PSYCHOLOGY 269
CROSS CULTURAL PSYCHOLOGY: A Clinical Perspective
SYLLABUS

Term: Spring 2006
Room: John Dewey Hall 212
Time: Tuesday and Thursday 8:00 a.m. - 9:15 a.m.

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Office Hours: Wednesday 4:00 -5:30 or by appointment.

Required Texts

ISBN: 0-393--978-75-3

ISBN 0-07-255443-6

ISBN: 0-13-118610-8

Additional journal articles will be assigned and will be provided throughout the semester well in advance of their due date.
Course Description, Expectations and Requirements:

Welcome to the table! The need to study and understand race, ethnicity and class represents a major challenge to mainstream psychology. ALANA (African American, Latino/a American, Asian American, and Native American) and international populations have been largely ignored in mainstream psychological literature therefore; it is not surprising that you may not have been exposed to the concepts and material that will be covered this semester. Mainstream psychology has frequently dismissed the contributions of those who address the concerns, experiences, and interventions designed to assist ALANA and international populations as “non-scientific” or not meeting the standards of “empirically validated intervention”. This creates a dilemma.

Some of you may be taking this course because it is a requirement for graduation (you have to be here) or a desire to enhance your cultural competence (you are curious). I trust there may be some other reasons that you are joining the dialogue. I also have a notion that there may be some anxiety about what opportunities for learning will be offered, how learning will occur and how learning will be experienced by each of you.

The cultural issues we will be discussing concern “skin color”, sociopolitical forces, racism, sexism, heterosexism, stigma, ableism, economic prejudice, gender discrimination, appearance, ageism, and privilege. These potent factors and forces shape individual development, and the “here and now” expression of psychopathology within a cultural context. An exploration of your own experience and cultural heritage and the way it intersects with your approach to assessment, intervention and research will be a pivotal part of your learning this semester.

This seminar will explore issues regarding assessment, treatment, and research in psychology from a cross-cultural perspective. Seminar participants will (1) read book chapters and journal articles; (2) critically review the literature; and, (3) view films and attend guest lectures about the relevance of psychological science to the understanding of under-represented populations. Proposed topics include but are not limited to prejudice and discrimination, stigma, hate crimes, diagnosis, treatment and interventions with various populations, GLBTQ and transgendered identities, HIV and AIDS in rural areas, and difficult dialogues among diverse populations.

It is extremely important that an atmosphere of safety, dignity and respect be maintained during the course of this seminar. Be mindful of confidentiality and of each other. Listen to one another. Compassionate learning and respect for one another is important. There are no stupid questions. No one is culturally competent (least of all me). We are all on the learning curve together. This is just a beginning! Your presence and participation in class are greatly appreciated.

REMEMBER: THIS COURSE MAY DIFFER FROM OTHER COURSES YOU HAVE TAKEN AT THIS UNIVERSITY AND AT OTHER EDUCATIONAL INSTITUTIONS YOU HAVE ATTENDED.

Expectations and Course Requirements

A. Readings, Attendance and Class Participation 20 Points

There are a lot of readings! Seminar participants may find it useful to share the responsibility of getting the reading list covered each week. This may involve making decisions to form groups to cover the material. Currently this is a small group. This means that we will have the opportunity to cover some topics in great detail if you wish. There will be ample opportunity for everyone to discuss the journal articles, book chapters and case studies each week.

Assigned readings are due at the beginning of the week they are going to be discussed. Your ability to
understand and enjoy the course material will be enhanced if you have done the reading before hand. While it is not necessary, nor do I expect you to have committed the readings to memory, reading the material before class will prove beneficial in the long run. Take notes when you read and generate lots of discussion questions. Participation and interactive education are the cornerstones of this seminar. We learn a great deal from each other and our collective experience is valuable. We all have a wealth of stories and experiences to communicate. Active participation and consistent attendance is crucial to the success of this class. Your experience will contribute to your own learning and to the learning experience of others.

B. Journal 30 Points

You will be required to keep a journal during the semester. The purpose of the journal is to give you an opportunity to critically contemplate and evaluate the readings. There will be a number of provocative themes to contemplate during this seminar. As the semester progresses it is anticipated that you will begin to develop expertise assimilating your own thoughts and personal experiences with what you have read.

You will be required to submit your journal at three points during the semester for review. The first journal submission due date is February 23rd; the second journal submission due date is March 30th and, the third and final journal submission is due on April 13th. Even though you will only be submitting the journal at three points during the semester you should view the journal as a dynamic document to help you with seminar discussions. Use the journal as an opportunity to write without the constraints of a formal paper. The journal is a critical element of this seminar and each week you will be expected to raise the questions entered in your journal to facilitate class discussion.

Guidelines for Journal Entries

Make a journal entry for every class.

