Our mission in the Psychology Department at the University of Rhode Island concerns the fundamental rights, dignity, and worth of all people, and our goal is to achieve a climate of understanding and respect among diverse individuals. In working to create such an environment, we are mindful of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national original, religion, sexual orientation, disability, language, and socioeconomic status. We are committed to fostering and integrating multiculturalism within the Department at both a didactic and personal level, and we promote conflict resolution in a just and responsible fashion that avoids or minimizes harm while respecting the rights of all individuals.

University of Rhode Island, Department of Psychology, Multicultural Mission Statement, Adopted May 6, 1996

Multiculturalism, as a glance at the American Psychological Association's (2002) Guidelines On Multicultural Education, Training, Research, Practice, and Organizational Change For Psychologists and even our own Department of Psychology's mission statement will attest, has had a significant impact contemporary U.S. psychology. The aforementioned APA report defines multiculturalism as a perspective that "in an absolute sense, recognizes the broad scope of dimensions or race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation, and other cultural dimensions" (p. 11). Accordingly, this graduate Multicultural Issues in Psychology course is designed to highlight important historical and contemporary multicultural issues in psychology.

Far from being a comprehensive course on multicultural topics, this course provides an overview of some of the important topics relevant to multicultural theory, research, and practice in U.S. psychology. Indeed, there is such a breadth of topics relevant to multiculturalism (racial and ethnic identity; disability studies; and gay, lesbian, bisexual issues, to name a few), that each of these could (and deserve to be) courses in their own right.

The course will focus on a variety of multicultural identities (i.e., race and ethnicity; sex and gender; sexual identity and orientation; socioeconomic class; and physical ability and disability status). This diversity is simultaneously one of multiculturalism's greatest strengths and weaknesses. On the one hand, the multicultural perspective advocates for the inclusion of a multitude of sociocultural identities and differences. On the other hand, such broad inclusiveness often serves to obfuscate critical psychological, historical and political differences among these sociocultural identities (Helms, 1994). Yet, sociopolitical differences are essential for understanding and contextualizing the multicultural topics in psychology. Therefore, social justice, "the goal of achieving equal access and opportunity for
all people” (Sue, Bingham, Porche-Burke & Vasquez, 1999, p. 1062) and issues of social inequality (e.g.,
racism, sexism, heterosexism, classism, ableism, etc.) will also be core topics in this Multicultural Issues
in Psychology course.

The goals of this Multicultural Issues in Psychology course are to:

v provide students with an overview of multicultural theory, research, and practice issues in U.S.
psychology;

v frame multicultural perspectives within the context of social justice and social inequality;

v lay the foundation for students to become culturally competent to work with multicultural
populations and topics. It is important to note that additional reading, coursework, culturally-
relevant supervision, and interpersonal experiences are necessary to complete the process of
becoming multiculturally competent in psychological theory, research, and practice;

v prompt students to introspect about how your own multicultural and social identities have shaped
and shape their experiences, views and realities. And in turn, to examine how these factors
influence their theoretical, research, and practice work as graduate students and future
psychologists;

v assist students in becoming knowledgeable about the importance of considering issues that
include (but are in no way limited to) race, ethnicity, socioeconomic class, gender in their
academic and professional work;

v educate students about the psychosocial, historical and political realities of historically
oppressed populations in the U.S. (e.g., racial and ethnic minorities, sexual minorities) and other
populations who historically have been invisible in the field of psychology; and

v bridge course material with practical learning via an optional service learning option.

COURSE STRUCTURE, FORMAT & PEDAGOGICAL PHILOSOPHY

This course is designed from a social psychological perspective. As such, much of the course
focuses on how individuals think, feel and behave in social situations in general; and concepts relevant to
the multicultural self in particular.

