

# HON 413. Psychology of Diversity and Multiculturalism

SDSU – Fall 2020

## **Class Meetings**

Class Day: Tuesday and Thursday

Class Times: 12:30 – 1:45 PM

Class Location: Online Live Zoom Meetings

**Instructor:** Dr. Thierry Devos

Office Hours: Thursdays 2:00 – 3:00 PM or by appointment

Email: tdevos@sdsu.edu

## **Course Content and Purpose**

The goal of this course is, quite simply, to **provide students with a solid training in the psycho-social dynamics coming into play in diverse and multicultural settings**. Increasingly, the notions of diversity and multiculturalism are used to describe important facets of many social environments. In a world characterized by a globalized economy, movements of populations, and new communication technologies, individuals are increasingly immersed in diverse and multicultural settings. These societal changes influence the frequency and nature of intercultural contacts and also shape people's understanding of who they are. The unprecedented degree of social and cultural diversity can be source of both aspirations and concerns. This course prepares students to navigate a diverse and multicultural world. Students will be exposed to a variety of relevant research perspectives and will learn about these topics through multiple instructional methods.

## **Student Learning Objectives**

By the end of this course, you will be able to:

- Use concepts, principles, theories, and research findings to increase your understanding of dynamics coming into play in diverse and multicultural settings;
- Grasp how socio-cultural contexts influence individual thoughts, feelings, and behaviors;
- Consider various perspectives or levels of analysis in your thinking about diversity and multiculturalism;
- Identify ways (actions, behaviors) that emphasize the importance of interacting effectively and sensitively with people of diverse cultural backgrounds.

## **Diversity and Inclusion**

As an instructor, my goal is that students from all diverse backgrounds and perspectives benefit from and feel included in this course. I view the diversity of experiences and perspectives that students bring to this class as a resource and a strength we can all learn from. It is my intention to present course material that is respectful of diversity based on gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, national origin, religion, political orientation, and other background characteristics.

Your suggestions on how to improve the value of diversity and inclusion in this course are encouraged and appreciated. Please let me know of ways to improve the effectiveness of the course for you personally or for other students.

### ***Classroom Atmosphere***

We should work together to create a classroom atmosphere conducive to learning. I strongly encourage active participation in the classroom; you should feel comfortable asking questions and contributing to class discussions. Throughout this course, we will be discussing a variety of sensitive and controversial issues. Thus, it will be extremely important to keep an open mind, to listen to others' viewpoints, and to tolerate a different opinion than your own. I expect everyone to show respect for each other and to refrain from actions that might reduce the quality of students' learning experiences.

### ***Course Structure and Conduct***

The course includes a series of **six modules**. Each module is devoted to a different topic (see *Schedule of Topics and Instructional Activities*). We will learn about these topics in several ways including interactive presentations, demonstrations, exercises, individual or group activities, discussions, readings, videotapes, and assignments. Course activities will be delivered through face-to-face instructional time and/or using an online format. Through a mix of instructional methods, students will assimilate and integrate new ideas and develop problem solving skills.

Typically, each module will include the following:

- **Learning Objectives:** A description of the specific learning objectives;
- **Online Class Meetings:** three class meetings during which we will cover a significant amount of material in an interactive format;
- **Online Class Discussion:** one class discussion on a specific theme or topic relevant to the module and covered in an assigned reading and videotaped talk;
- **Essay:** one essay on a specific theme or topic relevant to the module. An assigned reading and specific instructions will serve as prompts for this essay;
- **Dig Deeper:** Additional (optional) resources relevant to this module.

### ***Course Materials***

#### **Canvas**

This course will use the Canvas Learning Management System (instead of Blackboard). To access your course log in at [canvas.sdsu.edu](https://canvas.sdsu.edu), and sign in using your SDSUid. Note: You are responsible for adjusting your notification settings in such a way that you receive ALL announcements regarding this class. All Canvas email notifications will be delivered to your SDSU email address. You can add additional email addresses and sign up for text/mobile app notifications via the settings in your Canvas Profile, and then adjust your notifications in the Notifications Tab. Canvas notifications are system wide and cannot be adjusted by course. If you have technical issues with Canvas, please contact the SDSU Canvas 24/7 support line at (619) 483-0632.

**Slides** used as a support for class meetings will be available on line before class meetings.

### **Readings**

All required readings are available through Canvas. For each module, you will be assigned one paper (article or book chapter) for the class discussion and one paper (article or book chapter) as a starting point for the essay. There is no required textbook for this course.

