

Welcome to PSYC 4030, Multicultural Psychology!

Course Overview

Humans are cultural beings, and as such, culture shapes many aspects of our lives. This course provides an introduction to the field of multicultural psychology, which studies the effects of culture on human psychology. Research shows that many psychosocial processes are culture-specific rather than universal. This course will examine how various identities (e.g., age, race, ethnicity, gender identity, sexual orientation, immigration status, ability status, socioeconomic status, etc.) influence self-perception, views of others, approaches to relationships, communication styles, and ways of thinking. You will explore both your own cultural identities and those of others, while developing skills to communicate and empathize effectively across cultural differences. The learning process in this course benefits greatly from the cultural knowledge that each student brings, so in addition to readings, lectures, and videos, class discussion will play a major role.

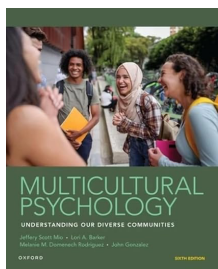
Learning Objectives

After successfully completing this course, you will be able to:

- Learn from and empathize with perspectives and experiences different from your own
- Demonstrate an understanding of complex systems of power and privilege associated with various social identities
- Describe foundational theories and empirical research relevant to multicultural psychology
- Explore the history, concepts, and theories associated with cultural experience, especially those of American racial, ethnic, sexual, and gender minorities
- Critically evaluate multicultural psychology to assess how it may apply to yourself, diverse groups of people, and society

Required Resources

1. Textbook



- Mio, J. S., Barker, L., Domenech Rodriguez, M. M., & Gonzalez, J. (2023). *Multicultural Psychology: Understanding Our Diverse Communities* (6th ed.). Oxford University Press.
- Copies of the text are available at the library (may be checked out for up to 2 hours at a time).
- **Course website:** <https://unt.instructure.com/courses/131062>
- Contains information about reading assignments, schedule updates, and other important course-related material. Please check course announcements and messages on the site first.

NaYeon Yang, Ph.D. (she/her)

nayeon.yang@unt.edu

Terrill Hall 383

Graduate Teaching Assistant (TA)

Emma Fisher (she/her):

emma.fisher@unt.edu

Class Meets

Tuesdays & Thursdays

3:30 PM – 4:50 PM

Environmental Science 110

Student Hours

- **Dr. Yang:** By appointment (available for in-person or [Zoom](#))
- **Emma (TA):** Thurs 12 PM – 1 PM and by appointment (via [Zoom](#))
- When emailing us, please include “PSYC 4030” in your subject line

Prerequisites

- (1) Junior or above
- (2) C or better in one of the following: PSYC 3100 (Social Psychology) or PSYC 3620 (Developmental Psychology)

Course Communication

Please contact our TA

(emma.fisher@unt.edu) for questions and concerns related to attendance, assignments, and grading. All other questions and concerns can be sent to me (nayeon.yang@unt.edu).

Technical Support

UNT Help Desk

Sage Hall 130

940-565-2324

helpdesk@unt.edu

2. Articles

- Posted on Canvas in Articles to read (listed in class schedule by author and year)

3. iClicker + A charged laptop, tablet, pad, or phone

- Please attend class with a fully charged laptop, tablet, or phone to use iClicker or other polling tools during class. You will use your device to participate in interactive exercises, complete in-class activities, and submit responses via Canvas.
- iClicker is a free app for UNT students that can be accessed via mobile devices and laptops (To create an account, please access: https://lms.unt.edu/supported_tech/iclicker.html).
- Laptop checkouts are available at UNT libraries (<https://library.unt.edu/services/laptop-checkout/>).

Learning Activities & Assessments

Your grade will be based on the following assessments:

Learning Assessments	Point Calculation	Category Weight
Pre-Class Quizzes	40 pts (8 x 5 pts each) (10 total; can drop 2 lowest scores)	8%
In-Class Activities	90 pts (18 x 5 pts each) (20 total; can drop 2 lowest scores)	18%
Two Documentary Reflection Papers	50 pts (2 x 25 pts each)	10%
Exam #1	100 pts	20%
Exam #2	100 pts	20%
Final Project: Community Action Brief	100 pts	20%
Final Project: Peer Review	20 pts	4%
Total Points		100%