This course is grounded in principles of active and collaborative learning. I will begin each class
with an overview of central themes and questions from the readings, but I will not lecture. Rather, I will
encourage you to participate actively in your own learning. To aid you in this venture, we will engage in a
variety of learning strategies such as: small and large group discussions, listening to guest speakers,
watching films, and conducting various in-class activities. Your active participation in the learning
process is integral to enhancing your understanding and retention of the various topics that we will
discuss this semester.
COURSE TEXTS

The following books are available for purchase at the University of Rhode Island Bookstore, Memorial Student Union (Telephone: 874-5219).

Required:

Multicultural Issues in Psychology Coursepack. You will purchase and then access the digital course pack from the XanEdu.com website. See instructions for accessing and purchasing the coursepack at the end of this section.


Recommended:


Library Reserves:

To reduce the cost of the PSY 600 Reading Packet, I removed some of the more expensive copyright materials and have placed them on library reserve. Most of these should be accessible from your home computer through e-reserve by logging into the URI website http://library.uri.edu/screens/opacmenu.html. Articles placed on library reserve are listed under LR: in the reading and assignments section of the syllabus (pp. 9-14).

Instructions for Accessing and Purchasing the Coursepack:

1. Open the XanEdu "Login/Register" page at: http://www.xanedu.com/login?PackId=179109

2. If you have previously registered at XanEdu, log in. If you are new to XanEdu, click the "Student Registration" button under "New Users Register Here". Complete and submit the registration form.

3. Confirm your CoursePack Selection, and complete the purchase form.

  v Approximate price: $55
  v You will have immediate access to your Digital CoursePack
  v You will not receive a printed copy of the CoursePack
You can print your CoursePack yourself, if your system hardware and connectivity supports downloading and printing very large files from the Internet.

4. After completing the purchase, you will be taken directly to "My XanEdu" where you can access your digital CoursePack.

5. Questions? Please contact XanEdu Customer Service at 1-800-218-5971, option 3 or e-mail: contact@xanedu.com.

**COURSE EXPECTATIONS & INFORMATION**

**Readings:** Compared to the first time that I taught this course, I have trimmed the reading level to facilitate not only your ability to complete the readings before class, but also to allow us more time in class to concentrate on the assigned articles. Occasionally, time constraints will hinder us from discussing all of the assigned readings. Nonetheless, it is important that you complete the readings for your own edification (I think that you will find most, if not all, of the assigned readings interesting and thought-provoking). On a more pragmatic level, the readings are an essential framework for our class discussions, guest speaker presentations, and course assignments.

**Class Attendance, Preparation & Participation:** Class participation is an integral component of this course. And since you cannot participate if you are not here, it is critically important that you not miss class unless absolutely necessary (e.g., in the case of personal or medical emergency). In addition to the readings, much of what we will learn in the course will come from sharing our ideas, analyses, and thoughts about what we are reading and this semester. In the spirit of collaborative learning, I expect you to commit to your learning and that of your fellow students by coming to class: (1) with all of the assigned readings completed; and (2) prepared to fully engage in each class. Part of this engagement involves, by the way, ensuring that your cell phone is turned off while you are in class.

**Affective Responses to Course Topics:** Although affect and emotion are important topics in psychology, students rarely anticipate that emotions will surface in response to course readings or class discussions. Topics relevant to race, class, gender, sexual identity and injustice are rarely discussed candidly and honestly in our society. Thus, students can expect that many of the topics that we will discuss this semester will challenge and even discomfort them. Typically, students cope with their discomfort through denial or withdrawal. However, it is an important part of the learning process for you to experience the range of emotions (e.g., guilt, excitement, anger, fear) so that you can grow, not only personally, but also professionally.

Examining, re-examining and (if necessary) modifying our values and beliefs are rarely easy. Harder still is recognizing our biases and prejudices. Yet, these are all integral parts of personal and professional growth, and I encourage you to push yourself beyond your safety level to think deeply, critically, and analytically about the various issues that we will discuss this semester.

