**Psychology 493 (009)**

**Course Syllabus (Spring Semester 2025) (As of 1/30/2025)**

# Part 1: Course Information

## Course Title

Psychology 493-Section 009 (Issues in Psychology: Introduction to Multicultural Psychology)

Spring 2025

## Meeting Times and Place

Monday and Wednesday 8:30 am- 9:50 am

C201 Snyder Hall

## Instructor

Lee N. June, Ph.D. (We, He, Him, His)

Office: 318 MSU Union Building

Mailing Address:

Honors College

468 East Circle Drive

Michigan State University

East Lansing, Michigan 48824

517-355-2326 (office phone); 517-505-1881 (cell)

517-353-4721 (fax)

leejune@msu.edu

## Format

Mini lectures/facilitated discussions.

## Technology Requirements

A computer with Internet capabilities to access Zoom, YouTube, D2L, MSU email, and Myspace.

## Office Hours

Monday ­10:30 am -11:30 am and by appointment (except January 13, January 20 = Dr. MlK holiday, February 17 = dental appointment, March 3 and 5 = Spring break, March 16, 2025= out of town. Virtual (Zoom) appointments are also available upon request.

## Course Description

This course examines and introduces you to the broad field now called multicultural psychology. We will examine multicultural psychology from a psychological framework with emphasis on how historical factors, culture, experiences, workplace, the contemporary scene, and other perspectives shape our behaviors and lives. Primary emphasis will be placed on Asian American Psychology, Black Psychology, Disability Psychology, Latino Psychology, LBGTQA2SI+ Psychology, Muslim Psychology, Native American Psychology, and Women Psychology. Understanding how culture, history, and larger societal/political forces impact our behaviors, personality, and worldviews will provide the foundation for understanding multicultural psychology.

**Course Goals & Objectives:**

● Explore diverse perspectives and how they influence and affect multicultural psychology.

● Use a race/ethnicity and gender lens 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 and understand our individual and collective “spaces” in the world (as a member of a particular class, gender, race/ethnicity, etc.) and how these impact 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 the 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:

* History and psychology of oppressed groups
* Anti-Black Racism
* Intersectionality
* Implicit bias
* Microaggressions
* Social Justice
* Academic Writing & APA Format
* Privilege and the ways we embrace or avoid its presence in our lives

**Assignments and Evaluation:**

You will be evaluated to the extent to which you demonstrate understanding of the readings, complete class activities, thoughtfully evaluate course material, and participate respectfully in class.

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 D2L or embedded in the syllabus.

(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. Also, some adjustments may be needed in order to accommodate the schedules of our guest presenters/lecturers (**you will be notified of any changes, and the changes will also be updated in the syllabus).**

● 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.

**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.caps.msu.edu).

## Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Service Accommodation (VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

## Required Texts

## None

## Required Readings (Other Required Readings May Be Embedded in the Course Outline or suggested by guest lecturers)

Akbar, N. (2004). *Akbar papers in African psychology*. Mind Productions and Associates

* Introduction.
* Chapter 1: The opening- Voodoo or IQ: An introduction to African psychology.

Afman, A. G., Hsin Yang, L., & Fu, M. (editors). (2007).

*Handbook of Asian American psychology* (second edition). Sage.

* Chapter 1= Christine C. Iijima Hall. *The evolution of the revolution: The successful establishment of multicultural psychology*. Volume 1, pp. 3-18.
* Chapter 5= E. J. R. David, Sumie Okazaki, and Danielle Giroux. A set of guiding principles to advance multicultural psychology and its major concepts.

Collier-Spruel, L. A. & Ryan, A. M. (2024). Are all allyship attempts helpful? An investigation

of ineffective allyship. *Journal of Business and Psychology*, *39*, 83-108. https://doi.org/10.1007/s10869-022-09861-9.

Cross, W. E. Jr. (1991). *Shades of Black: Diversity in African-American identity*. Temple

University Press.

* See Part 2, The Psychology of Nigresence. Scan this section to see the areas covered.

DeGruy, J. (2005). *Post traumatic slave syndrome*. Joy DeGruy Publication, Inc.

* Chapter 4. Post Traumatic Slave Syndrome (pp. 110-138).

*Ethical Code of Psychologists.* (2010). American Psychological Association. <http://www.apa.org>.

Sections on Multicultural Competencies.

Gilligan, C. (1977). *In a different voice: Psychological theory and women’s development.*

Harvard University Press.

* Introduction (pp. 1-4).
* Chapter 1 (pp. 5-23)- Woman’s Place in Man’s Life Cycle.

Guthrie. R. (1976). *Even the rat was white. A historical view of psychology*. Harper and Row.

* Chapter 7 (Francis Sumner): pp. 175-189.
* Inez Beverly Prosser, pp. 134-134.
* Chapter 8 (The Past is Prologue), pp. 193- 198.