- 1. Pre-Class Quizzes:** Prior to many classes, you will be required to complete a brief quiz on Canvas. This quiz will assess your understanding of the required reading materials for the day with several multiple-choice and/or short answer questions. The quizzes are due by 3 PM (check the course schedule for details), and no late quizzes will be accepted. These quizzes allow you and I to gauge how well you understand the material covered in the readings and will allow me to fill in gaps in the class's understanding during class time. *You will be able to drop your two lowest quiz scores.*
 - If possible, please do NOT use your phone or tablet to take a quiz. The Canvas app frequently fails, so it is your responsibility to ensure you have access to a reliable computer when taking a quiz. Please note that attempting to take it on the app is at your own risk.
 - Each quiz may be taken twice, with your final score based on the average of both attempts. This is intended (1) to encourage reading the assigned chapter beforehand and (2) to discourage using the first attempt only to look up answers. You can raise your score only by improving on the second attempt.
 - Quizzes must be completed individually and may not be discussed with others. The use of outside sources, including AI tools, is NOT permitted.
- 2. In-Class Activities:** In-class activities reflect your level of participation. Participating in class will contribute to your own and others' learning and make the class more enjoyable. I encourage everyone to speak up in small group discussions and in class. Some activities may be completed individually, while others involve group work. *You will be able to drop your two lowest participation scores.*

3. **Two Documentary Reflection Papers:** I believe that readings are not the only means of learning; documentaries also provide a powerful way to engage with multicultural issues in our society, as they vividly capture real people's stories and narratives. I also value shared experiences, where we can watch something together in class and truly reflect on what the documentary covers. Therefore, we will watch two documentaries in class: one in the middle of the semester and another toward the end. After each film, you will be asked to write a 2-page double-spaced reflection paper (follow [APA guidelines](#)). No title or reference page is required; simply include the title of the paper with your written reflection (do not include your name, class, instructor, etc.). Each reflection paper should include:
1. Summary of the film (up to 1/2 page)
 2. Your overall reaction to the film & 3 salient moments and/or scenes that stood out to you from the documentary and why (1 ½ pages)
 - In this section, please reflect not only on the content but also on how your own social identities (e.g., race, ethnicity, gender, sexual orientation, class, nationality, immigration status, etc.) and positionality may shape your perspectives and reactions. You are encouraged to consider these reflections through the lens of [intersectionality](#).
4. **Exams:** There will be *two* required exams. The exams will be released on Canvas and will include multiple choice questions based on the readings and class meetings. Exams are open-book and open-notes. They are NOT open Internet, and anyone caught cheating will be subject to the Professional Conduct Policy described below. Exams will be taken at home, completed individually, and without discussion with others or the use of AI tools.
5. **Final Project – Community Action Brief:** For the final project, you will write a community action brief that analyzes a community issue (e.g., in the DFW area, Texas, or the U.S.) through a multicultural lens. You will draw on peer-reviewed articles to examine the impact of your chosen issue, support your argument, and present clear, actionable recommendations for psychologists, mental health professionals, educators, community leaders, stakeholders, or the general public. Your community action brief should be 5 pages in length (double-spaced, excluding references), include a separate title page, and follow [APA guidelines](#) (review sample APA papers [here](#)). In addition, your brief should include at least five peer-reviewed article references. Your brief should:
1. **Analyze** a specific community issue (*What is the issue? Why does it matter? Who is affected?*)
 2. **Provide** solutions supported by research, data, and theory (*What does the research say? How can theory and/or empirical research help explain or address this issue?*)
 3. **Present** your ideas in a clear, concise, and practical format (*How can you communicate your recommendations so that community leaders, stakeholders, or the public can easily understand and act on them?*)
- The final project accounts for 100 points (20%) of your grade. Over the course of the semester, you will have opportunities to brainstorm topics, exchange ideas with peers, identify peer-reviewed articles, and provide as well as receive feedback. These steps are intentionally designed to support you in completing a well-developed final project. To help you stay on track, each checkpoint activity will be graded and together they will account for the total project grade, allowing you to work steadily toward the final submission.

