

PSYC 4030: Multicultural Psychology

Wed 5:00pm – 7:50PM

Wooten Hall Rm 322

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Advisory Prerequisite(s):

- Completed PSYC 1630 or PSYC 1650

Required Text:

Mio, J.S., Barker, L., & Domenech Rodriguez, M. M. (2016). *Multicultural Psychology: Understanding Our Diverse Communities* (4th ed.). Boston, MA: Oxford University Press.

Course Description:

This course provides a broad overview of topics relevant to the multicultural psychology. Topics include, but are not limited to, cultural differences, cultural identity development and socialization, systems of power and privilege, and health.* This course will take both a multidisciplinary and intersectional approach to gender and sex, and thus will focus on how the aforesaid topics are discussed across disciplines and may emerge across diverse groups of individuals.

*Disclaimer: I understand that the topics discussed in this course may evoke a variety of emotions. If you experience excessive discomfort at any time, I ask that you please take care of yourself as you see fit. Although I will try to warn you before presenting any information that I predict could be uncomfortable, I ask that you please gauge your feelings and address your needs as you see fit. If you need to discuss your discomfort further, please contact a mental health provider, or you may email me and I will refer you to appropriate services -- UNT's Counseling and Testing Services at 940-565-2741, UNT Psychology Clinic at 940-565-2631 and Denton County MHMR Center at 1-800-762-0157.

Also, in the case that you elect to share personal information with myself or the TA we must adhere to **mandatory reporting requirements:** Due to Senate Bill 212, all University of North Texas employees are required to report all events of sexual harassment, sexual assault, dating violence, or stalking that involve a current student or employee. These reports are made to the University's Title IX Coordinator.

PSYC 4030 fulfills the CLASS requirement for Diversity & Global Issues.

Course Objectives:

After completing this course, students will:

1. Describe foundational theories and research relevant to multicultural psychology
2. Critically evaluate theories and research and assess their implication for self, diverse groups, and society
3. Demonstrate an understanding of complex systems of power/privilege associated with various social identities (e.g., race, social class, ability status)
4. Identify the origins, influences, and limits of one's own cultural heritage
5. Demonstrate the ability to learn from and empathize with perspectives and experiences different from one's own

Course Expectations:

- A. Class Attendance:** Students are expected to attend and arrive on time to each class. As this class is largely participatory, you need to be present in order to get full credit for your participation grade. If you will be absent from class, it is your responsibility to communicate with the instructor, obtain missed information from a classmate (not the instructor or TA), keep up with readings, turn in assignments by their due dates, etc.

Attendance will be taken randomly during the semester, and will be used to add points (1 point per day of attendance counted) to your lowest exam grade.

In the case of severe weather, you will be expected to heed to the instructions delivered via the [UNT Eagle Alert](#) system, and thus you will not be expected to attend when classes are cancelled or delayed beyond the scheduled class time.

- B. Classroom Behavior:** You are expected to speak and behave in a manner that is respectful to the instructors, guest speakers, and other students. While you are encouraged to critique class content, critique should be delivered in a respectful manner. This means attending to your tone and using accurate, inclusive and nondiscriminatory language in your communication. In addition, distracting and potentially disruptive behaviors (e.g., talking to your neighbor/on the phone, reading newspapers, coming to class late, leaving early, texting, online shopping, etc.) are strongly discouraged in the classroom, considering they will negatively affect the class performance of you and others.

You will also be challenged to consider your own reactions to class materials. At times, I may ask you to think about something specific to facilitate self-awareness. Although you will not be required to disclose personal reactions, I request that you allow yourself to experience your reactions fully. In addition, allow other students the opportunity to experience - and, if they so choose, to discuss - relevant reactions without expressing judgment or telling others of their experiences.

- C. Email Policy:** If you have questions about class content, then you should email the instructor, using the proper salutation (“Hello Professor Jones” or “Good evening Dr. Jones”), clear wording, and proper grammar and spelling. If you have questions about grades, then you should email the TA, Gabriella in the same fashion (“Hello Gabby”). Please expect a response within 48-hours during the business week and during business hours (Monday – Friday 9:00am – 5:00pm). Failure to email the correct person may result in your email not being addressed.
- D. Assignments:** All assignments (except for the exams) will need to be uploaded to Canvas before the beginning of the class period on the date indicated on the syllabus. **Late assignments WILL NOT be accepted.**
- E. Reading Assignments:** Required readings will be posted on Canvas. You are to review each reading and prepare thoughts and/or reactions prior to class. Your thoughts are critical to classroom discussion.
- F. Student Evaluations:** The [Student Perceptions of Teaching \(SPOT\)](#) is a requirement for classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on the class.
- G. Syllabus:** The syllabus is a “living document,” meaning that the instructor may alter aspects of the syllabus, such as its content, assignments, at their discretion.

Course Assignments

- A. Exams:** You can earn up to 100 points for each exam. Each exam will include 50 multiple choice questions. You will be tested on the assigned readings (textbook and articles) and material covered in class (lectures, supplemental readings, films/movies, and presentations). There is also the possibility that material on the exam will come from the class lecture (and not be covered in your textbook). Therefore, it is in your best interests to attend class each week. **The exams are NOT cumulative.**

On exam days, please bring a #2 pencil and a green scantron that has 50 questions on the front and back.

