



Multicultural Psychology ONLINE ASYNCHRONOUS

Course Description & Learning Outcomes

What are the psychological implications of racism, sexism, heterosexism, and other structures of inequality in the United States? How do sociocultural privilege and oppression influence individual and group thoughts, feelings, and behaviors? This course will use research, theory, and current events to facilitate your understanding of 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, heterosexism, and other forms of oppression within the United States
3. Identify several psychological implications of racism, sexism, heterosexism and other structures of inequality
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. Critically engage with the media with a multicultural perspective
7. 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 Canvas Page: www.elms.umd.edu

All readings for this course will be provided to you via Canvas.

Course Instructor:



Stephanie Yee earned her Ph.D. in Counseling Psychology from the University of Maryland, College Park. Her research focused on how discrimination and systemic oppression impact the mental and physical well-being of people with multiple marginalized identities. As a therapist, she uses a multicultural lens through pluralistic practice, with an emphasis on insight and the therapeutic relationship. At UMD, Dr. Yee has also taught courses on basic counseling skills and theory, LGBTQ+ identity and heterosexism, the psychology of human sexuality, and graduate school preparation.

PSYC 354

Summer 2026

Instructor

Stephanie Yee, Ph.D.

Pronouns: she/hers

syee1@terpmail.umd.edu

Class Times

MTuWThF 10:00am-12:00pm

July 13th- July 31st

ONLINE Zoom Link:

TBD

Office Hours

Zoom or phone

office hours will be

held by appointment

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

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.

Activities, Learning Assessments, & Expectations for Students

Class time will be devoted primarily to lectures, discussion, small group work, and in-class activities. Students are expected to complete the assigned readings prior to coming to class and be prepared to discuss the readings in class.

Homework: In addition to readings due before class, homework will sometimes be assigned (usually due at midnight). Please be sure to leave yourself plenty of time to complete the readings and homework assignments.

Additionally, while I will not grade you on attendance each class, please note that brief, graded, in-class assignments may be given periodically to assess learning of the material. Make-up assignments will only be granted for those absences that are excused.

Course-Specific Policies

Classes will be conducted synchronously via Zoom, Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays from 10:00am-12:00pm. Students are expected to have their Zoom video activated throughout lectures unless otherwise granted permission by the instructor to turn their Zoom video off.

I expect you to make the responsible and respectful decision to refrain from using your cellphone or engaging in distractions during class. If you have critical communication to attend to, please excuse yourself by muting your Zoom video and audio and return when you are ready.

I am available by email to respond to your questions about assignments and exams. **However, questions sent after 5pm on the day before the assignment is due may not be answered.** Thus, if an assignment is due on Friday, I may not reply to emails after 5pm on Friday evening. Therefore, it is in your best interest to begin assignments early so that you have enough time to have all your questions answered. Additionally, I will not guarantee email responsiveness on nights and weekends.

AI Policy: You may use AI tools (TerpAI, ChatGPT, Gemini, Grammarly, etc.) for initial brainstorming and research (getting suggestions for research topics, defining complex terms for your own understanding, etc.). But you must develop your final assignments independently to hone your writing voice and demonstrate critical analysis. If you have questions or suggestions for potential exceptions, please email me at syee1@terpmail.umd.edu and I would be happy to talk more.

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.

Expectations of the instructor. You can expect that I will treat students with respect, 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 me to discuss the issue.

Expectations of students in the class. Students are expected to treat the instructor and each other with respect. You are expected to adhere to the Code of Student Conduct.

Get Some Help!

You are expected to take personal responsibility for your 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 <http://ter.ps/writing> and scheduling an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



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 disability, 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 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 you and let me know if I can help in any way.

Grades

Grades are 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 the instructor at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email the instructor to schedule a time for us to meet via Zoom.

Late work will be deducted 10% for each day late (including weekends), so please plan to have it submitted well before the scheduled deadline. After the last day of class, late work will no longer be accepted.

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 **three days** (including weekends) to send the instructor a written explanation of why you believe your grade should be re-evaluated. After three days have passed, grade changes will no longer be considered. Again, if a written explanation is not submitted within three days, your grade will not be reevaluated. Additionally, grading disputes will no longer be accepted after the last day of class.

Learning Assessment	Percent of Final Grade
Quizzes	30%
Current Event Reflections	20%
Discussions	20%
The Mask You Live in Quiz	5%
Media and Multiculturalism Project	25%

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. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.

“**F**” denotes failure to understand the subject and unsatisfactory performance.

