters are considered authoritative and can be overturned only when it has been determined that a grade was assigned in an inequitable, arbitrary, or erroneous manner. This policy outlines the grounds for a student grade appeal and the process by which it must be carried out.

**Application of Policy.** Students and Faculty

**Definitions.**

1. Course. “Course” means a unit of study that, upon completion, is recorded on the student’s transcript, or any other graded requirement for program completion (e.g., internship, comprehensive examination, thesis, dissertation).

2. Grade. “Grade” means the final grade issued at the end of a course. Grades assigned for parts of a course (e.g., reports, examinations) may not be appealed and are not subject to review except to the extent that they impact the appeal of the final course grade.

3. Student. “Student” means the individual who received the grade and who has initiated an appeal.

Individuals may not initiate appeals on behalf of others.

4. Instructor. “Instructor” means the faculty member responsible for the course in question.

5. Department Chair. “Department Chair” means the individual holding administrative authority for instructors.

6. Committee. “Committee” means either a standing appeal committee constituted by the

department, college, or school, or an ad hoc grade appeal committee appointed by the chair to review a particular appeal.

7. Dean. “Dean” means the administrative authority for the chair or academic unit in which the grade appeal is lodged.

**Procedures and Responsibilities.**

**1. Appropriate Grounds for Appeal.**

Grades are subject to appeal only when the student believes that the grade was awarded in an inequitable, arbitrary, or erroneous manner. Appropriate grounds for appeal include circumstances where the grade was assigned based on:

a. inequitable treatment that is the result of departure from the instructor’s stated standards, and course policies; or

b. a decision based on an error in fact.

If the student believes that the grade was assigned inappropriately due to discrimination or sexual harassment, the case must first be resolved through procedures for such complaints (see UNT Policy

16.006, Information and Procedural Guidelines for Pursuing and Resolving a Complaint of Discrimination, Including Sexual Harassment). Changes in a grade due to violations of academic integrity cannot be appealed through this process.

**Responsible Party**: Students, Office of Equity and Diversity

**2. Time Limits for Appeal and Resolution.**

The formal grade appeal should be resolved within a maximum of 13 weeks after the semester in which the grade was officially posted. Under extraordinary circumstances, the chair may grant an extension of any time limits identified in this policy.

a. The student must consult with the instructor as soon as possible and no later than 10 calendar days after the start of the following academic term, inclusive of fall, spring, summer and intersession terms.

b. The student must initiate a formal grade appeal in writing to the department chair within five weeks (35 calendar days) of the date the grade was officially posted in the university system.

c. If unresolved, the chair must forward the appeal to a faculty committee within seven (7)

calendar days of its receipt.

d. A grade appeal case should be resolved within five weeks (35 calendar days) of the chair’s

receipt of the written appeal.

e. An appeal to the Dean, described below and based solely upon procedural grounds, may extend the time limit on resolution of the grade appeal by no more than three weeks (21 calendar days).

f. If any person, whether student, faculty or administrator, fails to respond to requests made as part of the grade appeal process within one week of the request, the requester may move forward without that response.

g. The grade issued by the instructor remains in effect during the appeal process.

**Responsible Party**: Students, Instructors

**3. Procedures for the Appeal.**

A. Informal Consultation with Instructor

The student must first discuss the course grade with the instructor in an attempt to resolve the issue. This discussion should occur as soon as possible after receiving the grade and not more than 10 days after the start of the following academic term. If the instructor is unavailable or unresponsive, the student should immediately contact the department chair for guidance, as the 35-day time limit for formal appeal includes this faculty consultation period.

B. Formal Grade Appeal to Department Chair

If consultation with the instructor does not resolve the student’s concerns, the student may

submit a formal appeal to the department chair within the time limit for initiating an appeal.

i. The department chair may attempt to resolve the issue through consultation with the instructor and the student. If both instructor and student agree to a resolution, the appeal ends at this level. The resolution must be described in writing, signed by the department chair, acknowledged in writing as received by the student and instructor, and filed in the student's record in the department.

ii. If the chair does not engage in a consultation, or if the consultation does not resolve the issue, the chair refers the appeal to a faculty committee within seven (7) calendar days of receiving the formal appeal.

C. Faculty Committee Review and Resolution

The committee that reviews the grade appeal may be a standing appeal committee comprised of faculty. If no such committee exists, the department chair appoints an ad hoc grade appeal committee of three faculty members: one selected by the student, one selected by the instructor, and one selected by the chair with agreement of the other two committee members. Committee members may include any person holding a faculty appointment in the department, college or university. The chair's appointee will chair the faculty committee.

i. The committee requests a written statement from the instructor for review along with the student's appeal. The committee may request additional information and will meet with the student, the instructor, and/or others, as it sees fit.

ii. The committee issues one of the following recommendations to the instructor:

1. The grade should remain unchanged, as it was assigned in an equitable and valid manner.

2. The grade should be changed. In this case, the committee must provide a written explanation of this finding to the instructor.

iii. If a grade change is recommended to the instructor, one of the following may occur

The committee requests that the instructor change the grade, in response to the written explanation to the instructor, and the instructor agrees to change the grade.

The committee requests that the instructor change the grade, in response to the written explanation to the instructor, and the instructor disagrees with the committee. In such cases, the instructor should provide a written explanation of their disagreement to the committee.

1. The committee may then concur with the instructor’s assessment and

allow the grade to stand unchanged.

