

***Psych. 274S Multicultural Psychology***  
Fall 2018 California State University, Fresno  
4 units  
Location: Science II 238

---

Instructor: Hong Ni, Ph.D.

Work e-mail: [hongni@csufresno.edu](mailto:hongni@csufresno.edu)

Phone: 559-278-1726

Office hours: Monday & Tuesday: 10am– 12:00 pm; Thursday: 2 -3:00 pm

---

## **I. Introduction and Course description**

This course is to examine diverse cultural aspects related to psychology and education. Students explore multiple aspects of culture and investigate how they are manifested in our society and in education settings through reading, writing, discussion, and service to the local communities. There are two main learning objectives: 1) enhance students' cultural awareness and sensitivity; 2) enrich students' cultural knowledge about specific cultural populations in the central valley.

More information about this course:

### 1. Course Approach

This course is a service learning class. Service learning emphasizes reciprocity by creating a learning opportunity for students while also serving the needs of a community group or agency. Both elements of service and learning are highlighted. This course has two basic components: class learning and service learning. Class learning is traditional learning through reading, lecture, and discussion. The service-learning component will require students to provide volunteer services to a community partner or agency. However, these two components are intertwined rather than separated.

### 2. Required Service Component (8.0-P)

This component addresses the services that students provide to local community partners or agencies. Students will spend a minimum of 40 hours outside of class time with designated community partners providing services that are suitable to both the mission of the community partner and the learning goals of this course. For example, you will be working with high-need and at-risk student population. Through this involvement, you will have the opportunity to be a teacher and a learner, and a server and the served.

Designated community partner: low SES Elementary Schools, Fresno Unified School District.

Services: Providing literacy and social and emotional programs (after training).

### 3. Classroom-based component

We will meet in class to discuss class readings and how the readings are related to service site experiences through small and large group discussions, writing, experiential exercises, and the use of media. Due to the nature of this service-learning class, the emphasis of this course is on the connections between the readings (theories, concepts, and empirical findings, etc.) and students' personal experience in the local agencies. This goal is reached through both in-class and service learning.

Therefore, this is NOT a traditional course that relatively emphasizes more on factual knowledge. Discussions have been evidenced to help students achieve a richer and deeper understanding of course content, make course content more relevant, foster a sense of community, and increase the enjoyment of students and the instructor. Therefore, student discussions, guided by the instructor, make up the main content of the classroom-based learning.

To facilitate the class discussion, each student is expected to FINISH all the readings before the class and bring reading notes to the class. **Pop-up quizzes will be used to ensure reading.**

To enrich students' experiences and deepen their knowledge, students are encouraged to be actively interacting with the service recipients at their service site, e.g., having conversations or even interviews with them (Think about what you would do to get involved in your regular school site for practicum.).

Occasionally, you will be asked to do free writing regarding the concepts or issues discussed in class. Time spent in the classroom and in the community is of equal importance. Active involvement in both is crucial to gaining the competencies necessary for successful completion of the course.

## II. Course prerequisites

The student must be admitted to one of the master's programs in the Department of Psychology.

## III. What You Will Need to Purchase for This Course

### Text books:

Johnson, A. G. (2006). *Privilege, power, and difference (2<sup>nd</sup> ed.)*. McGraw Hill, NY: New York.

Other readings are posted on the Canvas.

#### IV. Examinations and major assignments

- a. **A Biosketch** describing your demographics and prior experiences related to this course. A total of 250 words are required.

- b. **Service-learning journal (8.0-A)**

After you perform service to the community, record field notes. For each journal entry you should note: 1) the service performed, 2) observations of the participants or the environment in the process of your service, 3) self-awareness/reflection that is connected to your service and observation: your reactions, e.g., feelings, thoughts, and your behavior, and why (what do they tell you about your assumptions, expectations, judgments, and values and beliefs, etc.), 4) cultural knowledge you gained through the service and observation, 5) relationships to the concepts in readings and class discussions. This is to be submitted for my review once you start to go to the site. Class discussions will be partially based upon your journals.

