Breathe, Think, Read, Write, Engage with Each Other

Psychology 269
Cross Cultural Psychology: A Clinical Perspective
Spring 2010
Syllabus

Class Times: Tuesday and Thursday 5:30 pm - 6:45 pm
Classroom: John Dewey Hall 212

Professor: Sondra E. Solomon, Ph.D.
Phone: 802-656-3034
E-Mail: Sondra.Solomon@uvm.edu

Office: Dewey, 346
Office Hours: Wednesdays: Monday 12:00-1:00 and Thursday 3:00-4:00 pm

Please note that revisions and adaptations to the syllabus may be made at the discretion of the professor and/or by consensus of the professor and seminar participants.

“The point is not that psychiatric diagnoses are meaningless, but that they may be, and often are, swung as semantic blackjacks: cracking the subject’s respectability and dignity, destroying him or her just as effectively, and more often so, as cracking his or her skull. The difference is that the person who wields a blackjack is recognized by everyone as a public menace, but the person who wields a psychiatric diagnosis is not”.
Psychiatric Classification as a Strategy of Personal Constraint Ideology and Insanity, Thomas S. Szasz (1970)

Required Texts


The Shiraev and Pan texts are available from the University bookstore. The Watters and Fadiman books are available from Amazon. Many articles and book chapters are available via Psych Info, Med-Line or Psych Articles in PDF format. Other readings and in-class materials will be distributed when appropriate.

Course Description and Expectations

Description
Welcome! Our understanding of the terms race, racism, mental disorder, stigma, exclusion, prejudice and discrimination, etc. is blurred by the complexities of human experience and the cultural context in which experience occurs. Psychologists have attempted to be unbiased, empirical and “colorblind” in their efforts to; (1) research psychological phenomenon; (2) describe and assess behavior (adaptive and maladaptive); and, (3) develop interventions to alleviate suffering. This methodology and worldview is bounded by traditional systems of inquiry and are based on a western analytic scientific paradigm deeply imbedded in western European and North American ideology. This approach, while useful for some, may have limited relevance,
utility and application to a United States of America and global community that is not ethnically, culturally, spiritually or intellectually connected to this way of knowing.

The U.S. Census Bureau reports that currently 25-30% of the United States population self-identifies as belonging to an ethnic or traditionally under-represented group. By 2010 that number will increase to 32.7% and by 2050 to 47.5%. Additionally, there will be greater numbers of people who self-identify as gay, lesbian, bisexual or transgender. We are intricately bound to a global community that transcends traditional definitions of borders and boundaries. Some might say, “It’s a small world” others would say, “We are the world.” Whatever witty phrase we conjure, we must recognize that the world is at our door and we must be ready to meet the world community. The need to incorporate identity, race, ethnicity, class, privilege, gender, age, international affiliation, sexual orientation, gender identity and expression, ability, appearance, and different ways of knowing represents a major challenge to traditional psychology.

As we near the end of the first decade of the 21st century fundamental shifts in the demographics of the United States will foster changes in the way we conduct research, assessment, and treatment. It will also shift the way we train psychologists. 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. Therefore, this course is designed to examine the history of psychology, the current dilemmas psychologists face in understanding and serving a global community, and directions for future research and treatment.

Some of you may be taking this course because (1) it is a requirement for graduation – it meets the Diversity Requirement – D1 (you have to be here); (2) you have a desire to enhance your cultural competence (you are curious); (3) you are on a path of self-exploration that compels you to understand other people and ways of knowing (expansion of your worldview). I imagine there are various other reasons 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, how learning will be experienced, and how learning will be assessed.

The issues we will be discussing explore race, racism, “skin color”, sociopolitical forces, sexism, heterosexism, stigma, ableism, economic prejudice, gender discrimination, appearance, ageism, privilege, etc. These factors and forces shape individual development, and the “here and now” expression of behavior and being (maladaptive or adaptive) within a cultural context. An exploration of your own experience (self-reflection) and cultural heritage and the way they intersect with your approach to the course material will be a pivotal part of your learning this semester.

