



**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 Thursdays 12:00-12:50 PM EDT and by appointment

**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.



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. It is likely that some of us will become ill or be caring for someone who becomes ill with COVID-19 this semester. 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).

This semester is only the second time I am offering this class as an online, asynchronous class. I anticipate there will continue to be changes and surprises over the semester! Please let me know if there are things you notice could be adapted to make the class even better and increase accessibility for all of you.

I will ask for your feedback on how the class is going throughout the semester. These assessments will be opportunities to improve the course, usually in real time, but sometimes the suggestions may not be possible to use until the next time I teach the class. Please know, even if I cannot use a suggestion immediately, I will take it seriously and weigh it against the course goals, policies, and needs of the entire class.

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 and 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](http://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.
- **Poll Everywhere:** will allow you to simply go to my profile to respond when activities are available at <https://pollev.com/nicolebuchan516> so you do not need an account if you do not want one.
  - Go to WK 1 on D2L for a link to our class's opening questions (be sure to answer all 4 questions).

**Flipgrid:** Each student has been added to a Flipgrid workgroup using your MSU email from the registrar. Be sure to use your MSU email or it will not recognize you as a member of the group. Links to join your Flipgrid groups are included in your group memberships under Communications-Groups.

**Zoom:** (please create your MSU zoom account at [zoom.msu.edu](https://zoom.us/join) 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 workgroups of ~ 5 students for the entire semester. 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 5 people instead of the whole class of 25) and give you an opportunity to get to know some of your classmates despite this being an online, asynchronous class.

You can find your workgroup contacts and the Flipgrid link for each group under Communications-Groups. If you want to email the group, selected 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.

### ***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 week's class materials (4 pts each). You must also respond to at least 2 of your classmates' posts (3 pts each). You should **post your reflection by 11:59 PM EDT on Thursdays** and **reply to 2+ classmates by 11:59 PM EDT on Sundays**. If you cannot reply to 2 classmates, reply to your own post saying "*I could only reply to 1 classmate because others did not post by 11:59 PM EDT on Thursday.*" 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 first and then past them into your discussion board. Comments must address the readings 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, given the goal of this class is to encourage community despite being asynchronous, I encourage you to read and reply to as many of your group member's reflections as possible.

### ***Flipgrids (Due dates vary): 10 points each*** (Details in the D2L Assignment Instructions folder).

Throughout the semester, you will have Flipgrid video assignments on a particular topic. Flipgrids offer workgroups a chance to share their thoughts with group members in brief videos rather than in writing. Flipgrids are a great way to show your personality and get to know your group members despite this being an online, asynchronous class.

**Salient Circles Diagram & Presentation with write-up (Due 9/15, Group Member replies due 9/20): 50 points** (Details in the D2L Assignment Instructions folder). 50 points for your diagram, presentation on Flipgrid, responses to group members via Flipgrid, and write-up).

**Powerlines (Activity due 10/5, Group Member replies due 10/10): 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 10/20): 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 11/10): 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 11/20, Group Member replies due 11/24) 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 12/10): 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.

**Impromptu:** (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 assignments in 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 have written my computer program to **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#/](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
<b>Section 1: Introduction to this Class, Ourselves, and Each Other</b>		
WK 1	9/1-9/5	Introductions, Syllabus overview, & What is Multicultural Psychology
WK 2	9/6-9/12	How to Engage his Class & Why Anti-Black Racism Matters
WK 3	9/13-9/19	History and the Present
WK 4	9/20-9/26	Self, Identity, & Privilege
<b>Section 2: Privilege and Oppression: An Introduction</b>		
WK 5	9/27-10/3	The Structure of Privilege & Oppression
WK 6	10/4-10/10	Intersectionality, Privilege & Oppression
WK 7	10/11-10/17	How Privilege and Oppression are embedded in systems and invisible to individuals
WK 8	10/18-10/24	“ “ (continued)
<b>Section 3: Contextualizing Privilege and Oppression</b>		
WK 9	10/25-10/31	Halloween, Blackface & Silence as Complicity
WK 10	11/1-11/7	Institutional and Structural Nature of Privilege & Oppression: Housing & Wealth
WK 11	11/8-11/14	Privilege, the Confederate Flag & Racism
WK 12	11/15-11/21	Poverty, Disability, & Criminal Justice as examples
<b>Section 4: Challenging Privilege &amp; Interrupting Oppression</b>		
WK 13	11/22-11/28	Colorblindness, Implicit Bias, Microaggressions & Ingroup Favoritism
WK 14	11/29-12/5	Fostering Allyship & Agency
WK 15	12/6-12/12	Forging a Future: Advocating, Agitating, & Liberating
WK 16	12/13-12/19	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.

