Psy 6050/7050-001 Culture and Psychology (C&P)—Spring, 2015

Professor: Dr. Yueh-Ting Lee
Class Time: MW 9:30-10:45am (or subject to a general agreement on time change)
Classroom: UH 1610
Office: UH 5040C
Office Hours: MW 11:00am-12:00pm & by appointment
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Home-page: http://lee.socialpsychology.org
Hybrid Class (70-30) 70% in class or lab and 30% on line

PREREQUISITES:
Graduate Status or Consent/Permission of the Instructor
(i.e., Graduate students can take Psy 6050 without any permission; instructor's permission is needed if they enroll in psy 7050)

TEXTS & OTHER MATERIALS

Required for all students
2. Culture and Psychology: E-materials online via Blackboard or may be copied to your flash drive from the instructor—see the assigned readings each week, and they are on the list of e-articles and book chapters attached in the end of this syllabus.

Recommended or Suggested Materials for Non-Clinical Students:

COURSE DESCRIPTION
This is 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 and/or work in the 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 discussion in class and/or online.

COURSE OBJECTIVES AND ASSESSMENT
Students will be able to: (a) gain an in-depth understanding of cultural knowledge about theories, clinical cases, and empirical findings in psychology and other related fields; b) 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; and (c) gain more writing and presentation skills.

All these objectives will be assessed by readings, reactions to readings, oral presentation and writing projects.

COURSE CLARIFICATIONS AND UPDATING ABOUT APA REQUIREMENTS
As a clarification, this course is revised, customized and updated based on the American Psychological Association (APA) accreditation standards, such as Domain B (Program Philosophy, Objective, and Curriculum Plan—cf. D-3-d on issues of cultural and individual diversity), Domain D (Cultural and Individual Differences and Diversity), and Domain F (Program Self-Assessment and Quality Enhancement). Because most of our students are in the Clinical Doctoral Program, clinical/counseling related content and discussion will be emphasized.

COURSE REQUIREMENTS AND GRADING
Studying human diversity (cultural and individual diversity) issues often raises more questions than are answered. Sometimes it may be controversial. Please be advised that we must learn how to agree to disagree professionally and respectfully in class. Because we are different from each other as human individuals, we learn to understand and appreciate human differences. As human beings, we learn to be humanitarian toward each other because we are also similar to each other.

1. Your participatory oral discussion is required in each class meeting. If you have trouble jumping into the conversational discussion, please raise your hand so that I can interrupt the discussion and call on you. If you feel uncomfortable in class about certain discussion, please raise the issue in class or speak to me privately as soon as possible. You will be assigned a letter grade for class discussions.

2. Because class discussion is a very important component of the course, to facilitate the discussion, all students are required to email me (at least 90 minutes in advance) or hand me before each class ONE question for each class reading (i.e., for every article/chapter). Your questions/reactions 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 tell the instructor that you would like the question to be discussed the most regarding the reading of the scheduled week, though our limited time may not deal with all your submitted questions. You are welcome to raise the questions in class again if you think it is most necessary. You will be graded on this each time.

3. After Spring Break, you will be asked to lead the class discussion on one of the following readings in Sue and Sue’s (2013) book in Part VII and Part VIII (Chapters 19 through 26) or other class materials.

4. You will have a mid-term reflection paper (10% or letter grade) due after the Spring Break in Week 9 (by or before March 18). It is a half journey to CCD and other readings. Your paper is your professional and personal narrative of the reflection on what you think of Sue and Sue’s chapters and other readings you have read so far (approximately 5 pages, double-spaced). You may follow the examples in Chapter 1 of Sue and Sue’s book (e.g., Mark Kiselica on page 8, Le Ondra Clark on page 16 or Derald W. Sue on page 23). The format and content will be flexible.

5. There will be a literature review paper due in Week 15. Your content of your paper must be relevant to any topic in this course. You may talk to me if you need help in your choice of
research topic. Approximately 33% (1/3) of the readings from this course may be cited in this paper. You will have to find 2/3 (65% to 67%) of the literature in the past 10-15 years. The length of the paper will be approximately 15 pages including everything (the APA style, double-spaced). The one-page outline or summary plan of the paper will be due before Spring Break in Week 8. You will have 10-minute oral presentation of your paper with a handout for everyone in class in Week 15.

**GRADING**
1. 20% Class Discussion
2. 20% Reactions and Questions to weekly readings
3. 10% Leading a discussion on a topic from Sue and Sue’s book
4. 10% Mid-Term Reflection Paper: Half Journey to CCD and other readings Due in Week 9
5. 30% Literature review paper (5% out of 30% for your outline or summary due before Spring Break in Week 8 and 25% due in Week 15)
6. 10% Individual Oral presentation and handout for literature review paper after the Spring Break

Formula to estimate your performance:

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\text{[A = or > 93%, A- = or > 90%, B+ = or > 85%, B = or > 80%, B- = or > 75%}
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\[
\text{C+ = or > 70%, C = or > 65%, C- = or >60%, D+ = or > 57%, D = or > 53%, D- =or>50%, F < 50%]}
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Academic Honesty and Integrity: Any dishonesty including cheating or plagiarism will result in an F.