This seminar will also explore issues regarding assessment, treatment, and research in psychology from a cross-cultural perspective. Seminar participants will (1) read book chapters and Journal Entry 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 race, racism, prejudice and discrimination, stigma, hate crimes, research, diagnosis, treatment and interventions. We will explore various populations, GLBTQ and transgendered identities, mental and physical health for under-represented groups, and difficult dialogues among diverse populations.

**Expectations**

**Safety and Respect:** 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.

*Breathe, Think, Read, Write, Engage with Each Other*
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. During the first week of class we will develop a Safety Contract to assist us during our difficult dialogues.

**Religious Holidays:** Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. This is a regulation adopted by the University of Vermont and all students are responsible to provide this information to all the instructors in their courses. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

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**Classroom Environment:** University of Vermont Classroom Code of Conduct.

Faculty and students will at all times conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment befitting the University of Vermont. To this end, it is expected that all members of the learning community will adhere to the following guidelines:

1. Faculty and students will attend all regularly scheduled classes, except for those occasions warranting an excused absence under the University Attendance Policy (e.g., religious, athletic, and medical).
2. Students and faculty will arrive prepared for class and on time, and they will remain in class until the class is dismissed.
3. Faculty and students will treat all members of the learning community with respect. Toward this end, they will promote academic discourse and the free exchange of ideas by listening with civil attention to comments made by all individuals.
4. Students and faculty will maintain an appropriate academic climate by refraining from all actions that disrupt the learning environment (e.g., making noise, ostentatiously not paying attention, leaving and reentering the classroom inappropriately).
5. **Students and the instructor must turn off cell phones. Do not us text messages, twitters, tweets, blue tooth communiqués, blogging, surfing are not acceptable behaviors in class unless it is an explicit part of the in-class assignment.** Students can bring lap tops to take notes and to open pdf files the instructor assigned for readings. Students must ask permission to the instructor before they utilize their lap tops for any other activity.

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**Academic Integrity and Honesty**

The work you do in this course must be your own. This means that you must be aware when you are building on someone else’s ideas—including the ideas of your classmates, your professor, and the authors you read—and explicitly acknowledge that you are do so. Feel free to develop, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. If you ever have questions about drawing the line between others' work and your own, ask me and I will give you clear guidance or you may visit UVM's website regarding Academic Integrity at: [http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf](http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf)

If you find that your paper has unoriginal text that is not properly cited, you should either cite it or remove it. If you do not, you are likely committing plagiarism. Also, if you remove or reword the unoriginal text, but retain the idea expressed by the source, you must give a citation that names the source. Remember, your work should build on the class discussions, reading, lectures, remarks, etc., but the paper you write “must” be your own work.

**Excerpts from the University of Vermont Policy on Academic Honesty**

Academic dishonesty or an offense against academic honesty includes acts that may subvert or compromise the integrity of the educational process. Such acts are serious offenses that insult the integrity of the entire academic community. Offenses against academic honesty are any acts that would have the effect of unfairly
promoting or enhancing one’s academic standing within the entire community of learners which includes, but is not limited to, the faculty and students of the University of Vermont. Academic dishonesty includes knowingly permitting or assisting any person in the committing an act of academic dishonesty.

Examples of academic dishonesty include: Communicating in any manner with other students during an examination; copying or giving aid during an examination; bringing notes or aids to an examination; possessing or providing to another person an examination or portions of an examination prior to or subsequent to the administration of the examination without the authorization of the instructor; and substituting for, arranging for substitution by another student, or otherwise representing oneself as another person during an examination session or comparable circumstance.

Plagiarism:
Plagiarism occurs whenever you present another person’s ideas as your own. In written assignments, students must NOT duplicate passages of more than five words from another source without quotation marks AND proper attribution. If you paraphrase someone else’s words, you do not use quotation marks, but you still need to give the reference. You are responsible for knowing and understanding the Plagiarism policies of the University Vermont. If a student engages in academic misconduct, the case will be forwarded to the Center for Student Ethics & Standards and may involve sanctions such as receiving a zero on the assignment or failing the course.

