

Psychology 459/559
Cultural Psychology

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Course Content

This course will focus on the central role of culture, race, and ethnicity in the human condition. Psychological theory and research will provide the context for the course. The societal and psychological impact of ethnic/cultural minority status will be examined. There will be an emphasis on American ethnic minority groups, including African Americans, American Indians, Asian American/Pacific Islanders, and Latino/as.

The traditional individual approach that has characterized much of Western psychology is inadequate to explain the multiple influences that impinge upon persons of color in the United States. Thus, we will use an ecological theoretical perspective that examines individual, family, community, institutional, and societal influences on behavior. We will review research that compares each ethnic group with European Americans and other groups in an effort to demonstrate that each of the groups that are covered has characteristics and experiences that are unique and unlike those of other groups. Although there are similarities across each of the groups of color, there are unique aspects of each group and much diversity within each group.

Text and Supplementary Readings

Hall, G. C. N., & Barongan, C. (2002). *Multicultural psychology*. Upper Saddle River, NJ: Prentice-Hall.

The textbook is intended to provide a context for the class sessions. The class sessions will cover material presented in the text, as well as material that is not.

The supplementary readings listed below are intended to supplement the textbook. Some of the readings will be covered in class. These readings may be used for your term paper, although the resources that you use for your term paper should not be restricted to these readings.

Mutual Respect

Throughout this course, we will be discussing a variety of socially sensitive and

controversial issues, some about which you may have strong feelings and attitudes. Thus, it will be extremely important to keep an open mind, to listen to others' viewpoints, and to appreciate a different opinion than your own. In order to get the most out of this course and to make this class a rich experience for all of us, it is essential that you treat your classmates with respect. Participation in class discussion is encouraged.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Exams

There will be two examinations: a midterm and a final. Both will be multiple choice and will cover material from the text and from class sessions. The midterm will be based on the first portion of the course. The final will be based on the second portion of the course and will not be cumulative. Each examination will count for 30% of your final grade.

Term paper

A 7-page term paper in American Psychological Association Style on a topic that involves one or more American ethnic groups of color is required. The American Psychological Association (2001) Publication Manual, 5th Edition is available in the library and in the bookstore. The purpose of the term paper is for you to review and synthesize the literature on a topic involving American ethnic minority groups.

Because WR 121 and 122 or 123, and PSY 303 are prerequisites for this course, I will assume that you are able to: (1) write clearly; and (2) write a psychology paper. Your paper grade will be based on these assumptions.

I expect you to review current literature on your topic that you will find referenced in the PsycInfo database. Because psychology is a constantly changing field, "current" means literature published within the past 5 years. A minimum of 6 empirical studies should be reviewed. Simply rehashing the material from the textbook and lectures is not adequate. If there are not at least 6 empirical studies on a particular topic, you should choose another topic. It is permissible to review nonempirical studies (e.g., theoretical articles or literature reviews) in addition to the 6 empirical studies.

You should assume that the reader of your paper is not familiar with every study and you should provide sufficient details on each study. These may include, but are not limited to, descriptions of the sample, the measures and methods, and in some cases the statistical analyses. Strengths and limitations of studies should be discussed.

Statements in your paper should not simply be your own opinion, but should be supported by data. The paper should be focused on the results of the studies that your

review and should not include “filler” material (e.g., long statements of your own opinion, long quotes from articles, statements that are tangential to the purpose of your paper, redundant information that reiterates the same point). You should begin your paper by discussing the significance of your topic. Your literature review should be organized around major issues relevant to your topic. The conclusions of your paper should be supported by the evidence from the literature that you have reviewed.

You will receive written feedback on an advanced draft of the paper before you submit the final draft. The purpose of feedback on the advanced draft is to specifically communicate my expectations for the final draft. On the final draft, you should: (1) write a memo detailing the revisions you have made in response to my feedback; and (2) indicate in the text of the paper (e.g., italics) the specific revisions that you have made to the advanced draft.

The advanced draft will be worth 25% of your grade and the final draft will be worth 15% of your grade. For the final draft, 5% of your grade will be based on the memo explaining your revisions and 10% on the actual revisions.

I am available to help you with the paper during my office hours. In addition, you may seek assistance from Academic Learning Services.

Both drafts of the term papers should be e-mailed to the graduate teaching fellow, Sopagna Eap (seap@uoregon.edu).

