

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>12-6-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Psychology College College of Science <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix PSY Number 4603	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code _____	Type of Course Lecture <input checked="" type="radio"/>	Course Title Multicultural Psychology
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Pass/Fail <input type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i> The purpose of this course is to examine cultural processes as a defining characteristic of what it is to be human, and as a central, or proximal variable in psychology. The course is intended to provide students with a better appreciation of the myriad of ways in which culture determines psyche and behavior, and to enhance their awareness of the countless variation in human behavior across cultures. This course will prepare students to navigate modern issues of multiculturalism in a diverse society.	
Effective Date <i>(TERM & YEAR)</i> Summer 2022	Prerequisites, with minimum grade* PSY 1012 General Psych; PSY 3213 Research Methods in Psych; PSY 3234 Exp Design & Stat Inference		Corequisites PSY 3213 Research Methods in Psych; PSY 3234 Exp Design & Stat
Registration Controls <i>(Major, College, Level)</i>			
<i>*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course</i>			
WAC/Gordon Rule Course <input type="radio"/> Yes <input checked="" type="radio"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines.	
Minimum qualifications to teach course Ph.D. in Psychology, or related field			
Faculty Contact/Email/Phone Lauren Mavica, lkogelsc@fau.edu; 6-3364		List/Attach comments from departments affected by new course	
Approved by		Date	
Department Chair <u>Robin Vallacher</u>		<u>12-1-2021</u>	
College Curriculum Chair <u>[Signature]</u>		<u>12-1-2021</u>	
College Dean <u>[Signature]</u>		<u>12-6-21</u>	
UUPC Chair <u>Dan Meerhoff</u>		<u>12-6-21</u>	
Undergraduate Studies Dean <u>Edward Pratt</u>		_____	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

PSY 4603-001
CRN:

Special Topics in Psychology: Multicultural Psychology

Meeting Times: T/TH 12:30-1:50pm

Professor: Lana C. Jones, Ph.D.

Office: BS-12, Room 202

Office Hours:

Email: ljones55@fau.edu

Course Description

The purpose of this course is to examine cultural processes as a defining characteristic of what it is to be human, and as a central, or proximal variable in psychology. The course is intended to provide students with a better appreciation of the myriad of ways in which culture determines psyche and behavior, and to enhance their awareness of the countless variation in human behavior across cultures. This course will prepare students to navigate modern issues of multiculturalism in a diverse society.

Instructional Method

This course will be a "Mixed online & Classroom". Specifically 50-79% of class will be online. Students will be required to meet in-person at the designated lecture/discussion sessions, attendance will be taken. Online quizzes and assignments will be submitted via Canvas at designated due dates.

Prerequisites:

PSY1012, PSY3213, PSY3234

Corequisites:

PSY3213, PSY3234

Diversity, Equity & Inclusion

We CANNOT meet our course goals if we do not honor the diversity of its students and create an inclusive environment in which you and your classmates can learn and grow. Our university and our classroom are enriched by the presence of people from a variety of identities and backgrounds. It is my intent that students from all backgrounds and perspectives be well-served by this course. I want students' learning needs to be addressed both in and out of class. I believe

that students' diversity is a resource, strength, and benefit. I am committed to creating a classroom (and online) environment where everyone's dignity is respected as we ask questions, disagree, and take part in open and honest debates. I aim to promote dialogue that acknowledges and gives a voice to everyone's ideas, experiences, and beliefs. I am dedicated to fostering an empathetic, compassionate, and socially responsible classroom and online community. As such,

1. Please let me know if something said or done in the classroom or online, by me or by others, causes offense or discomfort. Likewise, please let me know if something outside of our class is preventing you from fully engaging with the course.
2. Please offer your viewpoints! If you have a question or concern, chances are another student in the class is having a similar experience. By speaking up (either in class, privately via email or student hours, or anonymously) you are potentially helping your classmates. If you do not feel comfortable discussing the issue with me, please notify your advisor, a trusted faculty member, or a peer. I encourage you to advocate for an inclusive experience at FAU.