Category	Subcategory	Points
Checkpoint Activities (in class)	Checkpoint 1: Brainstorm and identify a key issue	5
	Checkpoint 2: Exchange and discuss with peers & solidify your topic	10
	Checkpoint 3: Search five peer-reviewed articles	15
	Checkpoint 4: Provide and receive feedback	10
Final Submission	Final Community Action Brief	60
	TOTAL	100

Final Community Action Brief: Grading Criteria

No.	Category	Grading Categories	Pts
1	Clarity, Format, APA Style, and References	- Clear organization and professional formatting - Correct APA style for citations and references - References include at least five peer-reviewed articles	5
2	Introduction and Purpose	- Clearly introduce the issue - State why addressing this issue matters and highlight the purpose of this brief (e.g., Why this community? Why this issue? Why now?)	5
3	Issue Analysis and Significance (Community Impact)	- Define the problem clearly - Explain the significance at local and/or broader levels	10
4	Research Evidence and Community Perspectives	- Integrate peer-reviewed articles (theoretical and empirical), including connections to concepts covered in class - Include community voices (reports, testimonies, local data)	15
5	Recommendations	- Provide realistic, evidence-informed, and community-driven solutions - Organize recommendations across short-term (e.g., within weeks or months), medium-term (e.g., within 1-2 years), and long-term (e.g., structural or policy-level changes) actions to demonstrate both feasibility and sustainability	15
6	Conclusion and Implications	- Summarize main insights - Highlight broader implications for community action and practice	5
7	Resources	Identify community organizations, programs, or supports that could help address the issue and/or support the community	5
	TOTAL		60

Note. A detailed grading rubric and instructions will be reviewed in class.

- 6. Extra credit:** Throughout the semester I will offer opportunities to earn extra credit. These opportunities may include attending an outside event relevant to the course and submitting a brief reflection, finding relevant videos that reflect our lecture content and other related materials, etc. These extra credit opportunities can add up to approximately 5 percentage points to your final course grade.

Evaluation of Learning

Your learning of course material and accomplishment of the course objectives will be demonstrated by your performance on the tasks listed above. The evaluation of learning is based on mastery of the content. Given that extra credit points are offered, I will NOT round up your grade. In assigning final course letter grades to your final score, I follow this grading rubric:

Grade	Points	Percentages
A	450–500	90% – 100%
B	400–449	80% – 89%
C	350–399	70% – 79%
D	300–349	60% – 69%
F	< 300	< 60%

Your Responsibilities

This course requires substantial time and effort, both in and out of the classroom. You should expect to spend an average of six hours per week on preparation and coursework outside of class. During class sessions, you are expected to actively participate in discussions, group work, and other activities. Please note that I will not discuss all topics of importance that I deem sufficiently covered in the text. It is *your responsibility* to complete the assigned readings before class and to bring questions about concepts that are unclear.

You are expected to take responsibility for your own learning. Your responsibilities include (but are not limited to)

- 1) Reviewing and adhering to all course policies in this syllabus
- 2) Attending class and completing assigned readings before each session
- 3) Actively participating in class discussions and activities
- 4) Obtaining notes and announcements from a classmate if you are absent
- 5) Submitting all assignments on time
- 6) Taking exams on the scheduled dates
- 7) Asking questions about material or assignments when they are unclear (to peers, the TA, or me)

My Responsibilities

As your instructor, I will support your learning by:

- 1) Communicating clear expectations
- 2) Maintaining a respectful and inclusive classroom environment
- 3) Designing the course to help you achieve learning objectives
- 4) Staying current with the course material
- 5) Providing timely and constructive feedback
- 6) Evaluating student work fairly
- 7) Responding to questions to the best of my ability, and acknowledging when I do not have an answer

Communicating with Dr. Yang

I love helping my students! If you have any questions about courses, majors, or graduate school, I am here for you. Please don't hesitate to reach out. Email is the best way to contact me (nayeon.yang@unt.edu), and I am happy to meet in person or Zoom upon request. If you would like to request a letter of support or recommendation, please begin the conversation early in the semester so that I can best support you. When emailing, please use your UNT email address (not your personal email address), include your first and last name, and add "PSYC 4030" in the subject line. Make sure to use a professional format (read [this article](#) for your reference) and professional language in your email. Emails that do not follow these instructions or lack professionalism may not receive a response.

Course-Specific Policies

Course Climate and Etiquette

You will be invited to share your thoughts in class 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 and university policies, speech that contains threats of violence or constitutes discriminatory harassment, which incites harm, violence, or substantially disrupts the educational environment, is prohibited.