There are no make-up exams for those who come to class late. For the most extenuating circumstances, students can request to take exams early but not late. Documentation for these possible reasons must be sent to the instructor at least one week before a given exam.

Cell phones and laptops are prohibited during exams, meaning that they must be out of sight and on silent. If your cell phone or laptop is out, I will assume that you are cheating and you will be given a zero (0) for the exam. You will also receive a zero (0) if you are seen communicating during the exam. **Cheating will not be tolerated.** Therefore, if such behavior is observed by the professor or TA, you will receive a zero (0) that cannot be replaced or changed.

- Exam #1 is February 12, 2020
- Exam #2 is May 6, 2020

Exam Makeup Policy:

All exam arrangements are made with the TA.

Makeup exams are permitted in one of the following circumstances:

1. Preapproved circumstances (e.g., wedding, trip, religious event): Students must notify the instructor at least 1 week before the exam.
2. Documented emergency: Students who miss an exam without preapproval must provide valid documentation of an emergency (e.g., doctor's note).

B. Personal Reflection Paper: The purpose of this assignment is to challenge you to self-reflect on yourself as a cultural being. You can earn up to 100 points for completing the paper.

- **Personal Identities (Part 1 – 25 points):** Using the ADDRESSING framework, make a list of your most salient social identities, using “+” and “-” to note identities that you experience privilege and oppression. In one paragraph, note meaningful intersections related to your identity. [.5 - 1 page]
- **Identity Development (Part 2 – 75 points):** Identify one or two identities that are most salient to you. Using the cultural identity models discussed in class, reflect on your current identity development. Consider the following questions: when did I first learn that I was “X”? what did I learn about “X” identity? How would I describe my own “X” development? [1.5 – 2 pages]

Paper Checklist

- ✓ Title Page (paper title, name, date, course number/name)
- ✓ Personal Reflection (2 – 3 pages)

- Personal Reflection Part 1 is due on March 4, 2020
- Personal Reflection Part 2 is due March 18, 2020

C. Scholarly Article Review Draft/Paper: The purpose of this assignment is to challenge you to think critically about a topic of interest within multicultural psychology. You can earn up to 100 points for completing the paper.

Your paper must include the following sections (note each section using a subtitle—e.g., “ Article Summary”).

- **Article Summary:** Describe the research questions, methodology (e.g., survey, interview, qualitative, quantitative, sample, and main conclusions. [.5 page]
- **Critique:** Identify at least two (2) concepts from class that are relevant to the article's focus. **Bold and underline** these concepts in your essay. In

your critique revisit the questions posed by Cole (2009), and specifically consider the article's strengths/limitations. [1-1.5 pages]

- **Implications:** Describe the implications of the study's findings for diverse groups (e.g., who is impacted by these findings, what policies may emerge?) [.5 – 1 page]

Paper Checklist

- ✓ Title Page (paper title, name, date, course number/name)
- ✓ Article Review (2 - 3 pages)
- ✓ Reference Page (1 or more references)

- Scholarly Journal Article Review Draft is due on April 1, 2020
- Scholarly Journal Article Review is due April 15, 2020

General Paper Guidelines:

- **Format:** Your paper must be in APA format. For information on APA formatting, please refer to the [APA Publication Manual](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) or [Purdue Writing Lab: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- **Page Length:** 2 – 3 pages, 12 point Times New Roman font, double-spaced with 1 inch margins. The title page and reference page are not counted as pages.

Additional Tips:

- Prepare: Begin to work on papers well before they are due!
- Spell Check: Correct spelling and grammar errors. Such errors distract from the content of your paper, and in turn will be reviewed poorly.
- Citations/References: Cite the article appropriately, using in-text citations and quotations marks for concepts/content derived from the source, if applicable.
- Selecting Articles: Articles from Dr. Jones' pre-approved list (to be provided in class) are strongly preferred. However, if you feel strongly about a multicultural topic not on the list, you may choose from peer-reviewed journals (e.g., *Psychology of Women Quarterly*, *Sex Roles*, *Journal of Counseling Psychology*) using the UNT library database. Wikipedia, obscure websites, and opinion pieces (such as many blogs) are NOT appropriate
- Speak Up: If you have concerns, contact the TA.

Evaluation

Final grades will be based upon:

- Exam #1 (100 possible points)
- Exam #2 (100 possible points)
- Reflection Paper (100 possible points)
- Case Analysis Paper (100 possible points)

Point Total: 400 possible points

Your attendance points will be added to your lowest exam grade.

Course Grading

Letter	Points
A	360-400
B	320-359
C	280-319
D	240-279
F	<239

University Policies

Reporting Grades:

It is against university policy for me to divulge grade information via e-mail or telephone. If you have concerns about your grade at any point in the semester, please schedule an appointment to meet with me. It is also against university policy for me to discuss your grades with anyone other than you, the student, unless a signed waiver is on file.

