



University of Toledo
College of Arts and Letters, Department of Psychology
PSY 6050-001/7050-001: Culture and Psychology (C & P) – CRN 21177/21178
(Credit Hours: 3 Semester Hours)
Syllabus
Spring Semester 2018

“The whole purpose of education is to turn mirrors to windows.” ~ Sydney J. Harris

“How you look at it is pretty much how you'll see it.” ~ Rasheed Ogunlaru

“To become a true global citizen, one must abandon all notions of 'otherness' and instead embrace 'togetherness'.” ~
Suzy Kassem

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Office Hours: MW, 9:30 AM - 12:00 PM and by appt.
Office Location: UH 1063
Personal Website: <http://homepages.utoledo.edu/mtiamiy/>

Class Location: UH 1610
Class Day/Time: Mondays, 4:00 – 6:45 PM
Course Website: <https://blackboard.utdl.edu>
Office Phone: 419-530-2853

PREREQUISITES:

Graduate Status or Consent/Permission of the Course Professor.

COURSE/CATALOG DESCRIPTION

A theoretical and empirical analysis of the systematic functioning of culture in psychological phenomena, with a focus on key concepts in clinical, cognitive, developmental and social psychology.

COURSE OVERVIEW

In this broad-based and discussion-based course, we will engage in a theoretical, empirical, and clinical analysis of the systematic functioning of culture in psychological phenomena, with a focus on key concepts in clinical, cognitive, developmental and social psychology. This course will prepare students for work in diverse communities both within and beyond the USA. Psychological and cross-cultural knowledge, findings and theories are emphasized in order to better understand and appreciate differences and similarities between individuals and groups in the USA and around the world. There will be intensive cultural and psychological discussions in class.

STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT

Upon completion of this course, the student will be able to:

1. Assess factors that influence the systematic functioning of culture in psychological phenomena.
2. Evaluate current and past research in the study of culture and psychology.
3. Detect myths and misconceptions regarding the study of culture and psychology.
4. Describe methodological approaches used in the study of culture and psychology.
5. Critically analyze theories, research methodology and findings (outcomes), and applications developed by cultural psychologists and made available through diverse media (e.g., professional and lay periodicals).
6. Seize opportunities to engage in clear thinking and clear writing, particularly with relevance to diversity-related content.
7. Gain cultural competency skills as professionals by better understanding and appreciating differences and similarities between people from different cultures in the United States and around the world

8. Exhibit a receptiveness to think flexibly and inclusively, and to receive feedback
9. Demonstrate an ability to engage in class discussions and activities at an advanced level, and to efficiently complete all course requirements.

All these outcomes will be assessed through class discussions/participation, readings, reflection papers, and special projects.

COURSE CLARIFICATIONS AND UPDATING

As a clarification, this course is revised, customized and updated based upon the Standards of Accreditation (SoA) for Programs in Health Service Psychology. Specifically, this course has been designed to be consistent with the goals and objectives outlined in Domain II (Part B), Discipline-Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements Required by the Profession, as well as Implementing Regulation C-9 D Diversity Education and Training. Clinical / counseling-related content and discussion will be emphasized because typically, most of the students that take this course are in the clinical doctoral program.

COURSE REQUIREMENTS AND GRADING

Studying human diversity (cultural and individual diversity) issues often raises more questions than answers. Sometimes these issues / topics may be controversial. Please be advised that we must learn how to agree to disagree professionally and respectfully in this class. We need to learn to understand and appreciate human differences as we differ from one another. Thus, as human beings, we need to learn to be humanitarian toward one another because we are also similar in many ways.

READINGS

E-materials are available online via our Blackboard (Bb) course website -- see course schedule toward the end of the syllabus for the list of assigned readings each week.

P.S. All readings should be completed prior to meeting in class

Electronics, etc.: Please, as a matter of courtesy students shall turn off anything that may "beep" and put their cell phones on vibrate during class. Laptops/iPads are allowed in class ONLY for course-related use; headphones and other such gadgets are however **not** allowed in class, but feel free to leave the classroom to use your cell phone. Students should also minimize noisy distractions with backpacks, books, popping chewing gum, tapping of pencil, chatting with friends, or packing up while the course instructor (Dr. Tiamiyu) is still speaking during class and other disruptive behaviors such as entering class late or leaving early, repeatedly leaving and entering class without appropriate rationale, etc. In addition, recording of classes is **not** permitted except if appropriate documentation (i.e., from the Students Disability Services Office) has been given in advance to the course instructor. Finally, please no sleeping in class. Thanks.