**Multicultural Psychology  
 Graded Assignment Due Dates**

Week # & Dates	Date Due	What to turn in and where to put it
<b>WK 1: 9/1/21-9/5/21</b>	9/3/2021	Take the Initial survey about this class on Poll Everywhere
	9/5/2021	Post your introduction Flipgrid Video
<b>WK 2: 9/6/21-9/12/21</b>	9/7/2021	Watch and reply to group members' intro Flipgrids
	9/9/2021	Post your Reflection paper in D2L-Discussions
	9/12/2021	Reply to group reflections in D2L-Discussions
<b>WK 3: 9-13-21-9/19/21</b>	9/15/2021	Salient Circles Paper Due on D2L-Assignments

- 9/15/2021 Post your presentation of your Salient Circles on Flipgrid
- 9/16/2021 Post your Reflection paper in D2L-Discussions
- 9/19/2021 Reply to group reflections in D2L-Discussions

**WK 4: 9/20/21-9/26/21**

- 9/20/2021 Watch and reply to group members' Salient Circles on Flipgrid
- 9/23/2021 Post your Reflection paper in D2L-Discussions
- 9/26/2021 Reply to group reflections in D2L-Discussions

**WK 5: 9/27/21-10/3/21**

- 9/30/2021 Post your Reflection paper in D2L-Discussions
- 10/3/2021 Reply to group reflections in D2L-Discussions

**WK 6: 10/4/21-10/10/21**

- 10/5/2021 Post your Powerlines assignment on Google Drive and put the link to it in the Powerlines Discussion
- 10/7/2021 Post your Reflection paper in D2L-Discussions
- 10/10/2021 Reply to group reflections in D2L-Discussions
- 10/10/2021 Reply to group members' Powerlines on Google Drive

**WK 7: 10/11/21-10/17/21**

- 10/14/2021 Post your Reflection paper in D2L-Discussions
- 10/17/2021 Reply to group reflections in D2L-Discussions

**WK 8: 10/18/21-10/24/21**

- 10/20/2021 Submit your Electronic Editing Assignment in D2L-Assessments-Assignments
- 10/21/2021 Post your Reflection paper in D2L-Discussions
- 10/24/2021 Reply to group reflections in D2L-Discussions

**WK 9: 10/25/21-10/31/21**

- 10/28/2021 Post your Reflection paper in D2L-Discussions
- 10/31/2021 Reply to group reflections in D2L-Discussions

**WK 10: 11/1/21-11/7/21**

- 11/2/2021 Post your Halloween video on Flipgrid
- 11/4/2021 Post your Reflection paper in D2L-Discussions
- 11/6/2021 Reply to group reflections in D2L-Discussions
- 11/6/2021 Watch and reply to group members' Halloween Flipgrids

**WK 11: 11/8/21-11/14/21**

- 11/10/2021 Submit your Structural Outline in D2L-Assessments-Assignments
- 11/11/2021 Post your Reflection paper in D2L-Discussions
- 11/14/2021 Reply to group reflections in D2L-Discussions

**WK 12: 11/15/21-11/21/21**

- 11/18/2021 Post your Reflection paper in D2L-Discussions

11/20/2021 Post your Dollar Street Project on Google Drive and put the link to it in the Dollar Street Discussion

11/21/2021 Reply to group reflections in D2L-Discussions

**WK 13: 11/22/21-11/28/21**

11/24/2021 Reply to group members' Dollar Street Project on Google Drive

11/25/2021 Extra Credit/Optional: Post your Reflection paper in D2L-Discussions

11/28/2021 Extra Credit/Optional: Reply to group reflections in D2L-Discussions

**WK 14: 11/29/21-12/5/21**

12/2/2021 Post your Reflection paper in D2L-Discussions

12/5/2021 Reply to group reflections in D2L-Discussions

**WK 15: 12/6/21-12/12/21**

12/10/2021 Submit your Dear Congress Letter in D2L-Assessments-Assignments

12/9/2021 Post your Reflection paper in D2L-Discussions

12/12/2021 Reply to group reflections in D2L-Discussions

**WK 16: 12/13/21-12/19/21**

12/15/2021 Post your end of semester reflections on the class and what you have learned in Flipgrid

12/15/2021 Complete the end of semester survey on Poll Everywhere: Feedback, Regrets & Promises