Hill, R. A. (1972). The s*trengths of Black families*. Emerson Hall Publishers.

* Scan the book to determine what are considered to be the strengths of Black families.

Hingwe, S. (2021). Mental health considerations for Black, Indigenous, and People of Color:

Trends, barriers and recommendations for collegiate mental health. In Riba, M. B. & Menon, M. (eds.). *College psychiatry: Strategies to improve access to mental health*.

June, L. N. (2024). Survey of student perceptions on problems and use of services.

* Will be posted in D2L.

Leong, F.T. L., Ebreo, A., Kinoshita, L., Inman, A. G., Hsin Yang, L., & Fu, M. (editors).

(2007). *Handbook of Asian American psychology* (second edition). Sage.

* Chapter 1= Christine C. Iijima Hall. *The evolution of the revolution: The successful establishment of multicultural psychology*. Volume 1, pp. 3-18.
* Chapter 5= E. J. R. David, Sumie Okazaki, and Danielle Giroux. A set of guiding principles to advance multicultural psychology and its major concepts.

McFadden, J & Lipscomb, W. D. (1985). History of the Association for Non-White Concerns in

Personnel and Guidance. *Journal of Counseling and Development*, 63*(7*). 444-447.htpps://doi.org/10.1002/j.1556-6676.1985.tb02828.x

Kambon, K.K.K. (1998). *African/Black psychology in the American context: An African-*

*centered approach*. Nubian Nation Publications.

* See chapter 3, p. 130, Table 3.2 (Comparative Worldviews Schematic)

Katznelson, I. (2005). *When affirmative action was White: An untold story of racial*

*inequality in twentieth-century America*. WWW Norton and Company, Inc.

* Preface: Du Bois’s Paradox (pages ix-xv).

King, M. L. Jr. (1967). Address before the American Psychological Association. The Role of the

Behavioral Scientist in the Civil Rights Movement. https:www.apa.org/topics/equity-diversity-inclusion/martin-luther-king-jr-challenge.

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)).

Report on an Offer of Apology, on Behalf of the American Psychological Association, to First

People in the United States. February 2023. [www.apa.org/pubs/reports/indigenous-](http://www.apa.org/pubs/reports/indigenous-)

apology.pdf.

Ryan, W. (1971). *Blaming the victim*. Vintage Books

* Chapter 1 (The Art of Savage Discovery: How to Blame the Victim), pp. 3- 29.

Sweileh, W, M. (2018). Bibliometric analysis of peer-reviewed literature in transgender health

(1900 –2017). *BMC International Health and Human Rights*, *8*(16). https://doi.org/10.1186/s12914-018-0155-5.

Tiefer, L. (1991). A brief history of the Association for Women in Psychology: 1969-1991.

*Psychology of Women Quarterly*, *15*(4).https://doi.org/10.1111/j.1471-6402.1991.tbOO436.x

Villarruel F. & et al. (editors). (2009). *Handbook of U. S. Latino psychology: Developmental*

*and community-based perspectives.*

* Scan the Table of Contents to see the topics covered in the book.

WEIRD Psychology (Look up on Google).

White, J. (1970). Toward a Black Psychology. *Ebony*, *25*, 44-53.

White, J. and Parham, W. (1990). *The psychology of Blacks: An African-American perspective.*

(Second edition). Prentice Hall.

* Chapter 1 (pp. 1-23)- The Emergence of Contemporary Black Psychology.

Williams, R. L. (2008). A 40-year history of the Association of Black Psychologists (ABPsi).

*Journal of Black Psychology*, *34*, 249-260. Doi:10.1177/0095798408321332.

**Bibliography/Suggested/Recommended Readings**

Afman, A. G., Hsin Yang, L., & Fu, M. (editors). (2007). *Handbook of Asian American*

*psychology* (second edition). Sage.

Akbar, N. (1990). *Chains and images of psychological slavery.* New Mind Productions.

Akbar, N. (2004). *Akbar papers in African psychology*. Mind Productions and Associates.

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*.

Revised edition. The New Press.

Allport, G. (1958). *The nature of prejudice*. Doubleday Anchor Books.

Bell, D. (1992). *Faces at the bottom of the well: The permanence of racism*. Basic Books.

Bennett, L. (1964). *The Negro mood*. Ballantine Books.

Berry, D.R. (2007). *The price for their pound of flesh: The value of the enslaved, from womb to*

*grave, in the building of a nation*. Beacon Press.

Clark, K. *Dark ghetto: Dilemmas of social power* (1997). Harper and Row.

Cokley, K. (2019). Toward a Black (and diverse) psychology: The scholarly legacy of Joseph

White. *Journal of Black Psychology*. *45*(2),1-10. Doi:10.1177/0095798419828243.