Course Requirements:

Class Participation (Max. 120 Points)

This is a graduate level course. A significant part of the course is student participation in class discussions. Everyone in the class will be expected to participate actively, not to sit back passively and let others do the talking. Students need to do the readings prior to class, and be ready to discuss them creatively by engaging in "divergent" thinking that provides multiple solutions to problems that have no clear (obvious) answer. If a student is silent during class, arrives to class very late, leaves class very early, or misses class altogether, his/her grade will be adversely affected.

Students will get a class participation grade for each class meeting. **These grades can range from 0 to 10 points.** Students will earn a 0 if they are very late or leave very early or miss class. Students will earn a 10 if they participate fully in class discussion, making essential contributions to class that indicate that they read, understood and thought about the assigned readings.

It will help class discussions if students critically analyze what they read. Do not read the material in passive mode, akin to watching television with one's critical capabilities disengaged. Every time students read the assigned readings, they should be thinking about the following questions: What are the major themes of the chapters and/or

articles? What are the key points and conclusions? How do these differ from the assertions of other theorists/researchers/authors? What data support the points? What ideas/data are inconsistent? What alternative explanations exist for the ideas/findings? How would one test these alternatives? How could this information be applied to one's research interests? How could this information be applied in clinical, experimental, community, educational and/or other real world settings? Also, keep in mind that it will be obvious to the course instructor and one's course mates when a student has not done the readings for the class – a student's grade will be adversely affected if it becomes clear that s/he is not doing all the required readings each week.

Finally, graduate level classes usually consist of students with varying degrees of prior knowledge and experience in the course area. The feeling of having little prior background in the area can be uncomfortable. Don't worry about this. Everyone can contribute according to his or her unique skills and knowledge. Everyone will be expected to *know the materials in the readings*, but all students will not be expected to have identical background knowledge in which to fit the material. Diversity in a course is strength, not weakness. Diverse prior experiences however do raise the dilemma of how much background and detail to provide when covering the readings in class. These are always judgment calls. There will be times when the course instructor will skip over material, unthinkingly assuming that everyone knows about (for instance) a particular theory / research, when this is not the case. Students should feel free to ask questions or indicate that they would like to spend some time going over the basics of a particular theory / research that we may have skimmed over. We can then either use class time to cover the material or the course instructor can refer the student to the appropriate materials for more in-depth coverage. One Greek philosopher's quote, "Some people will never ask questions, thinking it will make them look ignorant. But it's the ones who never question anything who show their true ignorance," is always worth considering. So, don't be shy to ask questions because someone else in the class may have the same or a similar question, too.

P.S. I do NOT permit recordings of the class.

Making up class participation

This is a Web-assisted course (NOT a fully DL/Web-based course) hence class participation is a major requirement (approximately 21% of students' final grades). Once in a while, however, students have good reasons for missing class. Making up for a missed class will be allowed for legitimate health **or** personal reasons (with acceptable excuse documentation). Students who fall into either of these two categories should email the course instructor in a timely manner. In addition, for the records and to be fair to all other students, students will need to email the course instructor a scanned copy of their excuse documentation (**as a Microsoft Word/JPEG/PDF attachment**) that covers the day they missed class up to the day before they contact the course instructor for the make-up assignment. (Students will **lose 4 points for each day** that their excuse documentation does not cover.) The course instructor will contact the student as to whether documentation is acceptable, and send the make-up assignment (e.g., ask student to respond in written form to the issues/questions discussed in class the day of absence). To earn any of the allotted points, an assignment shall also be completed and emailed back to the course instructor as **a Microsoft Word attachment** within 48 hours that it is assigned.

P.S. With no acceptable excuse documentation (e.g., doctor's note; obituary announcement of death in the family; professional conference invitation; internship interview invitation) received by the course instructor, students will not earn any of the allotted points for the missed day.

