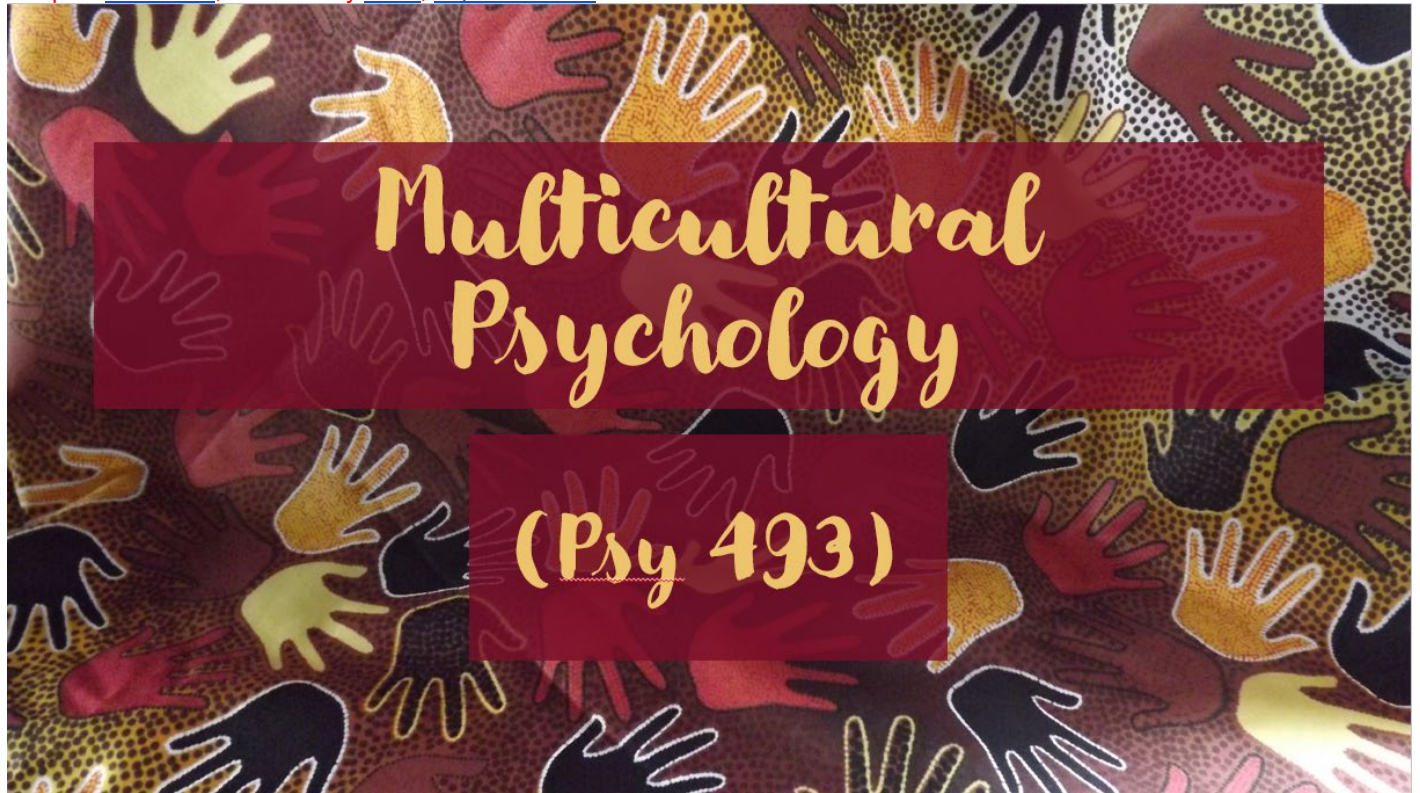


Jump to: [Due dates](#); [Materials by week](#); [Topic schedule](#)



Multicultural Psychology (Psy 493)
Mon/Wed 12:40-2pm ET in Snyder Hall C301

Instructor: Prof. Buchanan (Please email from the Desire2Learn (D2L) class website only)

**Put "Psy 493W" in the subject line of emails to ensure prompt response.

Office hours: Online via [Zoom](#) Wednesdays 2:15-3:00 PM ET and by appointment

Meeting ID: 98364891331

Password: Success!

