

Psychology of Cultural Diversity (Psy 610)

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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, Asian Americans, Latino/a Americans, American Indians/ Native Alaskans, and multiracial Americans that addresses both cultural and sociocultural issues involving minority status. Relevant literature from clinical psychology, behavior genetics, developmental psychology, social psychology, 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 and clinical methods. The role of cultural diversity in informing mainstream psychology will be considered.

The first half of the course will focus on multicultural issues in the context of psychology. Topics covered include multicultural research methods, biological psychology, developmental psychology, and social psychology. The second half of the course will consider psychology in the context of multicultural issues, with a focus on particular ethnic groups and clinical issues involving these groups.

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 different opinions 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.

Readings:

Required readings for each week of the course are listed below. These readings have been selected to provide an in depth look at selected topics. All readings are available electronically from Blackboard or the Knight Library.

Weekly Discussion Questions:

The class format is intended to be organic, in which students will be able to pursue topics and issues of interest to them. Class sessions will primarily involve discussion of conceptual and empirical issues. There will also be occasional films and guest speakers. The readings are intended as a springboard for discussion, so it is critical to prepare for class by completing the reading assignments. I have developed sample discussion questions that are posted on Blackboard.

Students will provide **at least two questions** from the readings before each class period for possible discussion. Each week each student, other than those making a class presentation, will be responsible to **lead a 15-minute class discussion** on two questions which I will assign. Because your weekly discussion questions will help determine the focus of the class discussion and questions on the midterm and final examinations will be selected from the weekly discussion questions, it behooves you to provide good questions! These questions should be e-mailed to me (gnhall@uoregon.edu) **by noon on the Friday before class**. I will select questions to be assigned from your questions or those below and post them to Blackboard on Friday afternoons. You should be prepared to discuss **all questions** that I select, in addition to the ones that I assign to you. Submitted weekly discussion questions are worth **15% of your course grade**.

Term Paper:

Everyone is expected to select a topic of interest involving persons of color in North America and to write a review paper. The model for the paper is that typified by *Psychological Bulletin* and *Annual Review of Psychology* articles. The review should cover current theories, current empirical research, and recommendations for future theory and research. "Current" generally means within the past five years. Other types of term papers, such as an experiment or a grant proposal, are possible.

I will approach the term paper as analogous to a manuscript submission to a journal. Manuscripts are submitted to journals and those of high quality are allowed to be resubmitted. Two drafts of the term paper will be required. An advanced draft is due **Monday, November 17, 2008 by 5pm** and is worth **20% of your course grade**.

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 final draft of the term paper is due **Wednesday, December 10, 2008 by noon** and is worth **15% of your course grade**. The heavier weighting of the advanced draft mirrors the journal submission process; the bulk of the work on a manuscript goes into the initial submission and the revision process primarily involves responding to feedback.

Class Presentation:

Each student will be required to make a class presentation of 10-20 minutes on their term paper topic. Presentations will begin on Week 2 and I will determine the order. Less will be expected of presentations that occur earlier in the course, more of presentations that occur later in the course. The class presentation is worth **10% of your course grade**.

Examinations:

There will be two examinations, **each worth 20% of your course grade**. Each examination will be posted on Blackboard six days before the due date. The midterm will be due by **5pm on Monday, November 3, 2008** and will include four essay questions covering the first half of the course. The final will be due by **noon on Wednesday, December 10, 2008** and will include four essay questions covering the second half of the course. The essay questions will be selected from the questions that we discuss in class.

Responses to each essay question should be **no more than two double-spaced pages** in Times New Roman 12 pt. font. The midterm and final should be e-mailed to me at gnhall@uoregon.edu.

