

The Psychological Study of Ethnic Minority Issues in Research and Practices

Instructor: Melvin Wilson
Office hours: M 11-12:30 P.M.

Meeting Time: Wed 9:00 – 11:30AM
Room: Gilmer B001

Syllabus

Course Aim:

Ethnic minority status represents a critical source of differences and variations in research and practices. Issues of ethnic minority status are often misunderstood and overlooked in research and practice. Using an ecological and cultural framework, the class considers the development and range of human behavior as an outcome of societal contextual influence. Our objective will be to demonstrate human characteristics as reflected by a range of similarities and differences among the racial and ethnic varieties of human populations.

Your grade will come from four sources. You are expected to 1) collect a bibliography of at least 25 references that go beyond the assigned class reading and produce an annotated bibliography using at least the 15 most important references of your bibliography, 2) write a literature review paper that is at least 16 pages, 3) present a discussion of your paper topic, and 4) actively participate in all class discussion.

Topics

- Jan 14 (1) Introduction and organization: Brief overview and description of course, assignments and requirements, and review of COLLAB resources. An opening lecture will be given on contextualism and context in psychology.
- Jan 21 (2) Demographic and Social Facts of Ethnic Minority Peoples: We will consider the four major groups of ethnic minority Americans.

Readings:

- Brewster, Z.W., & Rusche, S. N. (2012). Quantitative evidence of the continuing significance of race: Tableside racism in full-service restaurants. *Journal of Black Studies*, 43, 359-384.
- Gonzalez, D. O., Suleiman, L.I. Ivey, G. D. & Callender, C.O. (2010). Is there a role for race in science and medicine? *Bulletin Of The American College Of Surgeons*, 96, 12-18.
- Helms, J.E., Jernigan M., and Mascher, J. (2005). The meaning of race in psychology and how to change it. *American Psychologist*, 60, 27-36.
- Sasoa, T. & Sue, S. (1993). Toward a culturally anchored ecological framework of ethnic cultural communities. *American Journal of Community Psychology*, 21, 705-722.
- Yee, A. H., Fairchild, H. H., Weizmann, F., & Wyatt, G. E. (1993). Addressing psychology's problems with race. *American Psychology*, 48, 1132-1140.

- Jan 28 (3) Ethnic Minority Status and Science: Race and ethnicity as an anomaly in research: A historical analysis of traditional empirical psychology in the study of racial and ethnic status will be addressed. We will discuss issues regarding the limits of between-group and within group comparisons.

Readings:

Kuhn, T.S. (1974) The structure of scientific revolutions. Chicago: Univ. Of Chicago Press.

- Feb 4 (4) Cross-cultural approach in research: Issues and perspective of research anomalies in psychology are considered. In particular, the role of emic and etic issues in psychological research will be addressed.

Readings:

Berry, J (1999). Emics and etics: A symbiotic conception. Culture and Psychology 5, 165-171.

Berry, J (1989). Imposed etic and emics, derived etics: The operationalization of a compelling idea. International Journal of Psychology 24, 721-735.

- Feb 11 (5) Intersectionality: Issues surrounding dual identities.

Readings:

Cole E.R. (2008). Coalitions as a model for intersectionality: From practice to theory. Sex Roles, 59, 443-453

Cole E.R. (2009). Intersectionality and research in psychology. American Psychologist 64 170-180.

Gillem, A. R., Cohn, L. R., & Throne, C. (2001). Black identity in biracial black/white people: a comparison of Jacqueline who refuses to be exclusively black and Adolphus who wishes he were. Cultural Diversity and Ethnic Minority Psychology 7,182-196.

Mahalingam, R., Balan, S. & Haritatos, J. (2008). Engendering immigrant psychology: an intersectionality perspective. Sex Roles, 59, 326-336.

Purdie-Vaughns, V. & Eibach, R.P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. Sex Roles, 59, 377-391.

- Feb 18 (6) Ethnic identity and intersectional positions and multiple identities in society.

Readings:

Gray-Little, B. & Adam R. Hafdahl (2000). Psychological Bulletin. 126, 26-54

Sasoa, T. & Sue, S. (1993). Toward a culturally anchored ecological framework of ethnic cultural communities. *American Journal of Community Psychology*, 21, 705-722.

Sellers, R. M., Copeland-Linder, N., Martin, P. P., & Lewis, R. L. (2006). Racial identity matters: The relationship between racial discrimination and psychological functioning in African American adolescents. *Journal of Research on Adolescence*, 16, 187–216

Mar 4 (7) Historical trauma, Micro-aggressions, and Perceived discrimination

Readings:

Denham, A. R. (2007). Rethinking Historical Trauma: Narratives of Resilience. *Transcultural Psychiatry*, 45, 391-414.

Nadal, K. L. The Racial and Ethnic Microaggressions Scale (REMS): Construction, reliability, and validity. *Journal of Counseling Psychology*, 58, 470-480.

Mar 18 (8) Disparities are discussed in income, health, and education.

