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COURSE and TITLE: Introduction to Multicultural Psychology J Term 2022

AAF399-0001 (7573)

MTWTH 10am - 1pm

Prerequisites: PSY 113 or PSY 103

Course Description. In this course, we will focus on differences in worldviews, differences in communication, issues of racism, racial/cultural identity development, and immigration. The resources of this course were chosen to tether psychology to culture. Culture is a critical factor in the way human beings think, feel, act, and interact. It is my hope that you will gain a better understanding of the ways in which sociocultural and ethnopolitical contexts influence psychological processes, learn about empirical methods in multicultural psychology, and achieve better appreciation of cultural groups within and outside of the United States. This course is an introduction to multicultural psychology theory, research, and practice. It aims to develop students' multicultural competence (i.e., knowledge, awareness, and skills) in order to prepare them to live, cultivate relationships and work with individuals from diverse socio-cultural backgrounds. It also aims to increase students' understanding of, and commitment to, social justice in their personal and professional lives. Topics covered include: ability, age, ethnicity, gender, nationality, race, religion, sex, sexual orientation, spirituality, socioeconomic status, injustice and other issues of diversity in ours and global society; intersectionality; socialization; various forms of privilege and oppression; intergroup conflict and communication; and advocacy. These topics will be addressed as they relate to multiculturally competent and ethical education, research, clinical practice, and advocacy work in psychology (and allied fields).

Required Reading: Provided on BrightSpace as part of tuition

Bigler and Liben

My Class didn't Trump My Race

White Fragility

Nice Racism

Stereotype Threat

Teaching at a PMI

The disparity in characteristics of the school library in affluent neighborhoods and communities of poverty

Racial Bias in Medicine

Racial Bias in American Foster Care

Expectations.

Attendance. You are expected to attend each class meeting. The assessments will be drawn from the readings, lectures, and class discussions.

Weekly Preparation. It is expected that you come to class on Mondays having read assigned literature for the week and ready to discuss.

Active Participation. The purpose of this course is to encourage you to think critically about race/ethnicity and culture. In order to achieve that goal, I want you to take an active part in your education. All students in this class are expected to think and participate actively during class discussions and class exercises.

Email. In keeping with The University of Rhode Island's email policy, you **must** use your University account. I cannot reply to any emails that don't come from your URI email and I will communicate with you through my URI email: A_Lundy@URI.edu

Writing: you should strive to write with clarity of thought and precision of language. Your writing should communicate a unified message supported by evidence, examples or arguments; develop ideas thoroughly and logically with clear connections among them; have a purposeful organization plan that befits the message; use language that is clear and precise; possess a voice that is consistent and appropriate to the audience and purpose; and use correct spelling, punctuation and grammar.

Student Conduct: You are expected to listen to and interact with each other in a respectful manner. Malicious racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Because students in this class are quite diverse, they will have different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may disagree with others who hold opinions different from their own, but must maintain respect for all students at all times.

Student misconduct (e. g., cheating, plagiarism, etc.) will not be tolerated and will be punished in accordance with the URI policies

Please be courteous and turn off your cell phone when you come to class. Also please refrain from texting while in class. If you are anticipating a call, please put your phone on vibrate and when the call comes in step out of the room.

Student Feedback. I believe that students and instructors learn best in an atmosphere of trust and open communication. I encourage you to contact me with concerns or suggestions.

Special Circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, you must notify me at once. If these factors are recognized disabilities, please provide me with appropriate notification and documentation. Specifically, you need to give me a letter from the Office of Disability Services.

How your grade is generated

1. Weekly Posts (23.3%).

2. Group Lead Discussions (23.3%)

3. Literature Review of a Problem Rooted in Systems of Racism, Bias, or Prejudice (30%)

Format: You are required to use APA style. Papers must be double-spaced throughout with one inch (1") margins and typed using a 12-point font. Do NOT justify the margins. The Title Page and the References do not count toward the total number of pages. Please refer to the APA Format document posted on Brightspace to ensure that you have formatted the Title Page and the References page are formatted correctly. A header should appear on each page.

