

Psychology of Cultural Diversity
(Psy 610)
Gordon C. Nagayama Hall

Purpose

The purpose of this course is to consider psychology in diverse cultural contexts. The applicability and limitations of mainstream psychology approaches with respect to culturally diverse populations will be evaluated. The course will focus on theory and research on African Americans, American Indians, Asian Americans, and Latino/a Americans that addresses both cultural and sociocultural issues involving minority status. Relevant literature from clinical psychology, developmental psychology, social psychology, genetics, and cognitive neuroscience will be included. Although there are similarities across each of these groups of color, there are unique aspects of each group and much diversity within each group. There will be an emphasis on culturally competent research methods. The role of cultural diversity in informing mainstream psychology will be considered.

Course Requirements

The major requirement for the course is a 15-20-page paper on a topic of the student's choice. This typically would be a review paper that synthesizes the literature. However, other types of papers, such as an experiment or a grant proposal, are possible. An advanced draft of the paper is due the 7th week of the course. I will provide feedback and a final draft is due during Finals week.

The other course requirement is a 15-20 minute class presentation based on the major points of the term paper during the last class meeting. I can provide consultation on the presentation.

The purpose of these requirements is to prepare students for the writing process and professional presentations that are critical for an academic career.

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 tolerate 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.

Course Outline		
Week	Topic	Readings
1-2	Introduction and Research Methods	Devos & Banaji (2005) Hall (2001) Johnson et al. (2003) LaFromboise et al. (1993) Okazaki & Sue (1995) Phinney (1996)
3	Biological Psychology	Bonham et al. (2005) Cosmides et al. (2003) Eberhardt (2005) Ota Wang & Sue (2005)
4	Developmental Psychology	Bellmore et al. (2004) Bornstein & Cote (2004) Brown & Bigler (2005) Correa-Chavez et al. (2005) Fuligni et al. (2005)
5	Social Psychology	Aronson & Inzlicht (2004) Cohen & Garcia (2005) Richeson & Trawalter (2005) Sangrigoli et al. (2005)
6	African Americans	Chavous et al. (2003) Gray-Little & Hafdahl (2000) Sellers & Shelton (2003) Ward (2003)
7	Asian Americans	Cheryan & Monin (2005) Kim (2002) Taylor et al. (2004) Tseng (2004)
8	Latino/Latina Americans	Castillo et al. (2004) Huddy & Virtanen (1995) Varela et al. (2004) Vasquez (2002)
9	American Indians	Fisher & Ball (2003) Newman (2005) Whitbeck et al. (2004)
10	Student presentations	

Readings

- 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.
- 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.
- 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.