Grading:

Discussion questions (weekly)	= 15%
Midterm examination (due 11/03/08)	= 20%
Class presentation	= 10%
Advanced draft of term paper (due 11/17/08)	= 20%
Final draft of term paper (due 12/10/08)	= 15%
Final examination (due 12/10/08)	= 20%

Course Outline

Week	Topic	Reading
1	Introduction	Hall (2006) Leong (2007) D. Sue (2004) S. Sue et al. (in press)
2	Research Methods	Hall (2001) Horrell (2008) Okazaki & Sue (1995) Whaley & Davis (2007)
3	Biological Psychology	Cosmides et al. (2003) Eberhardt (2005) Ota Wang & Sue (2005) Sternberg et al. (2005)
4	Developmental Psychology	Brown & Bigler (2005) Halgunseth et al. (2006) Hughes et al. (2006) Johnson et al. (2003)
5	Social Psychology	Crosby et al. (2006) Gaertner & Dovidio (2005) Hurtado (2005) D. Sue et al. (2007)
Midterm due 11/03/08		
6	African Americans	Helms (2007) Mays et al. (2007) Rosenfarb et al. (2006) Szapocznik et al. (2007)
7	Asian Americans	Hall (2002) Hall & Eap (2007) Hwang (2006) Kim et al. (2008)

Advanced draft of term paper due 11/17/08

8	Latino/Latina Americans	Fernandez et al. (2007) Lara et al. (2005) Martinez & Eddy (2005) Muñoz & Mendelson (2005)
9	American Indians	Fisher & Ball (2003) Gone & Alcántara (2007) Hawkins et al. (2004) Whitbeck et al. (2004)
10	Multiracial Americans	Doyle & Kao (2007) Herman (2004) Miville et al. (2005) Shih & Sanchez (2005)

Final draft of term paper and final exam due 12/10/08

Readings

- Brown, C. S., & Bigler, R. S. (2005). Children's perceptions of discrimination: A developmental model. *Child Development*, 76, 533-553.
- Cosmides, L., Tooby, J., & Kurzban, R. (2003). Perceptions of race. *Trends in Cognitive Sciences*, 7, 173-179.
- Crosby, F. J., Iyer, A., & Sincharoen, S. (2006). Understanding affirmative action. *Annual Review of Psychology*, 57, 585-611.
- Doyle, J. M., & Kao, G. (2007). Are racial identities of multiracials stable? Changing self-identification among single and multiple race individuals. *Social Psychology Quarterly*, 70, 405-423.
- Eberhardt, J. (2005). Imaging race. *American Psychologist*, 60, 181-190.
- Fernandez, K., Boccaccini, M. T., & Noland, R. M. (2007). Professionally responsible test selection for Spanish-speaking clients: A four-step approach for identifying and selecting translated tests. *Professional Psychology: Research and Practice*, 38, 363-374.
- Fisher, P. A., & Ball, T. J. (2003). Tribal participatory research: mechanisms of a collaborative model. *American Journal of Community Psychology*, 32, 207-216.
- Gaertner, S. L., & Dovidio, J. F. (2005). Understanding and addressing contemporary racism: from aversive racism to the common ingroup identity model. *Journal of Social Issues*, 61, 615-639.
- Gone, J. P., & Alcántara, C. (2007). Identifying effective mental health interventions for American Indians and Alaska Natives: A review of the literature. *Cultural Diversity and Ethnic Minority Psychology*, 13, 356-363.
- Halgunseth, L. C., Ispa, J. M., & Rudy, D. (2006). Parental control in Latino families: An integrated review of the literature. *Child Development*, 77, 1282-1297.
- Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting and Clinical Psychology*, 69, 502-510.
- Hall, G. C. N. (2002). Culture-specific ecological models of Asian American violence. In G. C. N. Hall & S. Okazaki (Eds.), *Asian American psychology: The science of lives in context* (pp. 153-170). Washington, DC: American Psychological Association.
- Hall, G. C. N. (2006). Diversity in clinical psychology. *Clinical Psychology: Science and Practice*, 13, 258-262.
- Hall, G. C. N., & Eap, S. (2007). Empirically-supported therapies for Asian Americans. In F.T.L. Leong, A. Inman, A. Ebreo, L. Yang, L. Kinoshita, & M. Fu (Eds.), *Handbook of Asian American Psychology*, 2nd ed. (pp. 449-467). Thousand Oaks, CA: Sage.
- Hawkins, E. H., Cummins, L. H., & Marlatt, G. A. (2004). Preventing substance abuse in American Indian and Alaska Native youth: Promising strategies for healthier communities. *Psychological Bulletin*, 130, 304-323.
- Helms, J. E. (2007). Some better practices for measuring racial and ethnic identity constructs. *Journal of Counseling Psychology*, 54, 235-246.
- Herman, M. (2004). Forced to choose: Some determinants of racial identification in multiracial adolescents. *Child Development*, 75, 730-748.