Cross, W. E. Jr. (1991). *Shades of Black: Diversity in African-American identity*. Temple

University Press.

Diop, C. (1974). *The African origins of civilization: Myth or reality*. Lawrence Hill.

Diangelo, R. (2018). *White fragility: Why it’s so hard for White people to talk about racism*.

Beacon Press.

*Diagnostic and statistical manual of mental disorders (DSM 5)*. (2013). (5th ed.). American

Psychological Association.

Ellison, R. (1947). *Invisible man*. Signet Books.

Fanon, F. (1963). *The wretched of the earth: A Negro psychoanalyst’s study of the problems of*

*racism and colonialism in the world today*. Grove Press.

Fanon, F. *Black skins, White Masks.* (1952).

Franklin. E. F. (1957). *Black Bourgeoisie*. Collier Books.

Green, R. L. (2016). *At the crossroads of fear and freedom: The fight for social and educational*

*justice*. Michigan State University Press.

Grier, W. H. and Cobbs, P. M. (1968). *Black rage*. Bantam Books.

Guthrie. R. (1976). *Even the rat was white. A historical view of psychology*. Harper and Row.

Hall, L. E. (2005). *Dictionary of multicultural psychology: Issues, terms, and concepts*. SAGE.

Helms, J. E. (1991). *A race is a nice thing to have: A guide to being a White person or*

*understanding the White persons in your life. Content Communications.*

Higginbotham, A. L. Jr. (1980). *In the matter of color: Race & the American legal process- The*

*colonial period*. Oxford University Press.

Hill, R. A. (1972). The s*trengths of Black families*. Emerson Hall Publishers.

Jones, R. L. (1972). (editor). *Black psychology.* (1st edition). Harper and Row.

Jones, R. L. (2004). (editor) *Black psychology*. (4th edition). Cobbs & Henry, Publishers.

June, L. N. (2008). *Yet with a steady beat: The Black church through a Biblical and*

*psychological lens*. Lift Every Voice- Moody Press.

Kambon, K.K.K. (1998). *African/Black psychology in the American context: An African-*

*centered approach*. Nubian Nation Publications.

King, M.L. Jr. (1968). *Where do we go from here: Chaos or community*. Beacon Press.

Kardiner, A. & Ovesey, L. (1962). *The mark of oppression: Explorations in the personality of*

*the American Negro.* A Meridian Book (World Publishing).

Karon, B. P. (1958). *The Negro personality: A rigorous investigation of the effects of culture.*

Springer Publishing Company.

Katznelson, I. (2005). *When affirmative action was White: An untold story of racial*

*inequality in twentieth-century America*. WWW Norton and Company, Inc.

Leong, F.T.L. (Editor-in-Chief). (2014). *APA handbook of multicultural psychology.* American

Psychological Association/ Volumes 1 (Theory and Practice) and 2 (Applications and Training).

Lincoln, C. E. & Mamiya, L (1990). *The Black church in the African American experience.* Duke

University Press.

Mbiti, J.S. (1992). *African religions and philosophy* (2nd ed.). Heinemann Publishing.

Monteiro, K. P. (1996). *Ethnicity and psychology: African, Asian, Latino, and Native -American*

*Psychologies*. Kendall Hunt.

Nobles, W. W. (1986). *African psychology: Towards its reclamation, reascension &*

*revitalization*. A Black Family Institute Publication.

Pederson, P. (1999). *Multiculturalism as a fourth force*. Brunner/Maze.

Pew Forum on Religion and Public Life (<http://www.pewforum.org>). Faith among Black

Americans. February 16, 2021. Pewresearch.org/religion/2021/02/16/faith among Black American.

Richardson, B. L. & June, L, N. (2006). Developing effective partnerships in order to utilize and

maximize the resources of the African American church- strategies and tools for counseling professionals. In. Lee, C. C. (Ed.). *Multicultural issues in counseling: New approaches to diversity*. American Counseling Association.

Robinson, R. (2000). *The debt: What America owes to Blacks*. A Plume Book.

Rogers, I. B. (2012). *The Black campus movement: Black students and the racial reconstitution*

*of higher education*, 1065-1972. Palgrave McMillan.

Ryan, W. (1971). *Blaming the victim*. Vintage Books.

Smitherman, G. (1977). *Talkin and Testifyin: The language of Black America*. Wayne State

University Press.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, Gender, and sexual orientation*.

John Wiley & Sons, Inc.

Takaki, R. (1989). *Strangers from a different shore: A history of Asian Americans*. Penguin

Books.

Takaki, R. (1993). *A different mirror: A history of multicultural America*. Little, Brown and

Company.

Taylor, R.J., Chatters, L.M., & Levin, J. (2004). *Religion in the lives of African Americans:*

*Social, psychological, and health perspectives.* Sage Publishing.