Course Objectives/Student Learning Outcomes

As a result of taking this course, the student will be able to:

- Understand and appreciate the cultural variations and considerations in the field of psychology.
- Examine multicultural issues involving psychological research and testing.
- Compare current theories and research on culture, race, and ethnicity.
- Describe key concepts in the field of multicultural psychology including culture, race, ethnicity and worldview, as well as relationships between perceptual influence and ethnocentrism.
- Identify concepts of race, ethnicity and culture from both an individual and global perspective.
- Describe culturally relevant communication styles, values from different cultures, racial identity, power and privilege, and issues surrounding health.
- Compare and contrast the experiences of immigrants and refugees.
- Examine concepts of age and class as a cultural experience.
- Examine disparities in health and wellness as a result of racism, poverty, and differential access and treatment to healthcare and mental health resources.

Course Evaluation Method & Description of Assignments

Assignment Type	Percent of Final Grade
Essays (3) -writing component	30%
Discussion Posts/Replies (11) - writing component	30%
Attendance/participation in-person	5%
Chapter Quizzes	20%
Group Project - includes presentation	15%

Essays (30%) - Students will be required to write 3 essays as part of this course. Essays will be submitted via Canvas assignments as a pdf or word doc. Formatting requirements: 12pt Times New Roman Font, double spaced, APA formatting, Works cited when required.

1. *Self Reflection Essay* - Consider the influences throughout your life that have shaped your attitudes and beliefs about different races and ethnicities. Full (and specific) instructions will be presented within the assignment on Canvas. Although this is a personal reflection, the essay should be organized, clear, and concise. Any references should be cited according to APA7 formatting.
2. *Literature Review/Term Paper* - The student may choose a topic on which to write the essay. The topic must relate to course material, and must be approved by the instructor. ***It is recommended that you choose a topic that corresponds to your group final project.*** A Works Cited section at the end is required (and should not be included in the page count). The student must cite at least 6 different sources from peer reviewed literature selections (the textbook, other books, journal articles, etc.)
3. *Psychologist Biography* - The student will select a Psychologist from a marginalized group and write a 2-3 page biography. A list of suitable psychologists will be provided. If the student chooses to select a psychologist that is not on the provided list, the selection must be approved by the instructor. Works cited required.

Discussion Posts/Replies (30%) - There will be 10 discussion prompts to which the student is expected to respond to, one for each chapter covered. The posts should add to the conversation, referencing the literature is highly recommended. Literature should be cited properly. APA7 format. Discussion posts should be free of grammatical errors and clear in their message. Typical posts will be 200-500 words. The student is also expected to reply to at least one classmate for each post, Replies should be no less than 100 words.

Attendance/Participation (5%) - Students are expected to attend and participate in the in-person classes.

Chapter Quizzes (20%) - At the end of each chapter, a quiz will be administered through Canvas to test student's knowledge of lecture and textbook material. Quizzes will multiple choice and timed.

Final Project (15%) - Students will form groups of 5 or less. They will choose a specific marginalized group (sign up via Canvas for "Project Groups"). Together, the students will research a specific psychological aspect of their chosen group. The topic must be approved by the instructor. The final project requires students to complete the following assignments in a specific order:

1. Topic Selection & Approval (10 pts)
2. Create a tri-fold brochure to educate your classmates on your topic. (50 pts)
3. Create a video (5 min) in length to highlight the important points of your topic. Creativity counts! (50 pts)
4. Peer review the final projects of 4 other groups. You will be given a rubric to consider (40 pts)

Course Grading Scale

Final Your final grade will be determined according to the system below. ***Final grades WILL NOT be “rounded up” or “bumped up”.** The benefit of the +/- system is that each student will earn the GPA credit for his or her own specific performance in the course. Although it is frustrating at the end of the semester when a student earns 89.85%, that is a B+ in the canvas system and will be reflected appropriately in the letter grade assigned. **NO EXCEPTIONS.** This is the fairest way to conduct grading, such that ALL students receive the grade they earned in the course.