In order to promote an atmosphere that is safe and conducive to learning, I will disseminate some ground rules for class discussions during the first or second class meeting. We will discuss these ground rules as a class and will reach a mutual agreement about how to facilitate an environment that promotes learning through the exploration of sensitive and discomforting topics such as racism, anti-
Semitism, classism and heterosexism.

**Assignment Due Dates & Late Assignment Policies:** Unless otherwise noted, scheduled readings and assignments are due on the dates assigned (see pages 9-14). I am amenable to negotiating assignment due dates on a case-by-case basis if I have at least two days notice. Failure to negotiate a new due date within this time frame will result in a deduction of 2 points per day for each day that your assignment is late. Other exceptions to my assignment policies are when: (1) you have had a documented medical, family, or personal emergency. To deter you from sending me late papers as an e-mail attachment (printing out many student papers drains my paper, printer toner, and time), I will deduct 2.5 points from each paper sent via e-mail attachment.

**Paper Formats:** All course papers must be: (1) double-spaced; (2) typed; (3) formatted with one inch margins on all sides; (4) spell-checked; (5) page-numbered; and (6) where applicable, in accordance with the American Psychological Association (APA) in-text citation and reference style. New changes in APA style (which I expect you to know) are included at: http://www.apastyle.org/fifthchanges.html. In addition to the formatting basics, you will find that I am a stickler for a well-written paper. Specifically, I evaluate papers for content as well as grammar, syntax, correct punctuation and so forth. Thus, I strongly recommend Hacker's (1999) comprehensive, A writer's reference (4th ed.); the best-selling textbook of all time; and/or the Strunk and White's (1999) classic. Every graduate student's library should have one or both of these excellent writing resources. Prior to the due date of the first paper, I will provide you with a copy of the evaluation criteria that I use to grade your papers. Incidentally, references for all reading packet and library reserve materials are included on page 15 of this syllabus.

**Students with Disabilities:** If you have a documented disability, please contact me as soon as possible to request accommodations. Also, please contact the Disability Services office at 874-2098.

**SERVICE LEARNING EXPERIENCE (SLE)**

Although some of the issues that we will discuss in the course this semester are theoretical, most of the multicultural issues in psychology are not theoretical abstractions. Throughout the course readings are personal narratives that “put a face” on the theoretical and empirical issues that we will read and discuss. Beyond those narratives, however, is a terrific opportunity to bridge what you will learn in class with the “real” world outside of it. Specifically, I have incorporated an optional service-learning component into this course. Service learning, according to Bringle and Hatcher (1999) is:

> a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (p.111)

Students who choose the service learning experience (SLE), may do so as individuals or in a group (a maximum of 5 people per group) and will volunteer 20 hours during the course of the semester at a local community-based organization (CBO) serving various populations in Rhode Island. Students may choose from a variety of projects at each agency, depending on the CBO's need and the student's interest. Students interested in the SLE are responsible for initiating contact with SLE options. Please contact me as soon as possible if are interested in the SLE option.
Below is a list of organizations with which URI has SLE arrangements:

- **Youth Pride Inc.**: A non-profit agency in Providence that provides services to gay, lesbian, bisexual, and transgender youth and their families in Rhode Island.
- **The Women's Resource Center**: A nonprofit organization dedicated to ending domestic violence and abuse through direct service and community education.
- **Crossroads/Travelers Aid**: A program in North Kingstown and Providence for homeless families that provides comprehensive case management services, including housing and support services for families who are working to become self-sufficient.
- **Sargent Rehabilitation Center**: A nonprofit rehabilitation and education facility in Warwick that assists children and adults with disabilities.
- **Dr. Martin Luther King, Jr. Community Center**: Provides a variety of on-site support services (e.g., senior social groups; breakfast program), and teen center activities (e.g., homework help/tutoring, job training and development).
- **The Community Food Bank of Rhode Island**: A nonprofit organization providing food to people who are indigent in Rhode Island and southeastern Massachusetts.
- **St. Patrick's Soup Kitchen**: Provides a soup kitchen to feed the hungry.

