

**Introduction to Cross-Cultural Psychology (PSYC 16)  
INTERNET COURSE (100% Distance Education)**

**SAMPLE SYLLABUS**

*Instructor:* Caroline Gee, Ph.D.

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*Office hours:* TBD

**Recommended Preparation:** PSYC 1

**Course Description:**

An introduction to the field of cross-cultural psychology. Focuses on the social and psychological impact of race, ethnicity, culture, gender, and disability. Special emphasis is given to research on African American, Latina/o, Asian American, Native American, Middle Eastern American, and Jewish cultures among other minority groups in America. Topics include stereotyping, institutional racism, discrimination, "reverse discrimination," ageism, and sexism.

**Student Learning Outcomes:**

By the end of the course, the student will be able to:

1. Explain the personal and psychological causes of prejudicial attitudes and behaviors.
2. Compare and contrast the effects of prejudice, stereotyping, and racist attitudes and behaviors upon majority and minority groups.
3. Interpret data from research studies related to the psychology of prejudice and discrimination.
4. Compare and contrast the therapeutic measures to reduce prejudicial attitudes and behaviors in private and public institutions, as well as for individuals.

**Required Text:**

Multicultural Psychology

Authors: Mio, J.S., Barker-Hackett, L., & Tumambing, J.

Publisher: McGraw Hill

**Additional Required Readings:**

Additional research articles and web site links will be made available to on the course Blackboard website for students to read as part of the weekly reading. They are found in the Course Materials folder for that unit.

**Communication:**

Saddleback College provides each student with an email address that can be accessed through MySite. Please note that your professor will use this email address to contact you and provide you with feedback on your work; therefore, it is imperative that you check your email address on a regular basis. If you are not accustomed to or willing to check this address on a regular basis, you can set up the account so that it forwards email to an email address that you do use on a regular basis.

When contacting your professor, **please identify yourself by placing the ticket number for our class in the subject line and your full name and class name in the body of the email to ensure a prompt response**; failure to provide this information will delay replies to your email. Also, it is recommended that you utilize your Saddleback College email account when emailing your professor as other email services (e.g., Hotmail) may block replies from your professor.

Emails will be returned promptly. Your professor responds to **all** student emails, so if you do not receive a response within 36 hours, please resend your email or check your spam folder as it is likely that your message was not received or that the reply email was blocked by your email service provider. **Please note, however, that email responses may be delayed on weekends and holidays, but will still be responded to within approximately 36 hours unless otherwise posted in advance.**

## Lesson Plan

**Course Materials:***Blackboard Website Usage:*

This internet-based system will be used for the entire course. It allows for class/faculty interaction and includes: class email lists, discussion boards, announcements, on-line quizzes and exams, grade posting, etc. Instructions to login are posted at the end of the syllabus.

*Learning Resources:*

You are expected to use the textbook as your primary source of learning. This book has been selected for its visual aides and ease of reading. Each chapter will also have supplementary guides, activities, and videos for you to use for learning the material, a large portion of which is required. You will find these tools in each of the Course Materials folders for that unit.

**Evaluation and Requirements:**

*Syllabus Quiz:* During the first week of the class, students are required to take a syllabus quiz. It will cover material written in the syllabus and orientation document only. This quiz is worth 10 points. This quiz is not timed.

*Discussion Board Activities and Assignments:* Students will be required complete research or an activity and to submit thoughtful and clear answers to the questions posted each week. You are also required to respond other students' discussion postings to fulfill this requirement. Posts **will be due on Tuesdays and Thursdays at noon.** Each posting will be graded based on a) how well it addressed the specific question, and b) quality of thoughts expressed. At least one clear paragraph containing all complete sentences is required, although many discussions will require more than just one paragraph. Partial credit may be assigned for incomplete answers. Each Discussion Topic is worth 10 points. There are a total of 11 Discussion Topics, but one topic grade will be dropped at the end of the semester (either the lowest or one that you missed, etc.). **Note:** participation on the discussion board is essential to your success in the class and the points for this assignment play and important role in your overall grade in the class.

*Exams:* There will be a total of three exams in this course. Each exam will cover the chapters and course lecture material described on the Course Schedule and will not be cumulative in nature. The first two exams are worth 100 points each. However, Exam 3 is worth 40 points because it covers much less material. Exams can **only be taken once** and will be administered entirely on the internet, with a time limit to complete the exam once it has been started (the time limit for each exam may vary, and will be posted in the instructions for the exam once it has been made available). There is no scheduled exam time during which the exam must be taken, but the due dates are firm. Be sure to prepare by reading and reviewing chapters, as well as all additional course materials before taking the exams. Students will submit their answers through the Blackboard website.

