

**Multicultural Psychology
PSYC S309E
Summer Session A Syllabus**

Instructor: Mica J. Rencher
Email: mica.rencher@yale.edu
Office Hours: TBD

Lecture: M/W 1pm-4:15pm
Location: Zoom

Course Description:

Multicultural Psychology examines how identity, and its social contexts, impacts human behavior and perspectives. This course will introduce students to theoretical and practical approaches used to assess the impact of culture on various psychological processes. Such examination will be guided by real-world application of material covered in class and required readings. Topics will include class, culture, family, gender, mental and physical health, race, religion and spirituality, and stereotyping and prejudice.

Course Goals:

- To provide an overview of core themes and concepts within multicultural psychology.
- To critically review current research and perspectives in order to deepen understanding of core concepts and future directions.
- To critically evaluate and understand competing worldviews.
- To develop multicultural competence related to both to concepts in psychology and an applied social context.
- To discuss multicultural theories and research associated with sexual identity, religious identity, racial and social privilege, ageism, sexism, and classism.
- To assess how intergroup interactions, culturally related beliefs and assumptions, and oppression are related to educational or psychological practices in the field.
- Throughout the course, sensitivity to studying and working with people from diverse backgrounds and cultures will be emphasized.

Course Learning Outcomes

Students will be able to:

1. Apply key concepts of multicultural psychology to psychological processes and examine the effect of cultural identity on psychological processes.
2. Apply key theories of multicultural psychology to human behavior and examine the effect of cultural identity on human behavior.
3. Determine appropriate research methods used in the field of multicultural psychology.
4. Examine an integration of factors including class, culture, gender, immigration, prejudice and discrimination, racial identity, religious identity, and sexual identity on human behavior.

Required Texts:

- Culture and Psychology, 7th Edition by David Matsumoto and Linda Juang.
- APA Online Resource: Purdue Online Writing Lab (OWL) accessed via:
<http://owl.english.purdue.edu/owl/section/2/10/>
- Articles assigned via blackboard.

Course Structure:

The course will follow an interactive format with questions and discussions encouraged. Two class periods are devoted to most chapters and students are expected to read the assigned readings prior to class. There is an attendance policy for this course with attendance and class participation counting as part of the overall grade.

Exams:

There will be two exams over the course of the semester with the final exam being non-cumulative. Exams will include multiple choice, essay, and short answer questions.

Intercultural Interview:

Pulling from the research methods course content, you will develop a mini-qualitative research project. You are expected to interview four individuals who differ in one cultural characteristic (i.e., age, race, religion, sexuality, nationality education, gender, socioeconomic status, etc.). The interview should focus on the respondent's subjective life experiences, milestones and problems encountered by the individual and his/her views on a topic of your choice that is related to the course. Examples of topics and associated questions will be disseminated; however, you are encouraged to craft questions tailored to your specific subject. You should plan to ask each interviewee 8-10 questions each. Your task will be to summarize your interviews in a 6-8-page paper which should include the interviewee's responses, differences and similarities amongst the interviewees, and a summary of how your findings relate to course materials. You will present your findings as well as a brief reflection in class.

Review Paper:

Watch the movie "Babies" which offers a view into the lives of four babies from around the world, from Mongolia, Namibia, San Francisco, and Tokyo. After watching the movie, write a 4-5-page paper that analyzes how the impacts of each child's surroundings may contribute to the development of their worldview, paying close attention to each child's inputs in the form of activities and family engagement. Use the textbook and articles not assigned in class to support your rationale.

Make-up exams, assignment extensions, late assignments:

All students are expected to take exams according to the course schedule in the syllabus and as announced by the instructor. Make-up exams are administered only in rare circumstances. Please notify the instructor in advance if a legitimate conflict exists that will prevent taking an exam on the scheduled date. Any assignment handed in late without instructor approval will receive a 5-point reduction per day late.

Grade Structure:

Exams	100 pts x 2 exams
Intercultural Interview	150 pts
Movie Review Paper	100 pts
Discussion participation	50 pts
Total Points	500 pts

A = 93% and above of total possible points (465.0 and above)
A- = 90 to 92% of total possible points (450.0 to 464.9)
B+ = 87 to 89% of total possible points (435.0 to 449.9)
B = 83 to 86% of total possible points (415 to 434.9)
B- = 80 to 82% of total possible points (400 to 414.9)
C+ = 77 to 79% of total possible points (385 to 399.9)
C = 73 to 76% of total possible points (365 to 384.9)
C- = 70 to 72% of total possible points (350 to 364.9)
D = 60 to 69% of total possible points (300 to 349.9)
F = Below 59% of total possible points (299.9 and below)

Attendance and Participation:

This course requires student participation in order to meet the course objectives, therefore, you are expected to attend every class. You are allowed to miss **one** class in total (excused and unexcused) without incurring any penalty to your grade. If you miss more than one classes, you will lose five points from your discussion grade for each additional class that you miss. Please notify me if you are not able to attend class.