4. Class participation (23.3%)

Monday, January 3, 2022 - Friday January 21, 2022 MTWTh 10am-1pm

Week 1 January 3, 2022- January 6, 2022

Introduction, review of syllabus, expectations, organization, literature review

Prejudice, Bias, Institutional Racism

- Developmental Intergroup Theory: Explaining and Reducing Children's Social stereotyping, prejudice, and racism
- The Lived Experience of Faculty of Color (2 articles)
- Nice Racism, Deangelo (2021)

- My class didn't Trump My Race, DeAngelo (2008)
- White Fragility, DeAngelo (2008)
- Stereotype Threat, Claude Steele
- The Lived Experience of Faculty of Color
- The Achievement Gap
- The Lived Experience of the Indigenous American
- Islamophobia
- Foster Care, Bias in the Foster Care Removal Process
- The Psychological Impact of Racism
- Karen and the Weaponizing of the Police Force
- Cultural Competence
- Disparities in Sentencing

Week 2 January 10, 2022 - January 13, 2022

- Suicidal Ideation
- Man Enough and Toxic Masculinity
- The gender pay gap
- Women Engaging in Bias Against Women
- The Glass Ceiling

Week 3 January 17, 2022 - January 20, 2022

Multicultural issues involving research, medicine, health, and testing

- The Tuskegee Syphilis Experiment
- James Marion Sims
- Alzheimer's numbers by culture
- Culture and mental health
- Life Expectancy Differences Across Cultures
- Defining and Understanding Culture, Race, Ethnicity, and Nationality
- Social Justice
- Immigration

Required Articles

Bigler, R. S., & Liben, L. S. (2006). A developmental intergroup theory of social stereotypes and prejudice. *Advances in Child Development and Behavior*, 39-89.

[https://doi.org/10.1016/s0065-2407\(06\)80004-2](https://doi.org/10.1016/s0065-2407(06)80004-2)

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.

DiAngelo, R. (2021). *Nice racism: How progressive white people perpetuate racial harm*. Beacon Press.

Egwuatu, P., Concannon, K., & Reddy, S. (2021). Does implicit racial bias training for health care providers increase awareness of racial bias in medicine? *Evidence-Based Practice, Publish Ahead of Print*. <https://doi.org/10.1097/ebp.0000000000001405>

Freeman, L., & Stewart, H. (2021). Toward a harm-based account of microaggressions. *Perspectives on Psychological Science, 16*(5), 1008-1023. <https://doi.org/10.1177/17456916211017099>

Louis, W. R., Thomas, E., Chapman, C. M., Achia, T., Wibisono, S., Mirnajafi, Z., & Droogendyk, L. (2019). Emerging research on intergroup prosociality: Group members' charitable giving, positive contact, allyship, and solidarity with others. *Social and Personality Psychology Compass, 13*(3), e12436. <https://doi.org/10.1111/spc3.12436>

Montiel-Overall, P. (2007). Research on teacher and librarian collaboration: An examination of underlying structures of models. *Library & Information Science Research, 29*(2), 277-292. <https://doi.org/10.1016/j.lisr.2007.04.006>

Saunders, M., & Serna, I. (2004). Making college happen: The college experiences of first-generation Latino students. *Journal of Hispanic Higher Education, 3*(2), 146-163. <https://doi.org/10.1177/1538192703262515>

Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, 65(4), 237-251. <https://doi.org/10.1037/a0019330>

Stanley, C. A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and universities. *American Educational Research Journal*, 43(4), 701-736. <https://doi.org/10.3102/00028312043004701>

Steele, C., Aronson, J., & Spencer, S. (n.d.). Stereotype threat. *Encyclopedia of Social Psychology*. <https://doi.org/10.4135/9781412956253.n558>

Walton, G. M., & Cohen, G. L. (2006). A question of belonging: Race, gender, social fit, and achievement. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e633962013-253>

Helms, J. E. (2012). A Legacy of eugenics underlies racial-group comparisons in intelligence testing. *Industrial and Organizational Psychology*, 5(2), 176-179.

Logel, C. R., Walton, G. W., Spencer, S. J., Peach, J., & Mark, Z. P. (2012). Unleashing latent ability: Implications of stereotype threat for college admissions. *Educational Psychologist*, 47(1), 42-50.

Multicultural issues involving research and testing

Elliott, J. (1970). *Eye of the storm*. The realities of discrimination as experienced by students in the classroom of 3rd grade teacher, Jane Elliott.

Supplemental Reading:

Ogbu, J., & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology & Education Quarterly*, 29(2), 155-188.