Course Schedule

Quizzes are posted on Fridays at 12:00pm

All assignments are due on the assigned day no later than 11:59pm

Date	Topic(s)	Assignments (due 11:59pm)
<p style="text-align: center;">WEEK 1</p> <p>July 13th- July 17th</p>	<p style="text-align: center;"><u>Foundations</u></p> <p>Lecture 1- Introduction Reading: Syllabus</p> <p>Lecture 2- Learning & Development Reading: Bronfenbrenner (1994) Reading: Saslow (2016)</p> <p>Lecture 3- Isms</p> <p>Lecture 4- Privilege, Oppression, & Intersectionality Reading: McIntosh (1989)</p> <p>Lecture 5- Intersectionality Video: The Urgency of Intersectionality (18:49)</p>	<ul style="list-style-type: none"> - Discussion Post 1 due Thursday - Quiz 1 due Friday - Current Event Reflection 1 due Sunday
<p style="text-align: center;">WEEK 2</p> <p>July 20th – July 24th</p>	<p style="text-align: center;"><u>Social Identities</u></p> <p>Lecture 6- Race & Ethnicity Reading: Lighten Up</p> <p>Lecture 7- Gender</p> <p>Lecture 8- Gender (Cont.) Film: The Mask You Live In (1:31:51)</p> <p>Lecture 9- Sexual Orientation Reading: Frost & Meyer, 2023</p> <p>Lecture 10- Age & Ability</p>	<ul style="list-style-type: none"> - Media and Multiculturalism Project topics and 3 references due Tuesday - Discussion Post 2 due Thursday - The Mask You Live in quiz due Friday - Quiz 2 due Friday - Current Event Reflection 2 due Sunday
<p style="text-align: center;">WEEK 3</p> <p>July 27th – July 31st</p>	<p style="text-align: center;"><u>Applied Multicultural Practice and Social Justice</u></p> <p>Lecture 11- Identity-Based Stress Video: Study finds PTSD effects may linger in body chemistry of next generation (6:16)</p> <p>Lecture 12- Psychotherapy</p> <p>Lecture 13- Allyship & Bystander Intervention</p> <p>Lecture 14- Presentations</p> <p>Lecture 15- Course Wrap-Up</p>	<ul style="list-style-type: none"> - Media & Multiculturalism Project due Thursday - Discussion Post 3 due Thursday - Quiz 3 due Friday - Optional: Course Survey due Friday

Note: This is a tentative schedule, and subject to change as necessary – monitor the course Canvas page for current deadlines. In the unlikely 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.

Required and Optional 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.

Bronfenbrenner, U. (1994). Ecological models of human development. *International encyclopedia of education, 3*(2), 37-43.

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.

Frost, D. M., & Meyer, I. H. (2023). Minority stress theory: Application, critique, and continued relevance. *Current opinion in psychology, 51*, 101579.

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

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/>

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.

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

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=vpoX89qvqL8&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>

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 Reflections

Given this pivotal time in history, there are bound to be significant current events that occur throughout the semester. The Current Event Reflection 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 write your Current Event Reflection on a Word document and upload it on Canvas. The reflection should be 1-2 pages, singled spaced, 12 pt. font.

In your reflection papers, be sure to address the following:

1. Choose a current or recent event (withing the past 6-12 months) that relates to multiculturalism in the United States. Please include the article link.
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. Application: How does this current or recent event relate to one or more of the course concepts? Be sure to define the course concepts you are using.
5. 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.
6. Citations: Be sure to give credit to your sources (i.e., news clips, class lectures, articles, etc.) in APA format. Note: Only in-text citations and reference page need to be APA.

Final Project: Media and Multiculturalism

For the final paper, you will be analyzing a piece of media (film, TV show, podcast, book, videogame, etc.). Your selection should incorporate at least one element of multiculturalism in the United States (e.g., race, ethnicity, gender, sexual orientation, romantic attraction, age, ability, religion, social class).

In 4-5 double-spaced pages (APA FormatLinks to an external site.), address the following:

1. Provide a brief summary of the media you selected. What element(s) of multiculturalism does this piece of media address?
2. Using the PsycInfo database available through the library websiteLinks to an external site., locate and read one peer-reviewed research article related to the element of multiculturalism represented in your media (e.g., racism in films, the impact of sexism on mental health, colorism in the Latino community).
3. Integrate the research article into your analysis of the media. How did the article shape or deepen your understanding of the media? Make clear references to the article and cite as appropriate.
4. How does your selected media relate to concepts from this course? Apply a minimum of two course concepts to your analysis. Be sure to clearly define each course concept and to cite as appropriate.
5. In what ways does the media accurately capture multiculturalism in the United States?
6. In what ways does the media depict multiculturalism inaccurately, superficially, or incompletely?
7. How might this media influence public attitudes, policies, or interpersonal behaviors toward the group(s) represented?
8. **For the final 5 minute presentation**, please give a brief overview of your analysis and conclude with a discussion question for the class.