

Psychology of Cultural & Gender Diversity
PSYC3313

Class time: Mondays and Wednesdays 1:00 p.m. – 2:20 p.m.

Place: Life Sciences Building 100

Instructor: Pablo A. Mora, Ph.D.

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Office Hours: Wednesday 2:30 – 3:30 p.m. or by appointment

Course content: In this course we will examine how psychological theory and research can contribute to the understanding of differences and similarities among people. The course will focus specifically on how people's behaviors and beliefs are influenced by culture and gender. There will equal emphasis on issues involving diversity around the globe and in the United States. Diversity for the purpose of this course will include culture, race, ethnicity, gender, and other dimensions.

Student Learning Outcomes:

By the end of this semester students will:

1. Understand and explain the following concepts: Culture, ethnicity, race, gender, and sex.
2. Become familiar with the ways in which culture, ethnicity, race, gender, and sex have been used to explain diversity among groups and populations
3. Understand from a psychological perspective the impact of culture and gender on beliefs and behaviors.
4. Appreciate the diversity within and across cultural and ethnic groups and genders
5. Be able to critically examine scientific literature examining cultural, ethnic, sex, and gender differences in psychological factors.

Requirements: Prerequisite PSYC 1315

Required textbook and Course Material:

Textbook:

Matsumoto, D. & Juan, L. (2008). Culture and Psychology (4th Edition). Thomson-Wadsworth: CA.

In addition, you will have to read research and review articles. This list of papers is already available at the library through e-reserve. I may assign 3 or 4 more pieces during class sessions.

Required articles:

Berry, J. W. (2003). Conceptual approaches to acculturation. In K. M. Chun, P. Balls Organista & G. Marin (Eds.), *Acculturation: Advances in theory, measurement, and applied research* (pp. 17-37). Washington, DC: American Psychological Association.

Betancourt, H., & Lopez, S. R. (1993). The study of culture, ethnicity, and race in American

- psychology. *American Psychologist*, 48(6), 629-637.
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, Culture, and Subjective Well-Being: Emotional and Cognitive Evaluations of Life. *Annual Review of Psychology*, 54(1), 403-425.
- Eagly, A. H. (1995). The science and politics of comparing women and men. *American Psychologist*, 50(3), 145-158.
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109(3), 573-598.
- Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56(2), 109-118.
- Gould-Martin, K. (1978). Hot cold clean poison and dirt: Chinese folk medical categories. *Social Science & Medicine*, 12(1B), 39-46.
- Harwood, A. (1971). The hot-cold theory of disease. Implications for treatment of Puerto Rican patients. *JAMA*, 216(7), 1153-1158.
- Hunt, E., & Carlson, J. (2007). Considerations Relating to the Study of Group Differences in Intelligence. *Perspectives on Psychological Science*, 2(2), 194-213.
- Hyde, J. S. (2005). The Gender Similarities Hypothesis. *American Psychologist*, 60(6), 581-592.
- Karasz, A. (2005). Cultural differences in conceptual models of depression. *Social Science & Medicine*, 60(7), 1625-1635.
- Kirmayer, L. J. (2001). Cultural variations in the clinical presentation of depression and anxiety: Implications for diagnosis and treatment. *Journal of Clinical Psychiatry*, 62, 22-28.
- Kleinman, A. M. (1977). Depression, somatization and the "new cross-cultural psychiatry". *Social Science & Medicine*, 11(1), 3-10.
- Kleinman, A., Eisenberg, L., & Good, B. (1978). Culture, illness, and care: clinical lessons from anthropologic and cross-cultural research. *Annals of Internal Medicine*, 88(2), 251-258.
- Levant, R. F. (1996). The new psychology of men. *Professional Psychology: Research and Practice*, 27(3), 259-265.
- Marmion, S., & Lundberg-Love, P. (2004). Learning masculinity and femininity: Gender socialization from parents and peers across the life span. In M. A. Paludi (Ed.), *Praeger guide to the psychology of gender* (pp. 1-26). Westport, CT: Praeger Publishers/Greenwood Publishing Group.
- Murphy, E. M. (2003). Being born female is dangerous for your health. *American Psychologist*, 58(3), 205-210.
- Phinney, J. S. (1996). When We Talk About American Ethnic Groups, What Do We Mean? *American Psychologist*, 51(9), 918-927.
- Phinney, J. S. (2003). Ethnic identity and acculturation. In K. M. Chun, P. Balls Organista & G. Marin (Eds.), *Acculturation: Advances in theory, measurement, and applied research* (pp. 63-81). Washington, DC: American Psychological Association.
- Shields, A. E., Fortun, M., Hammonds, E. M., King, P. A., Lerman, C., Rapp, R., et al. (2005). The Use of Race Variables in Genetic Studies of Complex Traits and the Goal of Reducing Health Disparities: A Transdisciplinary Perspective. *American Psychologist*, 60(1), 77-103.
- Sigal, J., & Nally, M. (2004). Cultural perspectives on gender. In M. A. Paludi (Ed.), *Praeger guide to the psychology of gender* (pp. 27-40). Westport, CT: Praeger Publishers/Greenwood Publishing Group.