Weekly Discussion Questions (90 Points)

Every week starting from Week 2, each student will turn in **a minimum of ONE question pertaining to EACH of the assigned readings**. Each question may have sub-questions, but make it clear as to which of the reading each question/sub-questions relates to (follow the order readings are written in our syllabus). Submissions should be, typed (double-spaced, 1" margins), include your full name and week of assignment at the top of the page. Your questions must be geared toward enhancing class discussion. Your questions do not have to be lengthy, but **THERE ARE TWO AIMS**. First, your questions will demonstrate the degree to which you have read and thought over each reading; second, your questions will indicate to the course instructor the questions you would most like to be discussed, though our limited time in the classroom may not allow all submitted questions to be addressed. Student's submission is due latest **by 5 PM the Sunday before the class will meet on Monday to discuss that week's topics** via our Bb course Web site (**Assignment tool; as a Microsoft Word attachment; do not copy and paste your questions in the text box**). There are a couple of methods for successfully submitting this assignment. One method is

to click on the relevant link (Assignment: Week 2 DQ, etc.) towards the top/beginning of the content area/page. To attach a saved submission/file, first access it by clicking on #2 (Browse My Computer); double click on the saved file, and then click on the submit button towards the bottom of the page.

Please note that the questions/issues you submit should reflect your thoughts about some aspects of each of the readings for the week. What kinds of questions should you submit? Questions should be related to the readings and can help to elicit discussions to: further research/theoretical revisions; identify new ways of applying ideas in the readings; compare, contrast/critique, integrate ideas from the readings; etc. **Do not ask questions that will require the class to summarize the readings**, because everyone is expected to have read them already. In these submissions, I am expecting you to come up with questions, which when addressed in class extends our understanding of the week's topics.

When in doubt, go back to those questions I posed in the previous section on class participation. If you are thinking of these questions each time you do the readings, it shouldn't be too difficult for you to come up with questions that are likely to generate discussions that would be enlightening, engaging, and productive for all of us.

Late submissions will not be graded. Your questions are due via Bb by 5 pm the Sunday before the class will meet to discuss the week's topics, which will typically be the Monday of that week. You will not be able to make a DQ submission after its due date, and I will not grade late submissions or submissions send via email or as hardcopies regardless of the excuse. You have the opportunity to make your DQ submissions via our Bb course website as from the first day of the course.

Grades for your weekly discussion questions can range from 0 to 10 points. You will earn a 0 if you do not submit by the due time. You will earn a score ranging from 1 to 10 points based on the relevance, clarity, logic, and thoughtfulness of your questions and the extent to which you followed the other submission criteria mentioned in the above paragraphs.

P.S. Students will NOT submit discussion questions the week that they will submit Reflection Papers.

Discussion Facilitation

The course instructor will be the class discussion facilitator every week; however, we all bear the onus of actively participating in discussions with respect, responsiveness, and responsibility. Every week starting from Week 2, students should feel free to give the course instructor feedback about any of our class meetings. Students can also stop by the course instructor's office (UH 1063), or slide notes anonymously under the door. Students' honest feedback will assist the course instructor with preparing discussion questions/issues for future class meetings.

Reflection Papers (120 Points)

Each student will turn in a **total of THREE reflection papers**. Reflection papers (RPs) are to be submitted for **Week 4, Week 6 and Week 11 readings** (these weeks are also asterisked in our course schedule towards the end of the syllabus and on our list of required readings on our Bb course website). The expected length of each reaction paper is two FULL pages (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, page numbered bottom-center, and use black ink on 8" X 11" white background). Include First then Last name in this order (e.g., Jenny Smith); course code (PSY 6050-001/7050-001 as applicable); Week #: Topic of assignment; and a creative title for your paper at the top of page 1 (MAX. 2 lines). Student's submission is due **by 5 PM the Friday before the class will meet on Monday to discuss that week's topics** via our Bb course Web site (**Assignment tool; as a Microsoft Word attachment; do not copy and paste the paper in the text box**). There are a couple of methods for successfully submitting this assignment. One method is to click on the relevant link (Assignment: Week 4 RP / Week 6 RP / Week 11 RP) towards the top/beginning of the content area/page. To attach a saved paper/file, first access it by clicking on #2 (Browse My Computer); double click on the saved file, and then click on the submit button towards the bottom of the page.

Papers should contain the students' thoughts about some aspects of ALL the readings for the week. Keep in mind that at the minimum the course instructor is trying to judge whether students truly understand the readings and how

they express their thoughts. More importantly, the course instructor is judging whether students can apply what they read and that they understand the ramifications of what they read.