Specific additional resources (articles, videos, websites, blogs, etc.) for each module will be provided under “Dig Deeper” menus.

**IMPORTANT: Material posted on Canvas (slides, videos, activities, articles, etc.) is only for students enrolled in a section of HON 413 - Psychology of Diversity and Multiculturalism taught by Dr. Thierry Devos at SDSU. By accessing or downloading these documents, you agree (1) not to share them with anyone and (2) not to post them on the Internet.**

### **Course Assessment and Grading**

Your final grade will be based on the following components (adding up to a total of maximum 600 pts):

#### **Essays (6 x 40 pts = 240 pts = 40%)**

You will write six essays (5-6 paragraphs). For each essay, you will read a paper (article or book chapter) relevant to the topic of the module. In your essay, you will be asked to address specific questions. These essays are opportunities to demonstrate that you assimilate and can use key concepts and notions covered in this course. For each essay, you will be able to earn up to 40 pts. Please pay attention to the deadlines to complete these essays (see *Schedule of Topics and Instructional Activities*). Unless specified otherwise, the deadline to submit essays is 12:30 PM on the due date. It is your responsibility to make sure that essays were submitted successfully on Canvas. You may submit essays up to one week after the deadline for partial credit (maximum 30 out of 40 pts).

#### **Class Discussions (5 x 20 pts = 100 pts = ~17%)**

You will participate in five class discussions (see *Schedule of Topics and Instructional Activities*). These discussions will focus on specific research areas on diversity and multiculturalism. Prior to the discussion, you will read a paper (article or book chapter) and watch the video of a talk given by the author or co-author. Next, you will submit three discussion points (worth 10 pts; 5 or 6 sentences for each discussion point) via Canvas by 12:30 PM on the day of the class discussion. These discussion points will serve as prompts for the class discussion. You are expected to actively and meaningfully contribute to class discussion (worth 10 pts).

#### **Class Activities (160 pts = ~27%)**

You will have the opportunity to complete twenty class activities (demonstrations, exercises, short response papers, etc.). These activities will either be individual or group assignments. Each activity is worth 8 points and will be graded using a Credit / Non Credit scale. If you were not able to attend a class meeting during which an activity was completed, you can ask me to complete the work as a written assignment for partial credit (maximum 4 out of 8 pts). If you choose to do so (optional), it is your responsibility to discuss this matter with me and you need to complete the written assignment within one week. You can also earn 5 pts for creating a student profile by Thursday, September 3 and 5 pts for completing a mid-semester teaching evaluation.

### Group Project (100 pts = ~17%)

Toward the end of the semester, you will work on a group project (3-4 students). The main goal of this project will be to gather, organize, and put in perspective valuable resources on a specific question or theme relevant to this course. Detailed instructions will be provided when the group projects are initiated. The final product will be graded using the following scale: Excellent (100-91 pts), Very Good (90-81 pts), Good (80-71 pts), Fair (70-61 pts), Poor (60 pts or less).

### Grading Scale

In line with University Policies, grades are defined as follows: A (outstanding achievement; available for the highest accomplishment); B (praiseworthy performance; definitely above average); C (average; awarded for satisfactory performance; the most common undergraduate grade); D (minimally passing; less than the typical undergraduate achievement); F (failing). Plus/minus grading is utilized at the discretion of the instructor.

Final grades will be based on an absolute scale (not a curve). Thus, your grade will not be affected by how well (or how poorly) other students perform in the course.

Percentage	Grade
93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
< 60	F

### Interacting with Me

The best way to reach me is via email ([tdevos@sdsu.edu](mailto:tdevos@sdsu.edu)). I will try to respond within 24-48 hours to emails. For quick questions, the turnaround time may be much shorter. Of course, you are welcome to talk to me after class, during office hours, or to schedule a meeting at a time convenient for both us.

### Student Ability Success Services

If you are a student with a disability and believe you will need accommodations for this course, I encourage you to contact the [Student Ability Success Center](#) at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact the Student Ability Success Center as soon as possible. Your cooperation is appreciated.

## ***Students Concerns, Problems, and Complaints***

If at any time there are issues with the conduct of this course, including lectures, activities, and assignments, please contact me immediately. We will work together to address your concerns. If this does not satisfy your concerns, please contact the Director of the Weber Honors College, Dr. Stacey Sinclair ([stacey.sinclair@sdsu.edu](mailto:stacey.sinclair@sdsu.edu)). If your concerns remain unresolved, you may contact the University Ombudsman. Failure to follow University procedures in registering complaints may be considered a violation of the [Student Conduct Code](#).