- Smedley, A., & Smedley, B. D. (2005). Race as Biology Is Fiction, Racism as a Social Problem Is Real: Anthropological and Historical Perspectives on the Social Construction of Race. *American Psychologist*, 60(1), 16-26.
- Tobach, E. (2004). Development of sex and gender: Biochemistry, physiology, and experience. In M. A. Paludi (Ed.), *Praeger guide to the psychology of gender* (pp. 240-270). Westport, CT: Praeger Publishers/Greenwood Publishing Group.
- Wood, W., & Eagly, A. H. (2002). A cross-cultural analysis of the behavior of women and men: Implications for the origins of sex differences. *Psychological Bulletin*, 128(5), 699-727.

Descriptions of major assignments and examinations with due dates:

The course grade will be based on the following components:

Pop-Quizzes: There will be 4 pop-quizzes during the semester. The quizzes **may** consist of multiple choice, short answer, identification, and essay questions. They will cover material from the readings as well as from class lectures and discussions. Each quiz will be worth 5% for a total of 20 %.

Critical review paper: Each student will select and review one article examining the impact of culture, ethnicity, gender, and/or race on any psychological phenomena. You will need to write a **five** page paper that includes: (1) an introduction summarizing the purpose of the article; (2) the theoretical reasons underlying the decision to investigate the impact of culture, gender, ethnicity and/or race; (3) a summary of the results, and (4) a **critical analysis** of the overall article in relation to class discussions and readings (e.g., is the operationalization of culture, gender, ethnicity, or race adequate? Are the authors really looking at sex or gender differences? Are they trying to explain differences or just describe them? Are the explanations advanced by the authors satisfactory or are there alternative, more plausible explanations?). You need to support your arguments with references that are on the class syllabus or references you may find through a literature research. Internet references other than on-line, peer-reviewed journals are not acceptable. Please attach a copy of the article selected. This paper will be worth 30%.

Paper reporting the interview with an individual about mental models of illness: In this project, you will interview a family member or friend who has experienced a health problem and who underwent medical treatment related to this health problem, and you will draw from course themes to reflect on these experiences and the person's narrative account. Please, do not interview anyone who is still seriously compromised (physically or emotionally) by the illness or event. No children, pregnant women, or people undergoing mental health treatment shall be interviewed. More specific information on the structure and content of the papers will be disseminated in class. This paper will be worth 30%.

Writing assignments will be typed, double spaced in 12 point font with 1 inch margins all around. A cover page with your name, the title of the paper, the date, course name and section is preferred. Appropriate citations should be used for any information/quotes you use from sources and must be in APA format. Papers must be free of significant spelling and grammatical errors. This assignment **may not** be turned in by a fellow student or slipped under my office door unless previously discussed with me. Grades will be reduced by one letter grade for each day this paper is handed in late.