*Question Writing:* Students are asked to write 10 multiple choice exam questions for the material covered before each of the first two exams. These questions will be compiled to be a study guide for students in the class. There are two question writing assignments, and each is worth 10 points.

*Written Assignments:* There are three written assignments for the class. Please start thinking about the assignments early – they will all require advance preparation, research, and/or activity. Due to the nature of the assignments, you would be unable to complete them the night before they are due.

Written Assignment 1: Observation Task, in which students will collect data for a study on the effects of social category and behavior. This assignment is worth 50 points.

Written Assignment 2: Acculturation Interview, in which students will interview someone who has immigrated to a new culture. This assignment is worth 30 points.

Written Assignment 3: Application of Research, in which students will design a project to solve a real world issue related to culture and behavior. This assignment is worth 50 points.

All information about assignments will be posted in Blackboard. All assignments will be turned in on the Blackboard website (do not send assignments via email to the instructor).

Note that the plagiarism policy in this class (below) is that students receive a zero for plagiarized assignments with no chance to make up the work. If you have concerns about your ability to write in your own words or simply need help writing or proofreading, contact the Saddleback College Writing Center on campus 949-582-4784 or [sbwritinglab@saddleback.edu](mailto:sbwritinglab@saddleback.edu).

### **Grading Policy:**

There are a total of 550 points available to be earned in this class.

Syllabus Quiz	= 10 points
Discussion Board Contributions	= 100 points
Exams (100, 100, 40 points)	= 240 points
Question writing (10 points each)	= 20 points
Written Assignment 1	= 50 points
Written Assignment 2	= 30 points
Written Assignment 3	= 100 points

Final letter grades will be based on the percentage of total points earned in the class.

The following scale will be used in assigning final letter grades:

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
≤ 59%	= F

### **Class Policies**

#### **Class Conduct:**

Most of the material for this course was written or produced by ethnic minority individuals who come from a very different worldview and background than the mainstream American or White culture, and thus may hold a very different perspective that is seeped in their history. Some of you may find some of the material offensive and overly critical on Western culture, or you may find the material hard to believe. Therefore, our dialogs may be difficult and uncomfortable at times when we talk about history, race, culture, religion, and world view. **We may disagree with each other at times, but we must maintain respect for each other at all times.** So, I ask you as another human being to allow yourself to be uncomfortable at times and open to new/different ways of thinking and seeing.

As such, our class will be a safe learning environment for everyone. Ground rules for class conduct involve:

- *Confidentiality*. This rule mandates that anything said in class is automatically confidential unless students have obtained permission from the speaker to share what was said (e.g., “I liked what you said and was wondering if I could share that with my roommate”).
- *Respect*. Students do not have to agree with what other people say, but they should accord others a basic degree of respect. Inappropriate or unkind comments will not be tolerated. A good general rule of thumb is to ask yourself: “is this something I would say to my grandmother?” If not, then maybe it is not the best thing to say.

Online “conversations” are different from in person ones, and we cannot use tone of voice or body language to help us determine intentions behind the words. It is imperative that you are careful in your discussion board posts (and emails) to use appropriate language that cannot be mistaken for something else. For example, even with the addition of smilies, it can still be difficult to know whether you were joking.

Especially in the discussion boards, I cannot keep up with all posts when they happen. If you notice an inappropriate comment, please send me an email immediately. You should do so even if you think the author of the post had good intentions but that the post could be taken the wrong way by accident.

If a student is found to be disrespectful and/or providing a negative learning environment for others he or she will receive a warning or immediately dropped from the course according to the instructor’s discretion.

Please go to the following websites for information on “Netiquette”:

<http://www.albion.com/netiquette/>

<http://www.chirpingbird.com/netpets/html/computer/emoticon.html>

### **Missed Assignment/Exam Policy:**

Late assignments/exams will not be accepted. If you must contact the instructor to inquire about documented valid excuses (medical emergencies with a medical note, etc.), you are required to contact the instructor **before the due date of the assignment**. With an accepted excuse, students will lose 10% of the total points for the assignment for each day it is past the due date.