You will notice that there is a comprehensive set of readings for this course which covers a great deal of information.

While it is not necessary, nor do I expect you to have committed the readings to memory, a thorough review of the readings will prove beneficial in the long run. Each of you must be prepared to discuss the readings during class.

Read and analyze the assigned readings each week. Generate questions and comments about what you have read. Place these comments and questions in your journal. It will be easier for you to comment on the book chapters and articles as you go along rather than to create the journal the weekend before it is due for submission.

The first part of your journal must be in the form of questions about the readings. The second part of your journal must be in the form of a paragraph about your reactions to and/or a discussion of the readings. The paragraph must be an analysis of the readings and should be specifically related to the readings for the week and need to indicate that you have read the relevant material.

Your journal entry may include personal reactions to or critical reviews of the readings. One of the ways to accomplish this is by a “free write”. Write continuously, without stopping or lifting your pen from the page, for five minutes. Write whatever comes to mind. Longer entries are even better as the writing process will help you to develop your own ideas. Simply stating that you enjoyed reading an article or that you did not realize a
certain phenomena had or had not been reported in the literature is not sufficient. As mentioned previously make every effort to critically analyze what you have read.

You should comment on all of the articles that you read. Generate questions and comment on the readings each week.

Submitted journal entries must be dated, typewritten or produced by word processor. Handwritten entries or e-mailed entries will not be accepted.

Only two questions and two paragraphs are required for each week's journal entry. That is the minimum requirement. Additional questions and commentary are strongly encouraged.

Your attendance and active class participation will enhance your understanding of a particular topic and increase your grade.

Generate lots of questions!!!

You will need to obtain a loose-leaf binder or folder and a package of paper. Affix a label with your name in the upper right hand corner of the binder or folder. Label each week's journal entry with your name, the date and a title. Place the week's journal entry in the binder and bring it to class on Tuesday and Thursday. We will refer to your journals during the class and I will collect the binder / folder for review on February 23rd, March 30th, and April 13th, at the end of the semester. There will be a penalty for late submissions.

C. Written Term Project and In Class Presentation

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<tr>
<td>In Class Presentation</td>
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As you read journal articles, book chapters, case studies and research for this course you might be interested in gaining additional knowledge about one of these topics. You may have strong reactions to some of the readings and class discussions and/or you may want to relate them to yourself personally or professionally. You may examine a topic from the course syllabus or a topic that has not been addressed during this seminar (e.g., Is anorexia nervosa a medical disease? Is extreme bias and hate crime a psychiatric disorder? Is spirituality "hard wired"? Are African Americans more vulnerable to depression, more so than any other group? Are clinical empirically validated interventions for depression useful for everyone?)

The term project may take a number of forms (e.g., discussion paper, critical review of the literature, research proposal, etc.) Topics can be drawn from virtually any area pertaining to cross cultural psychology. The subject of the term project should be reviewed with me before you begin work. I would strongly urge you to consult with me about the topic of your term paper and in-class presentation before Spring break.

It is always difficult to talk about the length about an academic paper. I would suggest that your final paper be approximately 20 pages in length (except for the title page, abstract, and references). Please double space the final document. Use 1" margins (top, bottom, left and, right). Use Arial or Times New Roman 11 or 12 point type.

You will also be expected to present your written term project to the class. Presentations can take a number of forms (formal presentation or lecture, video essay, slide show, etc.). Your presentation should be 20 - 25 minutes long (no longer please). You should begin to think about the presentation as early in the semester as
possible. **A portion of the class on February 14th and February 16th will be reserved to facilitate the planning process.** I will be available throughout the semester to assist you as well.

In class presentations will be scheduled on April 18th - April 27th. The final paper is due on Thursday, May 2nd. You may, of course, submit your paper before that date. **No papers will be accepted after that date.**

**D. Let’s Eat!**

Let’s schedule a cultural meal. This will occur on May 2nd (our last class). Bring a dish to share that reflects your cultural heritage (e.g., something mom, dad, uncle, aunt, grandpa or grandma cooked). If you have started your own cultural tradition regarding food – bring that! Every dish has a story and every story has a dish.

**GRADES**

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<td>Journal</td>
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Final letter grades will be assigned as follows:

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We will be covering a lot of ground this semester. Remember who you are and where you are. Trust your intellect and competence.

Never panic and remember to breathe!
Jan. 17  Introduction To Seminar: Course Description, Framework and Ground Rules for Semester

Jan. 19  Mapping our Differences
Read Chapters 1-3  Robinson, T.L. (2005). *The Convergence of Race, Ethnicity and Gender*
Read Chapter 1  Plous, S. (2003). *Understanding Prejudice and Discrimination*
    Plous, S.: The psychology of prejudice, stereotyping, and discrimination: An overview
    Davis, F.J.: Who is black? One nation’s definition.