Thomas, A. & Sillen, S. (1972). *Racism and psychiatry*. Citadel Press.

Thomas, C. W. (1971). *Boys no more*. Glencoe Press.

Van Sertima, I. (1976). *They came before Columbus: The African presence in ancient America.*

Random House.

Williams, C. (1976). *The destruction of Black civilization: Great issues of a race from 4500 B.*

*C. to 2000 A.D*. Third World Press.

Woodson, C. G. *Mis-education of the Negro*. (1933). The Associated Publishers, Inc.

Wright, B. E. (1984). *The psychopathic racial personality and other essays*. Third World Press.

## Some Relevant Journals

*Asian American Journal of Psychology (2009)*

*Journal of Black Psychology (1974)*

*Psychology of Women Quarterly (1976)*

*Journal of LatinX Psychology (2012)*

*Journal of Multicultural Counseling and Development*

*Journal of Muslim Mental Health*

*Psychology of Sexual Orientation and Gender Diversity*

*Psychology of Religion and Spirituality*

*Journal of Disability Policy Studies*

**Some Important Websites**

Black Demographics (https://blackdemographics.com/

Hartford Institute for Religion Research (http://www.hirr.hartsem.edu).

Pew Forum on Religion and Public Life (http://[www.pewforum.org](http://www.pewforum.org)).

# Part 2: Course Objectives

## Requirements, Examinations, Posts, Papers, Projects, and Due Dates.

* Reflective Essay on one of the Following Books (20%) – due by at 11:59 pm in Desire 2 Learn- D2L (Note: other books may be substituted, but only with permission from the instructor, provided the book meets certain criteria).

Akbar, N. (1990). *Chains and images of psychological slavery.* New Mind Productions.

June, L. (2008). *Yet with a steady beat: The Black church through a psychological and*

*biblical lens.*

DeGruy, J. (2005). *Post traumatic slave syndrome*. Joy DeGruy Publication, Inc.

Diangelo, R. (2018). *White fragility: Why it’s so hard for White people to talk about*

*racism*. Beacon Press.

DuBois, W. E. B. *The soul of Black folks*

Gilligan, C. (1977). *In a different voice*. Harvard University Press.

Grier, W. H. and Cobbs, P. M. (1968). *Black rage*. Bantam Books.

Guthrie. R. (1976). *Even the rat was White. A historical view of psychology*. Harper and

Row.

Helms, J. E. (1991). *A race is a nice thing to have: A guide to being a White person or*

*understanding the White persons in your life. Content Communications.*

Katznelson, I. (2005). *When affirmative action was White: An untold story of racial*

*inequality in twentieth-century America*. WWW Norton and Company, Inc.

King., M.L. Jr. (1968). *Where do we go from here: Chaos or community*. Beacon Press.

Ryan, W. (1971). *Blaming the victim*. Vintage Books.

Thomas, A. & Sillen, S. (1972). *Racism and psychiatry*. Citadel Press.

Thomas, C. W. (1971). *Boys no more*. Glencoe Press.

Woodson, C. G. (1933, 1969). *The miseducation of the Negro.* The Associated

Publishers.

After reading the book of your choice from the above list, and thinking through the content, write an 8-10 double space pages reflective essay. In this essay, you should cover the following areas: the author’s core thesis/argument; the basic content of the book; contributions the author makes to the field of Multicultural Psychology/relevance of the book to the field of multicultural psychology; and your personal critique of the book. A rubric for this assignment will be posted in D2L.

Grading Scale

* Mid-term Examination (15%) – 3/12/2025.
* Original and Reaction Posts. (10%) - you are to do five original and five reaction posts in D2L throughout the course. An original post should be no more than 150 words and should be reflective in nature drawing upon your own experiences, beliefs, and your interactions with the course materials. A reaction post should be no more than 200 words and consist of your reaction/feedback to one of your classmates’ original posts. The original posts are due by class time on the date listed and the reaction posts are due no later than 11:59 pm on the dates specified. Original posts are due on 1/22, 2/3, 3/17, 4/9, and 4/16. Reactions posts are due on 1/27, 2/3, 3/26, 4/14, and 4/23 (see also class schedule dates).
* Paper on book of your choice (20 %). Due in D2L by 4/16/2025.
* Paper on the area of Multicultural Psychology of your choice (20%). This paper (8-10 double spaced pages) will examine the area of Multicultural Psychology of your choice wherein you will discuss the importance of this area, the limitations of this area, and future directions needed. Due in D2L on Wednesday April 23, 2025, by 11:59 pm. A rubric for the paper will be posted in Desire 2 Learn.
* Presentation on book of your choice paper (5%).
* Class participation and attendance (15%).
* Final examination (15%) Monday, April 28, 2025 (7:45 am to 9:45 am).
* Extra credit- 5 points (2-3 page paper on a cultural event attended- see Rubric in D2L).