## ***Academic Honesty***

Academic integrity is one of the fundamental principles of a university community. San Diego State University expects the highest standards of academic honesty from all students. Cheating and plagiarism represent violations of academic integrity and will not be tolerated in this class. San Diego State University defines cheating and plagiarism to include: (1) unauthorized assistance on an examination, (2) falsification or invention of data, (3) unauthorized collaboration on an academic exercise, (4) submitting work, either in part or in whole, completed by another as one's own, (5) misappropriation of research materials, (6) unauthorized access of an instructor's files or computer account, and (7) any other serious violation of academic integrity as established by the instructor. Students agree that by taking this class they will uphold the principles of academic integrity. If your academic integrity is not maintained in this class, you will be reported to the Center for Student Rights and Responsibilities and to the Chair of the Department of Psychology. More specific information is available in the [SDSU General Catalog](#).

## ***Student Privacy***

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student educational records, as enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own educational records and 2) school officials may not disclose personally identifiable information about a student without written permission from the student.

## ***Religious Observances***

The University Policy File includes the following statement on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Therefore, if you foresee that the date of a religious observance coincides with a test or exam date, please see me before the end of the second week of the semester.

## Schedule of Topics and Instructional Activities

<i>In-Class</i>	<i>Instructional Activity</i>	<i>Due Date*</i>
<b>Module 1. Mapping and Understanding Cultural Diversity</b>		
Tuesday 8/25	Setting the Stage: What Is this Course About?	
Thursday 8/27	Cultural and Psychological Variations	
Tuesday 9/1	Psychological Universals and Dimensions of Culture	
Thursday 9/3	Discussion – Interpretative Power of Culture – Dr. Stephanie Fryberg	Thursday 9/3
Tuesday 9/8	Cultural Evolution	
	Essay – What Is Culture For?	Thursday 9/10
<b>Module 2. Socio-Cultural Perspectives on the Self</b>		
Thursday 9/10	Self-Definitions	
Tuesday 9/15	Self-Motives	
Thursday 9/17	Discussion – Understanding Culture Clashes – Dr. Hazel Markus	Thursday 9/17
Tuesday 9/22	Acculturation and Multicultural Identities	
	Essay – Identity Dynamics and Multiculturalism	Thursday 9/24
<b>Module 3. Lay Theories of Social Relations and Behaviors</b>		
Thursday 9/24	Morality and Ethics	
Tuesday 9/29	Interpersonal Relations	
Thursday 10/1	Discussion – Cultural Stereotypes as Gatekeepers – Dr. Sapna Cheryan	Thursday 10/1
Tuesday 10/6	Intercultural Contact	
	Essay – Social Influences on Educational Interests	Thursday 10/8
<b>Module 4. Experiencing and Managing Diversity</b>		
Thursday 10/8	Categorization in Diverse Settings	
Tuesday 10/13	Intergroup Ideologies	
Thursday 10/15	Discussion - Pitfalls and Promises of Diversity – Dr. Jennifer Richeson	Thursday 10/15
Tuesday 10/20	Experiencing Diversity	
	Essay – Multiculturalism and Colorblindness	Thursday 10/22
<b>Module 5. Prejudices in Multicultural Settings</b>		
Thursday 10/22	Implicit Biases	
Tuesday 10/27	Contemporary Prejudices	
Thursday 10/29	Discussion – Microaggressions and LGBTQ Community – Dr. Kevin Nadal	Thursday 10/29
Tuesday 11/3	Privilege	
	Essay – Socio-Psychological Perspectives on Black Lives Matter	Thursday 11/5
<b>Module 6. Thinking in a Multicultural World</b>		
Thursday 11/5	Culture and Cognitive Processes	
Tuesday 11/10	Language and Communication	
Thursday 11/12	Global Perspectives Symposium	
Tuesday 11/17	Multicultural Minds	
	Essay – Psychological Reactions to Globalization	Thursday 11/19

## Group Projects

Thursday 11/19	Work on Group Project #1
Tuesday 11/24	Work on Group Project #2
Thursday 11/26	<b>THANKSGIVING (No class meeting)</b>
Tuesday 12/1	Work on Group Project #3
Thursday 12/3	Group Project Presentations #1
Tuesday 12/8	Group Project Presentations #2
Thursday 12/10	Group Project Presentations #3
	<b>Group Project due</b>

Thursday 12/17

+ Unless specified otherwise, the deadline to submit coursework is 12:30 PM on the due date