Other issues regarding reflection papers:

Do not exceed two typed pages. Part of learning how to write is learning to write succinctly and using grammar/written expression reflective of graduate level work. The course instructor expects every paper to have a beginning, middle, and an ending. Think of these papers as short essays. Sometimes, it may be difficult to keep the paper to two pages, but students and the course instructor know it can be done. Also, do **NOT** include a cover page/reference page with the submission. Do your best to submit RPs on time; plan ahead; students can begin to work on their papers ahead of the due time or the relevant week. If students are having difficulty with their personal computers, please use another computer (e.g., one of those in our psychology department computer labs) by the due date and time. **Late papers, hard copies of papers, or papers sent by email will not be graded.**

Each paper will be graded for content, clarity and creativity using the following scale:

Max. 0 point = Student turned in something that bears no relation to the readings. (This is rare).

Max. 10 points = Student demonstrated some understanding of the readings.

Max. 20 points = Student understood the readings and made original comments.

Max. 30 points = Student understood the readings, made original comments, and applied what s/he read in some ways.

Max. 40 points = Student understood the readings, made original comments, applied what s/he read in some ways, demonstrated the ramifications of what was read, and followed all the instructions for the paper.

P.S. Creativity is the ability to produce original, appropriate, and valuable ideas and/or solutions to problems (Boyd, D. & Bee, H., 2015. *Lifespan Development*, Publisher: Pearson.).

Special Project 1/Affective Aspects of Behavior Paper (70 Points)

Each student will write a paper critiquing both of the assigned culture and psychology related journal articles listed below using the "Guide for Critique of Research Articles" available via this link:

<http://web.csulb.edu/~arezaei/ETEC551/critique-guide.htm>:

Journal Article 1:

Brauer, M., van Leeuwen, M., Janssen, E., Newhouse, S. K., Heiman, J. R., & Laan, E. (2012). Attentional and affective processing of sexual stimuli in women with hypoactive sexual desire disorder. *Archives of Sexual Behavior*, 41(4), 891-905. doi:10.1007/s10508-011-9820-7. [Available on Course Web site]

Journal Article 2:

Ghavami, N.; Fingerhut, A., Peplau, L. A., Grant, S. K., & Wittig, M. A. (2011). Testing a model of minority identity achievement, identity affirmation, and psychological well-being among ethnic minority and sexual minority individuals. *Cultural Diversity and Ethnic Minority Psychology*, 17(1): 79-88. [Available on Course Web site]

The paper shall be a Microsoft Word document (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, pages numbered bottom-center and use black ink on 8" X 11" white background). Include your First then Last name; the course code and title; the semester and year; instructor's name (Dr. M. Tiamiyu); and a relevant creative title on a separate title page (**begin to number pages of submission on the next page and as page "1"; for assistance, click on the Special Project Papers: Page Numbering link on our Bb course Website**). Paper shall generally be in APA format (mainly with regard to citations), using grammar/written expression reflective of graduate level work. The course instructor will not specify a paper length, however, she cannot imagine, how an acceptable submission could be done in less than four pages of text (excluding the separate title page and reference section). Paper will be graded based on content, clarity and creativity. **The Special Project 1 paper is due as a Microsoft Word attachment via our Blackboard course Web site Assignments tool by 11:59 PM on Monday, April 9, 2018. Students can begin to submit papers as from 11:59 PM on Monday, April 2, 2018.**

P.S.: Students lose 4 points for each day they make their submissions after the due date (April 9) with no acceptable reason (e.g., illness, death in the family, professional conference, internship interview). Documentation shall cover

the period of April 2 up to the day before you make your submission; documentation shall be scanned and emailed to the course instructor as a Microsoft Word/JPEG/PDF **ATTACHMENT** as soon as possible. **If submitting a doctor's note, please REMOVE the health condition stated therein.**

Special Project 2/ Research Proposal Paper (160 Points)

Each student will write a research proposal paper on one of the cultural / individual differences / diversity topics or issues that we address in the course. A student's chosen project issue / topic could be related to one of his/her research interests. **ONCE A STUDENT HAS SELECTED AN ISSUE/TOPIC, CHECK WITH THE COURSE INSTRUCTOR FOR FINAL APPROVAL BEFORE GETTING TOO FAR ALONG!** All students shall run their tentative titles / topics by the course instructor no later than **11:59 PM Monday, March 19th**. Email a tentative title/topic to the course instructor as soon as possible or before another student selects the topic or a similar topic (i.e., one topic per student).

