Psychology 269  
Cross Cultural Psychology: A Clinical Perspective  
Syllabus

Class Times: Monday and Wednesday 8:00 – 9:15 am  
Classroom: Lafayette, L-107  
Professor: Sondra E. Solomon, Ph.D.  
Phone: 802-656-3034; E-Mail: Sondra.Solomon@uvm.edu  
Office: Dewey, 346  
Office Hours: Wednesday: 10:00 am – 12:00 (Noon)

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.

Texts
- Dunn, D. S. (2011). *A short guide to writing about psychology*. New York: Pearson. This is an essential tool and reference guide. You will use this text for this seminar. The text will be a useful resource for other courses in Psychological Science.
- Fadiman, A. (1998). *The spirit catches you and you fall down: A hmong child, her american doctors, and the collision of two cultures*. New York: Farrah, Straus & Giroux. We read this book during the first weeks of the semester. In-class writing assignments and discussions will cover this material.

Journal Articles and Other Reading Materials
Readings are posted as PDF links on Blackboard. Other readings and in-class materials will be distributed when appropriate.

“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)

“It is easy to be discouraged about the possibilities for improving services for those with mental health problems in poor countries. Fewer than half of poor countries have mental health care policies. Less than 1% of total expenditures on health go to mental health in such countries. And amidst the problems of failed and failing governments, worsening inequalities in wealth and health status, and an AIDS pandemic that is already pushing health care resources to their limits, it is all too easy to write off care for the mentally ill as simply unachievable any time soon.”

Course Description, Course Goals and Course Objectives

Course 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. Methodologies and worldviews are bounded by traditional systems of inquiry and may be biased by 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 a western 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 2050 that number will increase to 47%. Additionally, there will be more people who identify as gay, lesbian, bisexual or transgendered. 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.

Fundamental shifts in the demographics of the United States of America 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.

Reasons why you may be taking the course:

- You had to sign up for a D1 course because it is a requirement for graduation (you have to be here).
- You are fascinated by the human story and the human experience (you are curious)
- You are on a path of self-exploration that compels you to understand other people and ways of knowing (you want to expand your world-view).
- You are interested in psychology (you have declared Psychological Science as your major or you are thinking about graduate study in psychology).

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.

Course Goals

Advanced seminars in the Department of Psychological Science have similar goals. The goals and objectives of Cross Cultural Psychology: A Clinical Perspective are to enhance skills in the following domains:

1. **Information Literacy:** Refine your ability to access scholarly sources;
2. **Rhetorical Discernment:** Further develop skills in academic literacy and critical reading within a psychological context;
3. **Critical Reading:** Examine issues regarding research, assessment and treatment in abnormal behavior from an empirically valid and culturally competent perspective; and,
4. **Writing and Revision:** Further develop writing, analysis and research skills.

Course Objectives

1. Develop an appreciation for the science of psychology.
2. Understand behavior through a culturally competent lens;
3. Appreciate how our perceptions about abnormal behavior are shaped by a multi-mediated world view.

Course Expectations

Course Syllabus

I expect you to read the syllabus! You have a printed copy of the syllabus and the syllabus is posted on Blackboard. Refer to the syllabus throughout the semester. Changes to the syllabus will be posted on Blackboard and announced during our meetings.

Code of Conduct, Safety, Respect and the Academic Environment

Code of Conduct:

Please review the University of Vermont’s website regarding the rights and responsibilities of students (Code of Conduct): [http://www.uvm.edu/policies/student/studentcode.pdf](http://www.uvm.edu/policies/student/studentcode.pdf)

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. Text messages, twitters, tweets, blue tooth communiqués, blogging, surfing, etc. 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 before they utilize their lap tops for any other activity.

It is extremely important that an atmosphere of safety, dignity and respect be maintained during the course of this seminar. Be mindful of your speech. Try not to engage in gossip or snarky commentary about what has been shared by your peers during this seminar or outside the confines 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. We are all on the learning curve together. Your presence and

**Think! Read! Write! Engage with Each Other!**
participation in class are greatly appreciated. By the end of the second week of this seminar we will develop a Safety Contract to provide parameters for our discussion.

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. Student must submit the assignment the day before the assignment is due or earlier.

Special Accommodations for Students

The Office of Accommodation, Consultation, Collaboration and Educational Support Services for Students (ACCESS) requires that we have an official note taker for students who require special accommodations. Please provide me with the appropriate documentation and accommodations you require (e.g., note taking) and I will work with you to provide the appropriate assistance.

