



PSY 211.01W Diversity

COURSE SYLLABUS: Spring 2024

Location: Online

INSTRUCTOR INFORMATION

Instructor: Shifang Tang, Ph.D.

Office Location: Henderson 201A

Office Hours: [Zoom office hours] T/TH: 11:00 am to 1:00 pm

***In-person/Zoom meetings by appointment

Changes to office hours announced on D2L

Email Address: shifang.tang@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24-48 hours on weekdays

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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Additional readings may be uploaded to D2L.

Required Readings:

Jones, J. M, Dovidio, J. F., & Vietze, D. L. (2014). The Psychology of Diversity: Beyond Prejudice and Racism 1st Edition. Wiley Blackwell. ISBN-13: 9781405162142

Kennedy, V. (2018). Beyond Race: Cultural Influences on Human Social Life. **(Click the link below for the free download):**

<https://open.umn.edu/opentextbooks/textbooks/beyond-race-cultural-influences-on-human-social-life>

American Psychological Association. (2017). Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality.

The syllabus/schedule are subject to change.

Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>

Course Description

This course will examine diversity in psychological functioning and the relationship between diversity and the self. This course will include, but is not limited to, topics relating to culture, intergroup relations, and the influence of one's own and others' cultural diversity for understanding others, one's self, and the world. This course will introduce students to a sampling of theory and research regarding diversity issues in psychology.

In this course you will be challenged to critically evaluate the readings and to allow yourself to experience the range of emotional reactions that may emerge in response to thinking and reading about the issues discussed in this course. One theme of this course is awareness of cognitive and affective processes related to our attitudes and beliefs about ourselves and other people. Thus, I encourage you to:

- observe, as openly and non-judgmentally as possible, your and others' reactions
- note how those reactions change over time
- learn from those reactions.

As a student in this course you should adopt a professional attitude when reading and during discussions. Important for reading all literature in this course is learning to give yourself permission to have whatever emotional reactions you have (anger, guilt, frustration, boredom, relief, validation, etc.) and to manage those emotions (i.e., regarding them as information, not simply as something to vent). While all emotional reactions are valid, you should strive to not let your emotions interfere with your learning and understanding of the author's message. You will be expected to engage in a serious, scholarly analysis of this literature, even when it provokes strong personal reactions.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

The student will be able to:

1. Understand and describe key concepts relating to culture, intergroup relations, and the influence of one's own and others' cultural diversity for understanding others, one's self, and the world.

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2. Develop an understanding of and familiarity with the American Psychological Association's guidance relevant to issues of cultural diversity and competence.
3. Demonstrate the ability to critically analyze empirical and theoretical/conceptual literature and communicate the findings and perspectives in a meaningful context.
4. Practice research methods using available electronic databases to seek and access research-based information relating to cultural diversity.
5. Develop writing skills using APA writing style, including the correct usage and formatting of APA Style in text citations and references.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need to use word processing programs and internet-based course management software to complete course successfully.

Instructional Methods

A variety of teaching strategies will be used to help students become familiar with diversity in psychological functioning and the relationship between diversity and the self. These strategies include:

1. Viewing presentations and video segments of people discussing diversity issues
2. Reviewing assigned readings
3. Completing assignments on-line

Student Responsibilities or Tips for Success in the Course

1. Complete the readings.
2. Complete assignments thoroughly and on time.
3. Actively participate in class discussions.
4. Keep lines of communication open with instructor. Ask for assistance when needed.

GRADING

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Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

ALL ASSIGNMENTS DUE BY THE LAST DAY OF THE WEEK (SUNDAY BY 11:59 PM)

1. Papers (Total = 100 points) All papers must be submitted by Sunday of the given week. Submit your work to the appropriate folder in D2L.

#1 Introspection on Diversity (50 Points)

During the first week of class students will write a 1–2 page paper on what diversity means to you. Explain if diversity is an issue we should focus on (why or why not). Does the type of diversity we focus on matter? What do you hope to get out of this class?

#2 Final Reflection Paper (50 Points; Due 5/5/2023)

After reviewing final week's content, please go back and read your week 1 reflection paper and then write a 1–2 page final reflection paper (2 pages max) on what diversity means to you now. Have your views about diversity changed since the start of this class? If so, how? If not, why do you think your views on diversity remain the same? Please feel free to add any additional thoughts you have about this course.

2. Weekly Quizzes (20 points per quiz; Total=200 points)

Students will complete 10 weekly quizzes covering the readings of that week.

Quizzes will be proctored in D2L and must be completed alone (no assistance from classmates). Students can use book and weekly PowerPoint lessons to complete the quizzes. All quizzes must be submitted by Sunday of the given week. Students can work ahead but **cannot** submit late work unless they have an excused absence. Submit your work to the appropriate folder in D2L.