A student's paper shall be a Microsoft Word document (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, pages numbered bottom-center and use black ink on 8" X 11" white background). Include First then Last name; the course code and title; the semester and year; instructor's name (Dr. M. Tiamiyu); and a relevant creative title on a separate title page (**begin to number pages of submission on the next page and as page "1"; for assistance, click on the Special Project Papers: Page Numbering link on our Bb course Website**). Paper shall be in APA format (mainly with regard to citations), using grammar/written expression reflective of graduate level work. This type of paper should provide a review of the background literature of the phenomenon/issue. Make sure to pay special attention to recent articles in *Psychological Bulletin* or *Psychological Review*. This is the style and format that is expected, so use those articles as a type of template.

In an important sense, the paper is for you the student; it is an opportunity to explore an area that interests and helps you in your own research, if possible. Note that the course instructor expects students to seek out and read other relevant articles not covered in class. The course instructor will not specify a paper length as this will be governed by your topic. She cannot imagine, however, how an acceptable paper could be done in less than eight pages of text (excluding the separate title page and reference section). Paper will be graded based on content, clarity and creativity. **Student's Special Project 2 paper is due as a Microsoft Word attachment via our Blackboard course Web site Assignments tool by 11:59 PM on Monday April 23, 2018.** Four points will be deducted per day for any late submission with no acceptable excuse (e.g., illness, death in the family, professional conference, internship interview). **Students can begin to submit their papers as from 11:59 PM on Monday, April 16, 2018** Documentation (a scanned copy, emailed as a Microsoft Word / JPEG / PDF **ATTACHMENT**) for not making a submission by April 23 shall cover the period of April 16 up till the day before paper is submitted. **If submitting a doctor's note, please REMOVE the health condition stated therein).**

Grading: The final course grade will be based on the following point values

- Weekly Class Participation (10 Points/Week; starting from Week 1): 120 Points (≈ 21%)
- Weekly Discussion Questions (10 Points/Week.): 90 Points (≈ 16%)
- Reflection Papers (40 Points x 3 Weeks/RPs): 120 Points (≈ 21%)
- Special Project 1/Critique of Research Articles Paper: 70 Points (≈ 13%)
- Special Project 2/Research Proposal: 160 Points (≈ 29%)
- **Total: 560 Points (100%)**

P.S.: There is no cumulative final exam; however, all the above course requirements shall be met in order to get a final grade other than an IN (incomplete)

P.P.S.: All products a student submits for grading shall be completed and written on his/her own and without input from others.

Ψ Final Grades: The grading system below will serve as a guide, and it lists category floors (grade, percentage, and actual points). **Note that final grades are determined by actual points (NOT percentage points) earned:**

A 95% = 532

A- 90% = 504

B+ 85% = 476

B 80% = 448

B- 75% = 420

C+ 70% = 392

C 65% = 364

C- 60% = 336

D+ 55% = 308

D 50% = 280

D- 45% = 252

F 0% = 0

Ψ The above percentages only serve as a guide for students who would like to compute their grades during the semester.

P.S. The course instructor reserves the right to discretionary grade adjustments.

FLEXIBILITY CLAUSE: The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

Course News/Announcements:

Email:

Students are expected to check our Blackboard Course Website frequently for important course information. When the course instructor posts *course news*/announcements on Blackboard, students will also receive these via their UT email accounts, OR might be prompted to log in to our Blackboard course Web site, **so also check your UT email account at least once a day**. This class is being taught for you the student, so if you are having trouble, please email the course instructor via her UT email account (mojisola.tiamiyu@utoledo.edu) ... she is here to help YOU SUCCEED, and will do her best to respond to you within 24 hours. **Please, if emailing about ANY course-related matter, include "PSY 6050/7050: [INSERT SUBJECT MATTER HERE]" in the subject line as the course instructor would not want your email to get lost among the hundreds received daily via her UT email account.** **P.S.** Please read the additional expectations regarding correspondence by e-mail on our Bb course Web site by clicking on the link, "Email Correspondence."