2. However, if the committee upholds its conclusion that the grade should be changed, it may recommend an administrative change of grade to the department chair.

iv. Upon the conclusion of the exchange with the instructor regarding its recommendations, contained in steps C-ii and C-iii, above, the committee submits its final recommendation in writing to the department chair.

v. The department chair notifies both student and instructor of the final resolution to change or not change the grade. The resolution must be described in writing, signed by the department chair, acknowledged as received by student and instructor, and filed in the student's record in the department. The department chair changes the grade, as appropriate. The grade appeal ends at this level and, except under extraordinary circumstances (e.g., the closure of the university due to weather, students’ hospitalization, administrative mandate), shall be completed within 35 calendar days of the chair’s receipt of the written appeal. The only further basis for appeal is on procedural grounds.

D. D ea n ’s Pr oced u ral Review

If either student or instructor believes there was a procedural error in the process, that party may request reconsideration on procedural grounds by filing a written request for review to the dean within 7 (seven) calendar days of having received notice of the resolution. This request must specifically state the procedural grounds for requesting the reconsideration. If the dean determines that the procedures were followed, the dean responds in writing that the faculty committee’s determination has been upheld. The decision of the dean is final.

i. If the dean determines that there were procedural errors, the appeal will be considered anew, and the dean will appoint a new ad hoc grade appeal committee, comprised of individuals holding a full-time faculty appointment within the University. That committee reviews the grade appeal as described in steps C-ii and C-iii, above.

ii. Upon the conclusion of the exchange with the instructor regarding its recommendations, contained in C-ii and C-iii, above, the committee submits its final recommendation in writing to the dean.

iii. The dean shall provide notice of the final resolution to the student, instructor and department chair. The resolution must be described in writing, signed by the department chair, acknowledged as received by student and instructor, and filed in the student's record in the department. The department chair changes the grade, as appropriate.

iv. This process shall extend the timeline by no more than 21 calendar days, except under extraordinary circumstances. The decision of this committee may not be appealed further.

**Responsible Party**: Faculty Review Committee, Dean

**4. Records Retention.**

Documentation of all formal grade appeals, including procedural appeals, whether resolved by a faculty committee, the chair, or the dean, must be maintained in department files for a period of time designated in the university records retention policy.

**References and Cross-references.**

UNT Policy 16.006, Information and Procedural Guidelines for Pursuing and Resolving a Complaint of

Discrimination, Including Sexual Harassment

Approved: 8/89

Effective:

Revised: 7/02, 5/15/2015

**Tips on how to make an "A" in this course:**

1. Be on time for class. Important announcements are generally made at the beginning of class. Moreover, it is often difficult to know what is going on if you miss the first few minutes of a lecture or activity. I try to be conscientious regarding both your time and mine. Late arrivals are very distracting for both myself and other students, so please do your best to be on time. If you are running late, please email me.

2. Read any readings before relevant lectures / class time. This will make the lectures more meaningful and will allow you to know whether the topic is addressed in the text. I assume when I lecture that you have read all assigned readings.

3. The same day as the lecture, go over your notes. Either rewrite them, type them, or simply read them again. This will allow you to make sure that they are legible and make sense while the information is still fresh. This also serves to facilitate your memory of the material (i.e., encoding and retrieval).

4. Before the midterm read book chapters in detail, organize your notes, and think deeply on how the course material applies in your life. We will cover a lot of information, and I obviously cannot ask you to tell me everything you have learned. So I will often ask you to integrate information from the text with major themes discussed in the lectures. Integration and Application are the key to success in the course

5. Since tests depend heavily upon notes, you must come to class every day if you expect to do well on tests.

7. Get actively involved in class discussions. Cultural psychologists certainly don't have all the answers to questions about people and how they interact with each other; but those of you from different cultures, or moving to other cultures or a mix of various cultures have an experience, a valued one which can help make class interesting and intriguing. Your experience as well as your adherence to the readings will make the learning more valuable to you and your peers (and me!).

8. Plan ahead which topics you intend to “teach” on and how you are going to do them. If you don't have ready access to journals or the library or technology, meet with the professor to plan.

9. Leave time for editing your papers before submitting them. After you have written each project summary, read over it again and make any necessary changes. Many "A" papers become "B" papers because of misspelled words, awkward sentence construction, or careless mistakes. Correct these simple problems to make it an "outstanding" paper.

10. The instructor is a big fan of the color orange, as well as anything *Superman* related. Not exactly sure how this is useful information or even relevant, but assuming you’re as talented, creative and resourceful as I think you to be, I'm sure you'll think of some positive way to use this insight to your advantage.

**PSY 4030.888:**

**PROPOSED SCHEDULE**

|  |  |
| --- | --- |
| **Date** | **General Topic** |
| June 8 | Departure |
| June 9 | Land at LHR 6:30 am to 9:30 am |
| June 10 | All Day Orientation: Life at Harlaxton |
|  | Opening Ceremony (Dress Professionally) |
| June 11 | Classes Begin |
|  |  |
| June 12 – 14 | *Mandatory Trip to London (Thursday Evening – Saturday afternoon)* |
|  | *Sunday: Free Time!!! Do all the touristy things in London THIS WEEKEND!!!* |
|  |  |
| **Week 1** | What is Multicultural Psychology |
|  | Research in Multicultural Psychology |
| *Experiential Learning* | *The Freud Museum (Dr. Sims’ favorite place)* |
|  |  |
| **Week 2** | Brexit, Multicultural Worldviews |
| *Experiential Learning* | *Lincoln Castle* |
|  |  |
| **Week 3** | Multicultural Economics |
|  | Take Home Midterm (No Class on Wednesday) |
| *Experiential Learning* | *Museum of Mental Health* |
|  |  |
| **Week 4** | Culture and Health |
|  | Culture and Language |
|  | Immigration and Emigration |
| *Experiential Learning* | *Leicester* |
|  |  |
|  | Closing Ceremony (Dress Professionally) |
|  |  |
| July 8 | Return to DFW |
|  |  |
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|  |  |

\**Tentative and subject to change*