

SYLLABUS

Fall, 20045

Psychology 250: **Psychology of Diversity**

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Class Meeting Time: ,T,Th: 11:00-12:15

Office Hours: Mon - Thurs.: 1:30 - 2:30

Also by appointment and just about any time you can catch me.

(The hours given above are tentative; they may be changed. All changes will be announced in class.)

Required Texts: Nagayama Hall, G. C., & Barongan, C. (2002) *Multicultural Psychology*. Upper Saddle River, NJ; Prentice Hall.

Other relevant readings will be posted on my webpage

Course Objectives:

This course provides an overview of the psychology of race/ethnicity, sex/gender, and minority groups in a multicultural context. This course will cover issues of psychological development, mental health, sex/gender, and power inequity within minority groups residing in North America, including but not limited to: African- Americans, Hispanic/Latino Americans, American Indians, and Asian Pacific Islanders. It provides a means of critical analysis and integration of diverse perspectives that exist within contemporary psychology. Major emphasis will be on developing an understanding of the variation within and between racial/ethnic groups; psychological issues relevant to women and their minority or out-group status; psychological issues of regarding gender within minority groups; and the psychological processes that underlie the perpetuation of group conflict and inequity and the multicultural approach to confronting these issues.

Emphasis will be placed on the importance of understanding each individual's unique perspective on her/his experience. Toward this end, a large portion of this class will be based on experiential learning. The benefits of these teaching techniques are directly proportional to the efforts that you and your classmates put forth. **Your participation is a Key element of this course which includes reading assigned materials BEFORE class.**

Class Mechanics :

Class sessions: Class attendance is not required (though it is a very good idea to come to class). *If you do not come to class, you remain responsible for all material covered in class and for any announcements made in class.* Note: I will keep attendance, but for census purposes only.

Having said that, let me make it clear that I will not accept extra-credit question papers (see below) that are more than one class session past due, regardless of the reason for the absence. Also, in-class-quizzes (see below) can not be made up for any reason. In other words, to get the full benefit of attendance quizzes and extra-credit work, it is a good idea to attend class with high frequency. Further, there is a strong positive correlation between attending class and the grades students receive.

Obviously, lectures cannot cover everything contained in a textbook. Therefore, some of the material in the text will not be dealt with, in class. This does not mean that the material is unimportant-only that there is not enough time to cover it in class. Also, there will sometimes be things covered in lecture that are not in the text. *In other words, you should pay attention to both the text material and the lecture material in your studying.*

As a note: the best time to see me, especially if you need to persuade me to do something in some way, is not immediately before class or immediately after class in the class room. All grade inquiries, personal requests, excuse giving (ha!) etc. should be done in my office during office hours, or during scheduled appointments. This is more for your benefit than mine, because I tend to forget things if I don't write them down in my calendar/class book.

Email: Please check your email and the course web page regularly for course updates, assignments, and readings. It is usually best to access this info on campus. You may be able to access it from home, but always give yourself time to get it on campus, just in case your home connection fails or your software is not supported. I will make everything available in a pdf format, so you may want to make sure you have the latest adobe acrobat reader, which can be accessed through my webpage.

Evaluation:

The student's progress in meeting course objectives will be inferred from performance on the following numbered components.

1. Exams: Two 100-point midterm exam and a 100-point final exam will be given. The dates for each exam are listed in the course outline. Exam questions will be approximately 50% from lecture and 50% from text. University policy for Academic Dishonesty will be enforced (so do us both a favor and don't cheat).

Students should bring their Radford ID's with them to exams. You may be asked to present them. Students may not retain copies of the exam questions. Do not arrive at an exam late. Once anyone has finished the exam and left, no one else may start the exam and a make-up will be administered.

Make-up exams: If a student misses an exam and has an adequate *written* excuse, s/he may take a make-up exam. The instructor reserves the right to decide on the adequacy of excuses. The Make-up Exam may be **essay**. A special test session will be used for giving all make-up exams. This will probably be Thursday, Nov. 18th at 12:30 p.m.. Details will be announced in class. If an exam is missed and no make-up is taken, a zero will be given for that exam. ***See me at once if you miss an exam for any reason, or when you anticipate missing an exam. You must see me, in person, in my office for this.***

2. Short Paper: Each student will write a 1 and 1/2 to 2 page (not including a cover page containing identifying information, e.g. name, data, title, etc.), 20 point answer to **one** of the following questions. Papers ***must be typed and double spaced, with 1 inch margins and 12 pt typeface.*** They are due at the beginning of the class meeting on Tues., August 31st. Late papers submitted by Tues, Sept. 7th will be graded for half credit.

- A. What is the most important/influential experience, involving an interaction with a person(s) from a different ethnic group, in your life so far and how has it shaped your view of that group?
- B. What is the most important/influential experience, involving an interaction with a person(s) from a different ethnic group, in your life so far and how has it shaped your view of your own group?
- C. In retrospect, which cultural event during your life has most shaped who you are and how you view ethnic diversity?

Note For ALL Written Work:

1) In the extremely unlikely event that your work is missing, lost, or destroyed while in my care, make sure that you have a hard copy of the paper AND an electronic backup on your University Network Drive in addition to the copy that you turn in. This is your record of having completed the assignment and will be used to replace the missing copy. If you do not have a backup, it will be your responsibility to redo the paper.

2) All written work ***must be typed, be double spaced, use 12 pt type, and use 1 inch margins.*** Handwritten work and other work found unacceptable due to format, grammar, or lack of proofreading will not be accepted and will be returned for revision. Revisions submitted within one week of return will be accepted with a 10% grade reduction. Revisions submitted after the one week deadline will be awarded 0 points.

