

Syllabus for the Online Course of : Diversity and Psychology

Course Introduction

Official Course Description

Using a systems approach, this course will examine the impact of privilege on students' perception of culture, diversity, and identity. Students will explore their own culture, and their reactions to and perceptions of persons who are different. The course specifically examines class, ableness, gender roles, ethnicity, and sexual orientation for their interaction between the dimensions of diversity and psychology issues. (3 credits)

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- PLO 3: Diversity and Cultural Competence – Graduates respond ethically and effectively to individual and group differences across racial, ethnic, gender, age, social class, disability, sexual orientation and religious boundaries.

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

- CLO 1 – Identify and summarize dimensions of diversity, including cultural groups of socioeconomic class, disability, gender roles, ethnicity, spirituality, and sexual orientation.
 - MLO 1 – Students will identify diversity variables (e.g., SES versus class, culture, gender, sexuality, religion, etc.) in discussion questions, written assignments, and the readings so that the assignments can be completed successfully. (M1, M2, M3, M4, M5, M6, M7)
 - MLO 2 – Students will participate in an activity that raises awareness of people with disabilities and exemplify three ways that the exercise has increased knowledge about individuals with disabilities. (M3, M4)
 - MLO 3 – Students will locate a scholarly article from the library on Eastern culture and Western culture, and identify how it can inform and aid in the student's practice of psychology. (M5)

- CLO 2 – Analyze how stereotypes, biases, and prejudices are shaped, evaluate their personal biases, and assess the impact personal biases and belief systems have within the realm of professional practice and scholarship.
 - MLO 4 – Students will identify the various diversity dimensions in a case and apply a cultural identity model to the case. (M7)
 - MLO 5 – Students will identify biases or stereotypes pertaining to the diversity dimensions. (M7)
 - MLO 6 – Students will critically analyze how belief systems can impact professional practice. (M7)
- CLO 3 – Apply knowledge of psychological, socio-political, historical, and economic aspects of discrimination, oppression, and privilege using real world examples.
 - MLO 7 – Students will critically analyze lecture material that identifies oppression related to gender and sexuality. (M2)
 - MLO 8 – Students will share an opinion on how racial issues in the 1960s may have affected prejudice and racial anger in current times. (M6)
 - MLO 9 – Students will identify three ways how black and white American worldly views and behaviors have altered since the Civil Rights Movement. (M6)
- CLO 4 – Develop cultural competence through examination of different cultural contexts, their histories, and their own worldviews.
 - MLO 10 – Students will describe in detail three ways how the student will maintain cultural competency in his/her practice of psychology and increase an understanding of diverse cultures. (M1)
 - MLO 11 – Students will locate and summarize one scholarly article from the library related to gender and one article related to sexuality, and write a summary of the articles for other students to read and comment. (M2)

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- PLO 7 – Professional Behavior and Ethics: Graduates will demonstrate the knowledge, skills, and practices of ethical decision-making and behavior.

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

- CLO 9 (6) – Demonstrate knowledge of ethical codes and professional standards relevant to diversity issues as well as the associated challenges for practitioners.
 - MLO 16 (13 – Students will identify diversity variables in a case and apply the ACA ethical code to the case. (M1, M7)
 - MLO 17 (14 – Students will identify and analyze the impact of personal biases and belief systems within the realm of professional practice, professional role, and scholarship. (M2, M3, M4, M5, M6, M7)

Professional Practice
Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- PLO 5 – Assessment. Graduates will demonstrate knowledge of psychological theory and assessment techniques to evaluate various dimensions of human experience across a range of contexts.

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

- CLO 5 – Apply knowledge of psychological theory and assessment to create a Cultural Health Assessment.

- MLO 12 – Students will create a Cultural Health Assessment by comparing 3 cultures across various variables, including but not limited to: sick care practices, health care beliefs, dominance patterns, perceptions of time, pain reactions, birth rites, child rearing practices, geo-political differences, and socio-political discrimination barriers. (M7)
- PLO 6 – Written Communication. Graduates can compose grammatically correct papers reports, and discussion posts of a professional quality, using style and formatting consistent with the most recent APA Style publication manual.