### COURSE ASSIGNMENTS

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<thead>
<tr>
<th>Mini-Papers: 30%</th>
<th>Class Participation: 20%</th>
<th>Final Presentation/ Product: 50%</th>
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<tbody>
<tr>
<td>v Paper 1: 15%</td>
<td>v In-class participation: 17.5%</td>
<td>v Presentation: 15%</td>
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<td>v Paper 2: 15%</td>
<td>v Syllabus review: 2.5%</td>
<td>v Paper: 35%</td>
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</tbody>
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v Total: 100%

### SERVICE LEARNING EXPERIENCE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Mini-Papers: 30%</th>
<th>Class Participation: 20%</th>
<th>SLE Paper &amp; Presentation: 50%</th>
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<tbody>
<tr>
<td>v Paper 1: 15%</td>
<td>v In-class participation: 17.5%</td>
<td>v Presentation: 10%</td>
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<tr>
<td>v Paper 2: 15%</td>
<td>v Syllabus review: 2.5%</td>
<td>v Paper: 35%</td>
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<tr>
<td>v SLE supervisor's evaluation: 5%</td>
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v Total: 100%

1. **TWO MINI-PAPERS**: Each mini-paper is designed to encourage students to introspect about
multicultural topics relevant to their own identities. Papers must be a minimum of 5 and a maximum of 10 pages, including references.

- **Paper 1: Telling Your Story**: This paper is designed to prompt you to identify and reflect on your multiple master status identities relevant to race, ethnicity, sex, gender, sexual identity, social class and ability/disability. Basically, I want you to tell your story. Now a caveat: the deal here is not for you to write a diary about family relationships, but rather to encourage you to focus on the creation and development of your master status identities. Rather than providing simple declarations (e.g., "I am White." "I am heterosexual" "I am American"), I encourage you to explore your experience with these categories. Be creative (e.g., you may choose to share family stories, names or rituals, etc.) As for sexual orientation/identity, I respect your right to disclose whatever you choose. All information in this paper will be confidential, though I will invite you to share whatever you feel comfortable sharing with classmates in a future class. Of course, I recognize that you could take a lifetime to write this essay and that 5 to 10 pages may not be sufficient. Nonetheless, be sure to observe the page limits.

- **Paper 2: Exploring Your Racial & Ethnic Identity; Sex & Gender; Sexual Identity & Orientation; Socioeconomic Class; OR Physical Ability & Disability Identity**: Although you may have already addressed these issues in your "Telling Your Story" paper, this paper is designed to have you focus on a particular identity status. First, choose one of the five aforementioned identities. I encourage you to choose the identity status with which you are least comfortable and/or have explored the least. Then, answer the following questions: (1) What are your __________ identities (be sure to address and distinguish related terms such as race and ethnicity, sex and gender, etc.); (2) Which factors (e.g., people, events, activities, media, literature, organizations, etc.) have influenced your __________ identities? (3) Which norms, values and beliefs have shaped your cultural consciousness about your __________ identities? (4) Briefly review at least three of the articles assigned for the identity section that you find most relevant to the identity that you choose, and/or discuss the limitations of these articles; (5) Discuss what you have learned from this assignment; and (6) Discuss how you can apply what you have learned from this assignment to your work as a psychologist. Obviously, our identities intersect and so to the extent applicable, you should address these intersections.