Special Accommodations and ACCESS:
If you believe that there is anything that the instructor needs to know that might improve your learning environment in this class, please contact Dr. Solomon, in person, as soon as possible. UVM, through its ACCESS office, provides accommodation, consultation, collaboration and education support services to students with disabilities. To contact the ACCESS office: http://www.uvm.edu/access/; email them at access@uvm.edu; or call at 656-7753. If you need specific accommodations in this class, please bring a letter from ACCESS to the instructor within the first 3 weeks of class so that we can make appropriate arrangements.

COURSE REQUIREMENTS AND GRADING SYSTEM

A: Readings, Attendance and Class Participation  
10 Points

THIS IS A COURSE THAT WILL REQUIRE YOU TO READ, WRITE AND PARTICIPATE. Assigned readings are due at the beginning of the week they are going to be discussed (on Tuesday). You will read and write a lot. Some of you may want to decide to form groups to share your thoughts about the material before or between classes. This will give you the opportunity to work in an interdisciplinary and multi-cultural milieu. This means that we will have the opportunity to cover some topics in great detail. There will be ample opportunity for everyone to discuss the journal articles, book chapters and case studies each week.

There will be ample opportunity for everyone to discuss the journal articles, book chapters, case studies, and other materials during the week. Your ability to understand and enjoy the course material will be enhanced if you have done the reading before coming to class. 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. Your ability to understand and enjoy the course material will be enhanced if you have done the reading before.

Attendance: Attendance is very important in this course. All absences are considered equal because it does not matter what is the reason for missing class. Please honor and respect your peers and attend every class. We all have something to say and stories to tell. Do not plan long weekends, early departures for breaks and holidays that may interfere with class attendance.
If you do not expect to attend class, please notify me at least 24 hours in advance. All absences are treated equally (e.g., illness, extended vacations, etc.). Of course special circumstances will be considered.

There are 22 seminars (between January 19th and April 8th). If you miss 5 or more seminars (< 22%) of the classes the number of points you receive for Readings, Attendance and Class Participation will be reduced by 50%.

There are 6 dates scheduled for group presentations (between April 13th and April 29th). It is expected that everyone will attend every group presentation. If you miss 1 or more group presentations the number of points you receive for Readings, Attendance and Class Participation will be reduced by 50%.

**Class Participation:** 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. Students will participate through class discussion, collaborating with fellow students during small group activities, and short in-class writing exercises that require familiarity with the readings assigned for that week. Class participation (written or oral) is considered an important component of the final grade. Students are graded on their in class participation and are acknowledged when they make significant contributions to class discussions.

**Punctuality:** The time boundary is extremely important. I expect everyone to be in class when the seminar begins at 5:30 pm. It is very disruptive and disrespectful to those present for other students to be entering and/leaving the seminar after we begin the discussion.

**B: Folio**

10 Points

Each student must maintain a Folio (compilation) of all writing assignments (Journal Entries, Summary of In-Class projects, Drafts and Final Versions of Papers [Eyes Wide Open and Literature Review / Discussion Paper] Final Report for your Group Presentation, etc.). You will be required to submit your Folio at the end of the semester. Affix a label with your name, seminar title, and course # on the Folio cover.

Example:

Ms. Beyonce Knowles
Cross Cultural Psychology: A Clinical Perspective
Psychology 269

You will need to obtain a loose-leaf binder and a package of paper and dividers to create sections for each type of written assignment you will be submitting. Place your name and student ID# in the upper right hand corner of the first page of each assignment. Indicate the type of writing assignment you are submitting (i.e., give a title for the writing assignment). Place the writing assignment in the appropriate section of your Folio and bring the Folio to class on Tuesday and Thursday. You will find that you will refer to your Folio during class.

I will:

- Collect writing assignments on their due date.
- Collect your Folio for review on March 4th
- I review your Folio and make comments on your Folio when I return them to you on March 16th to indicate the progress you have made during the semester.
- Your complete Folio is due on May 7th at 5:00 pm.