# Part 3: Course Outline/Schedule

Monday- 1/13. Introduction to and overview of the course. What the course is; What the course is not; course requirements and expectations; getting to know each other; and developing a class profile.

Wednesday 1/15: Multicultural psychology - A historical overview of how multicultural psychology has been included/excluded and covered in the field of psychology, including points of tensions (visit the American Psychological Association website for the various divisions representing culture/multicultural groups). View at least two of these divisions, their mission statement and the history of that division- <http://www.apa.org>); Also, go online to the American Psychological Association website and review the current *Ethical Code of Psychologists* to determine how culture is referenced in the code; also review how culture is represented in the *Diagnostic and statistical manual of mental disorders* (DSM-5).

*Ethical Code of Psychologists.* (2010). American Psychological Association. <http://www.apa.org>.

* Sections on Multicultural Competencies.

Monday- 1/20. No Class- Dr. MLK, Jr. Holiday. Take the time to attend at least one event on this day of remembrance/celebration. Reflect of the “psychological” importance of this day/event for individuals and for our nation. We will discuss your participation/reflection during our class on Wednesday (1/22/2025).

* Wednesday- 1/22. Reflections of Dr. MLK, Jr. Holiday and its psychological benefits to certain populations. A deeper dive into what is multicultural psychology; What are the core components of multicultural psychology. Discussion of the historical and changing language and differences and similarities in the concepts; The importance of precisely defining these concepts for understanding multicultural psychology. **Original Post #1 due by class time (What national/international events have happened in your lifetime that you consider to be ones that have made an indelible impact on your life?).**

**.**

* What is multicultural psychology?

<http://psychology.iresearchnet.com/counseling-psychology/multicultural-counseling/multicultural-psychology/>

* Be Inclusive Every Day: 23 Ideas to increase inclusion <https://d2l.msu.edu/d2l/le/content/1074117/viewContent/9559781/View>

Monday- 1/27. Race, sex, gender, age, socioeconomic status, educational level, region of the country, sexual orientation/The national and world demographics. How and why do these demographics point to a need for a Multicultural Psychology? **Reaction Post #1 due by class time.**

* Go to the United States Census Bureau website and review the demographics by race/ethnicity and sex/gender.
* Go to Google and review the demographics of the world population.

Wednesday- 1/29. Some elements of APA writing styles relevant for this course. Give that this is a “writing class,” we will discuss the areas that we need to consider and refine in writing the papers that are required in this course.

## Writing exercises. Complete the following 8 sections of the Basics of 7th Ed APA Style.

[https://extras.apa.org/apastyle/basics-7e/?\_ga=2.129044556.1375025406.1599523440-7108 25912.1587836143#/](https://extras.apa.org/apastyle/basics-7e/?_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/)

* 1 = Overview
* 2 = Paper Elements
* 3 = Paper Format
* 4 = Paper Organization
* 16 = in Text Citations
* 17 = Paraphrasing and Quotation
* 18 = Reference List Entries
* 19 = Order and Format of the Reference List

Monday- 2/3. Multicultural psychology: A focus on Black psychology (part 1).

Dr. Robert L. Green, Professor and Dean Emeritus, Michigan State University, Special Guest.

* **Original Post #2 due by class time (How would you describe your ethnicity/racial identity and gender)?**

**.**

* Life Aboard a Slave Ship | History (5:00) <https://www.youtube.com/watch?v=PmQvofAiZGA>
* Empathy for Black People in America - Dr. Joy Degruy (11:54)

[https://www.youtube.com/watch?v=yayOUiQFkOY&list=PLXvgzq-qaJtArlI8FT0vxOwGPflQZ53S r&index=51](https://www.youtube.com/watch?v=yayOUiQFkOY&list=PLXvgzq-qaJtArlI8FT0vxOwGPflQZ53Sr&index=51)

History Of Policing: How Did We Get Here?

<https://www.npr.org/2020/07/08/888174033/video-history-of-policing-how-did-we-get-here>

Akbar, N. (2004). *Akbar papers in African psychology*. Mind Productions and Associates

* Introduction
* Chapter 1: The opening- Voodoo or IQ: An introduction to African psychology

Guthrie. R. (1976). *Even the rat was white. A historical view of psychology*. Harper and Row.

* Chapter 7 (Francis Sumner): pp. 175-189.
* Inez Beverly Prosser, pp. 134-134.
* Chapter 8 (The Past is Prologue), pp. 193- 198.

Wednesday- 2/5. Multicultural psychology: A focus on Black psychology (part 2).