Summary of Evaluation:

Exams:	300 points
Short paper:	20 points
Quizzes	? Points

Total	320 + points

Extra Credit Question Papers: the only extra credit that will be offered will take the form of weekly Question Papers that consist of 3 **thoughtful** questions that you write based on the reading that is assigned for that week (see Tentative Course Outline). In your questions, be sure to include the following elements:

- A clear statement concerning what aspects of the reading to which the question refers.
- A clear statement of the question.
- Your thoughts on how the question might best be answered.

A copy (keep one for your self to use during class that week) of your question paper is due at the beginning of class the first day of each week. Every Question paper is worth 3 points for a maximum of 39 points (e.g. 13 question papers = 9/10 of a letter grade). Remember that there are only 15 weeks of class. If you wait until 12th week of class to start doing extra credit, you can only receive a maximum of 12 points (4 weeks). Similarly, if you wait until the 15th week of class to start doing extra credit you can only receive a maximum of 3 points (1 week). If you want to take full advantage of the extra credit opportunities you should start as soon as possible.

In-Class-Quizzes: As stated above, you are expected to have read the assigned materials **prior** to each class. A large portion of this class will consist of discussions of the material that we have read. If it becomes apparent that people are not reading the materials, then weekly quizzes will become necessary. Quiz points will be added to the total points required for the class (e.g. they are not extra credit and missing/failing a quiz will reduce your overall grade). Missed quizzes can not be made up for any reason.

Grades: Grades are based on an absolute system with the minimum percentages for each letter grade as follows: D=60%, C=70%, B= 80%, A= 90%. Grades will be posted for each exam one to two days after the exam on my website, listed by student Codename. If you do not want your grades posted then please inform me prior to the first exam.

Special needs Students :

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Disability Resource Office in the Tyler Hall (831-6350).

Film & Alternate Assignment:

Prior to the first exam we will be viewing the movie "Paris is Burning" which portrays a subculture of African-American cross dressers. Among other issues, this film deals with issues of Sexuality, Sexual orientation, Race, Class, and Gender. Some individuals may find the portrayal of these issues objectionable. If you feel that you may be one of these people, then please see the instructor ***in person, in my office, before October 12th***. and options for a comparable alternate assignment will be discussed as the first exam will cover material from the film or the alternate assignment.

I am pointing this out not to alarm anyone about the content of the movie. It is rather tame by the daytime and prime-time television standards of today. I only bring this up so that nobody feels that they are being forced to view material they feel is inappropriate and thereby creating a hostile learning environment.

Audio Recording of Lectures: Due to the sensitive nature of the course content and in an effort to encourage frank and open class discussions, please obtain permission from the instructor (who will in turn, seek the permission of fellow classmates) before attempting to make audio recording of lectures.

Lecture and Reading Outline:

This outline can only be an approximate guide, since dates for particular lecture topics can only be approximate and since material may be added or deleted. The dates and material for the exams will be as listed, however, unless changes are absolutely necessary. If changes affecting exams are made, they will be announced in class as soon as possible. Lecture dates in this outline are used to identify lecture topics to covered on exams. On the class day immediately before an exam, there will be time for questions, etc.

<u>Date</u>	<u>Chapter No.</u>	<u>Lecture Topics</u>
8/23 t	-	Introduction to the Course
8/25 th	H&B 1, B 1	Defining Multiculturalism & Diversity
8/30 t	H&B 1, B 1	John Gray: What is Race (Short Paper Due)
9/1 th	H&B 1, B 1	What is Race cont. (Kill Whitey)
9/6 t	H&B 1, B 1 & 2	What are Culture & Ethnicity (Collectivism vs. Individualism: Iron & Silk)
9/8 th	H&B 1, B 1 & 2	What are Class, SES, & Minority Status: (Chesseeckers 12)
9/13 t	B2 & 3	Categories and Stereotypes
9/15 th	B2 & 3	Categories and Stereotypes / Stereotypes in Action: (Labels 17)
9/20 t	B2 & 3	Stereotypes in action
9/22 th	Exam I	Exam I : Chapters: H&B = 1, B = 1, 2, & 3
9/27 t	B4	Prejudice: Definition & Measurement, (Teach the Sneech)
9/29 th	B4	Prejudice:
10/4 t	H&B9(p.309-325), B5	Defining Sex/Gender/and Sexism (Outside Experts 5)
10/6 th	H&B9(p.309-325), B5	Gender Differences vs. Gender Stereotypes
10/11 t	B7 B7 & Article I	Gender and the Media (Spinal Tap: Sexy vs Sexist)
10/13 th	B7 & Article I	Gender and the Media
10/18 t	H&B9 (299-301)	Sexual orientation
10/20 th	H&B9 (299-301)	Paris is Burning
10/25 t	Exam II	Exam II: Chapters: B = 4, 5, 7
10/27 th	H&B 7, B 6 (p. 81-87)	African American Psychology/ Af Am Stereotypes
11/1 t	H&B 7, B 11	African American Psychology/ Affirmative Action
11/3 th	H&B 7	African American Psychology
11/8 t	H&B 8, B 6 (p. 87-92)	Asian American Psychology
11/10 th	H&B 8	Asian American Psychology
11/15 t	H&B 8	Asian American Psychology
11/17 th	H&B 9	Latina/Hispana Psychology (Horton Hears a Who) // Make-Up Exams
11/22 t	Thanks Giving	Thanks Giving Break
11/24 th	Thanks Giving	Thanks Giving Break
11/29 t	H&B 9	Latina/Hispana Psychology
12/1 th	H&B 9 / H&B 10	Latina/Hispana Psychology / Native American Psychology
12/6 t	H&B 10	Native American Psychology
12/8 th	H&B 10	Native American Psychology
12/14 th	Final	Final Wed Dec. 14 @ 11:00