General Academic Policies:

As a student taking this course and enrolled at The University of Toledo, you should be familiar with the policies that govern the institution's general academic policies. Please refer to this web site:

http://www.utoledo.edu/catalog/2000catalog/education/general_academic.html

Academic Dishonesty:

The Policy Statement on Academic Dishonesty in the UT Catalog is detailed and explicit. Please consult the catalog for how academic dishonesty is described. Students involved in academic dishonesty should expect to receive a "0" on the specific assignment or an F for the course, depending on the severity of the violation

Resources Related to Sexual or Gender-Based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

**PSY 6050-001/7050-001 – CULTURE AND PSYCHOLOGY
COURSE SCHEDULE -- Spring Semester 2018
(Subject to modification)**

Readings to be completed prior to meeting in class

Please note that the list of readings below is not exhaustive. Other readings may be assigned depending on students' interests and need in gaining additional knowledge. The course instructor will let students know ahead of time.

Week 1: January 22, 2018 – Introduction

-- Each student to complete a Student Intro. Form – information is for the course instructor ONLY [i.e., name; telephone number; a few things about you (e.g., interests, talents, hobbies, passion, etc.); information that may help the course instructor meet students' academic needs (e.g., career goals, research interests, course expectations, personal course goals, etc.)]

-- Review and discuss the Syllabus

-- Discuss the article by Deangelis, T. (2017). How to tackle tough topics in the classroom. *Monitor on Psychology*, 48(8): 60 – 65. Washington, DC.: American Psychological Association. <http://www.apa.org/monitor/2017/09/topics-classroom.aspx>. (Article will also be provided in class, as this is our first day of classes).

Week 2: January 29, 2018 – Concepts, History and Nature of C&P

Matsumoto, D. & Juang, L. (2017). An introduction to culture and psychology (pp. 1-31). *Culture and Psychology*. Belmont, CA: Wadsworth Cengage Learning. (Available on our Bb course website).

Triandis, H. C. (2007). Culture and psychology: A history of the study of their relationship. In S. Kitayama & D. Cohen (eds.), *Handbook of Cultural Psychology* (pp. 59-76), New York: The Guilford Press. (Available on our Bb course website).

Cohen, A. B. (2009). Many forms of culture. *American Psychologist*, 64(3):194-204. (Available on our Bb course website).

Week 3: February 5, 2018 – Culture, Cultural Competence, and Politics

Lee, Y-T. & Jussim, L. (2010). Back in the real world. *American Psychologist*, 65(2): 130-131. (Available on our Bb course website).

Brislin, R. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3): 185-216. (Available on our Bb course website).

Adams, V., & Kaufman, S. R. (2011). Ethnography and the making of modern health professionals. *Culture, Medicine and Psychiatry*, 35), 313-320. doi:10.1007/s11013-011-9216-0. (Available on our Bb course website).

-- **RP Week 4 is due 5 PM FRIDAY, February 9.**

***Week 4: February 12, 2018 – Systemic Oppression and Micro-aggression, Biology and Ecology of Culture and Cognition**

Wong, G., Derthick, A., David, E., Saw, A., & Okazaki, S. (2014). The what, the why, and the how: A review of racial microaggressions research in psychology. *Race Social Problems*, 6(2): 181–200. doi:10.1007/s12552-013-9107-9. (Available on our Bb course website).

Park, D. C., & Huang, C-M. (2010). Culture wires the brain: A cognitive neuroscience perspective. *Perspectives on Psychological Science*, 5(4), 391-400. (Available on our Bb course website).

McCrae, R. B., Terraciano, A., Realo, A., & Allik, J. (2007). Climatic warmth and national wealth: Some culture-level determinants of national character stereotypes. *European Journal of Personality, 21*, 953-976. (Available on our Bb course website).

Week 5: February 19, 2018 – Cultural Conflict and Intervention, Syndromes & Optimism/Pessimism

Molina, K. M., Little, T. V., & Rosal, M. C. (2016). Everyday discrimination, family context, and psychological distress among Latino adults in the United States. *Journal of Community Psychology, 44*(2), 145-165. doi:10.1002/jcop.21747. (Available on our Bb course website).

Triandis, H. C. (1996). The psychological measurement of culture syndromes. *American Psychologist, 51*(4), 407-415. (Available on our Bb course website).

Yu, E. A., & Chang, E. C. (2016). Optimism/pessimism and future orientation as predictors of suicidal ideation: Are there ethnic differences? *Cultural Diversity and Ethnic Minority Psychology, 22*(4), 572-579. <http://dx.doi.org/10.1037/cdp0000107>. (Available on our Bb course website).