Because this is a large class, I ask for your help in maintaining a respectful and focused learning environment. Please follow these guidelines:

- Do not talk or whisper during lectures or when others are speaking.
- Avoid side conversations and distractions during lecture.
- Silence all cell phones and other distracting electronic devices.
- Arrive to class on time and wait until the end of the class to leave.
- Treat the teaching team, guest lecturers, and your fellow students with respect and courtesy.

Note. Repeated disruptions may result in a warning, and continued disruptive behavior may lead to being asked to leave the classroom.

Cultivating a Safe and Brave Space

In this course, my hope is that we work together to create a classroom where everyone feels supported in their learning and growth. A safe and brave space allows us to engage fully with the material, with one another, and with challenging ideas in a respectful and meaningful way. Learning often involves challenging yourself and sitting with discomfort. Trust that growth can emerge from those moments when we lean in with curiosity, respect, and support for one another.

What does a safe space mean? A safe space is where everyone feels respected and supported. This includes:

- We keep what is shared here within this space, and we respect confidentiality.
- We treat each other with respect in class discussions and activities.
- We listen attentively without interrupting or judging others.
- We avoid dismissive or harmful comments.
- We respect boundaries and honor others' boundaries.
- We recognize that diverse experiences and perspectives enrich our learning.
- We remember that we all make mistakes, so we practice kindness toward ourselves and others.
- When mistakes happen, we address them with openness and dialogue rather than blame.
- We respond with compassion when someone shows vulnerability.

What does a brave space mean? A brave space recognizes that true learning often involves discomfort, challenge, and vulnerability. This includes:

- We are willing to engage in difficult conversations that may stretch our perspectives.
- We practice courage by speaking with honesty and intention, and by respecting others.
- We listen openly and with curiosity, even when we disagree or hold different perspectives.
- We allow ourselves to feel some discomfort as part of growth.
- When we make mistakes, we take responsibility and work to repair and learn from them.
- We approach sensitive topics with humility, empathy, and care for one another.

Sensitive Topics and Privacy

This course addresses personal and sensitive topics, and you will have opportunities to share your own insights and experiences if you wish. Please share only to the extent you feel comfortable and respect your classmates' privacy by not discussing their personal disclosures outside of class.

All members of the teaching team (i.e., me and the TA) are mandated reporters. If you disclose (orally or in writing, including assignments) sexual abuse, child or elder abuse, or intent to commit suicide or homicide, we are required to report this information to the appropriate campus authorities.

Attendance

- You are highly encouraged to attend class given it will improve your learning and your performance in this class. This is a 4000-level course. As such, class time will primarily focus on clarifying complex concepts, engaging in structured discussions, taking quizzes, learning from the diverse perspectives of your classmates, and participating in demonstrations, videos, and activities, rather than simply lecturing on the reading materials.
- The in-class activities can only be completed by attending class. There is no way to complete these activities at a later date.
- Classes will not be recorded or shared virtually in order to protect student privacy.
- Unexcused absences will result in a zero for that day's participation (in-class activities) grade.
- In accordance with university policy, you may request an excused absence. All excused absences (including religious absences) should be requested via email, as early as possible. Further requirements for excused absences are described [here](#).
- Please do NOT attend class if you are sick, especially if you have a cold, flu, COVID-19, or other illness that could be easily passed on to others.

Late Assignments Policy

- All pre-class quizzes must be submitted on Canvas by **3 PM on the due date (see below)**. All quizzes and exams will be taken on Canvas. Given that two lowest pre-class quiz grades will be dropped, late pre-class quizzes will NOT be accepted, except in the case of excused absences.

- All written assignments (e.g., the final project, documentary reflection papers) are **due by 11:59 PM** on the stated due date. Submissions received at 12:00 AM or later will be considered late, and **10% of the final grade** will be deducted for each 24-hour period past the deadline.
- When submitting homework assignments electronically, make sure you upload the correct file and confirm that it opens properly. Submitting a corrupt, blank, or unreadable file will count as a **non-submission**. This policy is non-negotiable, and it is your responsibility to check your file on Canvas.

Grades and Appeals

- **Assignments.** You have 7 days to dispute a graded assignment from the time it has been entered into Canvas. Once 7 days have passed, the dispute resolution window has closed. Therefore, if I accidentally missed one of your assignments, or did not enter the right grade, or if you believe you provided a response that merits additional points, please notify me within 7 days so I can correct it.
- **Exams.** 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 via email will be considered. You should email your rationale – this rationale should include references to specific page numbers in your text or lecture dates. All appeals must occur within 7 days of the date in which exams are returned in class (whether or not you are present that day). In addition, despite our best efforts, we are not infallible. If you are concerned that I have made an error, it is always fine to ask me.