Readings:

Dowd, J.B., Palermo, T. M. & Aiello, A. E. (2012). Family poverty is associated with cytomegalovirus antibody titers in U.S. children. *Health Psychology* 31, 5-10.

Galarce, E. M., Ramanadhan, S., Weeks J., Schneider, E. C., Gray S.W., & Viswanath K. (2011). Class, race, ethnicity and information needs in post-treatment cancer patients. *Patient Education and Counseling*, 85, 432-439.

Sidora-Arcoleo, K., Feldman, J. M., Serebrisky, D. & Spray, A. (2012). A multi-factorial model for examining racial and ethnic disparities in acute asthma visits by children. *Annals of Behavioral Medicine*. 43, 15-28

VanKim, N. A., & Laska, M. N. (2012). Socioeconomic disparities in emerging adult weight and weight behaviors. *American Journal of Health Behavior* 36, 433-445.

Mar 25 (9) Acculturation Stress. Critique of international cross-cultural research and testing, role of inter-culture contact, issues of majority and minority dynamics, detecting normal and abnormal behavior in different cultures.

Readings:

Gim Chung, R. H.; Kim, B. S. K.; Abreu, J. M.(2004). Asian American Multidimensional Acculturation Scale: Development, factor analysis, reliability, and validity. *Cultural Diversity and Ethnic Minority Psychology*. 10(1) pp. 66-80.

Apr 1 (10) Collectivism and individualism. Perspectives on basic cultural values of collectivism and individualism will be considered.

Readings:

Oyserman, D. Coon, Heather M. & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analyses. *Psychological Bulletin*, 128(1), Jan. pp. 3-72.

Green, Eva G. T., Deschamps, J-C., & Pajez, D. (2005). Variation of individualism and Collectivism within and between 20 countries: A typological analysis. *Journal of Cross-Cultural Psychology*, 36(3), pp. 321-339.

Apr 8 (11) Paper topic presentation

Apr 15(12) Paper topic presentation

Apr 22 (13) Lecture: Final words on the ethnic minority perspective within the science of psychology and the value of cultural diversity.

Requirements

Requirements	Due Date	Percentage of Grade
Bibliography & Annotated Bibliographies	Feb 11, 2015	25%
Review Paper (including cover page and outline of paper)	Apr 30, 2013	40%
Paper Presentation	as assigned	25%
Active Class Discussion		10%

Presentation:

There are two types of presentations. First, you are expected to be a participant in one of two panel discussions. As a panelist, you will briefly present your topic and also be ready to present and discuss pertinent questions about your topic. Second, you will present your paper topic in a lecture format. I do not expect you to have completed your paper by the time of its presentation but you will have completed your annotated bibliography by presentation time.

Outline for Bibliography and Annotated Bibliography Assignment

I. Title or theme of bibliography and annotated bibliography must be indicated on a cover

Sheet. All 25 articles should relate to this theme.

- II. Complete bibliography or reference list of all articles must be included. The format for each article is APA 5th Edition of the Publication Manual.
- III. Each annotated bibliography must have the following information
 - A. Author. (Year). Title of article. Title of Journal, Volume Number, (Issue Number), Page Number.
 - B. Briefly state
 1. Purpose of the study.
 2. Summarize procedures
 3. Summarize result
 4. If you are using a published review article or chapter that is not based on an experimental design, then summarize major/critical points of the review article. Outline at least 12 major/critical points of the article list the points in a numerical fashion.
 5. Summarize conclusion
 - C. Critical Analysis and Personal Reaction – Briefly state your thoughts of this article. You should summarize feelings, opinions, and reaction to the article. Also reflect on experimental, statistical, or theoretical issue that might exist in the research article. It is important that you comment on the theoretical perspective and/or the assumptions regarding the cross-cultural methodology.

Some Examples of Annotated Bibliographies

Haynes, N. (1988). Differences in self concept among high, average, and low Achieving high school sophomores. *Journal of Social Psychology*, 128 (2), pp. 259-264.

Purpose

This article investigated the relationship between self- esteem and academic performance among black high school students. It was hypothesized that low achievers would have low self-esteem.

Procedure

The subjects were 148 black students, 48.6% female and 57.4% male, constituting the entire sophomore class in a high school located in an urban, inner city area in the northeastern U.S. The subjects were separated into three groups, average, above average, and below average, based on classroom grades. Then the subjects were given the Piers Harris Self-Concept Scale Test which measures self-concept along six dimensions: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction.

Results

Above average and average students scored significantly higher than the below average students on the intellectual and school status, physical attributes and appearance, and happiness and satisfaction self-concept dimensions. The above average scores were significantly higher than those of the below average students on the behavior self-concept dimension. The above average and average students did not differ significantly on any of the self-concept dimensions.