**Reaction Post #2 due by class time**.

* Listen to and have an in-class discussion of the interview with Dr. Joseph White (“Father”/”Godfather” of Black Psychology). Also discuss the lives of Dr. Francis Cecil Sumner (1895- 1954) and Dr. Inez Beverly Prosser (1897-1934).
* Cokley, K. (2019). Toward a Black (and diverse) psychology: The scholarly legacy of Joseph White. *Journal of Black Psychology*. *45*(2), 1-10. Doi:10.1177/0095798419828243.
* White, J. (1970). Toward a Black Psychology. *Ebony*, *25*, 44-53.
* White, J. and Parham, W. (1990). *The psychology of Blacks: An African-American perspective.*

(Second edition). Prentice Hall.

* Chapter 1 (pp. 1-23)- The Emergence of Contemporary Black Psychology.
* Williams, R. L. (2008). A 40-year history of the Association of Black Psychologists (ABPsi). *Journal of Black Psychology*, *34*, 249-260. Doi:10.1177/0095798408321332.
* Cross, W. E. Jr. (1991). *Shades of Black: Diversity in African-American identity*. Temple

University Press.

* See Part 2, The Psychology of Nigresence.
* McFadden, J & Lipscomb, W. D. (1985). History of the Association for Non-White Concerns in Personnel and Guidance. *Journal of Counseling and Development*, 63*(7*). 444-447.htpps://doi.org/10.1002/j.1556-6676.1985.tb02828.x

Monday- 2/10. Multicultural psychology: A focus on Black psychology Part 3.

DeGruy, J. (2005). *Post traumatic slave syndrome*. Joy DeGruy Publication, Inc.

* Chapter 4. Post Traumatic Slave Syndrome (pp. 110-138).

Wednesday- 2/12. Multicultural Psychology: A Native American Perspective. Dr. Tawa Sina, Retired, Psychologist, Counseling and Psychiatric Services, Michigan State University.

* Report on an Offer of Apology, on Behalf of the American Psychological Association, to First People in the United States. February 2023. [www.apa.org/pubs/reports/indigenous-apology.pdf](http://www.apa.org/pubs/reports/indigenous-apology.pdf).
* Land Acknowledgement.

Monday- 2/17. Multicultural Psychology: A Latino Perspective- Part 1. Dr. Aldo Barrita, Social Psychologist and Dean’s Research Associate, Michigan State University.

* Reading to be assigned by guest.

Wednesday- 2/19. Multicultural Psychology: A Latino Perspective Part 2 (cont.).

Dr. Ignacio Acevedo Associate Professor, Department of Psychology, Michigan State University. Special Guest,

* Reading to be assigned by guest.

 Monday- 2/24. Dr. Jae Puckett, Associate Professor, Department of Psychology, Michigan State University. Special Guest. Multicultural Psychology: A LBGTQA+ Perspective.

* Sweileh, W, M. (2018). Bibliometric analysis of peer-reviewed literature in transgender health (1900 –2017). *BMC International Health and Human Rights*, *8*(16). https://doi.org/10.1186/s12914-018-0155-5.
* The Homophobic Origins of U.S. Law (11.37 mins) <https://www.youtube.com/watch?v=GQ3oXdhyjYs>.

Wednesday- 2/26. Multicultural Psychology: A Disability Perspective.

Dr. Dennis Martell, Retired, Michigan State University, Special Guest.

* Reading to be assigned by guest.

Monday- 3/3. No Class/Spring Break

Wednesday-3/5. No class/Spring break.

Monday- 3/10. No class. Use the time as study time for the mid-term exam. Professor, out of Town.

Wednesday- 3/12. Midterm Exam.

Monday-3/17. Multicultural Psychology- A Muslim Perspective. Dr. Fahra Abassi, College of Human Medicine, Guest.

* Reading to be assigned by guest.

Wednesday. 3/19. Some Impediments to being Multicultural: Misunderstanding of White Privilege; An Incomplete Understanding of History; Lack of Awareness of Critical Studies and the Literature on Diverse Groups, Intersectionality Its history, advantages, uses, misuses, limitations, Implicit Bias, Color blindness. **Original Post #3 (Can one be color blind? How to be objective?).**

Debunking The Most Common Myths White People Tell About Race | Think | NBC News <https://www.youtube.com/watch?v=wjHg65JORi8>

* Structural & Political Intersectionality - Dr. Kimberle Crenshaw

[https://www.youtube.com/watch?v=yWa63FLEYsU&list=PLXvgzq-qaJtD6GzUVOMn7TprYV4-M](https://www.youtube.com/watch?v=yWa63FLEYsU&list=PLXvgzq-qaJtD6GzUVOMn7TprYV4-M%20) [T4QL&index=6](https://www.youtube.com/watch?v=yWa63FLEYsU&list=PLXvgzq-qaJtD6GzUVOMn7TprYV4-MT4QL&index=6)x

* + “The Author’s Attic with Dr. Jennifer C. Mueller: What is colorblind racism?