Student Support & Email Policy

We, the teaching team, are more than happy to help you succeed in this course. Please feel free to stop by during our student hours (a.k.a. office hours) or schedule an appointment, either in person or virtually. We intentionally offer a “by appointment” option for those of you who may not be available during our regular student hours. Please feel free to reach out to schedule a time that works for you.

Questions about class content can be directed to the professor (nayeon.yang@unt.edu). Questions about attendance, assignments, and grades can be directed to the TA, Emma Fisher (emma.fisher@unt.edu). Please expect a response within 24 to 48 hours during the business week (M – F, 9:00am – 5:00pm). Please note that the teaching team will not respond to emails during evening hours or on weekends. It is *your responsibility* to reach out in advance if you have any questions regarding assignments, course materials, or other related matters.

Reading Assignments

Required readings will be posted on Canvas (excluding the textbook). You are expected to review each reading and prepare thoughts and reactions prior to class.

Artificial Intelligence (AI)

In this class, you are **strongly encouraged** to use your own critical thinking skills in all course activities. The use of AI-generated content (e.g., ChatGPT, Claude, Gemini) is **strictly prohibited** on quizzes, exams, and other in-class activities. If this policy is violated, it will be considered a violation of the UNT Academic Integrity Policy and will be reported accordingly.

For certain larger writing assignments (e.g., the final project), you may choose to use AI tools only with proper disclosure. AI should be used to support and enhance your work, not to replace it. For example, AI tools may be used sparingly and ethically (e.g., for brainstorming, grammar editing, or outline development), but they **must not be used** to produce the substantive analysis or core arguments of your assignment. In other words, the central ideas, arguments, and analysis must come from you. Don’t give away the opportunity to strengthen your own critical thinking skills. Any violation of this policy (including undisclosed or excessive use of AI) will be considered a violation of the UNT Academic Integrity Policy.

If you choose to use AI, you *must* include the following in your submission:

- Proper citation in APA Style (see [APA guidelines](#)).
- A separate PDF file or screenshot(s) must include:
 - Your original written content
 - Your prompt
 - The AI program’s response
 - If the interaction involved multiple back-and-forth exchanges, the entire conversation (from the first prompt to the final response) must be included
- AI-generated content **must not exceed** 10% of the total word count of the assignment.

Student Evaluations

I will conduct a mid-semester evaluation to assess your overall experience in this course and identify ways to improve the course. Your input is valuable and will contribute to a better learning experience for your peers and future students. The Student Perceptions of Teaching (SPOT; <https://vpaa.unt.edu/news/spot-survey>) is a requirement for classes at UNT. This short survey will be made available to you at the end of the semester, which will provide you a chance to comment on the class.

Student Concerns about the Course and Performance

If you have a concern/complaint about the course or need support with understanding class materials, I encourage you to connect with me and/or my TA for support either after class or stop by my student hours. Additional student hours, in person and virtually, will be offered as the semester concludes, as your success is our goal. The link listed below outlines UNT's procedure for resolving complaints against UNT faculty, staff, and the university.

<https://policy.unt.edu/policy/07-016>

Course Communication and Messaging Forums Policy

You are encouraged to form friendships and study groups, but please be aware that unofficial messaging forums (e.g., GroupMe, Discord, WhatsApp) may lead to confusion or incorrect information about course content. Please note that, in order to comply with FERPA and university security policies, I cannot participate in or take responsibility for communication outside official university platforms.

All course materials and requirements are my intellectual property and will only be distributed through UNT Canvas, UNT Outlook, UNT Zoom, and the classroom. Communication with me or the course TA must take place through these official channels. You are responsible for knowing course requirements as outlined in the syllabus. If you believe there is an error in the syllabus, course requirements, or content, please contact me or the TA directly so we can address it. Grade or deadline disputes must be submitted individually within 7 calendar days of the grade posting or deadline.

Technology Policy

Except for learning and in-class activities that require device use, I expect you to make a responsible and respectful decision by refraining from using your cellphone during class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: youtu.be/WwPaw3Fx5Hk. You may use laptops and tablets to take notes; however, it is expected that you will not use these devices for other tasks during class.

