



Instructor: Prof. Buchanan email via Desire2Learn 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 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, 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 rly 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, the class lens, or framework through which we will look at these issues, is through race/culture with a focus on 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, protests against 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 stain 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 IVAT ZEN DEN Free self-care tools, 25 Science-Backed Ways to Take Better Care of Yourself, and the self-care section of our class' D2L for ideas).

This semester will be a trial run as the first time I am offering multicultural psychology as an online, asynchronous class. This has required a lot of changes. Some of these changes I anticipated, others were a surprise to me—and I am sure there will be more changes to come that I haven't even considered!

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:

- Readings, assignment descriptions, announcements, a copy of the syllabus, hyperlinks to related materials, and other useful odds and ends 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 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 for real-world events.
- 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, it is assumed that 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.
- Finally, 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. 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

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

- **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 <https://pollev.com/surveys/k4Shid0T6a1Qzg9XRiHdR/respond> and answer our classroom's opening questions poll (some of you answered one of the questions, but please use this link to answer all the questions).
- **Flipgrid:** has a link and code for our entire class (<https://flipgrid.com/buchanan8742>; if you already have a flipgrid account, simply use buchanan8742). Each of you has been added to the Flipgrid course based on your MSU email from the registrar. Be sure to use your MSU email or it will not recognize you as a member of the class. After I form your workgroups, you will also be invited to your smaller Flipgrid group (but don't worry about this right now).
- **Zoom:** (please create your MSU zoom account at zoom.msu.edu and install on the devices). This will allow you to schedule meetings with your group members and come to virtual office hours.
- **Google Jamboard:** as MSU students, you should have access via a link that I can send out for specific jamboards.

Course Requirements:

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.

Weekly Reflections:

Each week you will be directed to write a discussion post or post a Flipgrid video to reflect on some aspects of the week's content (4 pts each). You will also be expect to respond to at least 2 of your

classmates' posts (3 pts each). You should post your reflection to the entire class (and once assigned to a group, you will post to your group only) by 11:59 PM EDT on Thursdays and reply to 2+ classmates by 11:59 PM EDT on Sundays.

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 in to 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.

On weeks where we use Flipgrid for reflections, the standards are similar in that you should have planned what you will say, present it in a clear manner that is easy to follow and reflects you have gone through the week's materials and are thoughtfully responding to the content.

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.

Salient Circles Diagram & Presentation with write-up (Due 9/16): 50 points (Details forthcoming in the D2L Activities and Assignments folder). 50 points for your diagram, presentation on Flipgrid, responses to group members via Flipgrid, and write-up).

Powerlines (due 10/5): 30 points (Details forthcoming).

Electronic Editing (Due 10/15): 20 points (Details forthcoming).

Learning to write includes understanding how to edit papers (your own and others'). Group papers and editing electronically is increasingly important, especially if you plan to go to graduate school. We will have a short lecture on electronic edits and you will have to review a paper and make edits electronically. Edits should address grammar problems, APA formatting, and academic style. Edits should 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.**

Halloween Photovoice (Due 11/2): 50 points (Details forthcoming).

Structural Outline (Due 11/16): 50 points (Details forthcoming).

Gapminder.org Dollar Street Project (Due 11/24): 50 points (Details forthcoming).

Dear Congress Letter (Due 12/10): 50 points (Details forthcoming).

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

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.

- Total points earned will be divided by the total points for the class, which will vary based on the number of in class 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 a grade of “A”.
- 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#/
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.

Note:

On the next page you will find a tentative schedule. A specific topic or content may change for a given week.

Each week, D2L will have the requirements for the modules for that week. The items are listed in order and some content will not open unless you have completed portions listed earlier for that module. Generally, you will have access to 1-2 weeks of material at a time.

At the end of the semester, you will be able to download a syllabus that has 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.

**Multicultural Psychology
 Tentative Outline**

WK #	Dates	Topic	Special Project Due Dates
Unit 1: Introduction to this class, each other, and ourselves			
WK 1	9/2-9/6	Introductions	
WK 2	9/7-9/13	Course & Syllabus overview, What is Multicultural Psychology & Why Anti-Black Racism Matters	
WK 3	9/14-9/20	History and the present	Salient Circles due 9/16
WK 4	9/21-9/27	Self, Identity, & Privilege	
Unit 2: Privilege and Oppression: An Introduction			
WK 5	9/28-10/4	The Structure of Privilege & Oppression.	
WK 6	10/5-10/11	Intersectionality, Privilege & Oppression	Powerlines due 10/5
WK 7	10/12-10/18	Costs of Privilege	Electronic Editing exercise due 10/15
Unit 3: Seeing Privilege and Oppression in Individuals & Systems			
WK 8	10/19-10/25	Privilege & Oppression: Embedded in systems and Invisible to individuals	
WK 9	10/26-11/1	“ Halloween & Silence as Complicity	Do IAT online by 10/28
WK 10	11/2-11/8	“ Confederate Monuments, Confederate Flag, & the History of Policing	Halloween Photovoice due 11/2
WK 11	11/9-11/15	Implicit Bias, Microaggressions, & Ingroup Favoritism	
WK 12	11/16-11/22	Poverty, Disability, & Criminal Justice as examples	Structural Outline due 11/16
Unit 4: Challenging Privilege & Interrupting Oppression			
WK 13	11/23-11/29	Fostering Allyship & Agency: Responding to Microaggressions	Gapminder project due 11/24
WK 14	11/30-12/6	Fostering Allyship & Agency: Colorblindness,	
WK 15	12/7-12/13	Forging a Future: Advocating, Agitating, & Liberating	Dear Congress Letter due 12/10
WK 16	12/14-12/18	Final Reflections & Finals week.	
*MSU is considering changes for finals week for asynchronous classes. They will likely assign a set final exam time. Although we will not have a final exam, we will have some activity scheduled for the official MSU final time for this class. I will keep you posted on what this will be when we are given more information.			