Multicultural Psychology
MWF Online

Course Description & Learning Outcomes

What are the psychological implications of racism, sexism, homophobia, and other structures of inequality in the United States? How do socio- cultural privilege and oppression influence individual and group thoughts, feelings, and behaviors? This course will take a current events focus to understanding multicultural and social justice issues in psychology with an emphasis on self-reflection, mental health, cross-cultural communication, and strategies for social change.

1. Demonstrate a critical awareness of one's own worldviews, values, and biases and how these cultural factors influence one's thoughts, feelings, and behaviors
2. Articulate a history of racism, sexism, homophobia, transphobia, xenophobia, and other forms of oppression within the Unites States
3. Identify several psychological implications of racism, sexism, homophobia and other structures of inequality in the world around you
4. Effectively critique psychological theories, research methods, and conclusions from a multicultural/social justice perspective
5. Demonstrate effective cross-cultural communication (i.e., listening for understanding, perspective-taking, and articulating a different point of view)
6. Apply psychological principles to address real-world cross-cultural conflicts and move the field of psychology toward anti-racism and social justice

Required Resources

Course website: **www.elms.umd.edu**

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Attendance and excused absences
- Accessibility and accommodations
- Copyright and intellectual property
- Grades and appeals
- Student and instructor conduct

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Class Meets
Asynchronously MWF Online

Course Email:
psyc354umd@umd.edu

Instructor
Dr. Monica Kearney
Pronouns: She/her/hers

Office Hours
Wednesdays 1:00-3:00pm via Zoom (must schedule an appointment)

For helpful guidance on writing professional emails (ter.ps/email).

Teaching Assistants

Graduate TA

Colleen Kase
Pronouns: she/her/hers
ckase@umd.edu
Office hours: by appointment

Undergraduate TAs

Kircil Dowers
Pronouns: she/her/hers
kdowers@umd.edu

Michael Spooner
Pronouns: he/him/his
Mspoone1@umd.edu

Mars Tamara
Pronouns: They/them/theirs
mtamara@umd.edu

All UTA Office Hours are by appointment

Prerequisites
PSYC 100

Course Structure, Assignments, and Learning Assessment

This course will be conducted asynchronously on Mondays, Wednesdays, and Fridays via Canvas. **Class lectures will be posted no later than 10:00am on Mondays and Wednesdays on Canvas via Panopto.** Students can expect lectures delivered by the course instructor, TAs, and guest speakers. The instructor will not be sending reminders when lectures are posted. Therefore, it will be the student's responsibility to arrange and manage their schedule in order to stay up to date with posted lectures. On occasion, in-class assignments will be assigned in tandem with Monday or Wednesday lectures. **In-class assignments will be due 48 hours after they are assigned** (i.e., if an in-class assignment is assigned for Monday, it will be due Wednesday at 10:00am). **Late in-class assignments will not be accepted.** Readings are to be completed the day they are assigned prior to watching the lecture (e.g., if a reading is listed on a Wednesday, this means the reading should be completed prior to watching the lecture on Wednesday). Students also will be assigned homework throughout the semester. Each Friday, students will be responsible for completing online assignments (i.e., discussion board posts (DB) or writing assignments). In all cases, unless otherwise noted homework assignments and Friday online assignments will be due at the end of the day they are assigned (11:59pm ET).

Current Event Reflection Videos: Students will demonstrate their knowledge of course concepts and ability to self-reflect through two Current Event Reflection Videos. Students will be asked to use Adobe Spark to create engaging 4-5-minute video presentations regarding two different current or recent events of their interest. All current event reflection videos will require that students have a critical awareness of their own world views, biases, and/or unique context and experiences. Additionally, all current event reflection videos will require application of course concepts, critical thinking skills, and strong verbal communication skills. Please see video descriptions towards the end of the syllabus for details.

Media and Multiculturalism Paper: Students will demonstrate their knowledge of course concepts through the Media and Multiculturalism final paper. Students will be asked to watch a current piece of media (e.g., movie, television show, music video, etc.) and critique it from a multicultural lens. This paper will require application of course concepts, critical thinking, and strong writing skills. **NOTE: PAGE LIMITS ARE STRICTLY ENFORCED. Papers over the page limit will lose 10%. APA formatting is expected (although an abstract is not needed). IF CITATIONS FOR OTHERS' IDEAS ARE NOT INCLUDED, THE PAPER WILL RECEIVE A ZERO AND THE STUDENT WILL BE REFERRED TO THE OFFICE OF STUDENT CONDUCT.** Please see paper description towards the end of the syllabus for details.