If you believe that there is anything that I need to know that might improve your learning environment in this seminar please contact me, in person, as soon as possible. UVM, through its ACESSS office, provides accommodation, consultation, collaboration and education support services to students with disabilities. To contact the ACCESS office: http://www.uvm.edu/access/ or e-mail 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 me within the first 3 weeks of class so that appropriate arrangements can be made.

Student Athletes

I will make every accommodation possible for our wonderful student athletes; however, I must know ahead of time about your athletic schedule. Student athletes are advised to contact me regarding conflicts between your academic and athletic schedule.

If a student athlete will be absent when an assignment is due at the same time of a documented sports related events kindly inform me. The student athlete will have to submit the assignment the day before the assignment is due or earlier.

During the semester, I am often asked to document the progress of student athletes. Please let me know when these reports need to be submitted.

Academic Honesty

Please review the University of Vermont’s website regarding academic Honesty and Integrity at: http://www.uvm.edu/~uvmpgp/ppg/student/acadintegrity.pdf

The work that you do and submit must be your own work. If you ever have questions about drawing the line between others’ work and your own, ask me to provide guidance.

The following section, in italics, is copied directly from the University of Vermont’s policy statement on academic honesty and integrity: University of Vermont, Policy V. 3.4.3.5 (2012)

1. Students may not plagiarize.

All ideas, arguments, and phrases, submitted without attribution to other sources must be the creative product of the student. Thus, all text passages taken from the works of other authors (published or unpublished) must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism.

2. Students may not fabricate.

All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way. Violations of this standard constitute fabrication...

Think! Read! Write! Engage with Each Other!
3. Students may not collude.

Students may only provide, seek or accept information about any academic work to or from another student with the authorization of the instructor. Students may only collaborate on academic work within the limits prescribed by their instructors. Violations of this standard constitute collusion.

4. Students may not cheat.

Students must adhere to the guidelines provided by their instructors for completing academic work. Students may not claim as their own work any portion of academic work that was completed by another student. Students may only use materials approved by their instructor when completing an assignment or exam. Students may not present the same (or substantially the same) work for more than one course without obtaining approval from the instructor of each course. Students must adhere to all course reserves regulations. Violations of this standard constitute cheating.

Course Requirements and Grading Policy

Readings, Attendance, Class Participation and Punctuality  

10 Points

Readings

Assigned readings are due at the beginning of the week (on Monday). You will read and write A LOT during this semester.

Your ability to understand and enjoy the course material will be enhanced if you have done the reading before you attend the seminar. 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.

Some of you may want to decide to form groups to share your thoughts about the material before or between the seminars. This will give you the opportunity to work in an interdisciplinary milieu. There will be ample opportunity for everyone to discuss the assigned articles, case studies and other materials each week.

Attendance and Punctuality:

Attendance is very important in this seminar. Please honor and respect your peers and attend the seminars. Do not plan long weekends and early departures for breaks and holidays that interfere with seminar attendance. Come to the seminar and be engaged and prepared to participate! I will take attendance. All absences are treated equally (e.g., illness, extended vacations, family emergencies, etc.). If you do not expect to attend class, please notify me at least 24 hours in advance. Special cases will be addressed through the College of Arts and Sciences.

There are 22 lecture / discussion seminars between January 12th and April 8th and 6 group presentations between April 13th and April 29th. There is an expectation and requirement that you attend all of the seminars and the group presentations. If you miss 3 or more of the 22 seminars and/or if you miss 1 or more of the 6 group presentations you will jeopardize your final grade. This would mean a minimum 10 point reduction in the total points you earn for the semester.

I will honor the time boundary and begin class at 8:00 pm and end the seminar at 9:15. I will expect the same from you. Minimize late arrivals and early departures. It is very disruptive and disrespectful to those present for other students to be entering and leaving the seminar after we begin the discussion.

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.

Think! Read! Write! Engage with Each Other!
**Portfolio**

During the semester each student will maintain a Portfolio. The Portfolio is a compilation of your work during the semester.