Cultural differences in worldviews

Siebel, J. (2011). *Miss Representation*.

Schwartz, S. J., Unger, B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, 65(A), 237-251.

Stereotyping, prejudice, discrimination, and racism

Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. *Journal of Counseling Psychology, 54(1)*, 1-16.

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School, Winter*, 31-36.

- Stereotyping, prejudice, discrimination, and racism
- Developmental Intergroup Theory: Explaining and Reducing Children's Social Stereotyping and Prejudice Rebecca S. Bigler, Lynn S. Liben (2007)
- The Lived Experience of Faculty of Color
- Nice Racism Deangelo (2021)
- My class didn't Trump My Race DeAngelo (2008)
- White Fragility DeAngelo (2008)

Sue, D. W., Bucceri, J., Lin, A. 1., Nadal, K. L., & Torino, G. C. (2009). Racial microaggressions and the Asian American experience.

Asian American Journal of Psychology, 13(1), 88-101.

Cultural identity development

Simmons, J., & Smothers, T. (2007). Clips from *TransGeneration*.

Politics & Gender, 3(2), 254-263.

Shain, M. (2013). DIY Judaism: How contemporary Jewish young adults express their Jewish identity. *Jewish Journal of Sociology, 55(1)*, 3-25.

Townsend, S., Markus, H., & Bergsieker, H. (2009). My choice, your categories: The denial of multiracial identities. *Journal of Social Issues, 65(1)*, 185-204.

Culture and health

Segments from *Unnatural Causes*. (2008). A documentary series tackling the root causes of our alarming socioeconomic and racial inequities in health.

Kuzawa, C. W., & Sweet, E. (2009). Epigenetics and the embodiment of race: Developmental origins of US racial disparities in cardiovascular health. *American Journal of Human Biology, 21(1)*, 2-15.

The Angry Heart. (2001). A 57 min. video documentary on the impact of racism on heart disease among African Americans in the U.S.

Where do we go from here? Building Multicultural Competence.

COURSE LEARNING OBJECTIVES

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

1. Identify and distinguish among important concepts, theories, principles, and significant topics specific to multicultural psychology
2. Synthesize historical and sociopolitical events to generate understanding of cultural differences and experiences of American subcultures and need for a multicultural psychology
3. Identify, apply, and analyze psychological theories/paradigms in relation to multicultural phenomena
4. Appraise and judge multicultural psychology research and theory for applicability to novel and daily social experiences and circumstances
5. Develop greater self-awareness related to personal, family and community values, beliefs, and identities that form one's cultural worldview
6. Cultivate "critical consciousness" and interest that motivate a dismantling of sociopolitical structural and institutional dynamics that promote and uphold monoculturalism

TECHNOLOGY REQUIREMENTS

To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

Windows 7 (XP or Vista) 64 MB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in	Mac OS X or higher 32 MB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in
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microphone Mozilla Firefox 9.0 or higher	microphone Mozilla Firefox 9.0 or higher; Safari 5.0 or higher
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Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

BRIGHTSPACE HELP

Here is the link to access Brightspace <https://brightspace.uri.edu> as well as the Brightspace resource page <https://web.uri.edu/brightspace/>.

CLASSROOM PROTOCOL

For this online course, Brightspace is our “classroom.” Please refer to the [Brightspace YouTube video tutorials](#) before you get started and refer back to them as a resource as needed while you complete this course.

In the online learning environment, “attendance” is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated.

COURSE NAVIGATION Major Course Segments

Context is Everything: Understanding Multicultural Psychology

Course Overview and Introduction to Multicultural Psychology Role of Social Justice Movements, Organizational Policies and Social Factors in Emergence of Multicultural Psychology

The Essence and Nature of Multicultural Psychology

The Relevance of Immigration to Multicultural Psychology

Theories and Assumptions Relevant to Multicultural Psychology

Defining and Differentiating Culture, Race, Ethnicity, and Nationality

Understanding Colonization and Cultural Conflict (Affect, Behavior and Cognition) of Stereotypes, Prejudice and

Discrimination

Cultural Adaption and Adjustment

Methods and Research in Multicultural Psychology

Quantitative and Qualitative Research
Quantitative and Qualitative Research
Cross-Cultural Research Methods

Concepts and Constructs: Increasing Multicultural Knowledge

Multicultural Interactions and Relationships
Self, Culture, and Identity and Multiracial and Multicultural Terms

STUDENT PERFORMANCE REQUIREMENTS

After the first week of the semester, the course opens on Monday morning of each week during the semester at 8 a.m. and will close on the following Sunday night at 11:00 pm.