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

- CLO 6 – Demonstrates sophisticated ability to craft clear and concise written communications to address specific audiences (e.g., peer, professional) in a variety of contexts (e.g., papers, discussion forums, email communications).
 - MLO 13 – Students will demonstrate written communications skills through a final paper using the context that they have learned throughout the course. (M7)
- CLO 7 – Uses grammar and style appropriate to professional standards and conventions (e.g., APA writing style).
 - MLO 14 – Students will demonstrate proper grammar and style through the final written assignment. (M7)
- CLO 8 – Consistently and appropriately uses technical language of the profession.
 - MLO 15 – Students will demonstrate proper use of the terms and vocabulary they have learned in the course through the final written assignment. (M7)

Required and Optional Texts

Required Texts

Title	ISBN-13
D'Avanzo, C. (2007). <i>Mosby's Pocket Guide to Cultural Health Assessment</i> , 4 th Edition, St. Louis, Missouri: Mosby Elsevier	ISBN-13: 978-0323048347 ISBN-10: 032304834X
Griffin, J.H. (1960). <i>Black Like Me</i> . New York, NY: Penguin Group Inc. (doesn't have to be the 50 th Anniversary Edition)	ISBN-13: 978-0451234216 ISBN-10: 0451234219

Required Readings on Canvas

Module 1

Text

D'Avanzo, C. (2007). *Mosby's pocket guide to cultural health assessment* (4th ed.). St. Louis, MO: Mosby Elsevier. (Preface and Forward)

Canvas Reading(s)

Berno, T. and Ward, C. (2005). Innocence Abroad. *American Psychologist*, 60, 6, 593-600.

Berry, J.W. (1998). Intercultural Relations in Plural Societies. *Canadian Psychology*, 40, 1, 12-21.

Simmons, S.J., Wittig, M.A. and Grant, S.K. (2011). A Mutual Acculturation Model of Multicultural Campus Climate and Acceptance of Diversity. *Cultural Diversity and Ethnic Minority Psychology*,

Weblinks

American Psychological Association. (2002). *APA guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. Retrieved from <http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>

American Psychological Association. (1993). *Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations*. Retrieved from <http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>

Gauthier, J. (2008). *The universal declaration of ethical principles for psychologists presented at the United Nations DPI/NGO Conference in Paris*. Retrieved from <http://www.apa.org/international/pi/2008/10/gauthier.aspx>

Module 2

Text

In preparation for Module 6, please begin reading **Black Like Me by J. H. Griffin (1960)**. You may want to dedicate time every week to read 20-30 pages so that you do not have to read the entire book in one week. Reading the book is necessary in order to complete the discussion question in module 6.

D'Avanzo, C. (2007). *Mosby's pocket guide to cultural health assessment* (4th ed.). St. Louis, MO: Mosby Elsevier. (Afghanistan, Pakistan, and India)

Canvas Reading(s)

Aguinaldo, J.P. (2008). The social construction of gay oppression as a determinant of gay men's health: 'Homophobia is killing us.' *Critical Public Health*, 18 (1), 87-96.

Case, K.A., Stewart, B., & Tittsworth, J. (2009). Transgender across the curriculum: A psychology for inclusion. *Teaching of Psychology*, 36, 117-121.

Dermer, S.B., Smith, S.D., & Barto, K.K. (2010). Identifying and correctly labeling sexual prejudice, discrimination, and oppression. *Journal of Counseling & Development*, 88, 325-331.

Weblinks/Video

Constable, P. (2013). Afghan escaped Taliban oppression, but she fears for the others still there. *The Washington Post*. Retrieved from http://www.washingtonpost.com/local/afghan-escapes-taliban-oppression-but-she-fears-for-the-others-still-there/2013/04/18/4be0b91c-a60a-11e2-8302-3c7e0ea97057_story.html

Heller, K. (2014). Coming out: Voices of gay and lesbian teens and their families. Retrieved from <http://www.psychotherapy.net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=056> (students will need to login with their school login)

Murray, T. (2012). The oppressed women of Afghanistan: Fact, fiction, or distortion. Retrieved from <http://www.mei.edu/content/oppressed-women-afghanistan-fact-fiction-or-distortion>

Amnesty International – UK. (2013). Women in Afghanistan: The back story. Retrieved from <http://www.amnesty.org.uk/womens-rights-afghanistan-history#.VFwJ14ctB6o>

Module 3

Weblinks/Video

American Experience: FDR on Ivin. hidina a disability (2011. November 1). Retrieved from <http://video.pbs.org/video/21>