Incomplete Policy:

Incompletes will only be given in rare circumstances on a case-by-case basis. In the event an "I" is granted it is the student's responsibility to complete the required course material within one year after which the "I" will become "F".

ODA Statement:

If anyone has a need for note-taking or test-taking accommodations, please discuss these with the course instructor no later than Week 3 (January 29th, 2020).

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Academic Integrity:

Students are reminded that academic misconduct will not be tolerated. For example: (a) copying another student's work, in part or whole; (b) unauthorized communication to obtain information about a test(s); (c) using unauthorized material during a test; (d) handing in any work product that is not your own; (e) failing to give credit to the

intellectual property of another in any written work (including, but not limited to, plagiarizing).

For a more extensive list of behaviors that are considered “cheating” or “plagiarism,” please refer to the official statement of UNT regarding these matters, which may be assessed as part of the *Student Handbook* at the following website: <http://www.unt.edu/csrr>. Please note that specific penalties, including assigning a failing grade in the course, may be assigned by the course instructor. For further information on academic misconduct, penalties, and appeal procedures, please view the “Code of Student Conduct and Discipline” at http://www.unt.edu/csrr/student_conduct/index.html

If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

Final Note: At any point you feel as if you are struggling with this course, please feel free to utilize both myself or the TA during office hours or ask questions, we care about helping you and want you to succeed!

Class Schedule

Week	Date	Topics	Readings	Assignments
Week 1				
	1/15	Syllabus/Introduction to Multicultural Psychology	Chapter 1	
Week 2				
	1/20	Martin Luther King Day (No Classes)		
	1/22	Multicultural Issues in Research & Testing	Chapter 2	
		Last Day for Refund on Any Course Dropped		
Week 3				
	1/29	Cultural Differences in Worldviews	Chapter 3	
Week 4				
	2/5	Cultural Differences in Communication	Chapter 4	
Week 5				
	2/12			Exam #1
Week 6				
	2/17	Last Day to Drop or Withdraw		
	2/19	Talking About Difference	Sue (2013)	
Week 7				
	2/26	Intersectionality	Hayes, 1996 Jones & Day, 2018 Lewis et al., 2016 Cole, 2009 (Supplementary: Crenshaw, 1989)	
Week 8				
	3/4	Cultural Identity Models	Chapter 5 & Chapter 7	Reflection Essay Part 1
Week 9				
	3/11	Spring Break (No Classes)		
Week 10				

	3/18	Cultural Identity Models (Continued)		Reflection Essay Part 2
Week 11				
	3/25	Student May Drop a Course for a Grade of "W"		
		Stereotypes, Discrimination, and Microaggressions	Chapter 6 Ghavami & Peplau, 2013 Harwood et al., 2012 Sue et al., 2007	
Week 12				
	4/1	Systems of Power & Privilege (e.g., ableism, religious bias)		Scholarly Journal Article Review Draft Due (Printed Copy)
Week 13				
	4/8	Systems of Power & Privilege (e.g., racism, classism)		
Week 14				
	4/15	Culture & Physical Health	Chapter 8	Scholarly Journal Article Review Due
	4/17	Last Day to Withdraw from the University (Drop ALL Classes)		
Week 15				
	4/22	Culture & Mental Health	Chapter 9 APA Practice Guidelines Jones & Pritchett-Johnson, 2018	
Week 16				
	4/29	Culture & Power/Social Advocacy	Moradi & Grzanka, 2017 Rosenthal, 2016	
Week 17				
	5/6			Exam #2
<p><i>Note.</i> If ALL Courses for the semester are dropped, see withdraw refund schedule. *Articles/Blogs to be provided by the professor.</p>				

References

- Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*, 1989(1), 139-167.
- Cole, E. R. (2009). Intersectionality and research in psychology. *American psychologist*, 64(3), 170.
- Ghavami, N., & Peplau, L. A. (2013). An intersectional analysis of gender and ethnic stereotypes: Testing three hypotheses. *Psychology of Women Quarterly*, 37(1), 113-127.
- Harwood, S. A., Huntt, M. B., Mendenhall, R., & Lewis, J. A. (2012). Racial microaggressions in the residence halls: Experiences of students of color at a predominantly White university. *Journal of Diversity in Higher Education*, 5(3), 159.
- Hays, P. A. (1996). Addressing the complexities of culture and gender in counseling. *Journal of Counseling & Development*, 74(4), 332-338.
- Jones, M. K., & Pritchett-Johnson, B. (2018). "Invincible Black Women": Group therapy for Black college women. *The Journal for Specialists in Group Work*, 43(4), 349-375.
- Lewis, J. A., Mendenhall, R., Harwood, S. A., & Browne Huntt, M. (2016). "Ain't I a woman?" Perceived gendered racial microaggressions experienced by Black women. *The Counseling Psychologist*, 44(5), 758-780.

- Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal of counseling psychology, 64*(5), 500.
- Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist, 71*(6), 474.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American psychologist, 62*(4), 271.
- Sue, D. W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist, 68*(8), 663–672. <https://doi-org.proxy.lib.umich.edu/10.1037/a0033681>