Course Description:

This is an introductory course on multicultural psychology. The goal of the class will be to explore how our identities, experiences, and perspectives affect our daily experiences, research interests, and engagement in academic and non-academic settings. This class is intended to be deeply personal and experiential (in contrast to classes that permit academic engagement that is detached and purely intellectual). You will be challenged to think critically at every stage of this class and if successful, you will confront aspects of yourself (your beliefs, behaviors, and needed areas of growth), your individual, familial, and group legacies of privilege and disadvantage, and your personal commitments to social justice, advocacy, and social change.

Members of our class represent a range of disciplines and specialty areas and have vastly different levels of familiarity with these topics. For some, this material is new and very difficult, for others, the information is familiar and not overly challenging. The class is designed for those with relatively little exposure to these topics. If this material is familiar, I encourage you to challenge yourself by applying it in new ways and with

new groups to expand your growth and development throughout the semester.

Course Foci:

It is a constant struggle to cover all of the topics that are important in a class such as this one. I finally accepted that we simply cannot do so because we need several classes to be knowledgeable about multicultural psychology and to use the information responsibly as scholars and members of society.



Figure SEQ Figure * ARABIC 1: Word Cloud Black Lives Matter from HYPERLINK "<https://www.lsst.ac/news/stop-systemic-racism/>"

Rather than trying to cover a little bit on everything, we will primarily examine topics with a **focus on race/ethnicity/culture and Anti-Black racism in the United States.**

In the US, race is a central force that dictates almost all areas of our lives. Understanding how this impacts our experiences, worldviews, and larger societal/political forces provides the foundation for understanding other -isms (sexism, classism, heterosexism, etc) and their interconnections. Given the nation's current state of unrest, 2020 protests of police brutality against Black men, women, and children, and the impact of the #BlackLivesMatter movement,

having a better understanding of the legacy that has brought us to this point is critically important.

What this means is, **we will focus primarily on race, culture, and anti-Black racism in the US. We will use this as the center of a wheel with spokes linking these issues to sexism, intersectionality, social class, global economics, etc.** We will cover a variety of issues, from many perspectives, but this will be our 'home base.'

Our Course & COVID-19:

We are also in a unique situation given COVID-19's impact on our country, higher education in general, and each of us individually. We will all be coping with the strain of this pandemic and its impact on our day-to-day lives. I urge you to show grace to yourself and those around you (in person and virtual) and to engage in daily self-care (see the self-care section of our class's D2L page for ideas).

Bottom line: This is a challenging time and challenging course material. Take good care of yourself! In the end, I hope the class will live up to its reputation of being personally and intellectually challenging in a way that is personally and intellectually rewarding.

Course Goals & Objectives:

- Explore diverse perspectives in psychology and how they influence, and are influenced by, psychology.
- Use race/ethnicity as our center to explore privilege, domination, power, their intersections with various “-isms” (e.g., sexism, racism, heterosexism, classism, ableism), and their relationship to psychology and related fields of study.
- Challenge each participant (myself included) to understand our individual and collective “spaces” in the world (as a member of a particular class, gender, race/ethnicity, etc.) and how this impacts our thinking, daily interactions, and work with others, as well as our research, scholarship, community/organizational partnerships, and psychological and/or clinical work.
- Enhance academic writing skills with an emphasis on APA format and understanding the expected quality, style, and scientific rigor expected for publishing academic work in psychology and related fields.
- Address several of the Core Competency Benchmarks for Professional Psychology related to diversity and social justice:

Competency #2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

2A. Awareness of Self as Shaped by Individual and Cultural Diversity and Context (Cultural diversity -- e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status)

2B. Awareness of Others as Shaped by Individual and Cultural Diversity and Context

2C. Awareness of the Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

2D. Awareness of, appropriate use of, and sensitivity to scientific, theoretical, and contextual issues based on Individual and Cultural Diversity and Context in all aspects of professional work

Representative Topics:

- Anti-Black Racism
- Intersectionality
- Social Justice
- Academic Writing & APA Format
- Matrices of dominance and oppression
- Implicit bias & Microaggressions
- Privilege and the ways we embrace or avoid its presence in our lives

Assignments and Evaluation:

You will not be evaluated based on whether or not you agree with me, your classmates, or traditional liberal or conservative views. You will not be evaluated on whether or not you show changed thinking over the semester. I have no investment in convincing you to adopt a particular viewpoint or coercing changes in your beliefs.