American Psychological Association. (n.d.). Enhancing your interactions with people with disabilities. Retrieved from <http://www.apa.org/pi/disability/resources/publications/enhancing.aspx>

American Psychological Association. (2012). Guidelines for assessment of and intervention with persons with disabilities. Retrieved from <http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

Cafferty, J. (2010). TSA treats 4 year disabled boy like a terrorist (2'02"). [Video file]. Retrieved from <http://www.youtube.com/watch?v=hYIqSMQyYg>

ABC News. (2012). TSA humiliates child in wheelchair. Retrieved from <https://www.youtube.com/watch?v=TaypiESnx0>

What's disability to me? (n.d.) In World Health Organization. Retrieved from http://www.who.int/disabilities/world_report/2011/videos/en/

Module 4

Text

In preparation for Module 6, please keep reading **Black Like Me** by **J. H. Griffin (1960)**. You may want to dedicate time every week to read 20-30 pages so that you do not have to read the entire book in one week. Reading the book is necessary in order to complete the discussion question in module 6.

D'Avanzo, C. (2007). *Mosby's pocket guide to cultural health assessment* (4th ed.). St. Louis, MO: Mosby Elsevier. (Compare 5+ Eastern and Middle Eastern cultures, e.g. India, China, Turkey, Iran, Tibet, etc.)

Canvas Reading(s)

Miyamoto, Y., Nisbett, R.E., & Masuda, T. (2006). Culture and the physical environment. *Psychological Science*, 17(2), 113-119.

Wig, N.N. (1999). Mental health and spiritual values. A view from the East. *International Review of Psychiatry*, 11, 92-96.

Weblinks/Video

Holsapple, S. (Director). (1999). Children of the camps: The documentary [Motion picture]. Retrieved from <http://www.psychotherapy.net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=118> (students will need to login with their school login)

Douclev, M. (2014). Rice theory: Why Eastern cultures are more cooperative. Retrieved from <http://www.npr.org/blogs/thesalt/2014/05/08/310477497/rice-theory-why-eastern-cultures-are-more-cooperative6>

Module 5

Text

D'Avanzo, C. (2007). *Mosby's pocket guide to cultural health assessment* (4th ed.). St. Louis, MO: Mosby Elsevier. (Compare 5+ Western oriented cultures, e.g. Canada, Great Britain, United States, Norway, etc.)

Canvas Reading(s)

Dovidio, J.F., Gluszek, A., John, M.S., Dittmann, R. & Lagunes, P. (2010). Understanding bias toward Latinos: Discrimination, dimensions of difference, and experience of exclusion. *Journal of Social Issues*, 66 (1), 59-78.

Weblink

Gilbert, D. (2009). Understanding Western culture: An online slide show. Retrieved from <http://www.slideshare.net/randomwire/understanding-western-cultural>

Module 6

Text

Griffin, J.H. (1960). *Black like me* (50th Anniversary Edition). New York, NY: Penguin Group Inc.

D'Avanzo, C. (2007). *Mosby's pocket guide to cultural health assessment* (4th ed.). St. Louis, MO: Mosby Elsevier. (Compare 5+ Central America and South America cultures, e.g. Honduras, Panama, Peru, Argentina, etc.)

Canvas Reading(s)

Lou, E, Lalonde, R.N., & Wilson, C. (2011). Examining a multidimensional framework of racial identity across different biracial groups. *Asian American Journal of Psychology*, 2 (2), 79-90.

Video

Adichie, C. (2009). The danger of a single story. Retrieved from <https://www.youtube.com/watch?v=D9lhs241zeg&feature=youtu.be>

Module 7

Canvas Reading(s)

O'Leary, K., & Carroll, C. (2013). The online poker sub-culture: Dialogues, interactions and networks. *Journal of Gambling Studies*, 29, 613-630.

Moshier, S.J., McHugh, R.K., Calkins, A.W., Hearon, B.A., Rosellini, A.J., Weitzman, M.L., & Otto, M.W. (2012). The role of perceived belongingness to a drug subculture among opioid-dependent patients. *American Psychological Association*, 26 (4), 812-820.

Young, R., Sproeber, N., Groschwitz, R.C., Priess, M., & Plener, P.L. (2014). Why alternative teenagers self-harm: Exploring the link between non-suicidal self-injury, attempted suicide, and adolescent identity. *BMC Psychiatry*, 14, 137.