<https://youtu.be/BKY4nrRuJ-8>

Ryan, W. (1971). *Blaming the victim*. Vintage Books

* Chapter 1 (The Art of Savage Discovery: How to Blame the Victim), pp. 3- 29.

Monday- 3/24. Dr. Sandy Tsuneyoshi. Multicultural Psychology- An Asian American Psychology.

* Afman, A. G., Hsin Yang, L., & Fu, M. (editors). (2007).

*Handbook of Asian American psychology* (second edition). Sage.

* + Chapter 1= Christine C. Iijima Hall. *The evolution of the revolution: The successful establishment of multicultural psychology*. Volume 1, pp. 3-18.
	+ Chapter 5= E. J. R. David, Sumie Okazaki, and Danielle Giroux. A set of guiding principles to advance multicultural psychology and its major concepts.

Wednesday- 3/26.

Research and Conceptual Frames undergirding Multicultural Psychology. Data From My Latest Student Survey (Implications for Multicultural Psychology). **Reaction Post #3 due by class time.**

* The surve3y will be posted in D2L.

Monday. 3/31. Multicultural Psychology: A Women’s Perspective Part 1. Dr. Rebecca Campbell, Professor of Psychology, Michigan State University.

* Reading to be assigned by guest.

Wednesday. 4/2. Multicultural Psychology: A Women’s Perspective Part 2. Dr. Rebecca Campbell, Professor of Psychology, Michigan State University.

Gilligan, C. (1977). *In a different voice: Psychological theory and women’s development.*

Harvard University Press.

* Introduction (pp. 1-4).
* Chapter 1 (pp. 5-23)- Woman’s Place in Man’s Life Cycle.

Monday. 4/7. Multicultural Psychology and Service Delivery; Serving BIPOC Populations. Dr. Swapna Hinge, Director of Counseling and Psychological Services, Michigan State University.

* Hinge, S. (2021). Mental health considerations for Black, Indigenous, and People of

Color: Trends, barriers and recommendations for collegiate mental health. In Riba, M. B. & Menon, M. (eds.). *College psychiatry: Strategies to improve access to mental health*.

* Wednesday. 4/9. Multicultural psychology and the workplace. Dr. Ann Marie Ryan, Professor Emeritus, MSU. **Original Post #4 due by class time (What do you believe is the main driving force that led to Multicultural Psychology?).**
* Collier-Spruel, L. A. & Ryan, A. M. (2024). Are all allyship attempts helpful? An investigation of ineffective allyship. *Journal of Business and Psychology*, *39*, 83-108. https://doi.org/10.1007/s10869-022-09861-9.

Monday. 4/14. Examining Dr. King’s speech before the American Psychological Association. **Reaction Post #4 due by class time.**

* King, M. L. Jr. (1967). Address before the American Psychological Association. The Role of the Behavioral Scientist in the Civil Rights Movement. https:www.apa.org/topics/equity-diversity-inclusion/martin-luther-king-jr-challenge.
* Debunking The Most Common Myths White People Tell About Race | Think | NBC News <https://www.youtube.com/watch?v=wjHg65JORi8>
* Wednesday. 4/16. Presentations. **Original Post #5 due by class time (Moving forward, what would you do with Multicultural Psychology?). Paper on book of your choice due by 11:59 pm.**

Monday. 4/21. Presentations

Wednesday. 4/23. Where do we go from here: No more only WEIRD psychology. **Reaction Post #5 due by class time.**

* Buchanan, N. T., Perez, M., Prinstein, M., & Thurston, I. (2021). Upending Racism in Psychological Science: Strategies to Change How Our Science is Conducted, Reported, Reviewed, and Disseminated. *American Psychologist, 76*(7), 1097–1112. <https://doi.org/10.1037/amp0000905>(Public Access: <https://psyarxiv.com/6nk4x>)

Final Exam = Monday April 28, 2025: 7:45 am to 9:45 am.

# Part 4: Grading Policy

## Evaluation Criteria/Letter Grade Assignment

4.0= 95-100 (Excellent Work)

3.5= 90-94 (Very Good Work)

3.0= 80-89 (Good Work)

2.5= 75-79 (Above Average Work)

2.0= 70-74 (Average Work)

1.5= 66-69 (Below Average Work)

1.0= 60-65 (poor Work)

0.0= <60 (Failing Work)

## Late Work Policy

Students work must be submitted on the due dates listed above. Work submitted up to one week after the due date (within the class period) will receive an automatic one-grade reduction. No assignment will be accepted after one week (within the class period), without prior approval from the instructor.

## Viewing Grades

Papers and assignments will be graded and returned to students. Midterm exam scores will be shared in class with students.