Changes to the Course

In the unlikely event that I need to change the course schedule, cancel a class, or modify a course policy or assignment, I will announce the change on the course website. In addition, the syllabus is a "living document," meaning that I may alter aspects of it, such as its content or assignments, at my discretion. If any changes occur, I will make announcements in class and/or through Canvas.

Campus Policies

Incomplete Grades

"I" is a non-punitive grade given only during the last one-fourth of a term/semester and only if a form signed by the instructor, student, and department chair and must be entered on the grade roster by the instructor. See also "Removal of I" policy in the Academics section of undergraduate catalog. (The UNT Catalog generally allows up to 1 year to remove an "I" grade.). Grades of "I" assigned to an undergraduate course at the end of the Fall 2007 semester and later, will default to "F" unless the instructor has designated a different automatic grade.

Academic Integrity Policies

If you are in doubt regarding the requirements, please consult with the websites below and me before you complete any requirements of the course:

- Integrity: <https://facultysuccess.unt.edu/academic-integrity>

- Code of Student Conduct: <https://deanofstudents.unt.edu/conduct>

Use of Artificial Intelligence (AI)

According to the UNT Student Academic Integrity Policy (UNT Policy 6.003), the unauthorized use of any person or technology to complete an assignment, project, or paper is considered cheating. Unless explicitly authorized by the instructor, the use of AI tools is prohibited and may result in a violation of academic integrity (see UNT policy [here](#)).

ADA Policy

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 (student hours) or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours (student 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.

Title 9 Policy

Please be aware that UNT policy (See <http://policy.unt.edu/policy/12-005>) based on Title 9 of the Education Amendments of 1972 (20 U.S.C. § 1681(a); See <https://www.aclu.org/know-your-rights/title-ix-and-sexual-assault>) entails a duty for institutional employees to report to the university any knowledge regarding recent events of sexual misconduct involving students or employees. Additionally, if you report any information indicating that you have been a victim of sexual harassment, sexual assault, dating violence, or stalking being a student or employee at UNT, I am required to report this information to concerned authorities as mandated by Texas State Law.

Professional Conduct Policy

- 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.

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.

Campus Closures and Schedule Changes

In the event that university operations are disrupted due to an emergency or hazardous conditions threatening the safety, health, or welfare of the campus community, UNT may be required to cancel classes, suspend operations, or close the campus entirely. If a campus closure occurs, you will be notified through Eagle Alert, and I will post an announcement via Canvas. In such circumstances, the course schedule is subject to change in accordance with the Campus Closures Policy (<https://policy.unt.edu/policy/15-006>).

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.

Additional Information

- UNT schedule to register and withdraw/drop a course: <https://registrar.unt.edu/registration/fall-academic-calendar.html>
- Information on student policies and resources: <https://deanofstudents.unt.edu/>
- Learning Center: <https://learningcenter.unt.edu/>
- Undergraduate Research Fellowship: <https://honors.unt.edu/research/unt-undergraduate-researchfellowship>

Tips

- **Readings:** You are responsible for all of the reading material, whether or not it is discussed in class, and all of the material from class, whether or not it appears in the readings. Therefore, it is in your best interests both to read the materials and attend class.
- **The Learning Center**
 - How to access resources
 - Sage 170 (Main Office) / Sage 130 (Math Lab)
 - learningcenter@unt.edu / 940-369-7006
 - Provides the following resources
 - Supplemental Instruction / Math Lab
 - One-on-one tutoring / Academic Coaching
 - Learning 101 Series (Academic workshops on varying topics)
 - Graduate Student Resources
- **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>)
 - Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
 - UNT Care Team (<https://studentaffairs.unt.edu/care>)
 - UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)