-- **RP Week 6 is due 5 PM FRIDAY, February 23.**

***Week 6: February 26, 2018 – Cultural Mind and Totemic Psychology**

Chen, S. X., Lam, B. P., Buchtel, E. E., & Bond, M. H. (2014). The conscientiousness paradox: Cultural mindset shapes competence perception. *European Journal of Personality, 28*(5), 425-436. doi:10.1002/per.1923. (Available on our Bb course website).

Oyserman, D. (2011). Culture as situated cognition: Cultural mindsets, cultural fluency, and meaning making. *European Review of Social Psychology, 22*(1), 164-214. doi:10.1080/10463283.2011.627187. (Available on our Bb course website).

Lee, Y-T. (2014). Categorical necessity and utility of stereotyping and totemic thinking: Analyzing and reviewing the stereotype Epa Theory, Social Perception Accuracy, and Female Hurricanes. *Global Journal of Human-Social Science: H Interdisciplinary, 14*(2), 42-52. Online ISSN: 2249-460x & Print ISSN: 0975-587X. (Available on our Bb course website).

Week 7: March 5, 2018 – Spring Break (NO CLASS)

Week 8: March 12, 2018 – Cultural Learning, Cultural Identity Development

Tweed, R. G. & Lehman, D. R. (2002). Learning considered within a cultural context: Confucian and Socratic approaches. *American Psychologist, 57*(2), 89-99. (Available on our Bb course website).

Cocodia, E. A. (2014). Cultural perceptions of human intelligence. *Journal of Intelligence, 2*, 180-196; doi:10.3390/jintelligence2040180. (Available on our Bb course website).

Rogoff, B., Morelli, G. A. & Chavajay, P. (2010). Children's integration in communities and segregation from people of different ages. *Perspectives on Psychological Science, 5*(4), 431-440. (Available on our Bb course website).

Week 9: March 19, 2018 – White Identity, Privilege and Cross-Cultural Judgment

Peggy McIntosh: "White Privilege: Unpacking the Invisible Knapsack" (see <http://www.nymbp.org/reference/WhitePrivilege.pdf>) or also see White privilege via http://en.wikipedia.org/wiki/White_privilege)

Kleisath, C. M. (2014). The costume of Shangri-La: Thoughts on white privilege, cultural appropriation, and anti-Asian racism. *Journal of Lesbian Studies, 18*(2), 142-157. doi:10.1080/10894160.2014.849164. (Available on our Bb course website).

Moon, D. G. (2016). 'be/coming' White and the myth of White ignorance: Identity projects in white communities. *Western Journal of Communication, 80*(3), 282-303. doi:10.1080/10570314.2016.1143562. (Available on our Bb course website).

Last day to email course instructor your Special Project 2 tentative title/topic (i.e., by 11:59 PM)

Week 10: March 26, 2018 – Minority Counseling -- African and Latino Americans, and Stereotype Debate
Stark-Rose, R. M., Livingston-Sacin, T. M., Merchant, N., & Finley, A. C. (2012). Group counseling with United States racial minority groups: A 25-year content analysis. *Journal for Specialists In Group Work, 37*(4), 277-296. doi:10.1080/01933922.2012.690831. (Available on our Bb course website).

Cokley, K., McClain, S., Enciso, A., & Martinez, M. (2013). An examination of the impact of minority status stress and impostor feelings on the mental health of diverse ethnic minority college students. *Journal of Multicultural Counseling and Development, 41*(2), 82-95. doi:10.1002/j.2161-1912.2013.00029.x. (Available on our Bb course website).

Pedulla, D. S. (2014). The positive consequences of negative stereotypes: Race, sexual orientation, and the job application process. *Social Psychology Quarterly, 77*(1), 75-94. doi:10.1177/0190272513506229. (Available on our Bb course website).

-- RP Week 11 is due 5 PM FRIDAY, March 30.

***Week 11: April 2, 2018 – Interracial aspect, violence and justice**

Sandage, S. J., Crabtree, S., & Schweer, M. (2014). Differentiation of self and social justice commitment mediated by hope. *Journal of Counseling & Development, 92*(1), 67-74. doi:10.1002/j.1556-6676.2014.00131.x. (Available on our Bb course website).

Lee, Y-T., Ottati, V., Bornman, E., & Yang, S. (2011). A cross-cultural investigation of beliefs about justice in China, USA and South Africa. *International Journal of Intercultural Relations* (in press??). (Available on our Bb course website).

Fischer, R., Abubakar, A., & Arasa, J. N. (2014). Organizational justice and mental health: A multi-level test of justice interactions. *International Journal of Psychology, 49*(2), 108-114. doi:10.1002/ijop.12005. (Available on our Bb course website).