Jan. 24  Ethics, Morality, Altruism, Justice, Cooperation and Making Connections
    Read Introductory Comments on pgs 424 – 430
    Ticht Nhat Hanh: Peace is every step: The path of mindfulness in everyday life.

Jan. 26  No Class: Use this time as an opportunity to meet individually or in groups to discuss the term project

Jan. 30  Extreme Bias and Hate Crimes
Film Licensed to Kill
Feb. 2  Extreme Bias and Hate Crimes Continued


Question to Consider: Should Hate Crimes and Extreme Bias Be Considered a Mental Illness?

Feb. 7  Stereotyping, Prejudice, Stigma and Discrimination
Feb. 9  Stigma: Coping with HIV Stigma

    Shapiro, J.P.: No pity: People with disabilities forging a new civil rights movement.
    Hemp, P.: In Europe, outcry is loud over a sport called dwarf-tossing
    Snyder et al.: Avoidance of the handicapped: An attributional ambiguity analysis
    Goldberg, C.: Citing intolerance, obese people take steps to press cause
    Steele, C.: Race and the schooling of Black Americans
    Begley, S.: The stereotype trap.

**Chapter 3**
Savitt, T.L.: The use of Blacks for medical experimentation and demonstration in the old south
Moody, A.: Coming of age in Mississippi
Okamura, R.Y.: The American concentration camps: A cover-up through euphemistic terminology

**Chapter 4**
Cole, D.: Five myths about immigration: The new know-nothingism
Verhovek, S.H.: Once appalled by race profiling, many find themselves doing it.
Mauer, M.: Race to incarcerate
Goode, E.: A computer diagnosis of prejudice
Howard, K.: Service with a sneer
McIntosh, P.: White privilege: Unpacking the invisible knapsack
Amirkhan et al.: Reflections of affirmative action goals in psychology
Plous, S.: Ten myths about affirmative action

Read Chapter 6: Robinson, T.L. (2005)

**Plan for Final Project and Class Presentation**

Feb. 14 Racism Then and Now: People of African Descent
Feb. 16 Racism Then and Now: People of African Descent

Feb. 21 People of Asian Descent, Native Hawaiians, and Pacific Islanders
Feb. 23 People of Asian Descent, Native Hawaiians, and Pacific Islanders


**First Journal Submission Due**

Feb. 28 People of Native American Descent
Mar. 2 People of Native American Descent

Read Chapter 4: Robinson, T.L. (2005).
Churchill, W. Naming our destiny: Towards a language of American Indian liberation
Churchill, W. Let’s spread the fun around: The issue of sports team names and mascots
Schmitt, E.: Battle rages over a 5-letter four letter word
Mar. 7  No Class Town Meeting Day
Mar. 9  GLBTQ and Transgendered Identities


Film:  Daddy and Poppa
Mar. 14  The Importation of an Eastern Technique into a Western Context
Guest Speaker:  Dr. Arnold Kozak
Mar. 16  Eastern Approaches to Health and Well-Being
Guest Speaker:  Shinzen Young Vipassana / Zen Teacher

Mar. 21  No Class Spring Break
Mar. 23  No Class Spring Break

Mar. 28  Difficult Dialogues: Anti-Semitism
Mar. 30  Difficult Dialogues: Anti-Semitism

Second Journal Submission Due

Hilberg, R.  The destruction of European Jews: Dehumanization and concealment
Dinnerstein, L.:  Anti-Semitism in America
Morse, A.D.:  While six million died: A chronicle of American apathy.
Anti-Defamation League:  ADL 2000 Audit of anti-Semitic incidents

Apr. 4  Difficult Dialogues: Immigration, Escape and Acculturation: The Canadian Iranian Experience.
April 6  Difficult Dialogues: Immigration, Escape and Acculturation: The Canadian Iranian Experience

Film:  The Tree That Remembers
Guest Speaker:  Ms. Shoukoufeh Sakhi, MA
Apr. 11 Reducing Prejudice and Making Connections
Apr. 13 Reducing Prejudice and Making Connections

Chapter 10 Plous, S. (2003). *Understanding Prejudice and Discrimination*

Chapter 10
- Blanchard, F. et al.: Reducing the expression of racial prejudice.
- Rokeach, M.: Long-range experimental modification of values, attitudes, and behavior.
- Stephan, W.G.: The role of empathy in improving intergroup relations
- Nier, A.: The challenge of aversive racism: Combating pro-White bias.
- King, M.L.: Martin Luther King explains non-violent resistance.

Film: Crash

Third Journal Submission Due

April 18 Student Presentations
April 20 Student Presentations
Apr. 25 Student Presentations
Apr. 27 Student Presentations

May 2 Wrap up and Cultural Dinner