

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
PSYC610
Course Title: Multicultural Issues in Human Behavior
3 Graduate Credit Hours
8 Weeks
Prerequisites: None

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Course Description (Catalog)

This course is a comprehensive study of diverse cultural groups and an in-depth analysis of contemporary multicultural trends or issues including ethnicity, race, gender, sexual orientation, socioeconomic status, disability, age and religion.

Course Scope

This graduate level course covers the historical, research, and theoretical underpinnings of multicultural psychology. Students will also explore how society can better serve diverse populations in the applied fields of counseling, educational and organizational psychology.

Course Objectives

After completing this course students will have:

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CO1: Delineated seminal and contemporary concepts in the field of multicultural psychology

CO2: Assessed theoretical propositions of multicultural psychology

CO3: Examined research and methodology issues in multicultural psychology

CO4: Analyzed published research in multicultural psychology

CO5: Developed a research proposal for studying a topic relevant to the field of multicultural psychology

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work completely online. Graded online coursework includes interactive discussions accomplished in groups through threaded forums, examinations, published article reviews and a research study proposal.

Text and Course Materials

Mio, J. S., Barker-Hackett, L., & Tumabling, J. (2006). *Multicultural psychology: Understanding our diverse communities*. McGraw-Hill

Constantine, M. G., & Sue, D. W. (2005). *Strategies for building multicultural competence in mental health and educational settings*. Wiley & Sons

Evaluation Procedures

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and adhering to the guidelines below:

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

All assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2009). Washington, D.C.: American Psychological Association.

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IMPORTANT: Students engaging in graduate studies are held to rigorous standards. Absolutely NO copying of any kind is allowed in this course. When reporting on what one reads in any published source, including the course text, paraphrasing (summarizing what was read and learned in one's own words) and providing the source(s) is required. The website <http://owlenglish.purdue.edu/owl/resource/560/01/> is an excellent, easy to understand resource for APA style formatting and source citation. Any instance of copying of any kind will result in a score of zero for the first incident and course failure for any additional ones. Attached to the end of this syllabus is an APA Formatting Quick Guide. Additional guidance from your instructor is provided as needed.

Forums

Engagement with peers on interactive dialogs on classroom Forums is required for this course. Instructions for participating in them are located under the "Forums" link in the classroom.

Exams

Three essay exams are scheduled across the course term. All are open-book, open tests.

Article Reviews

Two reviews of assigned scholarly articles are due in Week 2 and Week 5 of the course.

Research Study Proposal Draft

A draft version of a research study proposal with Title page, Introduction, Literature Review and Hypothesis and References sections is due in Week 4 of the course.

Final Research Study Proposal

A final version of the Week 4 draft version research study proposal, with the addition of an Abstract and Methodology section is in Week 7 of the course.

Course Requirement	Percent
Research Proposals	28%
Article Reviews	13%
Exams	29%
Forums	30%
TOTAL	100%

Grading Scale

The ["Grading Policy"](#) is located in the APUS Student Handbook

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COURSE OUTLINE

Week 1

Lesson Scope and Learning Objectives:

- Delineate definitions of multiculturalism
- Examine the historical context for the field of multicultural psychology
- Explain the key assumptions and theoretical propositions of multicultural psychology

Read

Chapter 1 - Mio, Barker-Hakett & Tumaming (2006)

Complete

Week 1 Forum

Week 2

Lesson Scope and Learning Objectives:

- Compare models of quantitative and qualitative approaches to multicultural research
- Explore alternatives to traditional methods of assessing personality and intelligence

Read

Chapter 2 - Mio, Barker-Hakett & Tumaming (2006)

Chapter 2 - Constantine & Sue (2005)

Complete

Article Review 1

Week 2 Forum

Week 3

Lesson Scope and Learning Objectives:

- Examine gender-based worldview differences
- Delineate dimensions of individualism and collectivism
- Apply the Kluckhohn and Strodtbeck Value Orientation Model to behavioral differences

Read

Chapter 3 - Mio, Barker-Hakett & Tumaming (2006)

Complete

Exam 1: Covers Chapters 1, 2, and 3

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Week 3 Forum

Week 4

Lesson Scope and Learning Objectives:

- Delineate communication models
- Examine differences in communication patterns of diverse groups
- Investigate dimensions of bilingual communication

Read

Chapter 4 - Mio, Barker-Hakett & Tumambing (2006)

Complete

Research Study Proposal Draft

Week 5

Lesson Scope and Learning Objectives:

- Compare and contrast the experiences of immigrants and refugees
- Examine models of acculturation and assimilation processes

Read

Chapter 5 - Mio, Barker-Hakett & Tumambing (2006)

Chapter 11 - Constantine & Sue (2005)

Complete

Article Review 2

Week 5 Forum

Week 6

Lesson Scope and Learning Objectives:

- Examine models of cultural identity development

Read

Chapter 6 - Mio, Barker-Hakett & Tumambing (2006)

Complete

Exam 2: Covers Chapters 4, 5 & 6

Week 6 Forum

Week 7

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Lesson Scope and Learning Objectives:

Delineate models of discrimination

Examine the impact of racism and discrimination on individuals and groups

Read

Chapter 7 - Mio, Barker-Hakett & Tumaming (2006)

Complete

Final Research Study Proposal

Week 8

Lesson Scope and Learning Objectives:

Explore dimensions of multicultural competence models

Delineate methods of improving individual multicultural competence

Read

Chapter 10 - Mio, Barker-Hakett & Tumaming (2006)

Complete

Exam 3: Covers Chapters 7 & 10

Week 8 Forum

LATE ASSIGNMENTS

Students are expected to submit coursework by its posted due dates and to complete the course according to the published class schedule. Should additional time be needed to complete work, the course instructor must be contacted in a timely manner with a request for consideration of late submission permission. Work submitted late without prior instructor approval is subject to significant point deduction penalty.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the expression of ideas held by others.

Humor Note: Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-) :) ☺

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.