

PSYC 4030.002 Multicultural Psychology

Department of Psychology, University of North Texas

Spring 2026, MWF 10 - 10:50 am, CHEM 106

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Required Texts:

Mio, J.S., Barker, L., Domenech Rodriguez, M. M., & Gonzalez, J. (2020 or 2023). *Multicultural Psychology: Understanding Our Diverse Communities* (5th or 6th ed.). Boston, MA: Oxford University Press. If you have difficulty acquiring a textbook, ask the TA for resources.
Articles posted on Canvas in Articles to Read (listed in class schedule by author and year).

Advisory Prerequisites:

This is an advanced psychology course. You are more likely to do well if you have had PSYC 1630, PSYC 2317, and PSYC 3650 along with courses in sociology, anthropology, or social psychology. You will need a *charged* laptop, tablet, pad, or phone with Word or a generic text processor for quizzes.

Course Description:

Every human being grows up in at least one culture. Cultures and their institutions teach patterns of values, beliefs, ideals, emotional investments, and sociocultural practices that reinforce the culture's worldviews. Families teach these to their children by both positive and negative examples as they socialize children to be good members of their culture. The learning process in this course benefits from the cultural knowledge that each student brings, so class discussion plays a major role.

Because cultural knowledge often appears as implicit assumptions, students might sometimes find other students' perspectives surprising and/or challenging. Because those assumptions often carry strong emotional attachments, challenging discussions might become heated. To maximize everyone's learning, mutual respect is a central rule for communication. I ask that everyone make forgiving assumptions about classmates' intentions while we learn about each other and work to understand the meaning of each others' communications. Assume we are all here to learn—and can teach.

We acknowledge that UNT occupies the ancestral lands of the Wichita, Comanche, Kickapoo, and Jumanos indigenous peoples, for whom ownership of land by individuals was an alien concept.

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

Course Objectives: By the end of this course, students should be able to:

1. Learn from and empathize with perspectives and experiences different from their own.
2. Understand the interrelationships of oneself, local society, and global environments, including issues of structural power.
3. Describe the history, concepts, and theories associated with cultural experience, especially those of American racial, ethnic, cultural, and gender minorities.
4. Identify the origins, influences, and limits of their own cultural heritage.
5. Broaden their repertoire of reading, writing, and thinking skills to include analysis, synthesis, critique, and integration of psychocultural processes into their own worldview. For further information, see <http://www.edpsycinteractive.org/topics/cognition/bloom.html> and <http://www.criticalthinking.org/pages/college-and-university-students/799>.

Course Requirements and Evaluation:

1. **Personal learning goals** (5% of grade). Due in Canvas **by 1/26**.
2. **In-Class Quizzes** (total 15% of grade). Charge your device before class. These exam-like questions are given on Canvas and cannot be made up if missed. I recommend you read the assigned readings before class, take good notes, and bring your notes to class. Your notes should distill what you have read so you need not refer to the textbook or readings in class. Come prepared!
3. **Essay Activities** (total 20% of grade). These essays will be given on Canvas, some to be completed in class; you will need Word or a generic text processor such as Notepad or Wordpad to upload your answer. Activities are connected to the reading and/or lecture for the day. Their value is lost if completion is delayed, so if missed, they cannot be made up.
4. **Three exams** (each 20% of grade). Hard copy in class. Bring a scantron and extra #2 pencils. See the Reading Guide posted on Canvas to assist your preparation.
5. **Extra credit opportunities**. You may participate in research on SONA, etc. for up to 10 credits. See instructions on Canvas. Your credit documentation will be sent to me during exam week.
6. **Class participation** (not graded). Attendance and active participation in class discussion is an important part of what you can gain from this course. Class time will be spent on lecture to clarify the more challenging ideas, structured discussion, quizzes, demonstrations and/or videos, learning from your classmates' differing perspectives, and teaching the cognitive skills listed in the fifth course goal.
7. See the Grade Calculator in the Syllabus and Basics module to track your grade as you go.

Note on the Use of AI:

Although you certainly have access to AI resources that you might be inclined to use for your assignments in this course, please be aware that such use is counterproductive. My written assignments are designed to facilitate your learning the course material for exams, and are not graded for quality, so use of AI is self-defeating. If you have attended class or read the textbook, you should be able to come up with an answer that will earn your point in less time than it would take you to create an answer using AI.