Exam: There will be an open-notes midterm exam consisting of multiple-choice questions. Please refer to University policy on missed exams: http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540. Please note that it would be in your best interest NOT to miss an exam. In an attempt to be fair to all students, note that only university excused absences will be accepted for missed exams. If you miss an exam without a reason that the instructor has approved in advance and in writing, you will receive an F (0 points) for that exam.

Course-Specific Policies

The instructor and TAs are available by email to respond to your questions about assignments and exams. If you have any questions, please email the course email at psyc354umd@umd.edu. **However, do not send questions after 5pm on the day before the assignment is due.** Thus, if an assignment is due on Friday, the instructor and TAs may not reply to emails after 6pm on Thursday evening. Therefore, it is in your best interest to begin assignments (or studying for the exam) early so that you have enough time to have all your questions answered. Additionally, the instructor and TAs cannot guarantee email responsiveness on nights and weekends.

Turnitin.com will be utilized throughout the semester for certain assignments. Please see the ELMS page on turnitin.com for more information on what is expected when using this website and how to submit assignments.

Expectations of the instructor and teaching assistants. You can expect that the instructor and the teaching assistants will treat students with respect, be prepared for class, respond to student concerns in a timely manner, demonstrate current content knowledge, and communicate clear expectations for students. If you believe these expectations are not being met, please schedule an appointment with the instructor to discuss the issue.

Expectations of students in the class. Students are expected to actively participate in this class, be prepared for class lectures, and to treat the instructor, teaching assistants, and each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistants, or the instructor will be subject to referral to the Office of Student Conduct. You are expected to adhere to the Code of Student Conduct.

Assignment Guidelines

Due Dates: In-class assignments must be submitted via Canvas by 10:00am 48 hours after they are assigned. Late work will NOT be accepted for in-class assignments. All other assignments must be submitted via Canvas by 11:59pm on the day they are due, unless otherwise indicated. Assignments must be submitted on Canvas and will not be accepted via email. Late assignments will be lowered 10% for each day they are late, including weekends. **After the last day of class at 11:59pm, late work will no longer be accepted**. Poorly written papers will receive lower grades regardless of content. Be sure to check your grammar, spelling, and punctuation. Please contact the Writing Center or Learning Assistance Service if you need additional help with your writing. All papers should be written in APA style in accordance with the latest edition of the publication manual of the American Psychological Association (2020).

Extensions: I understand that life happens, and students may need some additional time to complete assignments. Extensions will only be considered when requested in writing **at least 24 hours before the assignment is due**. Additionally, if students are facing an unexpected emergency (e.g., death in the family, severe illness with a doctor's excuse, car accident, etc.) they may be asked to provide documentation of their emergency in order to receive an extension on any assignment. Extensions will not be granted otherwise.

Get Some Help!

You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider sharpening your communication skills by visiting https://ter.ps/write and scheduling an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.

Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

Inclusivity, Reporting, Names/Pronouns and Self Identification, and Basic Needs

Inclusive Learning Environment: Individuals come to a multicultural psychology course with varied levels of exposure to multicultural issues and understanding of systemic oppression in the U.S. It is important to remember that each person's contribution is valuable and sometimes questions or comments that appear simple can help bring a new perspective to an issue. Additionally, many of the topics in this course can be contentious, emotionally intense, and/or unfamiliar. Because of the personal nature of many of these topics, it is imperative that, despite our wide range of perspectives, everyone treats one another with patience, tolerance, and respect.

Students will be invited to share their thoughts via discussion boards and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff, and faculty is best able to develop the strengths and talents of all members of the department community.

Reporting Racism and Other Forms of Hate and Bias: If you experience racism or other forms of hate or bias in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant(s) and/or report it to the Department of Psychology's Diversity and Inclusion Committee using this link (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at https://www.diversity.umd.edu/hbrp/.

