Psychology 459/559
Cultural Psychology

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Graduate teaching fellow: Melissa Foynes (346-3936, mfoynes@uoregon.edu)

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 of your choice.

I expect you to review current literature on your topic that you will find referenced in the PsycInfo database. A minimum of 6 studies should be reviewed. Simply rehashing the material from the textbook and lectures is not adequate. If there are not at least 6 studies on a particular topic, you should choose another topic.

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, Melissa Foynes (mfoynes@uoregon.edu).

Grading

Midterm examination (May 9)	30%
Advanced draft of term paper (due May 16)	25%
Final draft of term paper (due June 8)	15%
Final examination (June 16)	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 Thursday, June 8.

Course Outline

Dates	Topic	Readings
April 4, 6	Introduction	Hall & Barongan, Chapter 1
April 11, 13	Research and Assessment	Chapter 2
April 18, 20, 25	Biological Psychology	Chapter 3, pp. 71-87
April 27	Developmental Psychology	Chapter 4, pp. 114-126
May 2, 4	Social and Personality Psychology	Chapter 3, pp. 87-104 Chapter 4, pp. 126-146
May 9	**Midterm**	
May 11, 16	African Americans	Chapter 5
May 16	**Advanced Draft of Term Paper Due** (e-mail the paper to the graduate teaching fellow, Melissa Foynes, mfoynes@uoregon.edu)	
May 18, 23	Asian Pacific Americans	Chapter 6
May 25, 30	Latino/a Americans	Chapter 7
June 1, 6	American Indians	Chapter 8
June 8	Graduate student presentations	Chapter 9
June 8	**Final Draft of Term Paper Due** (e-mail the paper to the graduate teaching fellow, Melissa Foynes, mfoynes@uoregon.edu)	
June 16	**Final Exam**	

Supplementary Readings available via the Knight Library

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.

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. of *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.