Weblinks/PDF Downloads/Video

A Journey Through London Subculture. The Guardian. <http://www.theguardian.com/culture/2013/sep/12/journey-london-subculture-fascinating-ragbag>

Amish Mafia: Does this Subculture Exist? ABC News <http://abcnews.go.com/Nightline/video/amish-mafia-called-subculture-outlaws-20089436>

Subcultures: Inside the World of Woodworkers. https://www.youtube.com/watch?v=6rWP_9-k0VA

Course Rubric

<p>Program Learning Outcome Assessed (PLO)</p> <p>Diversity and Cultural Competence: Graduates will respond ethically and effectively to individual and group differences across racial, ethnic, gender, age, social class, disability, sexual orientation and religious boundaries.</p>	<p>Demonstration Level 1 (Non-performing)</p> <p>Does not identify basic interventions to implement change in professional settings or chooses inappropriate, ineffective ones; cannot articulate the theory of change underlying the intervention; unable to identify basic strengths and weaknesses of intervention</p>	<p>Demonstration Level 2 (Basic)</p> <p>Identifies basic interventions to implement change in professional settings but may not be able to articulate the theory of change underlying the intervention; can identify some basic strengths and weaknesses of a limited number of intervention approaches for basic problems and a limited range of populations; when prompted can articulate cultural impact of chosen change-oriented interventions.</p>	<p>Demonstration Level 3 (Intermediate)</p> <p>Articulates a theory of change and chooses interventions to implement change in professional settings; articulates strengths and weaknesses of intervention approaches for different problems and populations related to a professional setting; presents rationale for intervention strategy that includes empirical support; articulates cultural impact of various change-oriented interventions.</p>	<p>Demonstration Level 4 (Advanced)</p> <p>Articulates and critically analyzes a theory of change and formulates interventions to implement change in professional settings; critically analyzes strengths and weaknesses of intervention approaches for different problems and populations related to a professional setting; presents rationale for intervention strategy that includes empirical support; articulates and critically analyzes cultural impact of various change-oriented interventions.</p>
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<p>Program Learning Outcome Assessed (PLO)</p> <p>Assessment: Graduates will demonstrate knowledge of psychological theory and assessment techniques to evaluate various dimensions of human experience across a range of contexts.</p>	<p>Demonstration Level 1 (Non-performing)</p> <p>Unable to choose appropriate assessment tools to evaluate various dimensions of human functioning in applied contexts, and does not justify reasons for choice; demonstrates no understanding of the relationship between assessment and intervention; does not present rationale for chosen assessment instrument and choice of instrument appears random; unable or resistant to state cultural impact of assessment instruments on different populations.</p>	<p>Demonstration Level 2 (Basic)</p> <p>Chooses some basic assessment tools from a list to evaluate some basic dimensions of human functioning in applied contexts and does not consistently justify reasons for choice; states basic understanding of the relationship between assessment and intervention; when prompted presents rationale for chosen assessment instrument; when prompted articulates cultural impact of a limited range of assessment instruments on a limited range of populations.</p>	<p>Demonstration Level 3 (Intermediate)</p> <p>Chooses and justifies appropriate assessment tools to evaluate various dimensions of human functioning in applied contexts; articulates understanding of the relationship between assessment and intervention; presents rationale for chosen assessment instrument that includes empirical support; articulates cultural impact of various assessment instruments on different populations.</p>	<p>Demonstration Level 4 (Advanced)</p> <p>Proposes, justifies and critically analyzes appropriate assessment tools to evaluate various dimensions of human functioning in applied contexts; articulates understanding of the relationship between assessment and intervention; presents and critically analyzes rationale for chosen assessment instrument that includes empirical support; articulates and critically analyzes cultural impact of various assessment instruments on different populations.</p>