-- You can begin to submit your Special Project 1 paper as a Microsoft Word attachment via our Blackboard course Web site Assignments tool as from 11:59 PM, MONDAY, APRIL 2.

Week 12: April 9, 2018 – Culture, Religious Beliefs, and Immigration

Walsh, R. (2011). The varieties of wisdom: Contemplative, cross-cultural, and integral contributions. *Research In Human Development, 8*(2), 109-127. doi:10.1080/15427609.2011.568866. (Available on our Bb course website).

Gervais, W. M. (2013). In godlessness we distrust: Using social psychology to solve the puzzle of anti-atheist prejudice. *Social and Personality Psychology Compass, 7*(6), 366-377. doi:10.1111/spc3.12035. (Available on our Bb course website).

Selkirk, M., Quayle, E., & Rothwell, N. (2012). Influences on Polish migrants' responses to distress and decisions about whether to seek psychological help. *Counselling Psychology Review, 27*(3), 40-54. (Available on our Bb course website).

-- Special Project 1 Paper due as a Microsoft Word attachment via our Blackboard course Website Assignments tool by 11:59 PM today, MONDAY, April 9.

Week 13: April 16, 2018 – Women, Economics, and Leadership Diversity

Godfrey, E. B., & Wolf, S. (2016). Developing critical consciousness or justifying the system? A qualitative analysis of attributions for poverty and wealth among low-income racial/ethnic minority and immigrant women. *Cultural Diversity and Ethnic Minority Psychology, 22*(1), 93-103. <http://dx.doi.org/10.1037/cdp0000048>. (Available on our Bb course website).

Eagly, A. H., & Chin, J. L. (2010). Diversity and leadership in a changing world. *American Psychologist, 65*(3), 216-224. (Available on our Bb course website).

Henry, C., Foss, L., Fayolle, A., Walker, E., & Duffy, S. (2015). Entrepreneurial leadership and gender: Exploring theory and practice in global contexts. *Journal of Small Business Management, 53*(3), 581-586. doi:10.1111/jsbm.12174. (Available on our Bb course website).

-- Course Evaluation: Available for completion on our Bb course Website by **11:59 PM today, MONDAY, April 16.**

Week 14: April 23, 2018 – Age and Disability

Cárdenas, A., & López, L. (2010). Analysis matrix of resilience in the face of disability, old age and poverty. *International Journal Of Disability, Development And Education, 57*(2), 175-189. doi:10.1080/10349121003750760. (Available on our Bb course website).

Abma, T. A., & Heijmans, A. (2015). Crossing cultures: Health promotion for senior migrants in the Netherlands. *Health Promotion International, 30*(3), 460-472. doi:10.1093/heapro/dat061. (Available on our Bb course website)

Tsang, H. W.H., Angell, B., Corrigan, P. W., Lee, Y.-T., Shi, K., Chow, S. L. , Jin, S., & Fung, K. M. T. (2007). A cross-cultural study of employers' concerns about hiring people with psychotic disorder: Implications for recovery. *Social Psychiatry and Psychiatric Epidemiology, 42*, 723-733. (Available on our Bb course website).

-- Course Wrap-up (And Potluck?)

-- Special Project 2 Paper due as a Microsoft Word attachment via our Blackboard course Web site Assignments tool by 11:59 PM today, MONDAY, April 23.

-- Course Evaluation: Due for completion on our Bb course Web site by **11:59 PM today, MONDAY, April 23.**

FINALLY, the course instructor will be sending students' final grades to the Registrar's office by 5:00 PM on **FRIDAY, May 4, 2018.**

WELCOME!
To a Productive Semester! :-)

Discussion Facilitation Feedback Form
(Thanks in advance for your feedback!)

Week: _____ Date: _____

Topic: _____

1 = Strongly Disagree

5 = Strongly Agree

1. The discussion outline included good questions.	1	2	3	4	5
2. The questions posed challenged my thinking.	1	2	3	4	5
3. The discussion helped me understand topic better.	1	2	3	4	5
4. I enjoyed the discussion today.	1	2	3	4	5
5. Indicate your overall evaluation of the discussion.	1	2	3	4	5
	Poor				Excellent

Please describe **what you liked** about today's discussion.

Please describe **what could have been done differently** to make today's discussion better?