COUGARS

Syllabus for PSYC 407-D01
Multicultural Issues in Psychology
Online Asynchronous
Department of Psychology
Spring 2025

About the Instructor

Name: Dr. Rachel Bradley
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About the Teaching Assistant

Name: Aseanti Boone
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Welcome

Hi everyone! I am excited to be working with you this semester as we explore the concepts and theories related to the study of multicultural issues in psychology and how these topics have influenced the field of psychology. I think that the college classroom is the best space to examine these topics safely and respectfully and how each relates to our everyday lived experiences.

Instructor Bio

Dr. Rachel Bradley is an Assistant Professor of Psychology at Southern Illinois University Edwardsville. After completing her PhD in social psychology at Saint Louis University in 2014, Dr. Bradley taught psychology for six years at the University of Arkansas at Little Rock. Dr. Bradley's research interests include exploring racial/ethnic and sexual identity and identification and examining colorism (a.k.a. skin tone bias), stereotyping, stigma, and prejudice. In addition to these interests, Dr. Bradley also studies topics related to the scholarship of teaching and learning. Dr. Bradley's teaching interests include research methods, social psychology, psychology of gender, multicultural psychology, and group dynamics. Dr. Bradley enjoys spending time with her husband and dogs, ThudButt and Beckett.

Teaching Philosophy

I have spent considerable time developing and honing my skills as an educator. My philosophy of teaching is to cultivate curriculum that spur original thought to produce well-rounded students equipped to examine critically their social world. I come to each class with a thoughtful perspective and the goal to do my best to provide the students who come into my classroom with knowledge and thought-provoking experiences. I want everyone who comes into my classroom to leave changed for the better.

How to Succeed in This Course

This course requires much reading, writing, and viewing the Blackboard content. Successful students will be those who do the following:
- ✓ **READ THE SYLLABUS THOROUGHLY!**
- ✓ Devote enough time to reading and writing for the class. It will be a lot of work!
- ✓ Check the Blackboard frequently for announcements and assignments.

- ✓ Complete all assigned reading and writing assignments.
- ✓ Prepare course materials in advance for studying for the unit essays.
- ✓ Complete and return all assignments by the deadline – late assignments will be penalized (see late assignment policy).
- ✓ Engage in class activities and discussions.
- ✓ Write full sentences with few if any spelling or grammatical errors in writing assignments.
- ✓ Follow all instructions carefully.
- ✓ Take advantage of the services offered by the writing center and library reference librarians.
- ✓ **ABOVE ALL BE RESPONSIBLE!**

Communicating with the instructor

SIUE Email is my preferred method of contact. I have purposely disabled Blackboard messaging for this course. Please use my email address or call my office phone number (618-650-3638) to reach me about the course. I will respond to the email within 48 hours of receiving the message. I will be checking email between 9AM-4PM during weekdays. Please contact me only via SIUE email.

About the Course

Catalog description

Students will develop a critical framework for working at the concept of "culture" in contemporary America. Students will explore how culture impacts psychological services. Additionally, in this course, we will explore the ways that differences between people based on ethnicity, gender, sexual orientation, religion, politics, etc. impact how we think, feel, and behave towards others and ourselves. Topics include cultural worldviews, stereotypes, prejudice, discrimination, stigma, racism, and building multicultural competence.
If you are unwilling to consider ideas that challenge your beliefs, this is not the course for you.

Prerequisite knowledge and credit hours

PSYC 111 Three credit hours

Course goals and objectives

Upon completion of this course, students will be able to:

- Define multiculturalism and understand its place in the field of psychology.
- Consider issues surrounding research and assessment of diverse populations.
- Define stereotypes, prejudice, and discrimination and identify examples of each from history, media, and everyday life.
- Think critically and scientifically about diversity and other politically sensitive issues.
- Communicate about sensitive political and cultural issues with diverse others.