2. **CLASS PARTICIPATION**: Class participation is not desired; it is essential. In addition to the readings and course activities, much of what you will learn in the course will come from sharing our ideas, thoughts, and experiences. Come to class prepared to talk, but not too much (it's important that everyone has a chance to participate); stay on point; listen carefully to your peers; and respectfully challenge them and their views. In addition to speaking in class, there are other activities that will count towards your final class participation grade. These activities are in addition to, not a substitute for, speaking in class. If at any point, and for whatever reason, you are feeling reticent in class, please come and see me to discuss the matter at once. Do not wait until the end of the course when it will be too late to rectify the class participation portion of your final grade.

v **Class participation**: In addition to attending class sessions and completing all assignments, the following activities will count towards your final class participation grade

- Prior Preparation: You should come to class thoroughly prepared. By prepared, I mean
having completed all of the required readings and assignments. And I'll let you in on a trade secret: it is always embarrassingly obvious which students are not prepared for class.

Engagement: You are required to stay awake (!), be alert and be engaged in the class. This includes, but is not limited to, actively attending and contributing to and participating in class discussions and other activities. And have I mentioned that your cell phone should be turned off?!

Sharing Relevant Information: One of the great things about this course is that you will frequently encounter many course-relevant materials outside of the class. Thus, I strongly encourage you to bring relevant magazine articles, newspaper clippings, advertisements, etc. to share with the class.

E-mail: If you have any questions or comments that you do not wish to ask or make in class for any reason (e.g., you are shy; you worry that your question may be silly, you feel like you don’t know how to ask a good question, etc.), please do not hesitate to e-mail your questions or comments to me at bowlegl@uri.edu.

Mini class-participation assignment:

Syllabus review: It just doesn’t get easier than this! This first assignment is designed to ensure that you have thoroughly read and understood the syllabus and all course requirements.

3. FINAL PAPER/PROJECT & PRESENTATION (Individual or Group): The goals of this assignment are to: (1) allow you to explore an issue that peaks your interest and/or that reflects a topic that we have not examined during the course; and (2) provide you with an opportunity to reflect upon and explore your thoughts about the topic or project you choose, as well as the more general impact of this course on yourself and your understanding of multicultural issues in psychology. You may choose to explore your topic via a traditional paper, or via some type of project. The primary stipulation for this paper is that your topic must be relevant to multicultural and/or social justice issues in psychology, and that it must include a review of relevant literature. Rather than approaching this assignment as just another term paper, I encourage you to be creative and have fun as you choose and explore your topic. You will present the findings from your paper to the class in a brief presentation. Please see me if you need suggestions for topics for papers or projects or are interested in a group project. You will turn in a brief description of your presentation or project towards the end of the semester. Papers must be a minimum of 10 and a maximum of 20 pages, including references.

COURSE EVALUATION

Course assignments and final course grades will be based on the following scale:

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<tr>
<th>Range</th>
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<tr>
<td>95-100</td>
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<td>90-94</td>
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<td>86-89</td>
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<td>83-85</td>
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<td>80-82</td>
<td>B-</td>
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<tr>
<td>76-79</td>
<td>C+</td>
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CLASS TOPICS & ASSIGNMENTS

CLASS 1, JANUARY 18, 2005  INTRODUCTIONS & ORIENTATIONS TO Course & Each Other

CLASS 2, JANUARY 25, 2005  DIFFICULT DIALOGUES: CONSTRUCTING & TALKING ABOUT Difference

Rosenblum & Travis:
Constructing categories of difference, 1-37

Handout

A For next week: bring in some simple artifact (e.g., t-shirt, button, picture, work of art, award, etc.) that you consider to be an important part of your identity

Syllabus Review Due

MULTICULTURAL ISSUES IN PSYCHOLOGY: WHO? WHAT? WHY?

CLASS 3, FEBRUARY 1, 2005  WHO'S INCLUDED? WHO'S EXCLUDED?

RP:
Phinney (1996). When we talk about American ethnic groups, what do we mean, 918-927
Olkin (1999). Who are people with disabilities?, 9-23
Pope (1995). The "salad" bowl is big enough for all of us: An argument for the inclusion of lesbians and gay men in any definition of multiculturalism, 301-304

Library Reserve (LR):

Mini-Paper 1: "Telling My Story" Mini-Paper Due

CLASS 4, FEBRUARY 8, 2005  WHAT'S INCLUDED? WHAT'S EXCLUDED?