**Organization of the Writing Portfolio**

Obtain a large 3-ring loose-leaf binder, a package of paper and dividers to the organize sections of your Portfolio. Affix a label with your name, seminar title, and course # on the outside of the right hand corner of the Portfolio:

Example:  
Name: Phineas Gage  
Student ID: ### ### ###  
Course Name: Psychology 269 - Cross Cultural Psychology: A Clinical Perspective

Divide the Portfolio in 4 Sections. Label each section of your Portfolio as follows:

1. Discussion Questions, Comments on the Readings, Self-Reflections and In-Class Assignments  
2. I Read the News Today Oh Boy! Collection of News Items Depicting People from Under-Represented Groups in Popular Culture  
3. Review Paper  
   a. Topic Approval and Annotated Outline  
   b. Draft and Meeting with Prof. Solomon  
   c. Final Paper  
4. Group Presentation

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 Portfolio and bring your Portfolio to the seminar on Monday and Wednesday. You will find it necessary to refer to the contents of the Portfolio during the seminar.

I will:

- Collect assignments on their due date and return most assignments at the next class.  
- Review your Portfolio at the mid-semester review meeting (week of March 9th) and indicate the progress you have made to date.  
- Demonstrate how to organize your Portfolio will be demonstrated during the first two weeks of the seminar.

**Assignments Included in the Writing Portfolio**

**Discussion Questions, Comments on the Readings, Self-Reflections and In-Class Assignments**

The first section of your Portfolio will include Discussion Questions, Comments on the Readings and Self-Reflections. This section is worth 10 Points towards your final grade. There are a set of readings for this seminar. Journal articles are posted on Blackboard. Additional articles may be provided throughout the semester. 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 the Abstract for every journal article assigned for the week. Select 2-3 articles to read in their entirety. Read and critically analyze the assigned readings. Generate questions and comments about what you have read. Place these comments and questions in the appropriate section of your Portfolio. Each student will have the opportunity to share the questions or comments during the seminar to facilitate the discussion.

While one question for each article that you have read is the minimum requirement I would advise you to generate lots of questions. You may read and comment on as many articles as you care to read.

Your questions will be used as a way to launch class discussion. Written discussion questions should be specifically related to the readings for the week and need to indicate that you have read the relevant material.

In addition to the discussion questions you should also include a paragraph (no more than 200 –300 words) that reflects on the readings for the week.

Think! Read! Write! Engage with Each Other!
words) that describes or analyzes the article(s) you have read. The paragraph should have sufficient detail to indicate that you have read the relevant material.

- Discussion Questions and Comments on the readings must be produced by word processor; double spaced; Times New Roman, Arial 11 Point Font or its equivalent; 1" margins; numbered pages.
- Label the Discussion Questions and Comments on the Readings with your name, date, and Student ID# and title of the submission. Label should be in the upper right hand corner of the first page.
- Handwritten entries or e-mailed entries will not be accepted.
- Produce 2 copies of the Discussion Questions and Comments on the Readings. Place one copy in your Portfolio in Section 1 and place the second copy on the table in the front of Lafayette L 107 when you arrive on Monday morning.

I Read the News Today: Oh Boy! - Collection of News Items Depicting People from Under-Represented Groups in Popular Culture 10 Points

The second section of your Portfolio will be a collection of news articles or items from the popular press and websites that you will collect throughout the semester. The articles should demonstrate the ways in which disenfranchised or under-represented groups are portrayed in the culture. Guidelines for this assignment will be provided and posted on Blackboard.

Review Paper 40 Points

The third section of your Portfolio will be a longer written assignment. The review paper is designed as a capstone experience for this seminar. This assignment builds on the writing skills you will refine throughout the semester. This paper will be developed in stages and we will work together to completed this assignment. I will guide you along the way. Specific guidelines for the completion of this written assignment will be provided.

Group Presentations: 20 Points

The 4th section of your Portfolio will contain the documentation of your Group Presentation.

Students are expected to work in groups and present to the class a topic relevant to culture and mental illness. The purpose of the Group Presentation is to enhance your understanding of a particular topic in cross cultural psychology and to explore your capacity to work in groups. Guidelines for the format of the group presentations will be distributed in class and posted on Blackboard. We will also devote class time to plan the structure of the group presentation.