You will be evaluated on the extent to which you demonstrate understanding of the readings, complete

class activities, thoughtfully evaluate course material, and participate respectfully in class. Given these requirements, there is no reason why everyone cannot receive a 4.0 in this class.

The assignments in this class are intended to be thought-provoking, personally relevant, engaging, and a break from traditional methods of assessment. Assignments are frequent and short to facilitate the primary goal of the course--to help each person delve deeply into the ways these topics impact them as a person and a scholar. For example, you will participate in interactive learning activities and journal about your experiences, critique videos and images from mainstream popular culture, and discuss ways in which your current and past experiences have shaped your perspectives on the topics we will cover.

Things to Know:

- **D2L:** Readings, assignment descriptions, announcements, a copy of the syllabus, hyperlinks to related materials, and other useful items can be found on the D2L website for this class (d2l.msu.edu). You are responsible for any and all items posted on this page. Please check it often for new material, class announcements, postings from other students, etc.
- **Flexibility:** Flexibility will be essential in a class such as this one. If the class comes up with new ideas for assignments, topics, class discussion, etc. the course may be altered accordingly in order to enhance our learning experience and adapt to real-world events.
- **Advanced Writing:** Basic writing skills are expected for this course. Simple errors in writing, such as spelling mistakes, grammatical errors and basic sentence structure are not the focus of this course. Given that everyone should have taken the introductory writing requirements, I assume you are proficient in these domains; therefore, errors of this nature will have a severe and negative affect on your grade across all assignments including reflection papers and in class writing. As such, it is strongly recommended that you consult with the Writing Center (<http://writing.msu.edu/>), proofread, spellcheck, and have another person read your papers before turning them in for a grade whenever possible.
- **A Final Note:** You may have attended a workshop or activity with me where you did one of the activities that we will do as part of this class. That is okay! I will ask that you do them again for the purpose of this class because you are likely to have slightly different responses and new realizations.

Limits to Confidentiality:

Please be aware that class materials are generally considered confidential pursuant to the University's student record policies. However, all University employees, including instructors, cannot maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or health and safety considerations of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- **Suspected child abuse/neglect, even if this maltreatment happened when you were a child,**
- **Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and**
- **Credible threats of harm to oneself or to others.**

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual or not. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling Center (<http://www.counseling.msu.edu/students>).

Accommodations:

Please let me know if accommodations will be helpful as soon as possible. I will do my best to make the appropriate arrangements. If you are registered with the university's RCPD office, please email an electronic copy of your VISA as soon as possible.

Required Texts:

This semester I am not requiring specific texts. Instead, I am attempting to make all of the material available online via D2L. Whenever possible, I will provide links to course materials that you can access if you are logged in to your MSU account and go to lib.msu.edu. Not all of the materials are available as stable links to accessible PDFs. The MSU library system is working on this and may not be able to do this for each chapter/text. I will update D2L materials as they become available. I apologize in advance if there are readings that are not yet available in this manner. Please contact me if there are problems accessing or reading any of the material.

Online tools (please create accounts if needed so you will be able to use them right away):

- **Desire2Learn (D2L):** To reduce the chance of lost or delayed emails, only email me through the D2L email. This is also how I will email the class. Be sure to **set your D2L settings so D2L emails come to your main MSU email**--otherwise you could miss time-sensitive information about our class.
- D2L will have the requirements and materials needed for each week. The first three weeks of content are open at the start of class and content for each week opens two weeks early on Mondays at 12:01AM.
- At the end of the semester, you will be able to download the course with all the materials for the entire semester in one place. Be sure to download and keep a copy of all syllabi. You may need them to demonstrate the training or material covered for licensure, certifications, etc.
- **Google Drive:** Access google drive with your MSU account. There will be documents that you will access on Google Drive through D2L. We will also have assignments that you will copy from and post to Google Drive. For these assignments, be sure to share the documents so "Anyone on at Michigan State University with the link can edit" before you send the link to me and/or your classmates so you can get feedback and a grade on the materials.
- **Zoom:** (please create your MSU zoom account at zoom.msu.edu and install it on your devices). This will allow you to schedule meetings with your group members and see me in virtual office hours.