Your final grade will be based, in part, on the quality, integrity and completeness of your Folio. Specifically, your Folio will be assessed for its organization, indications of improvement in writing, ability to explain your leaning process and to make direct links to the readings and your personal and scholarly growth.

*Breathe, Think, Read, Write, Engage with Each Other*
Written Assignments Included in the Folio:
There are several types of written assignments:

1. Journal Entry: The first section of your Folio will be a Journal Entry. This is worth 15 Points towards your final grade. There are a set of readings for this course. 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.

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 Entry. It will be easier for you to comment on the book chapters and articles as you go along rather than to create the Journal Entry just before class.

Each student will have the opportunity to share the questions or comments in class to facilitate the discussion.

Part of your Journal Entry must contain questions about the readings. One question for each article or book chapter that you have read is the minimum requirement. These questions will be used as a way to launch class discussion. Students will be expected to contribute questions from their Journal Entry and contribute to the class discussion. Written Journal Entry questions should be specifically related to the readings for the week and need to indicate that you have read the relevant material. Each student will have the opportunity to share questions or comments in class to facilitate the discussion.

Part of your Journal Entry 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. You should comment on the most material that you read. Generate questions and comment on the readings each week.

Journal Entries must be produced by word processor.
Double spaced
Times New Roman or Arial 11 Point Font or its equivalent
1” margins
Numbered pages
Label the Journal Entry with your name, date, and Student ID# and title of the submission.
Handwritten entries or e-mailed entries will not be accepted.

Produce 2 copies of the Journal Entry. Place one in your Folio and place the second copy on the table in the front of Room 212 when you arrive in class on Tuesday afternoon where I will collect them. You must submit the Journal Entry on the Tuesday the topic is being discussed. Due dates for the Journal Entries are noted on the Schedule of Seminars Table.

Some Tips
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. Make every effort to critically analyze what you have read.

Two questions and two paragraphs (the 2 paragraphs should be about 750 words) are required for each week's Journal Entry. That is the minimum requirement. Additional writing and contributions will enhance the number of points you accrue for the submission and increase your understanding of a particular topic.

Generate lots of questions!!!

2. Self-Reflection Papers: The second section of your Folio will be a series of Self-Reflection Papers. This will be worth 15 Points towards your final grade. Each week you will be asked to submit a 1-2 page (1,000 words) paper. The Self-Reflection Paper is a brief narrative report. The paper should be a careful
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consideration and discussion of what you have learned, what you experienced and what you felt during the past week. Your Self Reflection Paper may include personal reactions to or critical reviews of the readings as a result of the class discussion. What has changed between the time you read the material, engaged in class discussion and processed your reactions to the week’s work?

Self-Reflection Papers must be produced by word processor.
Double spaced
Times New Roman or Arial 11 Point Font or its equivalent
1” margins
Numbered pages
Label the Self-Reflection Paper with your name, date, and Student ID# and title of the submission.
Handwritten entries or e-mailed entries will not be accepted.

Produce 2 copies of the Self Reflection Paper. Place one in your Folio and place the second copy on the table in the front of Room 212 when you arrive in class on Tuesday after the topic is discussed. You must submit the Self-Reflection Paper on the Tuesday after the topic is discussed. Due dates for the Self Reflection Papers are noted on the Schedule of Seminars Table.

Some Tips

One of the ways to accomplish this task is by trying a “free write”. Sit at your laptop or desktop and write without stopping 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. Think about how the readings, class discussion, in-class projects, films or videos changed your perception, ways of knowing or ways of thinking about a topic, group of people or your place in the world?

3. Eyes Wide Open Writing Assignment: The third section of your Folio will be an Eyes Wide Open Paper. This will be worth 10 points towards your final grade.

Open your eyes, look around you, step outside of your zone of comfort and look at the world around you. What do you see? Who do you see? How are the images and people you see portrayed?