- Horrell, S. C. V. (2008). Effectiveness of cognitive-behavioral therapy with adult ethnic minority clients: A review. *Professional Psychology: Research and Practice*, 39, 160-168.
- Hughes, D., Rodriguez, J., Smith, E. P., Johnson, D. J., Stevenson, H. C., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology*, 42, 747-770.
- Hurtado, S. (2005). The next generation of diversity and intergroup relations research. *Journal of Social Issues*, 61, 595-610.
- Hwang, W. (2006). The Psychotherapy Adaptation and Modification Framework: Application to Asian Americans. *American Psychologist*, 61, 702-715.
- 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., Sherman, D. K., Taylor, S. E. (2008). Culture and social support. *American Psychologist*, 63, 518-526.
- Lara, M., Gamboa, C., Kahramanian, M. I., Morales, L. S., & Bautista, D. E. H. (2005). Acculturation and Latino health in the United States: A review of the literature and its sociopolitical context. *Annual Review of Public Health*, 26, 367-397.
- Leong, F. T. L. (2007). Cultural accommodation as method and metaphor. *American Psychologist*, 62, 916-927.
- Martinez, C. R., & Eddy, J. M. (2005). Effects of culturally adapted parent management training on Latino youth behavioral health outcomes. *Journal of Consulting and Clinical Psychology*, 73, 841-851.
- Mays, V. M., Cochran, S. D., & Barnes, N. W. (2007). Race, race-based discrimination, and health outcomes among African Americans. *Annual Review of Psychology*, 58, 201-225.
- Miville, M. L., Constantine, M. G., Baysden, M. F., & So-Lloyd, G. (2005). Chameleon changes: An exploration of racial identity themes of multiracial people. *Journal of Counseling Psychology*, 52, 507-516.
- Muñoz, R. F., & Mendelson, T. (2005) Toward evidence-based interventions for diverse populations: The San Francisco General Hospital prevention and treatment manuals. *Journal of Consulting and Clinical Psychology*, 73, 790-799.
- 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.
- Rosenfarb, I. S., Bellack, A. S., & Aziz, N. (2006). Family interactions and the course of schizophrenia in African American and White patients. *Journal of Abnormal Psychology*, 115, 112-120.
- Shih, M., & Sanchez, D. T. (2005). Perspectives and research on the positive and negative implications of having multiple racial identities. *Psychological Bulletin*, 131, 569-591.
- Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist*, 60, 46-59.

- Sue, D. W. (2004). Whiteness and ethnocentric monoculturalism: Making the "invisible" visible. *American Psychologist*, 59, 761-769.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286.
- Sue, S., Zane, N., Hall, G. C. N., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual Review of Psychology*, 60.
- Szapocznik, J., Prado, G., Burlew, A. K., Williams, R. A., & Santisteban, D. A. (2007). Drug abuse in African American and Hispanic Adolescents: Culture, development, and behavior. *Annual Review of Clinical Psychology*, 3, 77-105.
- Whaley, A. L., & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist*, 62, 563-574.
- 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.