Each of your journals has to have the five headings. These contents of the five headings MUST be connected. They are NOT separate. For example, after describing the service you provided in detail, you would write about what you observed while providing your services (e.g., individuals or groups of people, behavior, environment, system and/or structure step up and functioning, etc.). Your self-awareness HAS to be linked to your observation. Identify your feelings, thoughts, and your own behavior as reactions to what you observed as described in observation section. Cultural knowledge part is also based on your service and observation. What have you learned about this agency, people, the environment, etc. This is NOT a simple repeat of your observation. Instead, it is based on your comparative analysis with your own culture or the culture you are used to in order to summarize what you have learned about this new and different culture. Remember, there are both positive and negative aspects of any culture.

- c. **Weekly signed logs for hours of service (8.0-P)**

The signed log verifies your minimum volunteer hour. Completion of all the hours is required for consideration of a grade.

- d. **Weekly evaluation form signed by the designated site supervisor**

The quality of your service to the agency is so important that it will be considered in your grade on this assignment. Your supervisor will report issues such as attitude, punctuality, dedication, and notification to the agency if you cannot keep a specific commitment to be there. If there are any problems that arise for you

during this service please talk to me or your supervisor. Also if any problems regarding the quality of your work occur, the supervisor will contact me. Throughout the semester, you will be asked to participate in discussions concerning the service-learning experience.

**Resources for reflection in journal writing:** The Three Levels of Reflection (Cooper, 1996) (<http://www.fiu.edu/~time4chg/Library/reflect.html>)

- **The Mirror (A clear reflection of the Self)**

Who am I? What are my values? What have I learned about myself through this experience? Do I have more/less understanding or empathy than I did before volunteering? In what ways, if any, has your sense of self, your values, your sense of “community,” your willingness to serve others, and your self-confidence/self-esteem been impacted or altered through this experience? Have your motivations for volunteering changed? In what ways? How has this experience challenged stereotypes or prejudices you have/had? Any realizations, insights, or especially strong lessons learned or half-glimpsed? Will these experiences change the way you act or think in the future? Have you given enough, opened up enough, cared enough? How have you challenged yourself, your ideals, your philosophies, your concept of life or of the way you live?

- **The Microscope (Makes the small experience large)**

What happened? Describe your experience. What would you change about this situation if you were in charge? What have you learned about this agency, these people, or the community? Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, sadness? Do you feel your actions had any impact? What more needs to be done? Does this experience compliment or contrast with what you’re learning in class? How? Has learning through experience taught you more, less, or the same as the class? In what ways?

- **The Binoculars (Makes what appears distant, appear closer)**

From your service experience, are you able to identify any underlying or overarching issues which influence the problem? What could be done to change the situation? How will this alter your future behaviors/attitudes/and career? How is the issue/agency you’re serving impacted by what is going on in the larger political/social sphere? What does the future hold? What can be done?

e. **Cultural self-awareness eportfolio (8.0-A)**

Each student will develop an eportfolio through Pathbrite via Canvas.

The eportfolio should include **the following three categories**

**Sign up a free Pathbrite account**

1) Your cultural values and beliefs

- i. An original paper (800-1000words) regarding at least one of your core cultural values and beliefs in relation to (pick at least one of the following)

1. child development,
  2. parenting and discipline,
  3. teaching and learning,
  4. and education.
- ii. Connection with your biosketch/background/development
  - iii. At least five images that are relevant to the above contents
- 2) Your stereotypes and biases
- i. Identify a group of students/individuals who are different from your cultural background
  - ii. Identify two areas of their cultural differences between yours and theirs (e.g., values and practices in discipline, success, education, learning, social relationships, authority etc.)
  - iii. An original paper (800-1000 words)
    1. Describe two differences in the two areas between your culture and theirs.
    2. Identify your stereotypes AND potential biases toward this group that might be caused by the differences
  - iv. At least five images that are relevant to the above contents
- 3) Reminders/recommendations for school psychologists
- a. Identify two main functions of a school psychologist (e.g., assessment, teacher consultation, behavior intervention, counseling etc.)
  - b. Based on the above two categories, develop a checklist for you to use in the future to promote your cultural competency in performing these two functions

(Note: NASP as a self-assessment checklist. You can use that as a resource but cannot copy any of its items.)