Names/Pronouns and Self Identification: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in discussions about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Basic Needs Security: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers and let me know if I can help in any way.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All grades will be posted on the course Canvas page. If you would like to review any of your assignments and grades (including the exam), or have questions about how something was scored, please email me or the Graduate Teaching Assistant to schedule a time for us to meet.

Grading disputes: I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. After the return of any assignment, you have exactly **seven days** to send the graduate TA a written explanation of why you believe your grade should be re-evaluated. After seven days have passed, grade changes will no longer be considered. Again, if a written explanation is not submitted within seven days, your grade will not be reevaluated.

Assessment of Student Learning

Learning Assessment	Percent of Final Grade
Midterm Exam	20%
Current Event Reflection Videos	25%
In-class Assignments	15%
Friday Assignments and Homework	20%
Media and Multiculturalism Paper	20%

This course is graded on the following A+ to F scale (no rounding exceptions):

89.5-93.49	A-	93.5-97.49	A	97.5-100	A+
79.5-83.49	B-	83.5-87.49	B	87.5-89.49	B+
69.5-73.49	C-	73.5-77.49	C	77.5-79.49	C+
59.5-63.49	D-	63.5-67.49	D	67.5-69.49	D+

59.49 and below F, XF Failure due to academic dishonesty

Please understand that letter grades have specific definitions that **do not include regular attendance, effort, or desire.**

"**A**" denotes excellent mastery of the subject and outstanding scholarship.
"**B**" denotes good mastery of the subject and good scholarship.
"**C**" denotes acceptable mastery of the subject and the usual achievement expected.
"**D**" denotes borderline understanding of the subject. This grade denotes marginal performance and does not represent satisfactory progress toward a degree.
"**F**" denotes failure to understand the subject and unsatisfactory performance.

Course Schedule

All assigned readings are to be completed before class on the day they are listed.

Week	Date	Monday	Date	Wednesday	Date	Friday
1	1/25	Introduction to Multicultural Psychology	1/27	Interpersonal Communication: Dialogue vs Debate **Due:** Current Debates Reflection	1/29	**Read:** Saslow (2016) **Due:** Case Discussion- Derek Black
2	2/1	Theoretical Foundations: Ecological Model **Read:** Black (2017) **Watch (optional):** "Discarding Hate" https://www.youtube.com/watch?v=vpox89qyqL8&feature=emb_logo	2/3	Theoretical Foundations: Social Learning Theory, and Schema Theory, Socialization and Social Identities **Read:** (Hewstone et al., 2005) Social Cognition pg. 375-381	2/5	**Watch:** "The Danger of a Single Story" https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story#t-3649 **Due:** Danger of a Single Story Reflection
3	2/8	Stereotypes: Explicit and Implicit Bias and Microaggressions **Read:** DeAngelis (2009) https://www.apa.org/monitor/2009/02/microaggression And Wong- Padoongpatt et al (2017) **Due:** IAT and Reflection	2/10	"I'm not racist but…" Aversive Racism **Read:** Dovidio et al. (2002) & Penner et al. (2010)	2/12	**Watch:** Jay Smooth https://www.youtube.com/watch?v=MbdxeFcQtaU **Due:** Discussing Race Reflection
4	2/15	Multiracial and Multiethnic Experiences **Read:** Jackson (2012)	2/17	Colorism **Read:** Steele (2016)	2/19	**Read:** "Lighten Up" https://medium.com/the-nib/lighten-up-4f7f96ca8a7e#.8i3mr69e4 **Due:** Colorism DB
5	2/22	Ageism and Ableism **Read:** Paleari et al. (2018)	2/24	Sex, Gender, and Gender Socialization **Read:** Olson et al. (2015) & Olson & Gülgöz (2018)	2/26	**Due:** Current Event Reflection Video 1