Think! Read! Write! Engage with Each Other!
Grading Policy

Activity | Maximum # of Points for Each Activity
--- | ---
- Attendance, Class Participation & Punctuality | 10
- Meet to Discuss Mid-Semester Progress, Portfolio Review & Final Paper | 5
- Portfolio
  - Organization and Integrity of Folio | 5
  - Section 1: Discussion Questions, Comments & Self-Reflection | 10
  - Section 2: I Read the News Today: Oh Boy! | 10
  - Section 3: Final Paper
    - Outline | 5
    - Final Paper Draft | 10
    - Final Paper | 25
- Group Presentation | 20

Total Points | 100 Points

Note: There are numerous ways to achieve a strong grade in this seminar. There is no extra credit. Superior effort, working hard and meeting deadlines gets you off to a good start. Most students will do very well in this seminar but not every student will earn an “A range grade.” I will make every attempt to provide clear guidelines and metrics for each assignment so that you will have every opportunity to do your best.

Final letter grades will be assigned as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>95-99</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
<td>80-83</td>
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<td>C+</td>
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<td>C-</td>
<td>70-73</td>
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<td>D+</td>
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Remember to take care of yourselves.

Relax and appreciate with gratitude the process of exploration and self-awareness.

Most of all remember to BREATHE!

Think! Read! Write! Engage with Each Other!
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Seminar Topic</th>
<th>Assignments</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>Introduction to Seminar</td>
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<tr>
<td>1</td>
<td>1/14</td>
<td>Introduction to Seminar</td>
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<td>2</td>
<td>1/19</td>
<td>Martin Luther King Jr. Observed</td>
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<td>2</td>
<td>1/21</td>
<td>An Introduction to Mindfulness</td>
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<td>3</td>
<td>1/26</td>
<td>DSM &amp; Culture Bound Syndromes</td>
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<td>3</td>
<td>1/28</td>
<td>Information Literacy</td>
<td>Meet at BH Library</td>
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<td>4</td>
<td>2/2</td>
<td>Identity, Culture, Race and Ethnicity</td>
<td>Submit Week 3 Questions &amp; Comments</td>
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<td>4</td>
<td>2/4</td>
<td>Identity, Culture, Race and Ethnicity</td>
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<td>5</td>
<td>2/9</td>
<td>Discrimination, Stigma, and Social Isolation</td>
<td>Submit Week 5 Questions &amp; Comments</td>
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<td>5</td>
<td>2/11</td>
<td>Discrimination, Stigma, and Social Isolation</td>
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<td>6</td>
<td>2/16</td>
<td>Film &amp; Discussion: <em>Babel</em></td>
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<td>6</td>
<td>2/18</td>
<td>Film &amp; Discussion: <em>Babel</em></td>
<td>Schedule Meeting with Prof. Solomon</td>
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<td>7</td>
<td>2/23</td>
<td>Anxiety &amp; Related Disorders</td>
<td>Submit Week 7 Questions &amp; Comments</td>
<td>Mid-semester Review</td>
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<td>2/25</td>
<td>Anxiety &amp; Related Disorders</td>
<td>Submit Babel Self-Reflection Assignment</td>
<td>Mid-semester Review</td>
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<td>8</td>
<td>3/2</td>
<td>Spring Recess</td>
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<td>Spring Recess</td>
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<td>9</td>
<td>3/9</td>
<td>Depressive Disorders &amp; Suicide</td>
<td>Submit Week 9 Questions &amp; Comments</td>
<td>Group Presentation Planning</td>
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<td>3/11</td>
<td>Depressive Disorders &amp; Suicide</td>
<td>Submit Outline for Final Paper</td>
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<td>10</td>
<td>3/16</td>
<td>Psychotic Disorders</td>
<td>Submit Week10 Questions &amp; Comments</td>
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<td>11</td>
<td>3/23</td>
<td>Media Representations</td>
<td>Submit Week 11 Questions &amp; Comments</td>
<td>Submit Final Paper Draft</td>
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<td>3/25</td>
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<td>12</td>
<td>3/30</td>
<td>Cultural Beliefs of Death &amp; Dying</td>
<td>Submit Week 12 Questions &amp; Comments</td>
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<td>12</td>
<td>4/1</td>
<td>Culture Beliefs of Death &amp; Dying</td>
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<td>13</td>
<td>4/6</td>
<td>Mindfulness, the Buddha &amp; Clinical Science</td>
<td>Submit Week 13 Questions &amp; Comments</td>
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<td>4/8</td>
<td>Mindfulness, the Buddha &amp; Clinical Science</td>
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<td>Group Presentations</td>
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<td>5/5</td>
<td>Final</td>
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<td>Submit Complete Folio</td>
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E. Seminar Assignments