Grading:

Personal Learning Goals. List three main learning goals to guide your path through this course and say how you expect each to improve your life. These are automatic As if completed by 1/26; otherwise they are automatic Fs unless you added the course late (if so, tell your TA).

In-class Quizzes. These are designed to familiarize you with the kinds of exam questions you will be given, and will be graded pass-fail. If you *pass* 80% of them over the whole semester, your grade (15% of the total) will be A. Passing 70-80% earns you a B, 60-70% a C, 50-60% a D, and less than 50% F.

Essay Activities. These are not “graded” individually; any coherent effort is welcome and will receive full credit. However, your TA will give feedback on the accuracy and thoroughness of your answer. If you complete at least 80% of them over the whole semester, your grade (20% of the total) will be A. Completing 70-79% earns you a B, 60-70% a C, 50-60% a D, and less than 50% earns F.

Exams. Exams will consist of multiple choice questions that focus on the lectures and readings not covered on the previous exam. Requests to make up a missed exam must be accompanied by a signed medical or UNT excuse sent to your TA. You may not take an exam early. There are no makeup final exams. Missing the final will result in an automatic grade of I, which must be made up within a year of the end of that semester, or it will automatically become a grade of F. See the Reading Guide posted on Canvas to assist your preparation.

Tips:

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 and to come to class. I encourage out-of-class study groups.

Read the assigned readings before class (preferably using the PQ4R method), take good notes, and bring your notes to class. Your notes should distill what you have read so you need not carry your book to class. If you miss a class, you are responsible for obtaining assignment instructions, announced changes, etc. from Canvas, and information about what happened in class from classmates. **Repeating the lecture material for you is not the TA’s responsibility or mine.**

It is your responsibility to **raise questions** either in class or with me or a TA about aspects of the readings that you don't understand. This can lead us to interesting discussions about concepts in the course and how they are applied in research and practice. It is best to do this when the question arises rather than waiting until the day before the exam (see WARNING below).

Please note the UNT policy on excused absences that recognizes only Holy Day observances and occasions where the student is officially representing the University. These and medical difficulties must be supported with appropriate documentation emailed to your TA.

Classroom Courtesies:

1. **You are expected to arrive on time and stay for the entire class.** Late arrival or early departure might mean that you miss a quiz or assignment or a change in one.

2. If an emergency might require you to leave class, please let me know at the beginning of class, sit near a door, and leave the room if you are paged. I can help you obtain a seat if none is available.
3. **No eating in class**; this is a distraction to your classmates.
4. While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis 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 or common courtesy will not be tolerated. Treat your instructors and classmates with respect in any communication. **Acquiring the habit of addressing people with courtesy is part of your education.**
5. I encourage you to take advantage of my time before or after class or by making an appointment. That time is for you! I welcome questions about graduate school, career planning, and opportunities in psychology, as well as questions about this course. You may ask my opinion about your ideas for assignments before you feel stuck. Or just hang out after class to chat!

WARNING: Although I make every effort to respond promptly to phone messages and emails, my schedule and the volume of messages does not always let me answer as soon as I would like. Please allow at least 48 hours for me to reply, 72 hours before assignment due dates and exams. This is another reason to start assignments early, so you can ask questions in class in time to get an answer. Sometimes that answer might be important for me to give in class for everyone else's benefit too.

Student Support Services: If you would like to improve your writing, you may receive free tutoring by calling The Learning Center at 369-7006.

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>)

Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Official Details:

Academic Dishonesty: 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. I reserve the right to lower grades (including to zero) for the assignment, the exam, or the course as a whole, if I have evidence of academic dishonesty. This includes, but is not limited to, plagiarism (turning in someone else's work as your own; using someone else's ideas, whether published or not, without giving credit by citation) and cheating on exams.

Please note: Sometimes a student approaches me to ask that I raise a grade (because they will lose scholarships, fail out of school, not get into graduate school, etc.). Please do not bother. I have never raised a grade for such a reason; it would not be fair to other students who have worked hard to earn a higher grade. Grades represent what you have **earned**, not something I "give". I can only offer you an education; you must take it.