# Part 5: Course Policies

## Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Psychology adheres to the policies on academic honesty as specified on the General Student Regulations 1.0, Protection of Scholarship and Grades, the all-University Policy on Integrity of Scholarship and Grades, and Ordinance 17.00, Examinations (see Spartan Life. Student Handbook and Resource Guide and/or the MSU Web site: [www.msu.edu](http://www.msu.edu))

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you submitted to another course to satisfy the requirements for this course. Also, you are not authorized to use the http:// [www.allmsu.com](http://www.allmsu.com) Web to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work (see also the Academic Integrity Webpage).

## Limits to Confidentiality

Essays, journals, and other materials submitted to this class are generally considered confidential pursuant to the University’s student records policies. However, students should be aware that university employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share 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 result in a contact from a campus official who will want to talk to 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. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with MSU Counseling and Psychological Services (CAPS)(http://www.counseling.msu.edu/students).

## Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Service Accommodation (VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

## Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with 100 percent refund and no grade reported is found on the Registrar’s webpage. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

## Disruptive Behavior in the Classroom

Article 2.III.B.4 of the Academic Freedom Report (AFR) for Students at Michigan State University states: “The student’s behavior in the classroom shall be conducive to the teaching and learning process for all concerned. Article 2.III.B.10 of the AFR states that “The student has to scholarly relationships with faculty based on mutual trust and civility.” General Student Regulations 5.02 states: “No student shall…interfere with the functions and services of the University (for example, but not limited to, classes…) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to the Student Judicial Affairs office.

## Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

## Participation

Students are expected to attend each class and participate in the learning process. Note that 5% of your grade is based on class attendance and participation.

## Complete Assignments

Assignments for this course are to be submitted electronically through D2L unless otherwise instructed. Assignments must be submitted by the given deadline contained in this syllabus or special permission must be requested before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

## Use of Cell Phones and Other Electronic Equipment in the Classroom

Use of cell phones and other electronic equipment (including recordings of class sessions) is not permitted.

## Commercialization of Lecture Notes and University Provided Course Materials

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

## Spartan Code of Honor (From Associated Student of Michigan State University/ASMSU- 08/16/2016)

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing this endeavor to build personal integrity in all that I do.”

**Use of Artificial Intelligence (AI) Tools**

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) is not permitted in this class.

Therefore, any use of AI tools for work in this class may be considered a violation of Michigan State University’s policy on academic integrity, the Spartan Code of Honor Academic Pledge and Student Rights and Responsibilities, since the work is not your own. The use of unauthorized AI tools will result in a failing grade for that assignment.

**Information Regarding COVID-19. Face Coverings.**

From former President Stanley letter to campus on August 10, 2022. “At this time, MSU has lifted its face-covering directive, and masks no longer are required indoors, including in classrooms. There still may be limited situations where masks may be required, such as in campus health care facilities or due to state/federal regulations, performance contracts or other contracts. All who wish to wear masks should be supported.”

**Grief**

Concerns regarding grief- contact Counseling and Psychiatric Services **(**[CAPS](https://caps.msu.edu/)- https://caps.msu.edu) and for other matters, contact the [Keep Learning Website](https://remote.msu.edu/learning/index.html) (https://remote.msu.edu/learning/indedexhtml).

**Songs/Lyrics/Videos/Statements (To be incorporated during the class)**

Land Acknowledgement- statement.

Say It Loud, I’m Black and I’m Proud (James Brown)- song.

To be Young, Gifted and Black (Nina Simone)- song.

A Change is Gonna Come (Sam Cooke)- song.

I am Woman (Helen Reedy)- song.

How to Give a Damn (Staple Singers)- song

How Long/Not Long (Dr. Martin Luther King, Jr.)- video.

We Shall Overcome- song.

Lift Every Voice and Sing- song.

Stars Spangle Banner My (National Anthem)- song.

My County Tis of Thy People You’re Dying (Buffy Saint-Marie)- song.

We are the World (Various artists)- song.

**Psychological Associations/Date of Founding**

American Psychological Association (1892)

Association of Black Psychologists (1968)

Association of Women Psychologists (1969)

Asian American Psychological Association (1972)

Association of Multicultural Counseling and Development- formerly Association of Nonwhite Concerns (1972)

National Latinx Psychological Association (traces roots back to the 1970’s/ reorganized in 2002)

**Some Multicultural Activities This Semester**

Dr. Martin Luther King, Jr. Holiday

Groundbreaking- Multicultural Center (February 7, 2025)

Cultural Vogue

Caesar Chavez Birthday

Dr. William Anderson From Slavery to Freedom Lecture Series (February 13, 20, and 27, 5 pm in Pasant Theatre

Pow Wow of Love

Black History Month

Latino History Month

Women History Month

Sexual Assault Awareness Month