You will be required to write and submit a brief (4-5 pages or 2,500 words) paper discussing an aspect of abnormal behavior as it is portrayed in contemporary culture across various cultures.

The Eyes Wide Open Paper must be produced by word processor.
Double spaced
Times New Roman or Arial 11 Point Font or its equivalent
1” margins
Numbered pages
Label the Eyes Wide Open Paper with your name, date, and Student ID# and title of the submission.
Handwritten entries or e-mailed entries will not be accepted.

Produce 2 copies of the assignment. Place one in your Folio and place the second copy in the bin on the table in the front of Room 212 when you arrive in class where I will collect them. The Eyes Wide Open Paper is due on April 8th.

Some Tips
Use a broad definition of the media, (e.g., newspapers, magazine articles, cinema, television, radio commentary, play, performance art, music or music video, contemporary or historical sources, etc.). Be judicious yet creative if
you employ internet or web resources. You may select one of the topics from the syllabus or be a pioneer and develop a topic of your own.

**Guidelines for Eyes Wide Open Writing Assignment**

"In contemporary culture the media have become central to the constitution of social identity. It is not just that media messages have become important forms of influence on individuals. We also identify and construct ourselves as social beings through the mediation of images. This is not simply a case of people being dominated by images, but of people seeking and obtaining pleasure through the experience of the consumption of these images. An understanding of contemporary culture involves focus on both the phenomenology of watching and the cultural form of images". (Ian Agnus and Sut Jhally)

The Eyes Wide Open Writing Assignment is designed to enhance your understanding of a specific topic in clinical psychology. Critically analyze a form of the media (e.g., magazines, periodicals, newspapers, TV, movies, music, and poetry) for the portrayal of different classes and groups of people.

For example, if you are writing about a type of mental disorder some guiding questions can be:

What is the topic or mental disorder you are discussing? How is it portrayed in the media? What do the individuals with the disorder look like? What do they do? Are they married, single, divorced, heterosexual, lesbian, homosexual, bisexual, transgendered, old, young, physically distinctive (e.g., impaired or disabled).

What are the typical roles that individuals with the disorder play? What activities and functions do they perform? What kind of jobs do they hold?

What shapes, sizes and colors do the individuals come in? If individuals with a particular disorder are not thin, white and attractive are they portrayed negatively? (e.g., "fat women overeating, people of color as unemployed, dangerous, threatening).

Is there a difference between the ways women and men with a particular disorder are characterized?

How do the media portray treatment or intervention?

Is there any information regarding treatment?

Is treatment affordable and accessible?

Is there universal access to treatment?

Is treatment appropriate across cultural groups or across gender?

Do you agree with the treatment approach?

How do you feel about the images that you have seen? What would you change and how would you change the media message? What do you think about the media message?

You need not address all of the topics listed above. The questions are meant to be suggestions. You can choose several of these questions or you can come up with a few of your own. You should cite or discuss a specific media reference (e.g., specific article, film, news report, television program, etc.). Refrain from
discussing the media in general. The media watch paper should be in the form of a brief essay. The essay should be approximately 4-5 pages, exclusive of attachments and references. The media watch paper is due one week after the topic is discussed in class.

4. Literature Review / Discussion Paper Writing Assignment

The fourth section of your Folio will be a Literature Review or Discussion Paper. This will be worth 25 points towards your final grade.

As you read books, book chapters, and articles in 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 you may want to relate them to yourself personally or professionally or explore these issues in greater detail from an academic perspective. You may examine, in detail, a topic from the course syllabus or a topic that has not be addressed in class regarding cross cultural perspectives on treatment, assessment, diagnosis, and research. The term project may take a number of forms (e.g., discussion paper, critical review of the literature, etc.) The project may not be the same topic as your group presentation. The subject of the project should be reviewed with me before you begin work. I will be available to assist you with structuring the term project, as well as providing resources and reviewing preliminary drafts. While you may submit Literature Review / Discussion Paper Writing Assignment at any point during the semester, this assignment must be submitted with your entire Folio by 5:30 May 7th.