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<p>Program Learning Outcome Assessed (PLO)</p> <p>Written Communication: Graduates can compose grammatically correct papers, reports, and discussion posts of a professional quality, using style and formatting consistent with the most recent APA Style publication manual.</p>	<p>Demonstration Level 1 (Non-performing)</p> <p>Written communication skills are insufficient to demonstrate understanding of topics addressed; writing skills are consistently poor across contexts (e.g., papers, discussion forums, email communications all lack appropriate grammar and APA Style); rarely uses standards and conventions (e.g., rarely uses APA writing style); is not able to recognize, understand, or choose the technical language of the profession.</p>	<p>Demonstration Level 2 (Basic)</p> <p>Written communication skills are sufficient to demonstrate understanding of topics addressed, but is sometimes muddy and disorganized; writing doesn't demonstrate the flexibility to address a range of audiences and is not consistent across contexts (e.g., papers, discussion forums, email communications); uses grammar appropriate to professional standards and conventions (e.g., APA writing style), but with some errors; demonstrates ability to choose the technical language of the profession.</p>	<p>Demonstration Level 3 (Intermediate)</p> <p>Demonstrates ability to craft clear and concise written communications to address specific audiences (e.g., peer, professional) in a variety of contexts (e.g., papers, discussion forums, email communications); frequently uses grammar appropriate to professional standards and conventions (e.g., APA writing style); frequently uses technical language of the profession.</p>	<p>Demonstration Level 4 (Advanced)</p> <p>Demonstrates sophisticated ability to craft clear and concise written communications to address specific audiences (e.g., peer, professional) in a variety of contexts (e.g., papers, discussion forums, email communications); consistently uses grammar appropriate to professional standards and conventions (e.g., APA writing style); consistently and appropriately uses technical language of the profession.</p>
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<p>Program Learning Outcome Assessed (PLO)</p> <p>Professional Behavior and Ethics: Graduates will demonstrate the knowledge, skills, and practices of ethical decision-making and behavior.</p>	<p>Demonstration Level 1 (Non-performing)</p> <p>Inaccurately identifies or may not identify the ethical implications in cases, and cannot articulate the ethical elements in any present ethical dilemma or question; rarely or never applies a professional ethical decision-making model and usually applies a "gut level" approach; does not refer to the professional ethics codes and cannot apply them in ethically complex situations; demonstrates a poor level of academic integrity within the contexts of psychology as a discipline and the program (e.g., plagiarism, fabricating, cheating).</p> <p>Does not demonstrate timeliness skills; misses due dates. Rejects feedback and does not incorporate feedback.</p>	<p>Demonstration Level 2 (Basic)</p> <p>With prompting can identify basic ethical implications in cases, and articulates the most basic ethical elements in any present ethical dilemma or question; with prompting can apply a professional ethical decision-making model in a foundational manner; and can apply relevant basic elements of ethical decision making to a dilemma; sometimes struggles to articulate how the professional ethics codes can be used to guide decisions in ethically complex situations; demonstrates sound academic integrity within the contexts of psychology as a discipline and the program. Personal organization and timeliness are present but inconsistent; may struggle with deadlines and timeliness. Is often civil with others, but may struggle when stressed. Inconsistently accepts and incorporates feedback.</p>	<p>Demonstration Level 3 (Intermediate)</p> <p>Often identifies ethical implications in cases, and articulates the ethical elements in any present ethical dilemma or question; often applies a professional ethical decision-making model and can apply relevant elements of ethical decision making to a dilemma; articulates how the professional ethics codes can be used to guide decisions in ethically complex situations; demonstrates a high level of academic integrity within the contexts of psychology as a discipline and the program. Usually demonstrates timeliness. Usually acts in a civil manner toward others; demonstrates awareness of impact of behavior on others; often able to accept and incorporate feedback.</p>	<p>Demonstration Level 4 (Advanced)</p> <p>Consistently identifies ethical implications in professional situations, and articulates the nuanced ethical elements in the dilemma or question; consistently applies a professional ethical decision-making model and uses appropriate steps of ethical decision making to a dilemma; fluently explains how the professional ethics codes can be used to guide decisions in ethically complex situations; demonstrates a high level of academic integrity within the contexts of psychology as a discipline and the program. Consistently demonstrates high standards of personal organization skills and timeliness. Demonstrates awareness of impact of behavior on others; consistently accepts and incorporates feedback. Because of high level of professionalism, serves as a role model for others.</p>
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Course Schedule, Assignments, and Grading