What's Included? What's Excluded?

RP:
Betancourt & Lopez (1993): The study of culture, ethnicity, and race in American psychology, 629-637
Gergen et al. (1996). Psychological science in cultural context, 496-503
Mays (2000). A social justice agenda, 326-327
Wing Sue et al. (1999). The diversification of psychology: A multicultural revolution, 1061-1069
The Evolution Of Multiculturalism: Past, Present, And Future -- Lillian Comas-Diaz (National Multicultural Summit I, 1999, 42 minutes)

Class 5, February 15, 2005  Why? Historical Perspectives

RP:
Bernstein & Russo (1997). The history of psychology revisited, or up with our foremothers, 407-411
Evans (2000). Psychological instruments at the turn of the century, 322-325
Guthrie, Chapter 2: Brass instruments and dark skins, pp. 34-54
Minton (2000). Psychology and gender at the turn of the century, 613-615
Milar (2000). The first generation of women psychologists and the psychology of women, 616-619

LR:
Feinberg (1996). The give away, 21-29
Weisstein (1970). "Kinder, Kuche, Kirche" as scientific law: Psychology constructs the female, 205-220

Changing Our Minds: The Story of Dr. Evelyn Hooker (1992, 75 minutes)

February 22, 2005  Monday Schedule: No Class

Constructing & Experiencing Difference

Class 6, March 1, 2005  Constructing & Experiencing Class

Texts:
Ore: Oliver & Shapiro: Race, wealth and equality, 69-81; Mantsios: Media magic: making class invisible, 81-89; Sklar, Collins & Leonard-Wright: The growing wealth gap, 90-95; Barlett & Steele: Corporate welfare, 96-99; Downey: I am your welfare reform, 560-561

Rosenblum & Travis: Larew: Why are droves of unqualified, unprepared kids getting into our top colleges? Because their dads are alumni, 300-305

RP:
Lott (2002) Cognitive and social distancing from the poor, 100-110
Lott & Bullock (2001) Who are the poor, 189-206

Bernice Lott, Ph.D., Professor Emeritus, Department of Psychology, URI

Class 7, March 8, 2005  Constructing & Experiencing Sex & Gender

Texts:
Ore: Lorber: The social construction of gender, 99-106; Bornstein: Naming all the parts, 170-181; Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity, 107-136
Rosenblum & Travis: Fausto-Sterling: The Five sexes, 98-103; Fausto-Sterling: The five sexes revisited, 103-108; Richardson: Gender stereotyping in the English language, 509-516

RP:
Green (2000). Introduction to transgender issues, 1-12;
Glick & Fiske (200): An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality, 109-118
Kimmel & Messner (2001). Introduction ix-xvii;

You Don't Know Dick (58 minutes)

Mini-Paper 2: Exploring Your Class Paper Due

March 15, 2005 Spring Break

Class 8, March 22, 2005 Constructing & Experiencing Sexual Identity & Orientation

Texts:
Rosenblum & Travis: Sherman Heyl: Homosexuality: A social phenomenon, 155-165
Ore: Katz: The invention of heterosexuality, 136-148; Pharr: Homophobia as a weapon of sexism, 501-510; Vazquez: Appearances, 567-573

RP:
Tafoya (1997) Native gay and lesbian issues: The two spirited, 1-10

Sexual Orientation In Perspective (Linda Garnets, Ph.D., National Multicultural Summit II, 2001, 65 minutes)

Mini-Paper 2: Exploring Your Sex & Gender Identity Mini-Paper Due

Class 9, March 29, 2005 Constructing & Experiencing Disability & Ability

RP:
Appleby (1993). Disability and "compulsory heterosexuality," 266-269

Texts:
Rosenblum & Travis: French: "Can you see the rainbow?" The roots of denial, 208-214; Omansky Gordon: I am legally blind, 215; Gordon & Oliver: How long must we wait? Unmet promises of disability law and policy, 216-221