3. Discussion (20 points per submission+5 points for replying to one of your classmates; Total=100 points)

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Students will complete 4 discussion sessions. Students must write 1 paragraph (4-6 sentences) about the given topic of that week. All discussion points must be submitted by Sunday of the given week. Students can work ahead but **cannot** submit late work unless they have an excused absence. Submit your work to the appropriate folder in D2L.

Students must write 2-3 sentences in response to one of their classmates' weekly discussion points. Your response can be either supportive or one of a differing viewpoint of your classmate. Remember to maintain etiquette and have respect for all classmates. It's ok to have different viewpoints! That's how we learn and grow from one another. All responses must be submitted by Sunday of the given week. Students can work ahead but **cannot** submit late work unless they have an excused absence. Submit your work to the appropriate folder in D2L.

Additional assignments may be given, which could alter the total number of possible points to be earned for this course. Students are encouraged to discuss the assignments through discussions in D2L. Assignments will be online and once assigned, students will have several days to complete them. All assignments will be completed in D2L. Students may discuss assignments with each other, but each student is responsible for her/his/their own responses. Each student is encouraged to consider the opinions of peers but arrive at one's own conclusions.

Research Participation: A goal of this class is to help you familiarize yourself with research methods. One way to obtain this goal is to have you participate in research studies. Participating in research studies contributes to students and faculty at A&M - Commerce, your understanding of how research is conducted, and human knowledge in general. All students in this class will be required to participate in the psychology department's participant pool or complete alternative assignments (see me for more information on alternative assignments).

Students must complete a total of 6 experiment credits. However, if you complete your first 4 experiment credits without any "no-shows" you will receive 2 free *punctual participant credits*. In other words, if you show up to your experiments on time you will only need to complete 4 experiment credits. When you first sign into the experiment management system (EMS) you will be asked to take a prescreen. The prescreen takes about 20 minutes to complete. If you complete the prescreen in the first two weeks of the semester you will receive ½ free experiment credit. This can be combined with later experiments that are worth ½ credit.

If you fail to complete this portion of the class your grade will be lowered by one full grade. In effect, if you have an 'A' in the class but fail to complete your research participation (either through participating in research studies, alternative assignments, or a mixture of both) your final grade in the class will be a 'B.' More information about participating in research, such as how to log in to the EMS, is given at the end of this syllabus.

For this course, participating in research will be extra credit. You will have the opportunity to earn up to 30 points depending on the amount of research you participate in. Each credit hour of research will be worth 5 points that will be added to your total pool of points. So, for

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example, if you participate in 6 credit hours of research, you will earn the full 30 extra points. For more information, please visit D2L and download the extra credit research participation documents once available.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Week	Starting Dates	Topic(s)	Reading/Media	Assignments
Week 1	1/10/2024	Syllabus	Syllabus	
Week 2	1/15/2024	Course Overview What does "diversity" mean to you?	See D2L Week 1 Module	* Introspective Paper 1 * Discussion Post #1
Week 3	1/22/2024	The Psychology of Diversity: Challenges and Benefits Central Concepts	Jones Chapter 1	* Week 2 Quiz * Discussion Post #2
Week 4	1/29/2024	Central Concepts (cont'd)	Jones Chapter 2	* Week 3 Quiz

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			APA's Multicultural Guidelines (Introduction, pgs. 1-15) http://www.apa.org/about/policy/multicultural-guidelines.pdf	
Week 5	2/5/2024	Historical Perspectives on Diversity in the United States	Jones Chapter 3	* Discussion Post #3
Week 6	2/12/2024	Social Identity, Roles, and Relations	Jones Chapter 6 Kennedy, Module 4 (pgs. 36-62)	* Week 5 Quiz
Week 7	2/19/2024	Personality and Individual Differences	Jones Chapter 4	* Week 6 Quiz * Discussion Post #4
Week 8	2/26/2024	Social Cognition and Categorization	Jones Chapter 5	* Week 7 Quiz
Week 9	3/4/2024	Is Bias in the Brain?	Jones Chapter 7	* Week 8 Quiz

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We ek 10	3/11/20 24	Spring Break		
We ek 11	3/18/20 24	Coping and Adapting to Stigma and Difference	Jones Chapter 8	* Week 10 Quiz
We ek 12	3/25/20 24	Intergroup Interactions	Jones Chapter 9	* Week 11 Quiz
We ek 13	4/1/202 4	Cultural Diversity: Preferences, Meaning, and Difference	Jones Chapter 10 Kennedy, pgs. 1-12 (Culture and Meaning)	* Week 12 Quiz
We ek 14	4/8/202 4	Social Roles and Power in a Diverse Society	Jones Chapter 11	* Week 13 Quiz
We ek 15	4/15/20 24	The Challenge of Diversity for Institutions	Jones Chapter 12	
We ek 16	4/22/20 24	Final Reflection Paper		* Final Reflection Paper
We ek 17	4/29/20 24	Final paper submission due May 3		

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