Guidelines for the Literature Review and Discussion Paper

During the semester we will be exploring various themes in cross cultural clinical psychology. You may be interested in examining one of these themes in greater detail (e.g., stress management among African American men, chronic illness and disability, lack of access to care, HIV/AIDS in the United States of American, the Caribbean, sub-Saharan Africa or the Pacific Rim, etc.) or in learning about a new topic area (e.g., spirituality, health and well-being among various groups. You may have strong reactions to some of the readings and class discussions, and you may want to relate them to yourself personally or professionally and to explore these issues in greater detail from a scholarly perspective. The literature review and discussion paper is designed so you can examine, in detail, a topic from the course syllabus or a specific topic of your own choosing.

Include the following information in your paper
- A cover page containing your name, student I.D. number, title of your paper and date paper was submitted.
- An introductory section describing the topic you are going to discuss and why the topic you have chosen is interesting and important. A section that reviews the relevant literature.
- A section that discusses treatment.
- A concluding discussion that summarizes your thoughts.
- A bibliography, appropriately referenced, using American Psychological Association format.
- All appropriate attachments.

Some questions to consider in your paper
- What is your personal response to the research? What is your evaluation of the research?
- Do you agree or disagree with the literature you are reviewing?
- How does what you have read relate to your personal and/or professional experience.

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• What are your suggestions for future research?
• What does the literature report about treatment?
• What are the available treatment models?
• Do you have any suggestions for treatment (e.g. individual, group family models)?
• Is treatment affordable and accessible?
• Is there universal access to treatment?
• Is treatment appropriate for all cultural groups and for both genders?
• Do you agree with the treatment approach?
• What would you suggest as treatment alternatives?
• Be certain to provide evidence to support all of your arguments.

Important Considerations
• The subject of the literature review and discussion paper should be reviewed with Professor Solomon before you begin work.
• The paper should be between 10 – 14 pages or 5,000 – 7,000 words in length, (not including title page, abstract, bibliography and attachments).
• Papers should be double spaced, with 1” margins, pages numbered, and produced by word processor using Times New Roman 11 point type (or equivalent).

C. Group Presentations

Students are expected to work in groups and present to the class a topic relevant to cross cultural psychology. The group presentation is worth 15 points towards your final grade.

The purpose of the class presentation is to enhance your understanding of a particular topic in cross-cultural psychology and to explore your capacity to work in groups. Presentations can take a number of forms (formal presentation or lecture, panel discussion, interviews, film or video essay, slide show, performance art, operas, plays, etc.). Presentations can be drawn from virtually any area pertaining to cross cultural psychology. You may, for example, choose to explore the topic of depression in Asian American adolescents or effective treatment models for substance abuse in Native Americans. You should begin to think about the presentation as early in the semester as possible. A portion of the class on March 2nd and March 4th will be reserved to facilitate the planning process.

D. Let’s Eat!

Let’s schedule a cultural dinner. This will occur on May 6th (our last class). Bring a dish to share that reflects your cultural heritage (e.g., something mom, dad, uncle, auntie, sister, brother, 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.

Breathe. Cook. Eat. Laugh!
E. Grading Policy

Maximum # of Points Assigned to Each Domain

Folio Integrity

Writing Assignments
- Journal Entry: 15 Points
- Self Reflection: 15 Points
- Eyes Wide Open: 10 Points
- Literature Review / Discussion Paper: 25 Points

Group Presentation: 15 Points
Attendance and Class Participation: 10 Points

Total: 100 Points

Final letter grades will be assigned as follows:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Number of Points Required</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<td>B</td>
<td>85-87</td>
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<td>B-</td>
<td>80-84</td>
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<td>C+</td>
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<td>C-</td>
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<td>59-00</td>
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E. Don’t Panic!

We will be doing lots of reading, talking and thinking during the semester. Please note that this is a comprehensive reading list.

Remember to take care of yourselves.
Relax and appreciate with gratitude the process of exploration and self-awareness.

Most of all remember to BREATHE!