### **Technical Difficulties:**

If you experience difficulties with Blackboard that last beyond a few hours, you must immediately contact your professor. General questions or problems with navigating Blackboard can often be resolved by reading the general instructions for Blackboard available at <http://www.saddleback.edu/itc/user/blackboardfaq.html>

If you do have a technical difficulty, it is your responsibility to contact your instructor (by sending an email or leaving a voicemail) **as soon as possible after experiencing the problem** with a detailed account of the technical issue (e.g., a screen shot of the error message or problem you encounter would be helpful). This serves as a time stamp for when our problem occurred. A true technical difficulty may be accepted as a one-time excuse for not turning in a quiz on time if these directions are followed and the time stamp on the email is more than 24 hours before the quiz due date. After a one-time exception is given, it is expected that the student work with technical support staff on campus and the instructor to learn how to avoid future technical difficulties. This policy is to assure that technical difficulties are not encountered during online exams by preventing the possibility of recurrent technical issues. **Please note that exam and quiz dates will not be extended for technical difficulties related to personal computer equipment, only for system-wide Blackboard errors.** You have at least 1 week to complete each exam or quiz; therefore, it is suggested that you do not wait until the last minute to complete them, as **all assignments completed within 24 hours of the due date are done so at your own risk.**

### *Preventing Technical Difficulties:*

To ensure that there are no technical difficulties while taking the online quizzes and exams you will need to **close all OTHER BROWSERS, block all POP-UPS, and DO NOT click on “Refresh”** as this can cause the website and the exam to freeze up and kick you out of the system. In this instance it will show that you have completed the exam and any questions you have not answered will be marked incorrect. Please make sure you **click on “submit”** once you have completed the exam (if you only chose “save” the exam is not submitted to me). Please use **“Firefox”** (go to [firefox.com](http://firefox.com) to download; do not use “Vista” as your browser) as your internet browser as it seems to work best when taking online exams. Students must also make sure they are on a **WIRED CONNECTION** (do not use a wireless router) when completing exams. Make-ups will not be allowed for such avoidable technical difficulties. Also, make sure your internet connection is not moving slower than usual before you take the exam as this could cause your exam to not be processed upon submitting it. Do not wait until the last minute to take exam as technical difficulties will not be considered if it is within the last 24 hours allotted to complete the exam.

### **Academic Dishonesty Policy:**

Academic dishonesty in the form of cheating on an exam or plagiarizing the written work of others is considered a *very* serious offense & will not be tolerated in this course.

Examples of academic dishonesty are: unacceptable examination behavior (communicating with other students, copying an exam from another person, allowing another student to copy your own exam, using cheat sheets or other unauthorized material), plagiarism (using another individual's words as your own and/or not citing another individual's work), fraud, unauthorized collaboration (including allowing other students to read your completed papers), and document falsification. Academic dishonesty of any type will not be tolerated. If a student is suspected of or caught cheating on any test or assignment, he/she will receive a grade of zero on that test or assignment and an Academic Dishonesty Report will be filed with the Dean's office to be retained on record. It is very important to avoid putting yourself in the position of even being *suspected* of cheating (working with others on exams or assignments) or plagiarism (i.e., using another's words as if they were your own written words), as very serious consequences may result and remain on your student record. See the Student Handbook for more information on academic dishonesty,

**<http://www.saddleback.edu/media/pdf/handbook.pdf>**

### **Student Services**

There are several student support services available to all students through Saddleback College. General Student Service Information is available at the Saddleback College Website. General, academic, and service information can be obtained by accessing the Counseling Division and Financial Aid Websites. Individual and small group counseling information such as academic planning and review of transcripts is available by appointment. All other student services are available on campus during normal business hours. You are encouraged to take advantage of such resources including:

#### *Learning Assistance Program (LAP) Tutoring Center:*

The Learning Assistance Program offers free tutoring for Saddleback College students in most subject areas. The LAP is located in Library 114.

