

Psychology of Cultural & Gender Diversity
PSYC3313-001
SPRING 2009

Class time: Time: Tuesdays and Thursdays 11:00 am-12:20 pm.
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 a greater emphasis on issues involving diversity in the United States than around the world. 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.
6. Gain awareness of their own and others' culture and worldviews.

Requirements: Prerequisite PSYC 1315

Required textbook and Course Material:

Textbook:

Mio, J. S., Barker, L. A., & Tumaming, J. (2009). Multicultural Psychology (2nd Edition). McGraw-Hill: NY.

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.
- Blumhagen, D. (1980). Hyper-tension: A folk illness with a medical name. *Culture, Medicine, and Psychiatry, 4*, 197-227.
- Dovidio, J. F., Gaertner, S. E., Kawakami, K., & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology, 8*(2), 88-102.
- Esses, V. M., Dovidio, J. F., & Hodson, G. (2002). Public Attitudes Toward Immigration in the United States and Canada in Response to the September 11, 2001 "Attack on America". *Analysis of Social Issues and Public Policy, 2*(1), 69-85.
- 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.
- Harwood, A. (1971). The hot-cold theory of disease. Implications for treatment of Puerto Rican patients. *JAMA, 216*(7), 1153-1158.
- Karasz, A. (2005). Cultural differences in conceptual models of depression. *Social Science & Medicine, 60*(7), 1625-1635.
- 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.
- 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.
- 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.
- Shih, M., & Sanchez, D. T. (2005). Perspectives and Research on the Positive and Negative Implications of Having Multiple Racial Identities. *Psychological Bulletin, 131*(4), 569-591.
- 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.
- Vega, W. A., Karno, M., Alegria, M., Alvidrez, J., Bernal, G., Escamilla, M., et al. (2007). Research Issues for Improving Treatment of U.S. Hispanics With Persistent Mental Disorders. *Psychiatric Services, 58*(3), 385-394.

Wood, W., & Eagly, A. H. (2007). Social Structural Origins of Sex Differences in Human Mating. In S. W. Gangestad & J. A. Simpson (Eds.), *The evolution of mind: Fundamental questions and controversies*. (pp. 383-390). New York, NY US: Guilford Press.

Descriptions of major assignments and examinations with due dates:

The course grade will be based on the following components:

Pop-Quizzes: There will be 6 quizzes during the semester. The specific dates for each quiz will be announced during class sessions, a session before the quiz. 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. You are expected to be on time for each of the quizzes. If you arrive more than 10 minutes late, you will not be allowed to take the quiz. For make-ups see “Make-up policy” section below. Quizzes will be worth 20 %.

Response papers: These will be short papers (4-6 double-spaced pages) in which you will write a critical analysis of two documentary videos we will watch during the semester. You will need to write these responses using concepts and theoretical frameworks covered in this course. Your paper should include a summary of the relevant psychological theory or theories and research on the particular topic. You can cite information from the course textbook; however, you need to **use your own words** when discussing this information. Provide a one to two paragraph summary of the documentary at the beginning before you write your analysis. Due dates will be announced during class sessions. Each paper will be worth 15%, for a total of 30%.

Annotated bibliography on Cultural Competency: For this assignment, you will need to work in a group of 2-3 people. Each group will choose 18 (6 each person) peer-reviewed articles or book chapters on **Cultural Competency** and a topic of your interest (e.g., psychotherapy, mental illness outcomes, patient-physician relationship, etc). Then, you will have to enter them into a reference manager database (RefWorks) and make sure that your selections have not been already entered by another group. Then, you will have to summarize each article with the reference for the article written in APA format at the top of the page and integrate the readings. For this integration you will need to answer one or more of the following questions: (1) What is or is not known about the topic? (2) What are the controversial aspects of this research? (3) What are the limitations of the research? (4) What future directions should new researchers follow to advance this research area? The selection of the secondary topic will be due no later than February 26th. Further details for this assignment will be given during class sessions. You will also orally present the results of this review at the end of the semester. Each group will have 5-8 minutes for their presentation. The scheduling of presentations will be done during the semester. The written report will be due on May 12th, 2009. The oral presentation will be worth 10%, and the written report will be worth 20%, for a total of 30%.

General instructions for writing assignments: Written 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. I will deduct points if these guidelines are not followed. Specific information regarding this will be provided along with the assignments.

Class participation: Everybody will begin the semester with 100 points for attendance and

participation. Attendance will be taken 5 times during the semester on randomly determined class days. Students who are not present on these days will get 10 points deducted every time I take attendance. In addition, I will randomly call each student to participate 3 times during the semester, if the student is not prepared or absent, he or she will get up to 10 points deducted each time. I will only accept university-approved documentation to excuse absences. Class attendance and 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: 88-100% = A; 78-87% = B; 68-77% = C; 58-67% = D, and 57% 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 quizzes 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 (e.g., Dean's of Students, Department Chair, etc) 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
01/20	Course Overview, Introduction		
01/22	Culture, race, and ethnicity	Ch 1	
01/27	Culture, race, and ethnicity	Ch 1; Betancourt; Smedley;	
01/29	Culture, race, and ethnicity	Ch 1; Betancourt; Smedley;	
02/03	Cross-cultural research Methods	Ch 2	
02/05	Cross-cultural research Methods	Ch 2	
02/10	IN-CLASS WORKSHOP		Librarian will demonstrate how to use

02/12	Gender and Culture	Tobach; Marmion; Sigal	electronic databases
02/17	IN-CLASS WORKSHOP		Librarian will demonstrate how to use REFWORKS
02/19	Gender and Culture	Wood; Glick	
02/24	Worldviews	Ch3	
02/26	Worldviews	Ch3	Secondary Topic for Final Report Due
03/03	Communication	Ch 4	
03/05	Communication	Ch 4	
03/10	Refugees and Immigrants	Ch 5	
03/12	Refugees and Immigrants	Ch 5	
03/17	Enculturation and Acculturation	Berry; Phinney	
03/19	Stereotype and Prejudice	Ch 6	
03/24	Stereotype and Prejudice	Ch 6; Esses; Dovidio	
03/26	Ethnic/racial identities	Ch 7; Shih	
03/31	Ethnic/racial identities	Ch 7; Shih	
04/02	Culture and Health	Ch 8	
04/07	Culture and Health	Ch 8; Kleinman 1978; Harwood; Blumhagen	
04/09	Culture and Health	Kleinman 1978; Harwood; Blumhagen	
04/14	Culture and Mental Health	Ch 9; Kleinman 1977	
04/16	Culture and Mental Health	Karasz; Kirmayer	
04/21	Culture and Mental Health	Karasz; Kirmayer; Vega	
04/23	Cultural Competence	Ch 10	
04/28	Cultural Competence	Ch 10	
04/30	Presentations		
05/05	Presentations		
05/08	Presentations		
05/12			Annotated Bibliography Report Due