Course Schedule

Wk	Date	Topics & Readings Due	Assignments (Due 3 PM)
1	Tues, 8/19	<u>Introduction to the Course & Syllabus</u> Safe Space, Brave Space, and Dialogue	
	Thurs, 8/21	CH1: Introduction to Multicultural Psychology, [23 pages]	<u>Pre-Class Quiz #1</u>
2	Tues, 8/26	CH 2: Multicultural Issues in Research & Testing [25 pages]	<u>Pre-Class Quiz #2</u>
	Thurs, 8/28	CH 2 (Cont.)	
3	Tues, 9/2	CH 3: Cultural Differences in Worldviews [47 pages]	<u>Pre-Class Quiz #3</u>
	Thurs, 9/4	CH 3 (Cont.) <u>Final Project</u> : Brief Overview & Checkpoint 1 (in-class)	
4	Tues, 9/9	CH 4: Cultural Differences in Communication [41 pages]	<u>Pre-Class Quiz #4</u>
	Thurs, 9/11	CH 4 (Cont.)	
5	Tues, 9/16	CH 5: Immigrants, Refugees, and Acculturation Processes [35 pages]	<u>Pre-Class Quiz #5</u>
	Thurs, 9/18	Exam 1 (taken at home, open-book and open-notes; available on Canvas)	*** Exam 1 ***
6	Tues, 9/23	Let's Watch a Documentary: <i>Teach Us All (2017)</i>	
	Thurs, 9/25	CH 6: Stereotyping, Prejudice, Discrimination, and Racism [43 pages]	<u>Pre-Class Quiz #6</u> <i>Teach Us All Reflection Paper</i> <u>DUE FRI 9/26 11:59 PM</u>

7	Tues, 9/30	CH 6 (Cont.) <u>Final Project:</u> Checkpoint 2 (in-class)	
	Thurs, 10/2	Intersectionality, Privilege, and Oppression - Crosley-Corcoran (2014) [p. 1-3] - McIntosh (1989) [p. 1-3] - Hays (1996) [p.332-337] - Dubrosky (2013) [p.205-209] - Crenshaw (2013; supplementary)	
8	Tues, 10/7	Intersectionality: Ageism, Ableism, Sizeism, and Classism - Weit (2023) 11 min read - Dunn (2021) 4 min read - Abrams (2022) 9 min read; Hobbes (2018) - DeAngelis (2015) 11 min read; Smith (2005) [p. 687-694]	
	Thurs, 10/9	Microaggression - Sue et al. (2007) [p. 271-284] - Wong-Padoongpatt et al. (2017) [p. 574-583] - Penner et al. (2010) [p. 436-440]	
9	Tues, 10/14	CH 7: Cultural Identity Development [33 pages]	<u>Pre-Class Quiz #7</u>
	Thurs, 10/16	Exam 2 (taken at home, open-book and open-notes; available on Canvas)	***Exam 2 ***
10	Tues, 10/21	<u>Final Project:</u> Overview & Checkpoint 3 (in-class) Guest Presenter: UNT Librarian How to search for peer-reviewed empirical articles	
	Thurs, 10/23	Sex and Gender Diversity, LGBTQIA+ Identities - Men, masculinity, and mental health [Podcast; 36:32] - How hormones, menstruation affect mental health [Podcast; 29:53] - LGBTQ psychology from Stonewall to now [Podcast; 48:07]	
11	Tues, 10/28	CH 8: Culture and Health [37 pages]	<u>Pre-Class Quiz #8</u>
	Thurs, 10/30	CH 8 (Cont.)	
12	Tues, 11/4	CH 9: Culture and Mental Health [59 pages]	<u>Pre-Class Quiz #9</u>
	Thurs, 11/6	CH 9 (Cont.)	
13	Tues, 11/11	CH 10: Building Multicultural Competence [51 pages]	<u>Pre-Class Quiz #10</u>
	Thurs, 11/13	CH 10 (Cont.)	

14	Tues, 11/18	How to be an Ally & Microintervention Strategies - Lindsey et al. (2024) [p. 1-5] - Sue et al. (2019) [p. 128-140]	
	Thurs, 11/20	<u>Final Project:</u> Checkpoint 4 (in-class) & Final Work	FINAL PROJECT DUE FRI 11/21 11:59 PM
15	Tues, 11/25	*** Thanksgiving Break *** <u>No Classes</u>	
	Thurs, 11/27		
16	Tues, 12/2	Let's Watch a Documentary; <i>Precious Knowledge (2011)</i>	<i>Precious Knowledge</i> Reflection Paper DUE FRI 12/5 11:59 PM
	Thurs, 12/4	<u>Final Project:</u> Presentation & Peer Review (Extra Credit Opportunities)	

NOTE: This syllabus is *not* a binding document. I reserve the right to modify the syllabus at any time and for any reason, as deemed appropriate to meet the learning needs of the class. If anything is modified, then I will notify the class, but it is your responsibility to keep up with class announcements and updates. If you are confused about anything on the syllabus, then you are responsible to ask either me or the TAs for clarification.