Week	Date	Monday	Date	Wednesday	Date	Friday
6	3/1	Sizeism & Fat Acceptance **Read:** Hobbes (2018) https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/	3/3	Positive Stereotypes? Ambivalent Sexism **Read:** Hamilton & Dehart (2020)	3/5	**Watch:** *The Mask You Live In* **Due:** *Take The Mask You Live In* quiz
7	3/8	Masculinity and Mental Health **Read:** Vandello & Bosson (2013) **Due:** Make a Mask Activity DB	3/10	Heterosexism and Mental Health	3/12	**Due:** Midterm Exam
8	3/15	**Enjoy Spring Break!**	3/17	**Enjoy Spring Break!**	3/19	**Enjoy Spring Break!**
9	3/22	LGBTQ+ Allies **Read:** Toomey & McGeorge (2018)	3/24	Stereotype Threat **Read:** Block et. al (2011)	3/26	**Due:** Trans Story Reflection
10	3/29	Anti-Semitism **Read:** Rosenblatt (2020)	3/31	Xenophobia, Immigration, and Acculturation	4/2	**Read:** Young (2013) **Watch:** *Precious Knowledge* **Due:** *Precious Knowledge* and Oppression Reflection
11	4/5	Refugee and Asylee Mental Health	4/7	Positive Stereotypes?: Model Minorities and Exoticism **Read:** Cheng et al. (2017)	4/9	**Due:** Current Event Reflection Video 2
12	4/12	Privilege and Oppression: Everyday Experiences of Racism **Read:** McIntosh (1989) & Kanu (2019) https://gal-dem.com/have-you-noticed-white-people-never-move-out-of-your-way-the-politics-of-the-pavement/	4/14	White Privilege Part 1 **Read:** Crosely-Corcoran (2014) http://www.huffingtonpost.com/ginacrosleycorcoran/explaining-white-privilege-to-a-brokewhiteperson_b_5269255.html	4/16	**Watch:** Tim Wise Talk **Due:** Tim Wise Talk Reflection

Week	Date	Monday	Date	Wednesday	Date	Friday
13	4/19	White Privilege Part 2	4/21	Racial Identity Development **Read:** Park & Yoo (2016)	4/23	**Due:** Media and Multiculturalism Paper
14	4/26	Racism as Trauma and Protective Factors **Read:** Watson (2016)	4/28	Racism and Mental Health **Read:** Miller et al. (2018)	4/30	**Due:** Personal Perspectives on Privilege
15	5/3	White antiracists and Allies **Read:** Kordesh et al. (2013)	5/5	Toward Meaningful Change Part 1: Bystander Intervention	5/7	**Due:** Bystander Scenarios
16	5/10	Toward Meaningful Change Part 2: Where do we go from here?				

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Readings:

Adichie, C. N. (2009). *The danger of a single story.*
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Black, D. R. (2017, August 19). *What white nationalism gets right about American history.* Retrieved from
https://www.nytimes.com/2017/08/19/opinion/sunday/white-nationalism-american-history-statues.html

Block, C., Koch, S., Liberman, B., Merriweather, T., & Roberson, L. (2011) . Contending with stereotype threat at work: A model of long-term responses. *The Counseling Psychologist, 39*(4), 570-600.

Cheng, A. W., Chang, J., O'Brien, J., Budgazad, M. S., & Tsai, J. (2017). Model minority stereotype: Influence on perceived mental health needs of Asian Americans. *Journal of Immigrant and Minority Health*, *19*(3), 572–581.
https://doi-org.proxy-um.researchport.umd.edu/10.1007/s10903-016-0440-0

Crosely-Corcoran, G. (2014, May 8). *Explaining white privilege to a broke white person.* Huffpost.
https://www.huffpost.com/entry/explaining-white-privilege-to-a-broke-white-person_b_5269255

DeAngelis, T. (2009, February). Unmasking 'racial micro aggressions'. *Monitor on Psychology*, *40*(2).
http://www.apa.org/monitor/2009/02/microaggression

Dovidio, J. F., Gaertner, S. E., Kawakami, K., & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural diversity and ethnic minority psychology, 8(2),* 88-102.