Course Requirements:

Working groups:

Each of you will be in smaller groups on D2L of 4-6 students. Many assignments and reflections will be shared with your group and you will comment on one another's work and writings throughout the semester. Hopefully, this will reduce the workload (e.g., reading and responding to assignments between 4-6 people instead of the whole class of 25).

You can find your workgroup contacts under Communications-Groups. If you want to email the group, select your group, go back to the top and hit "email." You can also use the first discussion post as a general area to chat as a group.

Readings:

Except for the first day of class, the assigned readings should be read before class on the day listed. You should also bring copies of, or be able to access, the materials we will cover to class.

Attendance and participation: (3 pts each class).

Attendance: It is important that each student attend every class and participate in all classes/discussions. I also realize there will be times you may not be able to attend for one reason or another. Therefore, each student is allowed one "free day" where s/he is absent without explanation. All other absences will require documentation of circumstances that prohibit your attendance. Absences will only be excused if extenuating circumstances apply and some excuses require you submit documents to the dean who will then contact me to state that they are excused (e.g., absences related to grief or hospitalization).

Active Participation: This is a unique class where not only your presence, but also your active participation are essential to its success and your personal learning and growth. There are some times when I will prepare a lecture for portions of the class period, but active discussion, reflections, and debate of critical issues will be expected from all class members for each class. I may provide questions to consider or write about in class and be prepared to discuss, you may have short pre-class assignments designed to help you think about critical issues and come prepared to talk. If there are concepts from the readings that you do not understand or with which you do not agree, come prepared with questions and comments to share with the class!

Attendance and Participation points:

- 0 = Absent/Late
- 1 = Present, but little to no participation
- 2 = Present, acceptable participation & engagement
- 3 = Present, excellent participation & engagement.

Weekly Reflections: 10 points each (Details in the D2L Assignment Instructions folder).

Each week, unless stated otherwise, you will write a discussion post reflecting on the class materials for the upcoming week (4 pts each). You must also respond to at least 2 of your classmates' posts (3 pts each). You should **post your reflection by 12:00 PM Noon ET on Sundays** and **reply to 2+ classmates by 11:59 PM EDT**

on Tuesdays. If you cannot reply to 2 classmates because too few people in your group posted a reflection on time, reply to your own post saying *"I could only reply to 1 classmate because others did not post by the due date."* This will time stamp your response and ensure that you do not lose points if your classmates did not post on time.

Written posts should be ~2 paragraphs in length and reflect your thoughts, reactions, questions, etc. to the material for the week. As a writing course, I will expect your reflections to be polished and well-written. It is a good idea to write them in MS Word or Google docs first and then paste them into your discussion board. Comments must address the readings and class material and should demonstrate having read and integrated thoughts across the week's materials (as opposed to talking about just one item). Reflections can additionally include your thoughts about ancillary course materials and past discussions in addition to reflections on the course material for the week.

You can only complete 1 personal reflection and 2 responses per week for credit. However, I encourage you to read and reply to as many of your group member's reflections as possible.

Salient Circles Diagram & Presentation with write-up (Due 1/23 by noon): 50 points (Details in the D2L Assignment Instructions folder). 50 points for your diagram presentation and write-up).

Powerlines (Activity due 2/13, Group Member replies due 2/15): 30 points (Details in the D2L Activities and Assignments folder).

You will modify a Power Lines Activity on Google Slides, answer questions about your decisions related to the power people have, and post questions for your group members to answer on your Power Lines. You will also review your group members' Power Lines and answer questions they leave for the group on the last slide of their Power Lines Activity. 15 points for your original powerline activity and 15 points for the questions and answers between group members across all of the group members' powerlines.