Course Schedule

Module/Outcomes	Module Readings	Unit	Assignments/Points	Assessment Method
<p>Module 1</p> <p>Ethical Guidelines, Theories of Multiculturalism and Cultural Competence</p> <p>Outcomes Addressed PLO: 3, 7 CLO: 1, 4, 9 MLO: 1, 10, 16</p>	<p>Text</p> <ul style="list-style-type: none"> D'Avanzo (2007) - Forward and Preface <p>Canvas Reading(s)</p> <ul style="list-style-type: none"> Berno, T., and Ward, C. (2005). Berry, J.W. (1998). Simmons, S.J., Wittig, M.A. & Grant, S.K. (2011). <p>Weblinks</p> <ul style="list-style-type: none"> APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists- American Psychological Association. (link) APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations. American Psychological Association. (link) Universal Declaration of Ethical Principles for Psychologists (e-resource). American Psychological Association. (link) <p>Review MAP Resource Café Documents</p> <ul style="list-style-type: none"> Course Retake Policy Late Assignment Policy 	<p>Unit 1 - Introduction and Guidelines for Ethical Practice of Psychology; Models and Theories of Multiculturalism, Assimilation, Acculturation</p> <p>Unit 2 - Introduction and Guidelines for Ethical Practice of Psychology; Models and Theories of Multiculturalism, Assimilation, Acculturation</p>	<p>Introduce Yourself (Required for Attendance) Initial post due no later than Wednesday, 11:59pm, CST. Final replies due no later than Sunday, 11:59pm, CST.</p> <p>Unit 2 Discussion: Cultural Competency (20 pts) Initial post due no later than Wednesday, 11:59pm, CST. Final replies due no later than Sunday, 11:59pm, CST. Addresses MLO: 1, 10, 16</p>	<p>0 points earned for this discussion – it establishes your attendance in the course.</p> <p>Discussion Rubric</p>

	<ul style="list-style-type: none"> ▪ Statement of Academic Integrity <p>MAP Moment for Student Success (MAP Resource Café)</p> <ul style="list-style-type: none"> ▪ Time Management 			
<p>Module 2</p> <p>Gender and Sexuality</p> <p>Outcomes Addressed PLO: 3, 7 CLO: 1, 3, 9 MLO: 1, 7, 11, 17</p>	<p>Text</p> <ul style="list-style-type: none"> • In preparation for Module 6, please begin reading Black Like Me by J. H. Griffin (1960). You may want to dedicate time every week to read 20-30 pages so that you do not have to read the entire book in one week. Reading the book is necessary in order to complete the discussion question in module 6. • D'Avanzo (2007)- Afghanistan, Pakistan, and India <p>Canvas Reading(s)</p> <ul style="list-style-type: none"> • Aguinaldo, J.P. (2008). • Case, K.A., Stewart, B., & Tittsworth, J. (2009). • Dermer, S.B., Smith, S.D. & Barto, K.K. (2010). <p>Weblinks</p> <ul style="list-style-type: none"> • The Oppressed Women of Afghanistan: Fact, Fiction, or Distortion. Middle East Institute. (link) • Afghan Escaped Taliban Oppression, but She Fears for the Others Still There. The Washington Post. (link) • Women in Afghanistan: The Back Story. Amnesty International – UK. (link) <p>Video</p> <ul style="list-style-type: none"> • Coming Out: Voices of Gay and Lesbian Teens and their Families. Psychotherapy.net. (link) (students will need to login with their school login) 	<p>Unit 3 - Gender (M/F) and Sexuality (heterosexuality, homosexuality, bisexuality, transsexuality)</p> <p>Unit 4 - Gender (M/F) and Sexuality (heterosexuality, homosexuality, bisexuality, transsexuality)</p>	<p>Unit 3 Discussion: Researching Reliable Resources (20 pts) Initial post due no later than Wednesday, 11:59pm, CST. Final replies due no later than Sunday, 11:59pm, CST. Addresses MLO: 1, 7, 11</p> <p>Unit 4: Journal Entry 1 (20 pts) Due no later than Sunday, 11:59pm, CST Addresses MLO: 1, 7, 11, 17</p>	<p>Discussion Rubric</p> <p>Journal Entry Rubric</p>