Hamilton, H. R., & DeHart, T. (2020). Cheers to equality! Both hostile and benevolent sexism predict increases in college women's alcohol consumption. *Sex Roles: A Journal of Research.* https://doi-org.proxy-um.researchport.umd.edu/10.1007/s11199-020-01140-2

Hewstone, M., Fincham, F.D., Foster, J. (2005). Attitudes, Attributions, and Social Cognition, *Psychology.* New Jersey: Hoboken. ISBN: 0631206787

Jackson, K. F. (2012). Living the multiracial experience: Shifting racial expressions, resisting race, and seeking community. *Qualitative Social Work: Research and Practice*, *11*(1), 42–60. https://doi-org.proxy-um.researchport.umd.edu/10.1177/1473325010375646

Jackson, S. D. & Mohr, J. J. (2016). Conceptualizing the closet: Differentiating stigma concealment and nondisclosure processes. *Psychology of Sexual Orientation and Gender Diversity, 3(1),* 80-92.

Kanu, H. M. (2019, August 20). *'Have you noticed white people never move out of your way?' The politics of the pavement.* Gal-dem. https://gal-dem.com/have-you-noticed-white-people-never-move-out-of-your-way-the-politics-of-the-pavement/

Kordesh, K. S., Spanierman, L. B., & Neville, H. A. (2013). White university students' racial affect: Understanding the antiracist type. *Journal of Diversity in Higher Education*, *6*(1), 33–50. https://doi-org.proxy-um.researchport.umd.edu/10.1037/a0030102

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. Peace and Freedom, July/August, 10–12. Philadelphia, PA: Women's International League for Peace and Freedom.

Miller, M. J., Keum, B. T., Thai, C. J., Lu, Y., Truong, N. N., Huh, G. A., Li, X., Yeung, J. G., & Ahn, L. H. (2018). Practice recommendations for addressing racism: A content analysis of the counseling psychology literature. *Journal of Counseling Psychology*, *65*(6), 669–680. https://doi-org.proxy-um.researchport.umd.edu/10.1037/cou0000306

Olson, K. R., & Gülgöz, S. (2018). Early findings from the transyouth project: Gender development in transgender children. *Child Development Perspectives*, *12*(2), 93–97. https://doi-org.proxy-um.researchport.umd.edu/10.1111/cdep.12268

Olson, K. R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science*, *26*(4), 467–474. https://doi-org.proxy-um.researchport.umd.edu/10.1177/0956797614568156

Paleari, F. G., Brambilla, M., & Fincham, F. D. (2019). When prejudice against you hurts others and me: The case of ageism at work. *Journal of Applied Social Psychology*, *49*(11), 704–720. https://doi-org.proxy-um.researchport.umd.edu/10.1111/jasp.12628

Parks, S. J., & Yoo, H. C. (2016). Does endorsement of the model minority myth relate to anti-Asian sentiments among White college students? The role of a color-blind racial attitude. *Asian American Journal of Psychology*, *7*(4), 287–294. https://doi-org.proxy-um.researchport.umd.edu/10.1037/aap0000056

Penner, L. A., Dovidio, J. F., West, T. V., Gaertner, S. L., Albrecht, T. L., Dailey, R. K., & Markova, T. (2010). Aversive racism and medical interactions with Black patients: A field study. *Journal of Experimental Social Psychology*, *46*(2), 436–440. https://doi-org.proxy-um.researchport.umd.edu/10.1016/j.jesp.2009.11.004

Rosenblatt, G. (2020, March 16). *Is It Still Safe to Be a Jew in America?*
https://www.theatlantic.com/ideas/archive/2020/03/anti-semitism-new-normal-america/608017/.

Saslow, E. (2016, October 15). *The white flight of Derek Black.* Retrieved from
https://www.washingtonpost.com/national/the-white-flight-of-derek-black/2016/10/15/ed5f906a-8f3b-11e6-a6a3-d50061aa9fae_story.html?noredirect=on&utm_term=.4d85335a6130

Steele, C. K. (2016). Pride and prejudice: Pervasiveness of colorism and the animated series Proud Family. *Howard Journal of Communications*, *27*(1), 53–67. https://doi-org.proxy-um.researchport.umd.edu/10.1080/10646175.2015.1117028

TEDx Talks (2011). *TEDxHampshireCollege - Jay Smooth - How I learned to stop worrying and love discussing race* [Video]. YouTube. https://www.youtube.com/watch?v=MbdxeFcQtaU

The Bahá'í Chair for World Peace. (2020). *Discarding hate: A conversation with Derek Black and Rebecca Shankman* [Video]. YouTube. https://www.youtube.com/watch?v=vpox89qyqL8&feature=emb_logo