Electronic Editing (Due 3/1): 20 points (Details in the D2L Activities and Assignments folder).

Learning to write includes understanding how to edit papers (your own and others'). Group papers and editing electronically will be of increasing importance, especially if you plan to go to graduate school. We will have a short lecture and videos on electronic editing, then you will have to review a paper and make edits and comments electronically. Edits should address grammar problems, APA formatting, and academic style. Edits must be done using the comments and track changes functions in MS Word (or equivalent).

Editors must put their name in a comment on the first page of the paper they are editing to get credit.

Structural Outline (Due 3/27): 50 points (Details in the D2L Activities and Assignments folder).

Doing a structural outline of a published paper teaches you the steps you need to write up each part of a publishable paper. After doing several of these outlines for articles in different journals and different lengths, you will have several examples of the steps needed to write a great paper. The structural outline you will do for this assignment is different because you will read a published paper and outline the structure of its contents. This outline will document the format and function of the paper and show how the paper was put together without saying anything about what the paper was about.

Dollar Street Project (Due 4/3, Group Member replies due 4/5) Gapminder.org: 50 points (Details in the D2L Activities and Assignments folder).

This activity is designed for you to examine wealth and poverty around the world and to reflect on your assumptions about “how the other half lives.”

Dear Congress Letter (Due 4/26): 50 points (Details in the D2L Activities and Assignments folder).

This assignment will give you an opportunity to speak up on a social issue of importance to you and begin to act on it to create change.

Impromptus: (points will vary). As a rule, these will be short assignments designed to facilitate thinking and on a topic.

Retain all class materials!

Please keep all your class materials for this class in an easily accessible manner. I suggest scanning hand-written papers and saving all your work to a cloud-based server or emailing them to yourself as a backup.

Grading procedures:

- Course material and grades will be posted to the class website on Desire2Learn (<https://d2l.msu.edu>). You are responsible for any and all items posted on the course website. Please check it often for new material, class announcements, changes, etc.
- Late assignments will receive a 10% deduction for each day it is late. You are welcome and encouraged to turn in assignments early!
- Total points earned will be divided by the total points for the class, which will vary based on the number of impromptu writings, etc. This percentage will be translated into your final grade (see chart below). As such, you are not being graded on a curve; it is possible for every student in the class to receive an “A/4.0”.
- I automatically round any percentage ending in a 4.5 or a 9.5. For example, an 84.5 would become an 85% and an 89.5 would become a 90%.
- Grading Scale:

4.0 = 90-100%	2.0 = 70-74%
3.5 = 85-89%	1.5 = 65-69%
3.0 = 80-84%	1.0 = 60-64%
2.5 = 75-79%	0.0 = below 60%

Online writing resources:

- **MSU Writing Center:** <https://writing.msu.edu/>
- **The Purdue Writing Lab:** <http://owl.english.purdue.edu/>
- **APA Style:** <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

- **What's New in the Seventh Edition:** <https://apastyle.apa.org/instructional-aids/whats-new-7e-guide.pdf>

This guide provides an overview of key changes in the *Publication Manual of the American Psychological Association, Seventh Edition*.

- **Academic Writer Tutorial: Basics of Seventh Edition APA Style**

https://extras.apa.org/apastyle/basics-7e/?_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/

This free tutorial is designed for those who have no previous knowledge of APA Style. It shows users how to structure and format their work, recommends ways to reduce bias in language, identifies how to avoid charges of plagiarism, shows how to cite references in text, and provides selected reference examples.

