

MULTICULTURAL ISSUES IN PSYCHOLOGY—PSRP 3600

Spring 2009

Days: Monday & Thursday, starts at 4 PM
Place: Dealy Hall 302
Instructor: Miraj Desai, M.A.
Dealy Hall, 426 A
Office Hours: 3-4 Mondays, or by appointment

COURSE DESCRIPTION AND PURPOSE

The focus of this course is the exploration of culture from the standpoint of psychology, and vice versa. In this sense, culture is understood not as a set of fixed traits or attributes applied to a select few, but as a dynamic process through which we all come to understand our lived world. Traditional psychological theories, scientific psychology, psychological tests, and the practice of psychology will be examined and critiqued from cultural and sociohistorical perspectives. Contemporary psychological theories and research specific to *race/ethnicity, gender, sexual orientation, and cross-cultural issues will be reviewed*. The purpose of the course is to provide knowledge and understanding of cultural/multicultural/polycultural issues in psychology.

GOALS

- To understand the essential relation between culture and psychology.
- To increase awareness of the cultural implications of traditional psychology on various cultural groups.
- To gain knowledge and understanding of the cultural and sociohistorical influences that have shaped the development of science, psychology, and mental health practice.
- To develop a sense of how research and practice can be pursued with greater sensitivity to cultural issues.

REQUIRED READINGS

- Guthrie, R. (2004). *Even the rat was White*. Allyn & Bacon: Needham Heights, MA.
- Compilation of course readings: Copies of each non-text reading assignment is provided for the class on Blackboard or by Email prior to the class in which they are assigned. Use the most-updated bibliography to locate articles on Blackboard.
- Recommended: Several articles will be assigned from Fox, D. & Prilleltensky, I. (Eds.). (1997). *Critical psychology: An introduction*. Thousand Oaks, CA: Sage. These articles will be posted on blackboard but you may want to buy the book to have for yourself.

COURSE REQUIREMENTS

Assignments:

Please Note: Full credit will not be given for late assignments unless this is arranged with the instructor in advance. Unusually late assignments may not be accepted; this will be determined on a case-by-case basis. If a life event prevents the student from turning in work on time, the student should speak to the instructor as soon as possible (in advance of the due date) to arrange a mutually-agreed upon alternative for handing in work. In emergent situations, the student will be asked to provide valid, written documentation of the event that prohibited the student from completing assignments or exams on time.

1. **Attendance** is a basic requirement and makes up a substantial portion of the participation grade. It is important for students to come to class and to be prepared by reading assigned text chapters and articles. Additionally, students are expected to participate regularly in class discussions/activities and to provide your perspective on issues discussed. Being an active participant in class will improve your understanding of the material and subsequently increase your likelihood of earning high grades. If a student has a valid excuse for missing class, please notify the instructor prior to the class and/or provide reasonable documentation excusing the absence in order to get points for attendance. (Participation/Attendance 15%)
2. There will be **two exams**. Exams will be in class and in the form of essay questions. (Midterm: 30%, Final: 35%)
3. There will be various writing assignments and 1 presentation. (20%)
4. There will be a chance to earn extra credit by writing an extra paper. Details to follow in class.

Grading:

| Grade | Quality Points | Equivalent Percent |
|-------|----------------|--------------------|
| A | 4.0 | 93-100 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D | 1.0 | 60-70 |
| F | 0.0 | 0-59 |

Academic Integrity: Fordham University's Arts and Sciences Policy on Academic Integrity and Discipline will be strictly enforced in this class. All graded work should be completed independently. Plagiarism, cheating, and other forms of academic misconduct will not be tolerated. This means that for any work turned in for class, students should take care to appropriately cite all phrases and ideas published by other individuals. Phrases from a published work presented in identical written form should be placed in quotes with a reference to the source. Please refer to the Undergraduate Faculty Handbook (<http://www.fordham.edu/Audience/handbooks.shtml#7>) for detailed descriptions of violations and sanctions of academic misconduct. If you have unresolved questions regarding whether or not your work might be in violation of this policy, feel free to contact the instructor(s) to discuss it before you turn in your work.

COURSE OUTLINE

**this outline is tentative and may be revised during the course of the semester

| <u>Week of:</u> | <u>Topic</u> | <u>Assignments</u> |
|-----------------|--|----------------------------|
| 1/12 | Overview of Course | |
| 1/15 | Class cancelled due to APA meeting | |
| 1/19 | Martin Luther King, Jr Day - No Class | |
| 1/22 | The History of Psychology in Cultural Perspective Movie paper DUE | Guthrie Ch. 1, 2 |
| 1/26 | The History of Psychology in Cultural Perspective | Guthrie Ch. 4 |
| 1/29 | Sociopolitical History of Psychology | Harris |
| 2/2 | The Science of Psychology | Guthrie Ch. 9 |
| 2/5 | Psychological Tests and Testing Presentations 1 | Guthrie Ch. 3; Cernovsky |
| 2/9 | Psychological Tests and Testing Presentations 2 Archival Paper DUE | Sternberg, et. al. |
| 2/12 | Traditional Counseling and Psychotherapy | Hare-Mustin & Marecek |
| 2/16 | President's Day –Class on TUES 17 th | |
| 2/17 | TUESDAY CLASS Psychological Theory: Feminist Perspectives | Wilkinson |
| 2/19 | Feminist Therapy | Brown |
| 2/23 | Midterm Exam | |
| 2/26 | Men's Movement | Selection from Barton |
| 3/2 | The APA and the Multicultural | “Guidelines..” |
| 3/5 | Gay and Lesbian Issues (Guest Speaker) | Kitzinger |
| 3/9 | Multicultural Personality | Ponterotto |
| 3/12 | Culture and Psychopathology (Guest Speaker) | Lewis-Fernandez & Kleinman |
| 3/16-3/19 | Spring Break – No Class | |

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| 3/23 | Native American/American Indian Issues | Gone |
| 3/26 | Individualism-Collectivism | Voronov & Singer |
| 3/30 | Global Mental Health | Patel, V. |
| 4/2 | Movie: Rashomon | |
| 4/6 | Movie: Rashomon; and discussion | |
| 4/9-4/13 | Easter Recess – No Class | |
| 4/16 | Post-Colonialism/Orientalism Indigenous Psychologies Reflection paper DUE | Bhatia; Allwood & Berry |
| 4/20 | Research Methods and Culture | Suzuki |
| 4/23 | Research Methods continued | |
| 4/27 | Public and Social Policy | TBD |
| 4/30 | Reading Day – No Class | |
| 5/4-5/11 | Final Exams | |

Bibliography

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- Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of 'natives' in colonial and postcolonial contexts. *History of Psychology, 5*(4), 376-398.
- Brown, L. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. *Psychology of Women Quarterly, 30*(1), 15-24.
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- Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. (2003). *American Psychologist, 58*(5), 377-402.
- Harris, B. (1997). Repoliticizing the history of psychology. In D. Fox & I. Prilleltensky (Eds.), *Critical psychology: An introduction*. Thousand Oaks, CA: Sage.
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- Kitzinger, C. (1997). Lesbian and gay psychology: A critical analysis. In D. Fox & I. Prilleltensky (Eds.), *Critical psychology: An introduction*. Thousand Oaks, CA: Sage.
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- Sternberg, R., Grigorenko, E., & Kidd, K. (2005). Intelligence, race, and genetics. *American Psychologist, 60*(1), 46-59.
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