Breathe, Think, Read, Write, Engage with Each Other
## Schedule of Seminars:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Seminar Topic</th>
<th>Writing Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>January 19</td>
<td>Introduction to Seminar</td>
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<tr>
<td>1</td>
<td>January 21</td>
<td>Introduction to Seminar (Continued)</td>
<td>Who Are You and Who Are We? Or Are We Blurring Race, Culture, &amp; Ethnicity?</td>
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<td>2</td>
<td>January 26</td>
<td>Unconscious Bias</td>
<td>Journal Entry Week #2 Self-Reflection Paper Week #1</td>
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<td>2</td>
<td>January 28</td>
<td>Unconscious Bias</td>
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<td>3</td>
<td>February 2</td>
<td>Race, Racism and Privilege in Psychological Science</td>
<td>Journal Entry Week #3 Self-Reflection Paper Week #2</td>
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<td>3</td>
<td>February 4</td>
<td>Race, Racism and Privilege in Psychological Science</td>
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<td>4</td>
<td>February 9</td>
<td>Film and Discussion: <em>Babel</em></td>
<td>No Journal Entry This Week Self Reflection Paper Week #3</td>
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<tr>
<td>4</td>
<td>February 11</td>
<td>Film and Discussion <em>Babel</em></td>
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<td>5</td>
<td>February 16</td>
<td>Stereotypes, Stigma and Social Exclusion in Research, Treatment &amp; Personal Experience OR It’s Not About Me</td>
<td>Journal Entry Week #5 Self-Reflection Paper Week # 4 (Reflection Paper on Film Babel)</td>
</tr>
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<td>5</td>
<td>February 18</td>
<td>Stereotypes, Stigma and Social Exclusion in Research, Treatment &amp; Personal Experience OR It’s Not About Me</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Seminar Topic</td>
<td>Writing Assignment</td>
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<td>6</td>
<td>February 23</td>
<td>Stereotypes, Stigma and Social Exclusion in Research, Treatment &amp; Personal Experience OR It’s Not About Me</td>
<td>Journal Entry Week # 6 Self-Reflection Paper Week #5</td>
</tr>
<tr>
<td>6</td>
<td>February 25</td>
<td>Stereotypes, Stigma and Social Exclusion in Research, Treatment &amp; Personal Experience OR It’s Not About Me</td>
<td>Group Presentation Planning Discussion of Eyes Wide Open Paper</td>
</tr>
<tr>
<td>7</td>
<td>March 2</td>
<td>They Say You’re Crazy, The DSM IV TR and the Construction of Mental Illness. Is it Disorder or Cultural Context?</td>
<td>Journal Entry Week # 7 Self-Reflection Paper Week #6</td>
</tr>
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<td>7</td>
<td>March 4</td>
<td>They Say You’re Crazy, The DSM IV TR and the Construction of Mental Disorder. Is it Disorder or Cultural Context?</td>
<td>Submit Folio for Review</td>
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<td>8</td>
<td>March 9</td>
<td>Spring Recess</td>
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| 9    | March 16   | They Say You’re Crazy: The DSM IV TR and the Construction of Mental Illness. Is it Disorder or Cultural Context? | Journal Entry Week # 9  
Self-Reflection Paper Week #7  
Outline of Eyes Wide Open Paper |
| 9    | March 18   | They Say You’re Crazy, The DSM IV TR and the Construction of Mental Illness. Is it Disorder or Cultural Context? | Group Presentation Planning |
| 10   | March 23   | Existential Isolation, Death and Dying:: Cross Cultural Perspectives          | Journal Entry Week # 10  
Self-Reflection Paper Week #9 |
| 10   | March 25   | Existential Isolation, Death and Dying: Cross Cultural Perspectives           |                                                                                  |
| 11   | March 30   | Film and Discussion Racial, politics, sociocultural forces and cultural imagery in film | Self-Reflection Paper Week # 10  
Schedule meeting with Prof. Solomon regarding discussion/ literature review paper. |
| 11   | April 1    | Film and Discussion Racial, politics, sociocultural forces and cultural imagery |                                                                                  |
| 12   | April 6    | Treatment and Intervention: Does One Size Fit All?                           | Journal Entry Week # 12  
Self-Reflection Paper Week #11 |
| 12   | April 8    | Treatment and Intervention: Does One Size Fit All?                           | Eyes Wide Open Paper Due |
| 13   | April 13   | Group Presentations                                                          | Self-Reflection Paper # 12 |
| 13   | April 15   | Group Presentations                                                          |                                                                                  |
| 14   | April 20   | Group Presentations                                                          |                                                                                  |
| 14   | April 22   | Group Presentations                                                          |                                                                                  |
| 15   | April 27   | Group Presentations                                                          |                                                                                  |
| 15   | April 29   | Group Presentations                                                          |                                                                                  |
| 16   | May 4      | Reflections Let’s Eat                                                       |                                                                                  |
|      | May 7      | Literature Review / Discussion Paper & Folio Submission                      |                                                                                  |