**Multicultural Psychology
 Topic Schedule**

WK #	Dates	Topic
Section 1: Introduction to this Class, Ourselves, and Each Other		
WK 1	1/9	Introductions, Syllabus overview, & What is Multicultural Psychology
WK 2	1/16	How to Engage his Class & Why Anti-Black Racism Matters
WK 3	1/23	History and the Present
WK 4	1/30	Self, Identity, & Privilege
Section 2: Privilege and Oppression: An Introduction		
WK 5	2/6	The Structure of Privilege & Oppression
WK 6	2/13	Intersectionality, Privilege & Oppression
WK 7	2/20	How Privilege and Oppression are embedded in systems and invisible to individuals
WK 8	2/27	“ “ (continued)
Section 3: Contextualizing Privilege and Oppression		
WK 9	3/6	Spring Break
WK 10	3/13	Halloween, Blackface & Silence as Complicity
WK 11	3/20	Institutional and Structural Nature of Privilege & Oppression: Housing & Wealth
WK 12	3/27	Privilege, the Confederate Flag & Racism
WK 13	4/3	Poverty & Criminal Justice as examples
Section 4: Challenging Privilege & Interrupting Oppression		
WK 14	4/10	Colorblindness, Implicit Bias, Microaggressions & Ingroup Favoritism
WK 15	4/17	Fostering Allyship & Agency
WK 16	4/24	Forging a Future: Advocating, Agitating, & Liberating
WK 17	5/1	Final Reflections

Note: The first three weeks of content are open at the start of class and content for each week opens two weeks early on Mondays at 12:01AM.

Graded Assignment Due Dates

Week # & Start Date	Date Due	What to turn in and where to put it
WK 1:		Review syllabus & start readings for the upcoming week’s reflection papers
WK 2:	1/15	Post your Reflection paper in D2L-Discussions
	1/16	No Class-Celebrate MLK
	1/17	Reply to group reflections in D2L-Discussions

WK 3:

- 1/22 Post your Reflection paper in D2L-Discussions
- 1/23 Salient Circles Paper w/ Diagram Due on D2L-Assignments by noon
Be prepared to present your diagram in class.
- 1/24 Reply to group reflections in D2L-Discussions

WK 4:

- 1/29 Post your Reflection paper in D2L-Discussions
- 1/31 Reply to group reflections in D2L-Discussions

WK 5:

- 2/5 Post your Reflection paper in D2L-Discussions
- 2/7 Reply to group reflections in D2L-Discussions

WK 6:

- 2/12 Post your Reflection paper in D2L-Discussions
- 2/13 Post your Powerlines assignment on Google Drive and put the link to it in the Powerlines Discussion by 12pm ET
- 2/14 Reply to group reflections in D2L-Discussions
- 2/15 Reply to group members' Powerlines on Google Drive by 12pm ET

WK 7:

- 2/19 Post your Reflection paper in D2L-Discussions
- 2/21 Reply to group reflections in D2L-Discussions

WK 8:

- 2/26 Post your Reflection paper in D2L-Discussions
- 2/28 Reply to group reflections in D2L-Discussions
- 3/1 Submit your Electronic Editing Assignment in D2L-Assessments-Assignments by 12:pm ET

WK 9: Spring Break
Have fun, rest and be safe!

WK 10:

- 3/12 Post your Reflection paper in D2L-Discussions
- 3/14 Reply to group reflections in D2L-Discussions

WK 11:

- 3/19 Post your Reflection paper in D2L-Discussions
- 3/21 Reply to group reflections in D2L-Discussions

WK 12:

- 3/26 Post your Reflection paper in D2L-Discussions
- 3/27 Submit your Structural Outline in D2L-Assessments-Assignments
- 3/28 Reply to group reflections in D2L-Discussions

WK 13:

- 4/2 Post your Reflection paper in D2L-Discussions
- 4/3 Post your Dollar Street Project on Google Drive and put the link to it in the Dollar Street Discussion by 12pm ET
- 4/4 Reply to group reflections in D2L-Discussions
- 4/5 Reply to group members' Dollar Street Project on Google Drive by 12pm ET

WK 14:

- 4/9 Post your Reflection paper in D2L-Discussions
- 4/11 Reply to group reflections in D2L-Discussions

WK 15:

- 4/16 Post your Reflection paper in D2L-Discussions
- 4/18 Reply to group reflections in D2L-Discussions

WK 16:

- 4/23 Post your Reflection paper in D2L-Discussions
- 4/25 Reply to group reflections in D2L-Discussions
- 4/26 Submit your Dear Congress Letter in D2L-Assessments-Assignments by 12pm ET

WK 17:

- 5/1 Come to class prepared to share reflections on the class and what you have learned, regrets & promises