#### *Counseling:*

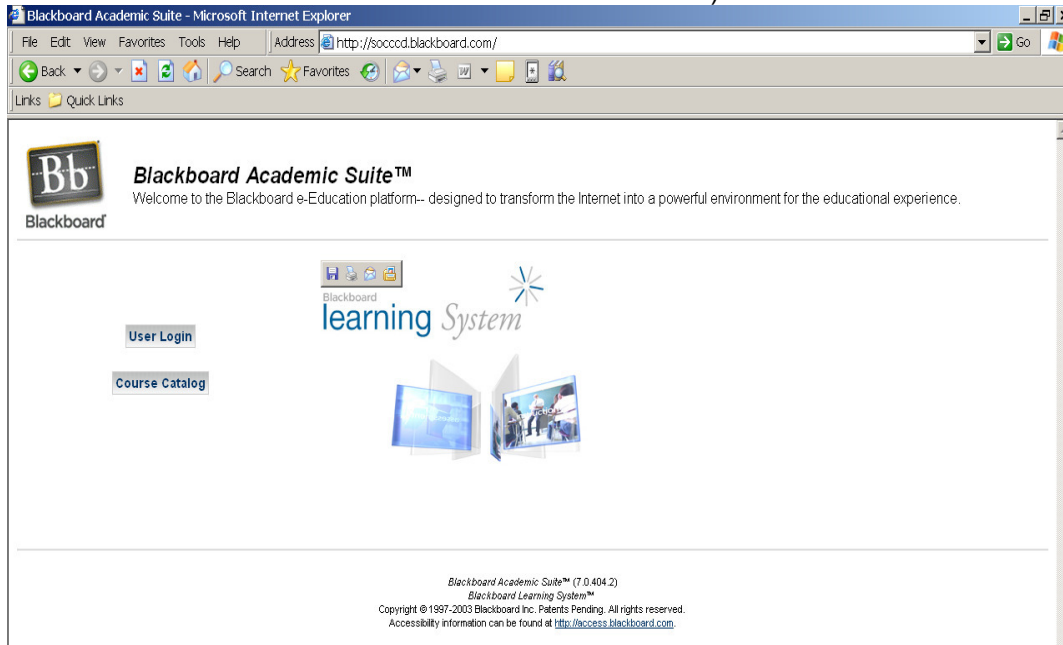
Counselors are available to assist students in the areas of academic advisement, career planning, and personal counseling. For an appointment or for information regarding the availability of drop-in counseling, call 582-4572.

#### *Special Services for Students with Disabilities:*

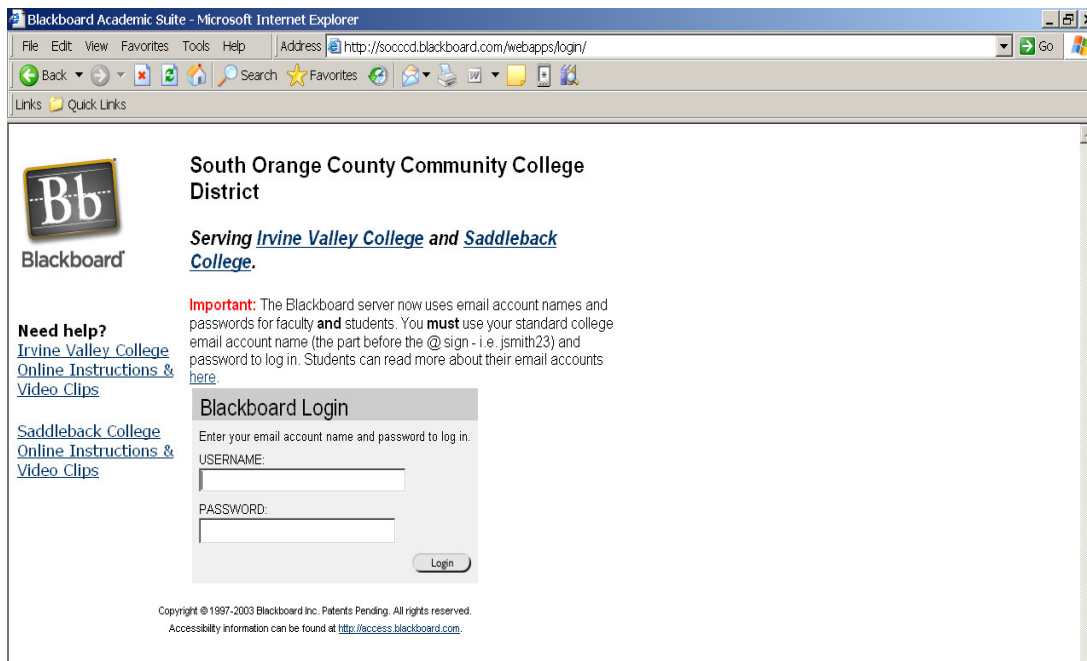
This course meets the requirements set forth in the accessibility checklist and universal design grid provided by Special Services. The Web pages, video presentations, textbooks, and class materials used in this course are accessible to students with disabilities. The Special Services Office can be reached by calling 582-4885 and is located in the Student Services Center, room 113. Students should also speak with the Instructor as soon as possible so that we can work together to make sure that your learning needs are met.