Although you should not restrict your consideration of paper topics to the following list, here are some paper topics of previous students:

- Eating disorders in ethnic minority groups
- Culturally competent intervention programs
- Attachment styles in ethnic minority groups
- Asian American sexuality
- Ethnic identity and academic achievement
- Stereotype threat in multiple ethnic groups

Grading

Midterm examination (Oct 30)	30%
Advanced draft of term paper (due Nov 1)	25%
Final draft of term paper (due Nov 29)	15%
Final examination (Dec 8)	30%

Deadlines

Late work will not be accepted except for compelling reasons. Drafts of the term paper may be submitted before the deadlines, but additional feedback will not be provided on work submitted before the deadlines.

Requirements for Graduate Students

Graduate student term papers should be 10 pages. All graduate students will also make a 15-minute presentation of their paper in class on Nov 29.

Course Outline

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>
Sept 25, 27 Oct 2	Introduction	Hall & Barongan, Chapter 1
Oct 4, 9	Research and Assessment	Chapter 2
Oct 11, 16	Biological Psychology	Chapter 3, pp. 71-87
Oct 18, 23	Developmental Psychology	Chapter 4, pp. 114-126
Oct 25	Social and Personality Psychology	Chapter 3, pp. 87-104 Chapter 4, pp. 126-146
Oct 30	Midterm	
Nov 1	Advanced Draft of Term Paper Due by 5PM (e-mail the paper to the graduate teaching fellow, Sopagna Eap, seap@uoregon.edu)	
Nov 1, 6	African Americans	Chapter 5
Nov 8, 13	Asian Pacific Americans	Chapter 6
Nov 15, 20 22	Latino/a Americans	Chapter 7
Nov 27	American Indians	Chapter 8
Nov 29	Graduate student presentations	Chapter 9
Nov 29	Final Draft of Term Paper Due by 5PM (e-mail the paper to the graduate teaching fellow, Sopagna Eap, seap@uoregon.edu)	
Dec 8	Final Exam, 10:15AM	

- Aronson, J., & Inzlicht, M. (2004). The ups and downs of attributional ambiguity: Stereotype vulnerability and the academic self-knowledge of African American college students. *Psychological Science*, 15, 829-836.
- Bellmore, A. D., Witkow, M. R., Graham, S., & Juvonen, J. (2004). Beyond the individual: The impact of ethnic context and classroom behavioral norms on victims' adjustment. *Developmental Psychology*, 40, 1159-1172.
- Bonham, V. L., Warshauer-Baker, E., & Collins, F. S. (2005). Race and ethnicity in the genome era: The complexity of the constructs. *American Psychologist*, 60, 9-15.
- Bornstein, M. H., & Cote, L. R. (2004). Mothers' parenting cognitions in cultures of origin, acculturating cultures, and cultures of destination. *Child Development*, 75, 221-235.
- Brown, C. S., & Bigler, R. S. (2005). Children's perceptions of discrimination: A developmental model. *Child Development*, 76, 533-553.
- Castillo, L. G., Conoley, C. W., & Brossart, D. F. (2004). Acculturation, White marginalization, and family support as predictors of perceived distress in Mexican American female college students. *Journal of Counseling Psychology*, 51, 151-157.
- Chavous, T. M., Bernat, D. H., Schmeelk-Cone, K., Caldwell, C. H., Kohn-Wood, L., & Zimmerman, M. A. Racial identity and academic attainment among African American adolescents. *Child Development*, 74, 1076-1090.
- Cheryan, S., & Monin, B. (2005). "Where are you really from?": Asian Americans and identity denial. *Journal of Personality and Social Psychology*, 89, 717-730.
- Cohen, G. L., & Garcia, J. (2005). "I am us": Negative stereotypes as collective threats. *Journal of Personality and Social Psychology*, 89, 566-582.
- Correa-Chavez, M., Rogoff, B., & Arauz, R. M. (2005). Cultural patterns in attending to two events at once. *Child Development*, 76, 664-678.
- Cosmides, L., Tooby, J., & Kurzban, R. (2003). Perceptions of race. *Trends in Cognitive Sciences*, 7, 173-179.
- Devos, T., & Banaji, M. R. (2005). American = White. *Journal of Personality and Social Psychology*, 88, 447-466.
- Eberhardt, J. (2005). Imaging race. *American Psychologist*, 60, 181-190.
- Fisher, P. A., & Ball, T. J. (2003). Tribal participatory research: mechanisms of a collaborative model. *American Journal of Community Psychology*, 32, 207-216.
- Fuligni, A. J., Witkow, M., & Garcia, C. (2005). Ethnic identity and the academic adjustment of adolescents from Mexican, Chinese, and European backgrounds. *Developmental Psychology*, 41, 799-811.
- Gray-Little, B., & Hafdahl, A. R. (2000). Factors influencing racial comparisons of self-esteem: A quantitative review. *Psychological Bulletin*, 126, 26-54.
- Greene, M. L., Way, N., & Pahl, K. (2006). Trajectories of perceived adult and peer discrimination among Black, Latino, and Asian American adolescents: Patterns and psychological correlates. *Developmental Psychology*, 42, 218-238.
- Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting and Clinical Psychology*, 69, 502-510.