Toomey, R. B., & McGeorge, C. R. (2018). Profiles of LGBTQ ally engagement in college athletics. *Journal of LGBT Youth*, *15*(3), 162–178. https://doi-org.proxy-um.researchport.umd.edu/10.1080/19361653.2018.1453428

Vandello, J. A., & Bosson, J. K. (2013). Hard won and easily lost: A review and synthesis of theory and research on precarious manhood. *Psychology of Men & Masculinity*, *14*(2), 101–113. https://doi-org.proxy-um.researchport.umd.edu/10.1037/a0029826

Watson , L. B., DeBlaere, C., Langrehr, K. J., Zelaya, D. G., Flores, M. J., (2016). The influence of multiple oppressions on women of color's experiences with insidious trauma. *Journal of Counseling Psychology, 63(3),* 656-667 doi:

Wong-Padoongpatt, G., Zane, N., Okazaki, S., & Saw, A. (2017). Decreases in implicit self -esteem explain the racial impact of microaggressions among Asian Americans. *Journal of Counseling Psychology, 64(5),* 574-583.

Young, I. M. (2013). Five faces of oppression. In M. Adams, W. J. Blumenfeld, R. Castaneda, H.W. Hackman, M. L. *Readings for diversity and social justice: Third Edition.* New York/London: Routledge. ISBN: 9780415892940

Current Event Reflection Videos

Given this pivotal time in history, there are bound to be significant current events that occur throughout our course meetings. The Current Event Reflection Videos will give you an opportunity to discuss and process the impact of these current/recent events and connect them to the course concepts. You will make your Current Event Reflection Videos using one of the following: Adobe Spark (can be accessed through Canvas page), PowerPoint Voiceover, or Prezi Voiceover. Videos should be between 4-5 minutes in length.

In your videos, be sure to address the following:

1. Choose a current or recent event that relates to multiculturalism in the United States.
2. **Description:** Describe the current or recent event. Provide as much detail as required to give someone who has not heard of this current event a complete understanding of what happened and why this event is important.
3. **Reflection**: Discuss your initial authentic reactions to the current or recent event. Have your initial reactions changed as you have had time to process this event? If so, how?
4. **Self-Awareness:** Think back to the interpersonal communication model. What context is important for the viewer to know in order for them to have an understanding of <u>your</u> initial and current reactions to this event (in essence, what should the viewer know about your context and how that impacts your response to this current event)?
5. **Application:** How does this current or recent event relate to one or more of the course concepts? Be sure to define the course concepts for your viewer.
6. **Action:** What actions can you take towards social justice as it relates to this current or recent event? Please provide at least one action that goes beyond raising awareness about this event.
7. **Citations:** Be sure to give credit to your sources (i.e., news clips, class lectures, pictures, etc.).

Final Paper: Media and Multiculturalism

For the final paper, you will be analyzing a piece of media you have watched recently. **Your selection should incorporate at least one element of multiculturalism <u>in the Unites States</u>**.

In 4-5 pages, address the following prompts:

1. Provide a brief summary of the media you selected. What element(s) of multiculturalism does this piece of media address (e.g., race, gender, religion, sexual attraction, romantic attraction, age, ability, religion, etc.)?
2. Access the PsycInfo database on the <u>library website</u> and conduct a search about the element of multiculturalism your media addresses. Read one research article related to the topic. (examples of potential searches: How racism is perpetuated in fictional films; The impact of sexism on mental health; How colorism impacts the Latinx community).
3. Apply the article you read to your selected piece of media. How did you article shape your understanding of the media? Be sure to make clear references to the article and cite as appropriate.
4. How does your piece of media relate to class? Apply a minimum of two course concepts to your selected media. Be sure to define the course concepts and to cite as appropriate.
5. In what ways does the media do an accurate job of capturing multiculturalism in the U.S.?
6. In what ways does the media depict multiculturalism inaccurately or incompletely?
7. What specific, concrete, and tangible suggestions do you have for the producers, writers, and/or actors that would enhance the accurate representation of multiculturalism in the U.S.? Please include at least one suggestion that goes beyond having more representation of people with a specific identity.