Grade	Percentage*	Grade	Percentage*	Grade	Percentage*
A	94.00 +	B-	80.00 – 83.99	D+	67.00 – 69.99
A-	90.00 – 93.99	C+	77.00 – 79.99	D	64.00 – 66.99
B+	87.00 – 89.99	C	74.00 – 76.99	D-	61.00 – 63.99
B	84.00 – 86.99	C-	70.00 – 73.99	F	0 – 60.99

Policy on Make-up Exams, Late Work and Incompletes

Make-up Assignments and Late work will not be accepted, in general. However, reasonable accommodation will be made for students participating in a religious observance or in University-approved activities including athletic or scholastics teams, musical and theatrical performances, and debate activities.

Classroom Etiquette Policy

Due to the nature of the course, the classroom etiquette is more of a set of guidelines for achieving success in this course.

1. Make a reasonable **schedule and follow it**. This course requires a significant time commitment. You should plan to spend an average of 6 hours outside of class working on assignments and reading. Plan accordingly.
2. **Be Prepared** It is vital to read the material in the textbook each week. Open dialogue facilitates learning. Therefore, please be prepared with any questions or comments that stem from your readings. Additionally, you will be responsible for all the information covered in the assigned text which may not be covered in lecture, but may be included on quizzes.
3. **Accept that you will be writing a lot.** There is a significant amount of writing for this course, so be prepared and schedule your time accordingly. You will be less effective and more stressed out if you procrastinate. Additionally, each chapter requires a discussion post and reply, which accounts for 30% of your grade. Skipping those entries will devastate your final grade.
4. **Be Respectful and courteous to each other.** Listen while others speak and use compassion before judgment. Seek to learn more about the things that confuse you by

opening your mind to this experience and enjoy the journey. If for any reason you are uncomfortable with any aspect of the class, please notify the instructor immediately and I will do my best to remedy the problem.

5. **Check yourself before you wreck yourself.** Through the course of the semester it is important to be honest with yourself about your effort in the class and your understanding of the material. Please make sure to keep up with the lectures, attendance, discussion posts, and continued effort towards essays and your group project. It is imperative that you monitor your own progress earnestly. There is not much that can be done if you wait until the last week to let the instructor know that you are struggling.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Required Text:

Mio, J.S., Barker, L.A, Domenech Rodríguez, M.M., Gonzalez, J. (2020) Multicultural Psychology, 5th edition Oxford University Press: New York, NY. Print ISBN: 9780190854959, 0190854952; eText ISBN: 9780190854966, 0190854960

Supplemental Text:

Guthrie, R.V., (2004) Even the Rat was White, 2nd edition. Pearson Education, Inc.

Course Topical Outline

Week	Textbook Material	Assignments
1-2	Ch1 What is Multicultural Psychology?	DB1- Self Introduction
3	Ch2 Multicultural Issues in Research and Testing	DB3 – African American Issues Self-Reflection Paper Due
4	Ch3 Cultural Differences in Worldviews	DB3 – Native American Issues
5	Ch4 Cultural Differences in Communication	DB4 – European American Issues
6-7	Ch5 Immigrants, Refugees, and the Acculturation Process	DB5 – Latinx Issues Psychologist Biography Due
8-9	Ch6 Stereotyping, Prejudice, Discrimination & Racism	DB6 – Arab, Middle Eastern American Issues
10	Ch7 Cultural Identity	DB7 – Asian, Filipino, Pacific Islander Issues
11-12	Ch8 Culture & Health	DB8 – Multiracial Issues
13-14	Ch9 Culture and Mental Health	DB9 – LGBTQ+ issues DB10 – Women’s Issues
15	Ch10 Where do we go from here? Building Multicultural Competence	Term Paper Due
16-17	Wrap up – Group Project Presentations	Final Group Projects Due