Students with disabilities: Reasonable accommodations are available for students with a documented disability.

**TENTATIVE ISSUES/e-Readings AND CLASS SCHEDULE (SUBJECT TO CHANGE)**

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**Week 1** (1/12 and 1/14) Introduction to C&P (copying all pdf readings to your drives)
Sue and Sue Chapter 1. The Multicultural Journey to Cultural Competence: Personal Narratives.
Lee (1996); Arnett (2009)

**Week 2** (1/19 MLK Holiday; 1/21) Concepts, History and Nature of C&P (email me or hand me ONE question for each reading before class)
Ch. 2. The Superordinate Nature of Multicultural Counseling and Therapy.
Triandis (2007), Cohen (2009), Betancourt & Lopez (1993); Lee (1994);

**Week 3** (1/26 & 1/28) Culture, Cultural Competence, and Politics
Ch 3. Minority Counseling; Ch. 4 The Politics of Counseling and Psychotherapy.
Brislin (1970)=FYI;
Decide on your presentation chapter in Week 11 through 14 (Sue and Sue's book Chapters 19 through 26).

**Week 4** (2/02 & 2/04) Systemic Oppression and Micro-aggression, Evolution, Biology and Culture
Ch 5. Trust and Mistrust in Multicultural Counseling/Therapy
Ch 6. Microaggressions: Implications for Counseling and Psychotherapy
Steve Pinker’s (2002) Chapter 4 Culture Ventures from the Blank Slate
Week 5 (2/09; 2/11) Cultural Mind and Totemic Psychology
Chapter 10 on Non-Western Indigenous Healing
Wundt (1912/1916), Lee (2014) with ppt; Lee (2013)
Palmer et al. (2015, preprint)=FYI  Freud (1913/1950)=FYI

Week 6 (2/16, 2/18) Cultural Conflict and Intervention, Syndromes & Pessimism
Chapter 7. Barriers to Effective Multicultural Counseling/Therapy.
Chapter 8. Culturally Appropriate Intervention Strategies.

Week 7 (2/23, 2/25) Cultural Learning, Cultural Identity Development
Chapter 9. Multicultural Evidence-Based Practice
Chapter 11 Racial Identity Development

Week 8 (3/02, 3/04) White Identity, Privilege and Cross-Cultural Judgment
Chapter 12 White Racial Identity Development: Therapeutic Implications.
Peggy McIntosh: “White Privilege: Unpacking the Invisible Knapsack” (see http://www.nvmbp.org/reference/WhitePrivilege.pdf) or also see White privilege via http://en.wikipedia.org/wiki/White_privilege
Chapter 13 Cultural Competent Assessment and Outline or Summary Plan due
Markus & Kitayama (1991); Peng & Nisbett (1999), Lee (2000);

Your outline or summary plan of your literature review due before the Spring Break

March 9-13  Spring Break

Week 9 (3/16, 3/18) Mid-Term Reflection Paper: Half Journey to CCD and other readings on or by 3/18

Minority Counseling--American Indians and Asian Americans, and Stereotypes Debate
Ch. 15 and 16 on Counseling American Indians and Asian Americans

Chapter 14 and 17 on Counseling African Americans and Latino Americans.

Week 11 (3/30, 4/01) Interracial aspect, violence and justice
Chapter 18 on Multiracial counseling
SP=Chapter 19 (on Arabs and Muslim Americans) SP=student presentation
Kumar, Karabenick & Burgoon, (2014)  
Lee, Takaku, Ottati & Yan (2004), Lee, Ottati, Bornman & Yang (2011)  
Lee, Pepitone & Albright (1997)=FYI

**Week 12** (4/06,4/08) Culture, Religious Beliefs, and Immigration  
SP-Chapter 20. Counseling Jewish Americans  
SP-Chapter 21. Counseling Immigrants.  
Lee (2003), Krippner, 2002; Lee, Ottati, & Hussain (2001)

**Week 13** (4/13, 4/15) GLBT, Age and Disability  
SP-Chapter 22. Counseling GLBT  
SP-Chapter 23. Counseling Older Adults  
SP-Chapter 26. Counseling Persons With Disabilities  

**Week 14** (4/20, 4/22), Women, Economics, and Leadership Diversity  
SP-Chapter 24. Counseling Women.  
SP-Chapter 25. Counseling Poverty.  

**Week 15** (4/27, 4/29) Oral Presentation of your paper (10 minutes each)  
**Presentation and Literature Review Paper Due**

**Week 16** (5/04 and 5/06) Final Exam Week

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**Culture and Psychology: E-Materials**

You will only read some of the e-readings below. Most of them are listed for your information except those e-readings that are assigned in class and they are available via Blackboard or may be copied to your flash drives.

Psychology Review, 11, 4-27.