LR:
Pledger (2003). Discourse on disability and rehabilitation issues: Opportunities for psychology, 279-288
Mini-Paper 2: Exploring Your Sexual Identity & Orientation Paper Due

Could You Hold The Door Open for Me? (Rhoda Olkin, Ph.D., National Multicultural Summit II, 2001, 58 minutes)

Pamela Roheland, Coordinator-Disability Services for Students, Office of Student Life, URI (Invited)

CLASS 10, APRIL 5, 2005

CLASS 10, APRIL 5, 2005

CONSTRUCTING & EXPERIENCING RACE & ETHNICITY

Texts:
Omi & Winant: Racial formations, 18-28; Waters: Optional ethnicities: For Whites only?, 28-40; Brodkin Sacks: How Jews became White, 55-69; Jensen: White privilege shapes the U.S., 514-517


LR:
Durheim & Dixon (2004). Attitudes in the fiber of everyday life: The discourse of racial evaluation and the lived experience of desegregation, 626-635
McIntosh: White privilege and male privilege: A personal account of coming to see correspondences through work in Women's Studies, 475-485

Mini-Paper 2: Exploring Your Ability & Disability Paper Due

Race, racism and antiracism -- Claude Steele, Ph.D. and John Dovidio, Ph.D. (National Multicultural Summit II, 2001, 95 minutes)

CLASS 11, APRIL 12, 2005

RESEARCH: BIAS IN PSYCHOLOGICAL RESEARCH

Rosenblum & Travis: Krieger & Bassett: The health of Black folk: Disease, class, and ideology in science, 436-441

RP:
Herek (1998). Bad science in the service of stigma: A critique of the Cameron Group's survey studies, 223-255
Rogler (1999). Methodological sources of cultural insensitivity in mental health research, 424-433
Saris & Johnston-Robledo (2000). Poor women are still shut out of mainstream psychology, 233-235

LR:
Liu, Sheu & Williams (2004). Multicultural competency in research: Examining the relationships among multicultural competencies, research training and self-efficacy, and the multicultural environment, 324-339
Mini-Paper 2: Exploring Your Race & Ethnicity Paper Due

Science, Ethnicity, and Bias: Where Have We Gone Wrong? (Stanley Sue, Ph.D., National Multicultural Summit II, 1999, 48 minutes)

CLASS 12, APRIL 19, 2005 THEORY: IDENTITY DEVELOPMENT

Text:

RP:
Comas-Diaz (2001). Hispanics, Latinos or Americanos: The evolution of identity, 115-120
Helms (1994). The conceptualization of racial identity and other "racial" constructs, 285-311

Summary of Final Paper Topic Due

White Identity Theory (1994, 60 minutes)

CLASS 13, APRIL 26, 2005 PRACTICE: TOWARDS MULTICULTURAL COMPETENCE

RP:
Division 44 (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients, 1440-1451
Ewrickson & Al-Timimi (2001). Providing mental health services to Arab Americans: Recommendations and considerations, 308-327
Helms & Richardson (1997). How "multiculturalism" obscures race and culture as differential aspects of counseling competency, 60-82
Sue (1998). In search of cultural competence in psychotherapy and counseling, 440-448

LR:

Dan Koonce, Ph.D., School Psychology Program; Larry Grebstein, Ph.D., Clinical Psychology Program (Invited)

CLASS 14, MAY 3, 2005 PRESENTATIONS

CLASS 14, MAY 10, 2005 PRESENTATIONS & NEXT STEPS

May 17, 2005 Final group papers due in Lisa's mailbox box by 5 p.m.


McIntosh, P. (2000). White privilege and male privilege: A personal account of coming to see correspondences through work in Women's Studies. In T. E. Ore (Ed.), *The social construction*