Academic Integrity Policy:

Yale University's academic integrity standards will be upheld in this class. Academic integrity and honesty are expected among each student at Yale University and in this course. For a review of expectations regarding this issue and the repercussions of a failure to do so, please visit the following website: <https://catalog.yale.edu/undergraduate-regulations/regulations/academic-dishonesty/>

Disability Statement:

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities. If you believe that you have a condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations; please schedule an appointment to speak with someone at the Student Accessibility Services office (sas@yale.edu or 203-432-2324).

Mandatory Reporting:

As an employee at Yale University, I am a mandatory reporter and am required to contact and provide information to Public Safety, to the Dean of Students, and/or to the Title IX Coordinator if I learn you have been sexually harassed (verbally or physically), sexually assaulted /raped, stalked, had domestic violence or dating violence occur in a relationship, or been a victim/ survivor of any behavior prohibited by the [University's Sexual Misconduct Policy and Procedures](#). Once reported, the University will promptly seek to properly support any student and make efforts to stop the discrimination, prevent it from recurring, and remedy its effects.

Mental Health Resources for Students:

Yale University Mental Health and Counseling

Hours: Monday – Friday = 8:30 a.m. – 5:00 p.m.

Phone: 203-432-0290

On Call Clinician: 203-432-0290

Course Calendar for Summer Session 2024

Class	Date	Lecture	Readings or Assignments
1	5/27	Introduction Culture and Psychology	Textbook – Chapter 1 Article 1
2	5/29	Research Methods Enculturation	Textbook – Chapters 2 & 3 Article 2
3	6/3	Cultural and Developmental Process Culture, Self, and Identity	Textbook – Chapters 4 & 5 Intercultural Interview assignment due
4	6/5	Intercultural Interview Presentations	
5	6/10	Culture and Personality Culture and Gender	Textbook – Chapters 6 & 7 Midterm Exam (take home)
6	6/12	Culture and Cognition Culture and Emotion	Textbook – Chapters 8 & 9
7	6/17	Cultural and Communication	Textbook – Chapter 10 Article 4
8	6/19	Culture and Physical Health Culture and Mental Health	Textbook – Chapters 11 & 12 Article 5 Review Paper assignment due
9	6/24	Culture and Psychological Interventions Culture and Social Behavior	Textbook – Chapters 13 & 14
10	6/26	Culture and Organizations Where do we go from here?	Textbook – Chapter 15 Article 6 Final Exam (take home)

Selected Readings:

- Block, C., Koch, S., Liberman, B., Merriweather, T., & Roberson, L. (2011). Contending with stereotype threat at work: A model of long-term responses. *The Counseling Psychologist*, 39(4), 570-600.
- Cheng, A. W., Chang, J., O'Brien, J., Budgadz, M. S., & Tsai, J. (2017). Model minority stereotype: Influence on perceived mental health needs of Asian Americans. *Journal of Immigrant and Minority Health*, 19(3), 572-581. <https://doi-org.proxy-um.researchport.umd.edu/10.1007/s10903-016-0440-0>
- Hamilton, H. R., & DeHart, T. (2020). Cheers to equality! Both hostile and benevolent sexism predict increases in college women's alcohol consumption. *Sex Roles: A Journal of Research*. <https://doi-org.proxyum.researchport.umd.edu/10.1007/s11199-020-01140-2>
- Heiphetz, L., & Oishi, S. (2022). Viewing Development Through the Lens of Culture: Integrating Developmental and Cultural Psychology to Better Understand Cognition and Behavior. *Perspectives on Psychological Science*, 17(1), 62-77. <https://doi.org/10.1177/1745691620980725>
- Olson, K. R., & Gülgöz, S. (2018). Early findings from the transyouth project: Gender development in transgender children. *Child Development Perspectives*, 12(2), 93-97. <https://doi-org.proxyum.researchport.umd.edu/10.1111/cdep.12268>
- Paleari, F. G., Brambilla, M., & Fincham, F. D. (2019). When prejudice against you hurts others and me: The case of ageism at work. *Journal of Applied Social Psychology*, 49(11), 704-720. <https://doi-org.proxyum.researchport.umd.edu/10.1111/jasp.12628>
- Sanyal, M. (2023, June 25). 'I can't say my own name': The pain of language loss in families. *BBC Future*, <https://www.bbc.com/future/article/20230608-what-happens-when-you-cant-speak-your-parents-native-language>.
- Toomey, R. B., & McGeorge, C. R. (2018). Profiles of LGBTQ ally engagement in college athletics. *Journal of LGBT Youth*, 15(3), 162-178. <https://doi-org.proxyum.researchport.umd.edu/10.1080/19361653.2018.145342>
- Veissière, S., Constant, A., Ramstead, M., Friston, K., & Kirmayer, L. (2020). Thinking through other minds: A variational approach to cognition and culture. *Behavioral and Brain Sciences*, 43, E90. doi:10.1017/S0140525X19001213