**Additional requirements:**

1. The entire eportfolio should include
  - a. at least one embedded streaming video that discuss or reflect the content of any of your topics in your 5ortfolio
  - b. at least two webpages that have relevant content to any of the topics in your portfolio.
2. It is your choice where you would like to add the streaming video and the two webpages.

**d. Student group presentation of cultural knowledge. (8.0-A)**

Students will form groups of 3 to research a topic relevant to education about a specific cultural group in the central valley. At the beginning of the class, the instructor will provide a list of topics for students to choose based on their own interests. Student present by the end of the semester. For each presentation, students should review at least 5 research articles or book chapters for the content of the presentation. The presentation has to be at least 25 minutes; each group member has to participate in both researching

and oral presentation. Students will be graded based on the presentation content and style.

The potential cultural groups and topics may include but not limited to the following:

- i. Cultural groups (LOW-INCOME): Hmong, Hispanic, African American, Indian American, Armenian American, migrant Hispanic
- ii. Possible research topics include (but are not limited to): childhood socialization, parenting style, educational values and expectations, discipline strategies, parental involvement, parent-child relationship, student-teacher relationship, available resources, views about mental health and psychological services, communication style, learning related beliefs and values, views about intelligence

**V. Grading**

Professional conduct and ethical behavior are expected at all times. Such issues include but are not limited to professional dress, punctuality, and tact during the related field experience (test and evaluation); the ability to accept constructive criticism and suggestions; interpersonal relationships with fellow students and the Professor (including respectfulness to the Professor); promptness in turning in assignments; and overall maturity, independence, and skill level. Unprofessional behavior will result in an individual meeting with me, and a determination of the appropriate action will be made at that time. The total points available for professional behavior are 20 and the decisions are based on the above criteria.

<u>Assignment</u>	<u>Point</u>
Professional conduct and ethical behavior	20
Biosketch	25
S-L journal (3 at 25 points each)	75
Logs (10 at 5 points each)	50
Site supervisor evaluation form (10 at 5 points each)	50
Paper for special class session	30
Eportfolio	150
Group presentation of cultural knowledge	100
<hr/>	
Total	500
90-100% AND 40 required hours of service	A
80-89% AND 40 required hours of service	B
70-79% AND 40 required hours of service	C
60-69% AND 40 required hours of service	D
<59% or <40 required hours of service	F
0-100% and < 40 required hours of service	F

## **VI. Course Goals and Primary Learning Outcomes:**

### **Course goals:**

The general purpose of this course is to foster the development of self-reflective, culturally aware, responsive, and competent individuals who are going to provide psychological and/or educational services to a population from diverse backgrounds. In this class, students' development of multicultural awareness and cultural knowledge will be enhanced through a combination of traditional learning in class and service learning with a community partner.

### **Primary learning outcomes:**

- 1) Analyze own assumptions and stereotypes through critical self-reflection, discussion, written work, and presentations about ways to decrease prejudice and increase tolerance and understanding in schools and surrounding communities.
- 2) Identify and report intercultural communication skills.
- 3) Describe the demographics, socio-cultural dynamics and assets of a specific local community.
- 4) Examine and analyze a cultural/educational issue in the context of systemic inequities.
- 5) Enter, participate in, and exit a community in ways that do not reinforce systemic injustice.
- 6) Recognize reciprocity and responsiveness in service work with community.
- 7) Correlate self experiences and observations to course concepts.
- 8) Articulate the knowledge they gained about specific cultural population in the central valley.

## **VII. Students with Disabilities:**

California State University, Fresno complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact Services to Students with Disabilities in the University Center, Room 5 or call (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

## **VIII. Honor Code:**

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

## **IX. Cheating and Plagiarism:**

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

### **Computers:**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

### **Copyright policy:**

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>



Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

## **X. Safety**

In the event of an emergency, you should call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble in the grassy field adjacent to the parking lot to the north of the building. Upon assembly, report missing persons and physically challenged persons requiring rescue to emergency responders. If you have concerns about other emergencies or if you have special circumstances that I need to know about in case of an emergency, please speak to me after class.