Eagle Connect: Eagle Connect is UNT's official email communication system with its students. Although you may use it for any purpose that is legal and ethical (see the login banner), its main function is for UNT and me to give you information that is in your best interest to know. You should activate your Eagle Connect account and check it daily. I will depend on it for any last-minute notices, for example, if class must be canceled on short notice. Information on how to

activate and use Eagle Connect can be found on your my.unt.edu. If you find it cumbersome to use, consider forwarding messages automatically to a personal account that you use more often. **For security reasons, the TAs and I will not respond to emails that come from domains other than my.unt.edu.**

Canvas Online System: Handouts, assignments, and announcements of changes will be posted on the Canvas online system. You can access this system by going to the UNT home page, www.unt.edu, and clicking on the Canvas link at the top of the page. Visit this page regularly to keep up with announcements. As time permits, the TA will post your grades there (but their grading your essays accurately with feedback is a higher priority use of their time). You can also communicate with other students in the class through the Canvas system. I do not use Canvas's email; contact me at jenkins@unt.edu.

End-of-semester Course Evaluation: The Student Perceptions of Teaching (SPOT) is required for all organized 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 your experience of this class. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Incomplete Coursework. If you take an "I" (Incomplete) in any course, you must complete the work and have the "I" removed within one year or your I grade becomes an F and you must re-enroll in the course again. Incompletes will be given for missing the final exam.

Disability Accommodation. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable 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 reasonable 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, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

Student Behavior in the Classroom. 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 Center for Student Rights and Responsibilities to consider possible violation of the Code of Student Conduct. UNT's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Survivor Advocacy: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

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 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 or by calling the Dean of Students Office at 940-565- 2648. Also, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565-2759.

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.

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.

Eagle Alert: 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. If Canvas is not accessible during the emergency, contact me via email or phone for more information.

"THOSE WHO HAVE READ OF EVERYTHING ARE THOUGHT TO UNDERSTAND EVERYTHING TOO; BUT IT IS NOT ALWAYS SO. READING FURNISHES THE MIND ONLY WITH MATERIALS OF KNOWLEDGE; IT IS THINKING THAT MAKES WHAT IS READ OURS. WE ARE OF THE RUMINATING KIND, AND IT IS NOT ENOUGH TO CRAM OURSELVES WITH A GREAT LOAD OF COLLECTIONS; UNLESS WE CHEW THEM OVER AGAIN, THEY WILL NOT GIVE US STRENGTH AND NOURISHMENT."

--JOHN LOCKE

"All that you touch you change. All that you change changes you. The only lasting truth is change."

-- Octavia Butler, Parable of the Sower (1993)

Bibliography for PSYC 4030 Multicultural Psychology

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Class Schedule

Date (week of)	Topic	Reading
1/12	Introduction to the basics: Individual and social systems What is multicultural psychology? Multicultural issues involving research and testing	Ch. 1 Ch. 2
1/19 (No class 1/19)	Multicultural issues involving research and testing Cultural differences in worldviews	Ch. 2 Ch. 3
1/26	Worldview differences and power differences Cultural differences in communication Personal learning goals due	Palmer (1996) Ch. 4
2/2	Sociocultural functions of communication Difficult dialogues and conflict resolution	Salk & Engeln-Maddox (2012) Difficult Dialogues, Guidelines
2/9	Talking about race Culture and social stratification	Sue (2013); Zou & Cheryan (2015) McIntosh (1988)
2/16	Power and privilege Review and Consolidation	Pitts (2014); Navarro & Gonzalez (2012)
2/20	First Exam	
2/23	Immigrants, refugees, and acculturation processes Stereotypes and prejudice	Ch. 5 Ch. 6
3/2	Discrimination and racism Microaggressions and macroaggressions Coping with microaggressions	Ch. 6 Sue et al. (2007); Stallings (2015) Sue et al. (2019)
3/16	Cultural identity development models Cultural identity as access to cultural capital: A systems view	Ch. 7 Cross (1971)
3/23	Cultural identity controversies Review and Consolidation	Kirby & Gündemir (2025)
3/27	Second Exam	
3/30	Gender-related identities and gender-based communities Gender differentiation and gender roles	Hyde et al. (2018) Goyal et al. (2015)
4/6	Culture and physical health Culture and mental health	Ch. 8, Ruiz et al. (2016) Ch. 9, García & Tehee (2014)
4/13	Culture, social stratification, and mental health Multigenerational trauma	Brown (2003) Danieli et al. (2016), part 1 (2015a), part 2 (2015b)
4/20	Barriers to multicultural competence Building multicultural competence	Ch. 10; Sue et al. (2024)
4/27	Review and Consolidation	
4/29	Third Exam	

This schedule should be considered tentative. I reserve the right to alter this schedule as appropriate to the learning needs of the class. You will always be given notice in advance **by your UNT email** if an examination day or format changes.