Week 1: Jan 12th & 14th: Introduction to Seminar
Sept. 12th
No assigned reading

Jan 14th
Reading

In class writing assignment

Week 2: Jan 19th & 21st: An Introduction to Mindfulness
Jan. 19th
No Seminar: Martin Luther King Jr. Observed

Jan. 21st
Reading

Week 2 Readings from Blackboard
(Creswell & Lindsay, 2014; Greeson, Juberg, Maytan, James, & Rogers, 2014; Teper, Segal, & Inzlicht, 2013)
Submit discussion questions and comments on journal articles on January 21st

Week 3: Jan 26th & 28th: DSM 5, Culture Bound Syndromes & Information Literacy
January 26th: DSM & Culture Bound Syndromes


Week 3 Readings from Blackboard
(Dura-Vila & Hodes, 2012; Keough, Timpano, & Schmidt, 2009)
Submit discussion questions and comments on journal articles on January 26th

Jan 28th: Information Literacy

**WE WILL CONVENE IN THE LOBBY OF BAILEY HOWE LIBRARY ON JANUARY 28TH AT 8:00 AM**

Mr. Dan DeSanto will provide instruction on searching data bases and using primary source materials.


REFER to the Dunn text throughout the semester!

Reading from Blackboard
(Baumeister & Leary, 1997)

While no discussion questions or comments are required be prepared to discuss the “art of the literature review” and ask Mr. DeSanto lots of questions.
Week 4: Feb 2nd & 4th:  Identity, Culture, Race and Ethnicity


Week 4 Readings from Blackboard
(Gluszek & Dovidio, 2010; Perkins, Wiley, & Deaux, 2014; Remedios & Chasteen, 2013; Riley-Behringer, Groza, Tieman, & Juffer, 2014; Syed et al., 2013)
Submit discussion questions and comments on journal articles on February 2nd

Week 5: Feb 9th & 11th:  Discrimination, Stigma & Social Isolation


Week 5 Readings from Blackboard
(Laham, Koval, & Alter, 2012; MacDonald & Leary, 2005; O'Brien et al., 2013; Richman & Leary, 2009; Sanchez et al., 2014; Skosireva et al., 2014; Smart & Wegner, 1999)
Submit discussion questions and comments on journal articles on Feb. 9th

Week 6: Feb. 16th & 18th:  Film and Discussion: Babel

Week 7 Feb 23rd & 25th:  Anxiety and Related Disorders


Week 7 Readings from Blackboard
Submit discussion questions and comments on journal articles on Feb. 23rd

Week 8: Mar. 2nd & 4th:  Spring Recess

Week 9:  Mar. 9th & 11th:  Depressive Disorders and Suicide


Readings from Blackboard
(DeCou, Skewes, López, & Skanis, 2013; Listug-Lunde, Vogeltanz-Holm, & Collins, 2013; O’Keefe et al., 2014; Skinta, Brandrett, Schenk, Wells, & Dilley, 2014; Street et al., 2012; Wang, Nyutu, & Tran, 2012; Wells, Lagomasino, Palinkas, Green, & Gonzalez, 2013)
Submit discussion questions and comments on journal articles on March 9th

Think! Read! Write! Engage with Each Other!
Week 10: Mar. 16th & 18th:  Psychotic Disorders


Readings from Blackboard
ADDITIONAL READINGS TO BE ADDED
Submit discussion questions and comments on journal articles on March 16th

Week 11: March 23rd & 25th:  Media Representations


Readings from Blackboard
(Goodwin, 2014; Lopez-Guimera, Levine, Sanchez-carracedo, & Fauquet, 2010; Sumera, 2009)
Submit discussion questions and comments on journal articles on March 23rd

Week 12: Mar. 30 & Apr 1:  Death, Dying and Palliative Care

Readings from Blackboard
ADDITIONAL READINGS TO BE ADDED
Submit discussion questions and comments on journal articles on March 30th

Week 13: Apr. 6th & 8th:  Mindfulness, the Buddha & Clinical Practice

Readings from Blackboard
(Chiesa & Serretti, 2010; Fox et al., 2014; Fulton, 2014; Shonin, Van Gordon, & Griffiths, 2014; Westbrook et al., 2013)
Submit discussion questions and comments on journal articles on April 6th

Weeks 14 – 16: Apr 13th – Apr 29th:  Group Presentations

Think! Read! Write! Engage with Each Other!
References


*Think! Read! Write! Engage with Each Other!*