## **XI. Professional Behavior and Expectations of the Students:**

### **Course Ethics:**

CASP, NASP, AND APA Ethical guidelines will apply to all aspects of this course. Students must not share confidential information (including names or identities) of students, parents, teachers, etc. and/or anyone else outside this course. Students must also not share confidential information about issues and/or individual cases discussed during this class.

### **Disruptive Classroom Behavior:**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

### **Completion of Class Assignments, Presentations, and Exams:**

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere. Therefore, you should plan your assignments in advance. Assignments that are completed the night before they are due are easy to detect and are not your best work. Assignments are due at the beginning of the class on the due date. Students are expected to be prepared for their case presentations and present their presentation on the date that is assigned. Any exceptions to the Course Schedule will be made on an individual basis and it is the student's responsibility to discuss the possibility of an exception with the instructor. All unexcused, late assignments will result in a 10% deduction in grade per calendar day the assignment is late.

Make-up assignments will only be allowed for medical excuses, death of family member, or an unforeseeable event. The students are responsible for contacting the instructor to make-up a missed assignment. The instructor of this course has the final determination of acceptable reasons for late assignments and missed exams.

### **Discrimination:**

Accusations of racism, prejudice, or bias are considered intolerable by the instructor. Any suggestions or evidence of such behavior will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

## *Course Schedule*

Note: The topic and readings are subject to changes due to guest speakers' schedule.

	<b>Date</b>	<b>Topic</b>	<b>Reading and Assignment</b>
1	Mon., Aug 26	Volunteer service orientation and training	
	Mon., Sept 2	HOLIDAY – Labor Day	
2	Mon., Sept 9	Culture and cultural competence (8.0-I)	Frisby & Reynolds (2005); Malone (2010) Biosketch due
3	Mon., Sept 16	Culture and learning (8.0-I)	Li (2010)
4	Mon., Sept 23	Social class & poverty (8.0-I)	Evans (2004); Cuthrell, Stapleton & Ledford (2010)
5	Mon., Sept 30	E-portfolio training and DIBELS practice	Bring your laptop to class Journal 1 due (8.0-A)
6	Mon., Oct 7	African American culture and education; (8.0-I)	Tyler et al. (2008)
7	Mon., Oct 14	Latino culture and education(8.0-I)	Greenfield & Quiroz (2013)
8	Mon., Oct 21	Hmong culture and education (8.0-I)	Thao (2003) Journal 2 due (8.0-A)
9	Mon., Oct 28	Cultural knowledge presentations (3) (8.0-A)	
10	Mon., Nov 4	Cultural knowledge presentations (3) (8.0-A)	
	Mon., Nov 11	HOLIDAY – Veteran's Day	
11	Mon., Nov 18	Consequence of cultural difference 1: difference, privilege, and oppression (8.0-I)	Johnson Ch.1, 2, & p.49-53
12	Mon., Nov 25	Special session: <b>NO CLASS:</b> Read and write in response to the reading	Johnson Ch. 3(p.42-49), Ch. 4 & 6 Paper for special session due at midnight
13	Mon., Dec. 2	Consequence of cultural difference 2: How did it happen? (8.0-I)	
14	Mon., Dec 9	Consequence of cultural difference 3: How does it maintain? (8.0-I)	Johnson Ch. 7 & 8 Journal 3 due (8.0-A)
15	Mon. Dec 16	Multicultural school Psychology (8.0, 8.4-I)	Oakland (2005); Johnson Ch. 9; Best Practice VI—Foundations Ch.2 Eportfolio (8.0-A) due at 5:00 pm

	<b>Date</b>	<b>Topic</b>	<b>Reading and Assignment</b>	
<b>Finals week</b>			<b>Days</b>	<b>Dates</b>
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 12 – 13
Final Semester Examinations			Monday – Thursday	Dec 16 – 19

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you were absent from class, it is your responsibility to check on announcements made while you were absent.