- Helms, J. E., Jernigan, M., & Mascher, J. (2005). The meaning of race in psychology and how to change it: A methodological perspective. *American Psychologist*, 60, 27-36.
- Huddy, L., & Virtanen, S. (1995). Subgroup differentiation and subgroup bias among Latinos as a function of familiarity and positive distinctiveness. *Journal of Personality and Social Psychology*, 68, 97-108.
- Johnson, D. J., Jaeger, E., Randolph, S. M., Cauce, A. M., & Ward, J. (2003). Studying the effects of early child care experiences on the development of children of color in the United States: Toward a more inclusive research agenda. *Child Development*, 74, 1227-1244.
- Kim, H. S. (2002). We talk, therefore we think? A cultural analysis of the effect of talking on thinking. *Journal of Personality and Social Psychology*, 83, 828-842.
- LaFromboise, T., Coleman, H. L., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin*, 114, 395-412.
- Newman, D. L. (2005). Ego development and ethnic identity formation in rural American Indian adolescents. *Child Development*, 76, 734-746.
- Okazaki, S., & Sue, S. (1995). Methodological issues in assessment research with ethnic minorities. *Psychological Assessment*, 7, 367-375.
- Ota Wang, V., & Sue, S. (2005). In the eye of the storm: Race and genomics in research and practice. *American Psychologist*, 60, 37-45.
- Phinney, J. S. When we talk about American ethnic groups, what do we mean? *American Psychologist*, 51, 918-927.
- Richeson, J. A., & Trawalter, S. (2005). On the categorization of admired and disliked exemplars of admired and disliked racial groups. *Journal of Personality and Social Psychology*, 89, 517-530.
- Sangrigoli, S., Pallier, C., Argenti, A., Ventureyra, V. A. G, & de Schonen, S. (2005). Reversibility of the other-race effect in face recognition during childhood. *Psychological Science*, 16, 440-444.
- Sellers, R. M., & Shelton, J. N. (2003). The role of racial identity in perceived racial discrimination. *Journal of Personality and Social Psychology*, 84, 1079-1092.
- Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54, 1070-1077.
- Taylor, S. E., Sherman, D. K., Kim, H. S., Jarcho, J., Takagi, K., & Dunagan, M. S. (2004). Culture and social support: Who seeks it and why? *Journal of Personality and Social Psychology*, 87, 354-362.
- Tseng, V. (2004). Family interdependence and academic adjustment in college: Youth from immigrant and U.S.-born families. *Child Development*, 75, 966-983.
- Varela, R. E., Vernberg, E. M., Sanchez-Sosa, J. J., Riveros, A., Mitchell, M., & Mashunkashey, J. (2004). Parenting style of Mexican, Mexican American, and Caucasian-Non-Hispanic families: Social context and cultural influences. *Family Psychology*, 18, 651-657.
- Vasquez, M. J. T. (2002). Complexities of the Latina experience: A tribute to Martha Bernal. *American Psychologist*, 57, 880-888.
- Ward, L. M. (2004). Wading through the stereotypes: positive and negative associations between media use and Black adolescents' conceptions of self. *Developmental Psychology*, 40, 284-294.

Whitbeck, L. B., Adams, G. W., Hoyt, D. R., & Chen, X. (2004). Conceptualizing and measuring historical trauma among American Indian people. *American Journal of Community Psychology*, 33, 119-130.