Course textbooks

- Kite, & Whitley, (2016). Psychology of Prejudice and Discrimination. New York, NY: Routledge.
- Mio, S.J., Barker, L.A., & Domenech Rodriguez, M. M. (2016). Multicultural Psychology: Understanding Our Diverse Communities (5th Ed.). Oxford: Oxford University Press.
- Adams, M., Blumenfeld, W.J., Catalano, D. C. J., Dejong, K., Hackman, H. W., … Zuniga, X. (2018). Readings for Diversity and Social Justice (4th Ed.) New York: Routledge

Undergraduate and Graduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the

option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Other course materials
Additional readings may be assigned.

Course requirements

Course activities/assessments
Assignments are posted in Blackboard throughout the semester and will be due online at the scheduled date and time. This information can be found on the schedule presented in this syllabus. Specific instructions for each assignment can be found in Blackboard. It is your responsibility to make sure that all assignments are completed and turned in on time. I will not post or give verbal reminders. Work turned in after the scheduled date and time is considered late work.

Submitting work
Students will submit all work in Blackboard via specific submission links for coursework. Emailed assignments will not be accepted unless prior approval is obtained from the instructor.

Online class behavior
- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively**.**
  - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
  - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic**. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology Privacy Information
We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Technology requirements and capabilities
Technical requirements for students can be found in this [ITS KnowledgeBase article](#). Additional resources for learning with technology can be found on the [Online at SIUE site](#).

Technical Support
Contact ITS at [618-650-5500](#) or at [help@siue.edu](#) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

Course Policies and University Policies

Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with university policies about academic honesty as stated in the University's Student Academic Conduct Code.

University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited. **The use of AI for written assignments and all formal assessments is prohibited.**

Turnitin

This course may utilize the Turnitin plagiarism detection software. If this is used, then a Turnitin link will be available anywhere written work is to be submitted in the course. Find out more about using Turnitin. Visit the Turnitin Services Privacy Policy for additional information on their privacy policy.

Grading

Assignment Breakdown	Points Assigned	Weighted %	Weighted Pts
Syllabus and Course Readiness Quiz, each worth 10 pts	20	5%	1
Plagiarism Training	30	6%	1.8
Twelve Top 5s, each worth 10 points	120	10%	12
Twelve Discussion Boards, each worth 10 points	120	12%	14.4
Seven Weekly Reflective Journals, each worth 20 points	140	12%	16.8
Three Article Discussions, each worth 20 points	60	15%	9
Two Unit Essays, each worth 100 points	200	20%	40
Final Project	300	20%	60
Total	**990 Points Assigned**	**100%**	**155 Points Available**

Grading scale

Letter Grade	Weighted Points Range	Percentage Range
A	155 – 139.5	100% - 90%
B	137.95 – 124	89% -80%
C	122.45 – 108.5	79% - 70%
D	106.95 – 93	69% - 60%
F	91.45 or below	59% or below

A traditional grading scale will be followed. I do not "round up" for mid-term or final grades. Do not ask about this. Your self-identity analysis project will make up 20% of your final grade. All other assignments will make up the remaining 80% of your final grade. If you have an issue with your grade on an assignment, you must set up an appointment to discuss the grade within a week after your grade is posted in Blackboard. I will not consider grade disputes raised after this time.

This course will have three-unit essays as the primary form of assessing content knowledge acquisition in lieu of traditional exams. These essays will be directed with specific prompts and will be no more than two pages single-spaced. Two of the three essays will be included in the final grade. Each essay will be due online in Blackboard on the date scheduled in the syllabus. It is your responsibility to make sure that your essay is completed and turned in on time. I will not post or give verbal reminders. Late essays will not be accepted for any reason or circumstance.

Grading rubric[s]
Grading rubrics will be provided in Blackboard for assignments that the instructor utilizes one for grading purposes.

Feedback and grading timeline
Weekly Journal and Top 5 grades with rubric feedback will usually be posted within one week of the due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see feedback on the rubric, if any.