	<p>MAP Moment for Student Success (MAP Resource Café)</p> <ul style="list-style-type: none"> • APA Tips and Tricks 			
<p>Module 3 Disability Discrimination Outcomes Addressed PLO: 3, 7 CLO: 1, 9 MLO: 1, 2, 17</p>	<p>Weblinks</p> <ul style="list-style-type: none"> • Enhancing Your Interactions with People with Disabilities: American Psychological Association. (link) • Guidelines for Assessment of and Intervention with Persons with Disabilities: American Psychological Association. (link) <p>Video</p> <ul style="list-style-type: none"> • American Experience: FDR on Lying, Hiding a Disability (2'31"). (link) http://video.pbs.org/video/2155196119 • World Health Organization – “What’s Disability to me?” (please view all 5 short videos) (link) • TSA Treats 4 Year Disabled Boy Like a Terrorist (2'02"). (link) • TSA Humiliates Child in Wheelchair 2012. (link) <p>MAP Moment for Student Success (MAP Resource Café)</p> <ul style="list-style-type: none"> • Academic Integrity 	<p>Unit 5 - Disability Discrimination</p>	<p>Unit 5 Discussion: Developing an Awareness of Disability (20 pts) Initial post due no later than Wednesday, 11:59pm, CST. Final replies due no later than Sunday, 11:59pm, CST. For this week’s discussion, you will share your personal experiences on a topic related to disability. You may choose to:</p> <ol style="list-style-type: none"> 1. (1) Interview a person with a disability to better understand his/her obstacles as they relate to disability, (2) compare and contrast two videos from this week, or (3) go to a meeting or organization that helps individuals with disabilities. <p>This assignment is intended to raise awareness of the thoughts and feelings of individuals with disabilities and to assist with some personal transformation to appreciating the struggles these individuals face every day. Addresses MLO: 1, 2</p>	<p>Discussion Rubric</p>
<p>Module 4 Eastern and Middle Eastern Oriented Cultures Outcomes Addressed PLO: 3, 7 CLO: 1, 9 MLO: 1, 2, 17</p>	<p>Text</p> <ul style="list-style-type: none"> • In preparation for Module 6, please keep reading Black Like Me by J. H. Griffin (1960). You may want to dedicate time every week to read 20-30 pages so that you do not have to read the entire book in one week. Reading the book is necessary in order to complete the discussion question in module 6. 	<p>Unit 6 - Disability; Religious Intolerance and Discrimination</p>	<p>Unit 6: Journal Entry 2 (20 pts) Due no later than Sunday, 11:59pm, CST Addresses MLO: 1, 2, 17</p>	<p>Journal Entry Rubric</p>
		<p>Unit 7 - Eastern oriented cultures and Middle Eastern cultures</p>	<p>Unit 7 Discussion – All About Eastern Cultures (20 pts) Initial post due no later than Wednesday, 11:59pm, CST. Final replies due no later than Sunday, 11:59pm, CST. Addresses MLO: 1, 2</p>	<p>Discussion Rubric</p>
		<p>Unit 8 - Eastern oriented cultures and Middle Eastern cultures</p>	<p>Unit 8: Journal Entry 3 (20 pts) Due no later than Sunday, 11:59pm, CST Addresses MLO: 1, 2, 17</p>	<p>Journal Entry Rubric</p>

	<ul style="list-style-type: none"> • D'Avanzo (2007)- Compare 5+ Eastern and Middle Eastern cultures, e.g. India, China, Turkey, Iran, Tibet, etc. <p>Canvas Reading(s)</p> <ul style="list-style-type: none"> • Miyamoto, Y., Nisbett, R.E., and Masuda, T. (2006). • Wig, N.N. (1999). <p>Weblink</p> <ul style="list-style-type: none"> • Rice Theory: Why Eastern Cultures Are More Cooperative. (link) <p>Video</p> <ul style="list-style-type: none"> • Children of the Camps: The Documentary. (link) <p>MAP Moment for Student Success (MAP Resource Café)</p> <ul style="list-style-type: none"> • Professional Communication 			
<p>Module 5 Western Oriented Cultures</p> <p>Outcomes Addressed PLO: 3, 7 CLO: 1, 9 MLO: 1, 3, 17</p>	<p>Text</p> <ul style="list-style-type: none"> • D'Avanzo (2007)- Compare 5+ Western oriented cultures, e.g. Canada, Great Britain, United States, Norway, etc. <p>Canvas Reading(s)</p> <ul style="list-style-type: none"> • Davidio, J.F., Gluszek, A., John, M.S., Diltmann, R. & Lagunes, P. (2010). <p>Weblink</p> <ul style="list-style-type: none"> • Understanding Western Culture: An Online Slide Show. (link) <p>MAP Moment for Student Success (MAP Resource Café)</p> <ul style="list-style-type: none"> • Information Literacy (peer-reviewed journals, using the library, etc.) 	<p>Unit 9 - Western Oriented Cultures</p> <p>Unit 10 - Western Oriented Cultures</p>	<p>Unit 9 Discussion – All About Western Cultures (20 pts) Initial post due no later than Wednesday, 11:59pm, CST. Final replies due no later than Sunday, 11:59pm, CST. Addresses MLO: 1, 3</p> <p>Unit 10: Journal Entry 4 (20 pts) Due no later than Sunday, 11:59pm, CST Addresses MLO: 1, 17</p>	<p>Discussion Rubric</p> <p>Journal Entry Rubric</p>
<p>Module 6 Prejudice, Racism, and Oppression:</p>	<p>Text</p> <ul style="list-style-type: none"> • Griffin, J.H. (1960). Black Like Me. 	<p>Unit 11 - Origins of prejudice, stereotypes, bias, and racial</p>	<p>Unit 11 Discussion – Reflecting on Racial Issues (20 pts)</p>	<p>Discussion Rubric</p>