## Getting Started in Blackboard

1. Go to <http://soccdd.blackboard.com/> (**Note:** You do not need to go through the Saddleback College website to access Blackboard, although the main Saddleback website has a link to it under the “Online Education” tab.)



2. Click **User Login**



3. Enter your **Username** (the first part of your Saddleback College email address; the part that comes before the @ sign only) and **Password** (usually the last four digits of your social security number plus two zeros by default). For example, perhaps your username is "jdoe18" and your password is "777700".

4. Click on **PSYC 16 – CROSS-CULTURAL PSYCH** under **My Courses**

5. Use the menus to the left to navigate the system.

6. To get started, click on the Orientation menu tab, and read the Orientation Document.

**For Blackboard or Mysite login problems contact:** Sheri Nelson at [snelson@saddleback.edu](mailto:snelson@saddleback.edu) or (949) 582-4515

## PSYC 16 COURSE CALENDAR

### SAMPLE (subject to change)

Week	Topic and required readings for the week	Items due	Due Date
1	<b>Culture and psychology</b> Syllabus & orientation document Mio, Chapter 1	DT 1: Initial Post DT1: Reply posts <b>Syllabus Quiz</b>	Tue. 9/15 noon Thur. 9/17 noon Thur. 9/17 noon
2	<b>Research methods and differences in world views</b> Mio: Chapters 2 & 3 Rothbaum et al. (2001). Attachment and Culture	DT 2: Initial Post DT2: Reply posts	Tue. 9/22 noon Thur. 9/24 noon
3	<b>Culture and health</b> Mio, Chapter 8 Suh & Oishi (2002). Subjective well being across cultures	DT 3: Initial Post DT3: Reply posts <b>Questions 1</b>	Tue. 9/29 Thur. 10/1 noon Thur. 10/1 noon
4	<b>Culture and mental health</b> Mio, Chapter 9 Pedersen (2002). The making of a culturally competent counselor	DT 4: Initial Post DT4: Reply posts <b>Written Assignment 1</b>	Tue. 10/6 noon Thur. 10/8 noon Thur. 10/8 noon
5	(prepare for exam)	<b>Exam 1</b>	Thur. 10/15 noon
6	<b>Acculturation</b> Mio, Chapter 5 Video: True Life, "I'm coming to America"	DT 5: Initial Post DT 5: Reply posts	Tue. 10/20 noon Thur. 10/22 noon
7	<b>Prejudice and discrimination: Part 1</b> Mio, Chapter 6 Steele (1997). A threat in the air Video: A Class Divided (link in Blackboard)	DT 6: Initial Post DT 6: Reply posts	Tue. 10/27 noon Thur. 10/29 noon
8	<b>Prejudice and discrimination: Part 2</b> Bem (2000). The conundrum of difference Blumenfeld (2000). How homophobia hurts everyone Fine & Asch (2000). Disability beyond stigma: Social interaction, discrimination, and activism	DT 7: Initial Post DT 7: Reply posts <b>Questions 2</b>	Tue. 11/3 noon Thur. 11/5 noon Thur. 11/5 noon
9	<b>Cultural identity development</b> Mio, Chapter 7 Padden (2000). The deaf community and the culture of deaf people	DT 8: Initial Post DT 8: Reply posts <b>Written Assignment 2</b>	Tue. 11/10 noon Thur. 11/12 noon Thur. 11/12 noon
10	(prepare for exam)	<b>Exam 2</b>	Thur. 11/19 noon
11	Happy Thanksgiving	Work on Written Assignment 3	
12	<b>Communicating and working together</b> Mio, Chapter 4 Matsumoto (2008). Culture and organizations	DT 9: Initial Post DT 9: Reply posts	Tue. 12/1 noon Thur. 12/3 noon Thur. 12/3 noon Thur. 12/3 noon
13	<b>Building multicultural competence</b> Mio, Chapter 10	DT 10: Initial Post DT 10: Reply posts <b>Exam 3</b>	Tue. 12/8 noon Thur. 12/10 noon Thur. 12/10 noon
14	<b>From thinking to doing</b> (no readings)	DT 11: Initial Post <b>Written Assignment 3</b>	All items due: Sun. 12/20 noon

**NOTE: The following schedule contains the required readings, scheduled exams, assignments, and due dates. This class is structured by WEEK and divided into three units with one exam per unit. Note, exams are not cumulative, and only cover materials discussed in the current unit (e.g., exam 2 only contains materials covered after exam 1).**