Late or Missed Assignments
Late assignments will be penalized 10% for each day past the due date. After 2 days (this includes all days within the week Monday - Sunday), the assignment will not be accepted for credit. All assignments are subject to the late assignment policy. Formal assessments cannot be submitted after the due date. Assignments will not be accepted as email attachments unless approved by the instructor.

Important Information about Assessments: Make-up assessments will not be given for any reason. Of the three essays given throughout the course, the lowest essay grade will be dropped automatically. Therefore, if there is a life circumstance that should prevent you from performing optimally on an assessment, there is no need to worry.

Rewrites
Rewrites will not be permitted in this course.

Participation
It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that one adhere to the deadlines given as you complete assignments, discussions, and other course activities.

Course Questions
It is natural for everyone to have questions, and I want you to feel comfortable asking questions. That said, in some cases, students ask questions that could be easily answered by looking in the syllabus or course materials. To facilitate personal responsibility, I ask that you follow the "rule of 3 then me" before asking a question. If your question is about the course requirements or some aspect of the course check in 3 places for the answer before you ask me. When you ask me, tell me where you have looked for the answer and explain your question. This helps me understand the question so I can give you a better answer.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: https://kb.siue.edu/132378 Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

Week	Content	Readings	Assignments	Due Dates All due at 11:59 pm CST
Week 1 3/17-23	**Module 1:** What is Multicultural Psychology **Module 2:** Multicultural Issues in Research	**Mio** Chapters 1 & 2	• Syllabus Quiz • Course Readiness Quiz • Plagiarism Training • Introduction Discussion Post • Chapter Top 5 (2) • Chapter Discussion Board (2) • Weekly Reflective Journal	All assignments this week due on **Sunday, March 23, 2025**
Week 2 3/24-30	**Module 1:** Cultural Diffs in Worldview **Module 2:** Cultural Identity Development	**Mio** Chapters 3 & 7	• Chapter Top 5 (2) • Chapter Discussion Board (2) • Weekly Reflective Journal	All assignments this week due on **Sunday, March 30, 2025**
Week 3 3/31-4/6	**Module 1:** Introducing Stereotypes, Prejudice and Discrimination	**Kite** Chapter 1	• Chapter Top 5 (1) • Chapter Discussion Board (1) • Weekly Reflective Journal • Article Discussion 1 • Unit Essay 1	All assignments this week due on **Sunday, April 6, 2025**
Week 4 4/7-13	**Module 1:** Forms of Prejudice	**Kite** Chapter 5	• Chapter Top 5 (1) • Chapter Discussion Board (1) • Weekly Reflective Journal	All assignments this week due on **Sunday, April 13, 2025**
Week 5 4/14-20	**Module 1:** From Prejudice to Discrimination **Module 2:** Experience of Discrimination	**Kite** Chapters 9 & 10	• Chapter Top 5 (2) • Chapter Discussion Board (2) • Weekly Reflective Journal	All assignments this week due on **Saturday, April 20, 2025**
Week 6 4/21-27	**Module 1:** Culture & Health **Module 2:** Culture & Mental Health	**Mio** Chapters 8 & 9	• Chapter Top 5 (2) • Chapter Discussion Board (2) • Weekly Reflective Journal • Article Discussion 2 • Unit Essay 2	All assignments this week due on **Sunday, April 27, 2025**
Week 7 4/28-5/4	**Module 1:** Multicultural Competence **Module 2:** Reducing Prejudice	**Mio** Chapter 10 & **Kite** Chapter 13	• Chapter Top 5 (2) • Chapter Discussion Board (2) • Weekly Reflective Journal	All assignments this week due on **Sunday, May 4, 2025**
Week 8 5/5-5/10	Final Project Workshop Week	No Reading Assigned	• Article Discussion 3 • Unit Essay 3 • Final Project	All assignments this week due on **Saturday, May 10, 2025**