

# North Hennepin Community College

## PSYC 2350: Multicultural Psychology

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires either of these prerequisites

PSYC 1150 - General Psychology

PSYC 1160 - Introduction to Psychology

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 08 - Global Perspective

This course is an introduction to diversity and multiculturalism within psychology. Students will have a broad understanding of extant research on diversity from a wide variety of perspectives including international perspectives. Topics covered include: culture and identity, group behavior, stereotyping and prejudice, cross-cultural research, and international research.

COMM 1310 is highly recommended before taking this course.

Prerequisite: Psyc 1150 or Psyc 1160 or consent of instructor

### B. COURSE EFFECTIVE DATES: 01/10/2011 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to diversity and multiculturalism within psychology. Examine how culture, broadly defined, affects the client/therapist relationship, individual identity, group behavior, and research within psychology. Students will have a broad understanding of extant research on diversity from a wide variety of perspectives including international perspectives. Students will be able to evaluate research and research arguments. Students will be able to think critically about psychological theory, the impact of public policy, research findings, and future research directions.

## **D. LEARNING OUTCOMES (General)**

1. Given the context of multicultural psychology, students will understand the process of psychological research and be able to:
  - a. Formulate questions
  - b. Gather and/or interpret data using both experimental and correlational methods
  - c. Understand the analysis of data
  - d. Describe the theoretical implications of the results
  - e. Recognize possible sources of bias in the gathering of data.(MnTC goal 5, comp. a; NHCC ELO 2)
2. Students will learn to use and critique the major psychological theories (e.g., behavioral, biological, and psychodynamic) as explanations of human behavior. (MnTC goal 5, comp. c; NHCC ELO 4)
3. Within the context of specific social/psychological problems students will be able to:
  - a. Identify the assumptions that are operating in the designation of a particular problem
  - b. Imagine a situation in which the problem is solved
  - c. Deduce the recommendations that various psychological perspectives would make for solving the problem.
  - d. Describe the causal explanations and recommendations for change that various psychological perspectives would propose for the problem.(MnTC goal 5, comp. d; NHCC ELOs 2, 4)
4. Given the context of multicultural psychology, students will understand development of and the changing meanings of group identities in the United States' history and culture. (NHCC ELO 1)
5. Students will demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society. (NHCC ELO 1)
6. Students will analyze their own attitudes, behaviors, concepts and beliefs, regarding diversity, racism, and bigotry. (NHCC ELO 3)
7. Students will describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. (MnTC Goal 5, comp. b; NHCC ELO 1)
8. Students will demonstrate communication skills necessary for living and working effectively in a society with great population diversity (NHCC ELO 2)
9. Given cross-cultural research in psychology, students will demonstrate knowledge of cultural and social differences that influence psychological theory and research (MnTC Goal 8, comp. b; NHCC ELO 1)
10. Students will analyze specific international problems in the context of psychology, diversity, and multiculturalism, illustrating the cultural, economic, and political differences that affect how those problems are studied, interpreted, and applied (MnTC Goal 8, comp.c; NHCC ELO 2)
11. Students will understand the importance of cross-cultural research, global perspective, and their role as a world citizen. This includes understanding the responsibility world citizens share for their common global future and the need for cross-cultural partnership in the sciences (MnTC Goal 8, comp. d ;NHCC ELO 2, 4)

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 08 - Global Perspective

1. Demonstrate knowledge of cultural, social, religious and linguistic differences.
2. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
3. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.