You should try to give at least 10 intensive hours per week to all course related material to demonstrate relative success. It is important to maintain a course notebook that will contain copies of your typed and submitted reflection/personal exercises, cultural exercises, and other assignments. You should note the date and time that you post each assignment. This information will provide feedback about your progress and performance related to timely and consistent posts and submissions rather than have you rely on memory. This will also reduce confusion that can occur at the end of the semester when you question why or how you earned a particular score. Please remember that late work is unacceptable and missing assignments earn a grade of zero. Brightspace logs the date and time of all posted assignments and I will depend upon this system for accuracy of posts during the semester.

METHODS OF EVALUATION

All assignments are scored according to the URI grading scale:

Grading Information

For the final grade and for each 100-point component, letter grades are based on a % of maximum possible points:

90-92=A-	93-100=A
80-82=B-	83-86=B
87-89=B+	70-72=C-
73-76=C	77-79=C+
60-62=D-	63-66=D

67-69=D+

<60=F

Weekly Posts	23%	
Literature Review of a Problem Rooted in Systems of Racism, Bias, or Prejudice	30%	
Group Lead Discussion	23.3%	
Class participation	23.3%	

DESCRIPTIONS OF ASSIGNMENTS

- **Introductory Discussion:** Students will be asked to post a personal introduction and post a response to two other class members from January 3, 2022 - January 7, 2022. You will be asked to provide personal descriptive information and a quote. Consequently, this Introductory Discussion Assignment is due, no later than (Friday) January 7, 2022 by midnight.
- **Discussion Assignments:** Discussions will be used to encourage interactions among participants in the class and to promote learning between and among students. You will be asked to share some of your thoughts, beliefs, and values with classmates and to comment on information that they will also share. The Discussions are available now. The initial response is Friday by midnight and your interactive and substantive post to two class members is due by Sunday at midnight. The discussions will account for 23.3% of your J term grade.

- **Group Lead Discussions:** Each student will deliver a twenty minute discussion on a reading. Power Points are suggested. You should read your assigned article, in its entirety, and prepare a 12 slide presentation. Your classmates will skim the article, meaning, read the abstract, methodology, and results. Classmates will be prepared to have spirited conversations about the articles. The presentations are 23.3% of the J term grade.
- **Literature Review:** The end of J term paper is a culmination of critical thinking and applied to a multicultural psychology issue. You will report upon the researchable landscape. The literature review is ten (10) body pages, APA compliant, and indicates college level essay writing. The literature review is 30% of your J-term grade. Due 1/24/22, midnight.
- **Late Work: Discussed CASE BY CASE**

ATTENDANCE AND OTHER CLASS POLICIES

Requirements for students' attendance and participation will be defined by each instructor based on the following policy: Class absences are not encouraged

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular attendance is expected for student success. If a student misses more than one class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly class one, where the syllabus is explained.
- Students should consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- If a student misses a portion (e.g., arriving late or leaving early) of an online course, the student's grade may be adversely affected. Students who are not in attendance for at least 95 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

NETIQUETTE FOR ONLINE COURSE

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
- Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each email message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2-word postings (e.g.: I agree, Oh yeah, No way, Me too) do not “count” as postings.

COURSE TIPS

1. Before posting your question to a discussion board, check if anyone has asked and received a reply. Just as you wouldn’t repeat a topic of discussion right after it happened in real life, don’t do that in discussion boards either.
2. Stay on topic – Don’t post irrelevant links, comments, thoughts, or pictures.
3. Don’t type in ALL CAPS! If you do, it will look like you’re screaming.
4. Don’t write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you’re joking.
5. Always remember to say “Please” and “Thank you” when soliciting help from your classmates.

6. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their own perspective on the issue.
7. If you reply to a question from a classmate, make sure your answer is accurate! If you're not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.
8. Make sure to respond to all elements of the activity and discussion questions. Use appropriate sentences and give at least 3 examples if requested. Do not hurriedly develop your responses.
9. Don't badmouth others or call them stupid. You may disagree with their ideas, but don't mock the person.
10. If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
11. Before asking a question, check the class or search the internet to see if the answer is obvious or easy to find.
12. Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.
13. Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go – it happens to the best of us.
14. Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute and can make the difference between sounding knowledgeable and sounding out of touch.
15. Do not post your response that will be evaluated for a Discussion or Activity question for other students to see in the forum. This is unfair if others are waiting to answer the question and want to use your material. Only post exactly what the question asks you to post; if you are not asked to post anything, then do not do so.

URI ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other "hate" speech. Individual integrity and social decency require common courtesy and a mutual

understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

PROFESSIONAL CONDUCT

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information).

Plagiarism is the failure to give credit for another person's written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website: <https://honorcouncil.georgetown.edu/whatisplagiarism>, the URI Student Handbook, and University Manual sections on plagiarism and cheating at <http://web.uri.edu/studentconduct/student-handbook/>.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another's work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another's academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean, the instructor's dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final.

Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

Please note: Students are responsible for being familiar with and adhering to the published "**Community Standards of Behavior: University Policies and Regulations**" which can be accessed in the **University Student Handbook**.

ACADEMIC SUPPORT SERVICES

Office of Disability Services

Americans With Disabilities Act Statement

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from the The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). <https://web.uri.edu/affirmativeaction/>

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

Uri Online Library Resources

<https://web.uri.edu/library/>

COURSE GUIDELINES

Missed or Late Work

Permission for late work submission is granted on a case by case basis

Late Course Enrollment

You will not be allowed to make up missed work if you enroll in the course after the class has started. The assignments require you to respond to other students in a timely manner. You cannot do this if you enroll late.

The Topic of “Incompletes”

Only in highly atypical circumstances will I grant an Incomplete (I) in the course. To request an “I” you should prepare a statement with the request specified. This information should detail the reasons for the request. You should also indicate when the work will be finished including the year and semester. I am willing to review a request but reserve the right to accept or refuse such a request based on performance in the class up to the point of the request, the detailed completion timeline and the reasons for the request.

EXPECTATIONS OF STUDENTS

- Review the How to Begin the Course and Welcome to the Course information located in the course module.
- Provide personal introduction of yourself during the first week by posting a self-introduction in the appropriate discussion forum (Follow the questions asked of you)
- Make sure that your computer is compatible with Brightspace used by URI and that you have a computer backup. A failed computer is not an acceptable excuse for course changes.
- Interact online with instructor and peers as requested and stay abreast of assignment dates.
- Review and follow the course calendar.
- Read all components of the course syllabus; skipping segments will lead to problems and may negatively impact your grade because you will have inadequate information.
- Contact me immediately if you are unable to see an exam score or assignment evaluation.
- Contact URI help desk for Brightspace and/or computer difficulties.
- Arrange a backup computer plan if your system fails or becomes unavailable.
- Contact me via email
- Write responses in the spaces allotted by Brightspace Learning System; do not send activity and discussions in any other form. I will not accept emailed work. Email submissions will not be graded. All work must be evaluated in Brightspace for credit. Missing/absent work earns a grade of zero

Disability Services, Any student with a documented disability is invited to contact me as early this semester as possible so that we can make reasonable accommodations. As part of this process, please be in touch with URI’s Office of Disability Services at 874-2098 located at 330 in the Memorial Union

(<http://www.uri.edu/disability/dss/>) or 239 Shepard Building, Feinstein Providence Campus, 401227-5221. In the past, students have failed to adhere to this policy and it has created

problems. You should have the office send the appropriate documentation as soon as possible. Make sure to do this before earning a dissatisfactory grade on an exam or paper.

Academic Enhancement Center and Writing Center, Nearly all students recognize that regardless of how well or poorly they are doing in a given class, there are ways to improve their learning and studying. The Academic Enhancement Center (AEC) and Writing Center (WC), located in Roosevelt Hall, offers several kinds of support that help students improve their learning and academic performance in this class as well as other classes. For information on any of these programs, visit uri.edu/aec, call the AEC's main number at (401) 874-2367 or follow the specific suggestions below.