<p>American Racial Relations</p> <p>Outcomes Addressed</p> <p>PLO: 3, 7 CLO: 1, 3, 9 MLO: 1, 8, 9, 17</p>	<ul style="list-style-type: none"> • D'Avanzo (2007)– Compare 5+ Central America and South America cultures, e.g. Honduras, Panama, Peru, Argentina, etc. <p>Canvas Reading(s)</p> <ul style="list-style-type: none"> • Lou, E, Lalonde, R.N., & Wilson, C. (2011). <p>Video</p> <ul style="list-style-type: none"> • Adichie, C. : The Danger of a Single Story (link) <p>MAP Moment for Student Success (MAP Resource Café)</p> <ul style="list-style-type: none"> • Professional Communication 	<p>discrimination. Racism, immigration, oppression and discrimination.</p> <p>Unit 12 - Origins of prejudice, stereotypes, bias, and racial discrimination. Racism, immigration, oppression and discrimination.</p>	<p>Initial post due no later than Wednesday, 11:59pm, CST. Final replies due no later than Sunday, 11:59pm, CST.</p> <p>Addresses MLO: 1, 8, 9</p> <p>Unit 12: Journal Entry 5 (20 pts) Due no later than Sunday, 11:59pm, CST Addresses MLO: 1, 8, 9, 17</p>	<p>Journal Entry Rubric</p>
<p>Module 7</p> <p>Subcultures</p> <p>Outcomes Addressed</p> <p>PLO: 3, 5, 6, 7 CLO: 1, 2, 5-9 MLO: 1, 4-6, 12-17</p>	<p>Canvas Reading(s)</p> <ul style="list-style-type: none"> • O'Leary, K., & Carroll, C. (2013). • Moshier et al. (2012). • Young et al. (2014). <p>Video</p> <ul style="list-style-type: none"> • A Journey Through London Subculture. The Guardian. (link) • Amish Mafia: Does this Subculture Exist? ABC News. (link) • Subcultures: Inside the World of Woodworkers. (link) 	<p>Unit 13 - Subcultures</p> <p>Unit 14 – Subcultures /MAP Moment Reflections</p>	<p>Unit 13 Written Signature Assignment: Cultural Assessment Paper (60 pts) Due no later than Sunday, 11:59pm, CST Addresses MLO: 1, 4, 5, 6, 12-16</p> <p>Unit 14: Journal Entry 6 (20 pts) Due no later than Sunday, 11:59pm, CST Addresses MLO 1, 17</p> <p>Unit 14 Discussion: MAP Moment Reflections Please start this discussion in this module. Final Posts are due the Monday following Module 7, 11:59pm, CST. Not graded but required for successful completion of the course.</p>	<p>Signature Assignment Rubric</p> <p>Journal Entry Rubric</p> <p>Discussion Rubric</p>
<p>Module 8</p> <p>MAP Moment Reflections</p>	<p>No Readings assigned – Feel free to review the <i>MAP Moment for Student Success Reflections</i> for this semester.</p>	<p>Unit 15</p>	<p>Complete Unit 14 Discussion Due no later than Monday following Module 7, 11:59pm, CST. Not graded but required for successful completion of the course.</p>	<p>Discussion Rubric</p>