Class participation: Class participation will be worth 20%. Remember you must attend classes in order to participate.

Grade Distribution: Each evaluation will be scored from 0 to 100 and the final grade will consist of a weighted average of all components. Grades will be assigned based on the following distribution: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D, and 59% or below = F.

Drop Policy: A student may drop a course and receive a grade of “W” if done on or before October 31st, 2008. Students must receive official approval from the Professor to receive an “incomplete” grade.

Make-up Policy:

A make-up opportunity for missed exams or assignments may be given at the instructor's discretion, but only in those instances in which the absence is "excused." Excused absences include personal illness, emergencies in your immediate family, job interviews, and university sponsored trips among others. If possible, check in advanced before you make travel or other arrangements for planned absences. For unplanned absences, check with me as soon as possible via email or in person. I may require a doctor's note or a university-approved document to excuse absences. There will be no make-up opportunities for unexcused absences.

Attendance & Participation:

Regular class attendance is essential for a comprehensive understanding of the subject matter. Material on exams will come from class meetings as well as from the textbook. For these reasons, attendance at all class sessions is encouraged. Remember that part of the final grade will depend on class participation. If a student who is invited to participate by the instructor is absent s/he will get a zero grade (0) unless university-approved documentation to excuse the absence(s) is provided.

If absent from a class, you are responsible for the material covered. I suggest that students exchange e-mail addresses and phone numbers with at least two other students the first day of class to make sure they can find out what they missed from them before the next class period. During class, please follow ordinary conventions of good manners and courtesy during the lectures and discussions. Socializing in class is disruptive to other students and to me. Please plan to arrive on time and stay until the class is formally ended for the day. **Turn off all cell phones and beepers during class sessions.** See the instructor during the first week of class with any concerns about the cell phone/beeper policy (e.g., people caring for a child or a sick relative).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

This is a **tentative schedule** for the course. Be advised that **changes and additions will most likely occur.**

Date	Topic	Readings	Assignment
08/25	Course Overview, Introduction	Ch 1	
08/27	Culture, race, and ethnicity	Betancourt; Smedley	
09/01	Culture, race, and ethnicity	Phinney, 1996	
09/03	Cross-cultural research Methods	Ch 2	
09/08	Enculturation	Ch 3;	
09/10	Acculturation	Berry; Phinney 2004	
09/15	Gender and Culture	Tobach; Marmion;	
09/17	Gender and Culture	Ch 6; Sigal	
09/22	Gender and Culture	Wood; Hyde	
09/24	Gender and Culture	Glick; Levant	
09/29	Culture and development	Ch 4	
10/01	Culture and cognition	Ch 5; Hunt	
10/06	Culture and Health	Ch 7,	
10/08	Culture and Health	Kleinman 1978;	
10/13	Culture and Health	Harwood, Gould- Martin	
10/15	Culture and Health	Murphy, Shields	
10/20	Culture, Language and Communication	Ch9	

10/22	Culture, Emotions and Personality	Ch 8	
10/27	Culture, Emotions and Personality	Ch 10	
10/29	Culture, Emotions and Personality	Diener	
11/03	Culture and Abnormal psychology	Ch11; Kleinman 1977	Brief Proposal for Interview Due
11/05	Culture and Abnormal Behavior	Ch 12; Karasz	
11/10	Culture and Abnormal Behavior	Ch 12; Kirmayer	
11/12	Culture and Social Behavior	Ch 13	
11/17	Culture and Social Behavior	Ch 13, Ch 14	
11/19	Culture and Social Behavior	Ch14	Critical Review Paper Due
11/24	Culture and Organizations	Ch 15	
11/26	THANKSGIVING		
12/01	Culture and Organizations	Ch 15	
12/03	TBA		
12/08			Interview Due