Subject Specific Tutoring, located on the fourth floor of Roosevelt Hall, helps students navigate 100 and 200 level math, chemistry, physics, biology, and other select STEM courses. Options for peer tutoring are designed to enable you to get the kind of help you need when you need it. Students can join a Weekly Tutoring Group with others in their courses (information on groups will be made available to you in supported classes), stop by a subject-specific Drop-In Center as needed, or make a one-time Group Appointment. Information on what these programs offer, when they are available, and how to utilize them are available at uri.edu/aec/tutoring.

Academic Skills and Strategies programs help students identify their individual planning and studying needs in this or any other course, and can teach you to implement new, more effective ways of studying, planning, managing time and work, and dealing with challenges like procrastination and motivation. Academic skills sessions are 30-minute, 1 to 1 appointments that students can schedule online by visiting the AEC on Starfish and making an appointment with Dr. David Hayes, the AEC's academic skills development specialist. UCS160: Success in Higher Education is a one credit course, offered each semester to all undergraduates on learning how to learn and excel in college academics. For more information on these programs or assistance with setting an appointment, visit uri.edu/aec/academic-skills or contact Dr. Hayes directly at davidhayes@uri.edu

The URI Writing Center, located in Roosevelt Hall 009 (lower level, Memorial Union end), offers one-on-one and small group peer tutoring for student writers in all majors who need help developing ideas or would benefit from advice on any aspect of writing. The WC serves all student writers, not just "beginners." Writers are encouraged to bring a draft, notes, syllabus, or any relevant information to help facilitate the session. Appointments are 45 minutes in length and can be scheduled online at uri.mywconline.com. It's best to make appointments in advance, especially during midterms and finals, but we often have same-day and drop-in appointments available throughout the day so writers can stop by to see what's open. For more information visit uri.edu/aec/writing.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty:

- Using material from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently (e.g. family reliance)
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Submitting the same paper for more than one course without instructor approval

Group Lead Discussion Assignments

Luke	Developmental Intergroup Theory
Amanda	My Class Didn't Trump My Race
Gianna	White Fragility
Jeremiah	Teaching at a PMI (The Lived Experience of Faculty of Color)
Angebeth	America's Native Prisoners

Ivy	Stereotype Threat
Kathia	Maternal Mortality in the United States: Updates on Trends, Causes, and Solutions
Juliet	African Americans' views on research and the Tuskegee Syphilis study
Tara	Bias in Foster Care
Paola	Toward a Harm-Based Account of Microaggressions
Kayla	Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. <i>Journal of Counseling Psychology, 54(1)</i> , 1-16.
Demetri	<i>The Angry Heart</i> . (2001). A 57 min. video documentary on the impact of racism on heart disease among African Americans in the U.S.
Zoelle	Jackson, J. S., Knight, K. M., & Rafferty, J. A. (2009). Race and unhealthy behaviors: Chronic stress, the HPA axis, and physical and mental health disparities over the life course. <i>American Journal of Public Health, 100(5)</i> , 933-939. Suicide Among Young Men
Michael	Toxic Masculinity as a Barrier to Mental Health Treatment in Prison
Madison	Suicide Among Young Men against African American clients in cross-racial counseling relationships. <i>Journal of Counseling Psychology, 54(1)</i> , 1-16.

- Cam Segments from *Unnatural Causes*. (2008). A documentary series tackling the root causes of our alarming socioeconomic and racial inequities in health.
- Tori Shain, M. (2013). DIY Judaism: How contemporary Jewish young adults express their Jewish identity. *Jewish Journal of Sociology*, 55(1), 3-25.
- Emma Muslims. *Journal of Religion and Health*, 43(1), 45-58 Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129(5), 674-697.
- Michael Schwartz, S. J., Unger, B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, 65(A), 237-251.
- Ryan Townsend, S., Markus, H., & Bergsieker, H. (2009). My choice, your categories: The denial of multiracial identities. *Journal of Social Issues*, 65(1), 185-204.
- Olivia Simmons, J., & Smothers, T. (2007). Clips from *TransGeneration*.
- Claire Elliott, J. (1970). *Eye of the storm*. The realities of discrimination as experienced by students in the classroom of 3rd grade teacher, Jane Elliott.
- Susan A question of belonging: The first generation college student and belonging
- Maddi Latino Pathways
- Ainsley Emerging research on intergroup prosociality: Group members' charitable giving, positive contact, allyship, and solidarity with

others