Breathe, Think, Read, Write, Engage with Each Other
Cross Cultural Psychology: A Clinical Perspective  
Psychology 269  

Reading Assignments  
Revised

Week 1: January 19th & 21st

Introduction to Seminar  
Who Are You and Who Are We? Or Are We Blurring Race, Culture, & Ethnicity?

Articles:  
American Psychologist, 651-670. Address Delivered at the 116th Annual Meeting of the American Psychological Association, held August 14-17, 2008,

American Journal of Orthopsychiatry, 71(3) 281-289.

Week 2: January 26th & 28th

Unconscious Bias

Remember: Take the Implicit Associations Test (IAT) BEFORE reading the articles.

Text:  

Articles:  


*The Greenwald article is one of the classic articles describing the IAT.

Week 3: February 2nd & 4th

Race, Racism and Privilege in Psychological Science

Text:  
Shiraev & Levy (2010). Chapter 1 pages 9-22

Articles:  


**Week 4:** February 9th & 11th  **Film and Discussion**  
*Film:* *Babel*

**Week 5:** February 16th & 18th: **Stereotypes, Stigma, Oppression and Social Exclusion**

**Text:**  Shiraev & Levy (2010) Chapter 4

**Articles:**

**Week 6:** February 23rd & 25th: **Stereotypes, Stigma, Oppression and Social Exclusion**

**Text:**  Shiraev & Levy (2010). Chapter 10.

**Articles:**  


**Week 7:** March 2nd & 4th: **They Say You’re Crazy: The DSM IV TR and the Construction of Mental Illness or is it Cultural Context**

**Text:**  Shiraev & Levy (2010). Chapter 9  

**Articles:**


**Week 8:** March 9th & 11th  **Spring Recess**

**Week 9:** March 16th & 18th  **They Say You’re Crazy: The DSM IV TR, the Medical Model and the Construction of Mental Illness: or Is it Cultural Context?**

**Text:**  Shiraev & Levy (2010). Chapter 9  
Articles:


Week 10: March 23rd & 25th Existential Isolation, Death and Dying: Cross Cultural Perspectives

Articles:


Week 11: March 30th & 1st Film & Discussion: Racial politics, sociocultural forces and cultural imagery. and cultural imagery in film.

We choose a film to view and discuss.

Week 12: April 6th & 8th: Treatment / Intervention: Does One Size Fit All?


Articles:


Week 13: April 13th & 15th Group Presentations
<table>
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<tr>
<th>Week 14:</th>
<th>April 20&lt;sup&gt;th&lt;/sup&gt; &amp; 22&lt;sup&gt;nd&lt;/sup&gt;:</th>
<th>Group Presentations</th>
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<tr>
<td>Week 15:</td>
<td>April 27&lt;sup&gt;th&lt;/sup&gt; and 29&lt;sup&gt;th&lt;/sup&gt;:</td>
<td>Group Presentations</td>
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<td>Week 16:</td>
<td>May 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Let’s Eat</td>
</tr>
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*Breathe, Think, Read, Write, Engage with Each Other*