Conclusion

The finding that students who are assessed as being below average in classroom tasks tend to have significantly lower levels of self-esteem than their higher achieving peers, not only in terms of their intellectual and school status, but also on other dimensions supports the theory of a ripple effect. The ripple effect means that failure on a given task can lower self-esteem of ability for that particular task, and then these low estimations can generalize to other tasks.

Critical Analysis and Personal Thoughts

It would be more helpful if we could determine which comes first, the low self-esteem or the low achievement in school. This analysis does not determine a direction of causation, nor does it rule out the possibility of some third confounding variable, such as relationships with parents. Teachers should help students focus on their good points to try and avoid this ripple effect.

Theoretically, this study suggests, at least minimally, that there are critical environmental variables that influence the achievement levels of minority students. However, given the suspicions regarding internal validity, it is difficult to infer. Nevertheless an important strength of the study was its sensitivity to an ethnic minority perspective.

----- Second Example -----

Cryan, J. (1985). Intellectual, emotional and social deficits of abused children: A review. *Childhood Education*, 61(5), pp. 388-392.

Purpose:

The author critiques the past research on child abuse. He reviews major themes of the research and examines the shortcomings of child maltreatment research methodology.

Procedure:

The author employs an extensive literature research and suggests new directions to consider in future research.

Major Themes/Conclusions:

- 1) Physical damage continues to be emphasized in studies of child maltreatment. The psychological aspects, however, have been insufficiently treated.
- 2) Past research has failed to differentiate between abused children versus neglected children, yet there is a qualitative and quantitative difference between the two.
- 3) Small sample sizes continues to hinder empirical research on child maltreatment. The author identifies small sample size as an serious anomaly.
- 4) Many studies fail to provide a matched comparison group in their research. Failure to properly match sample lead to intersectional identities problems.

- 5) The lack of standard measurements of child maltreatment has led to diverging operational definitions of child maltreatment, and hence has led to conflicts between researchers in the field.
- 6) In spite of these methodological shortcomings, most of the studies generally agree that there are qualitative differences in the cognitive, affective, and social characteristics of maltreatment victims.
- 7) IQ scores have been consistently found to be lower in abused children than nonabused individuals. They also tend to lag in language development.
- 8) Emotional development has been the least studied topic among psychologists. The findings that do exist indicate that abuse victims suffer lower self-esteem and insecure social attachments.
- 9) Abused children are more aggressive than nonabused subjects. Moreover, they exhibit hyper-vigilance and chameleon-like behavior designed as defensive mechanisms.

Critical Analysis and Personal Reactions:

This article underscored my feelings about the inadequacy of current child maltreatment research. With the shortcomings of this research highlighted, we may now suggest new avenues to investigate. However, the scarcity of cross-cultural research remained unaddressed. It would have been useful for the authors to examine from a cross-cultural perspective possible racial and gender effects that must exist in this particular social issue. As currently presented the authors assume that the problem of child maltreatment is universally experienced by the society.

Paper:

You are required to write a 16-page literature review paper which is based on your bibliography and annotated bibliography.

Required Texts:

Kuhn, T.S. (1974) *The structure of scientific revolutions*. Chicago: Univ. Of Chicago Press.

COLLAB Readings

Abe-Kim, J., Okazaki, S., Goto, S. G. (2001). Unidimensional versus multidimensional Approaches to the assessment of acculturation for asian american populations. *Cultural Diversity and Ethnic Minority Psychology*, 7(3) pp. 232-246.

Adam, E. K., Snell, E.K., & Pendry, P. (2007). Sleep Timing and Quantity in Ecological and Family Context: A Nationally Representative Time-Diary Study. *Journal of Family Psychology*, 21, 4-19.

Berry, J (1999). Emics and etics: A symbiotic conception. *Culture and Psychology* 5, 165-171.

Berry, J (1989). Imposed etic and emics, derived etics: The operationalization of a compelling idea. *International Journal of Psychology* 24, 721-735.

- Brewster, Z.W., & Rusche, S. N. (2012). Quantitative evidence of the continuing significance of race: Tableside racism in full-service restaurants. *Journal of Black Studies*, 43, 359-384.
- Cole E.R. (2008). Coalitions as a model for intersectionality: From practice to theory. *Sex Roles*, 59, 443-453
- Denham, A. R. (2007). Rethinking historical trauma: Narratives of resilience. *Transcultural Psychiatry*, 45, 391-414.
- Dowd, J.B., Palermo, T. M. & Aiello, A. E. (2012). Family Poverty Is Associated With Cytomegalovirus Antibody Titers in U.S. Children. *Health Psychology* 31, 5-10.
- Galarce, E. M., Ramanadhan, S., Weeks J., Schneider, E. C., Gray S.W., & Viswanath K. (2011). Class, race, ethnicity and information needs in post-treatment cancer patients. *Patient Education and Counseling*, 85, 432-439.
- Gillem, A. R., Cohn, L. R., Throne, C. (2001). Black Identity in Biracial Black/White People : A Comparison of Jacqueline Who Refuses to Be Exclusively Black and Adolphus Who Wishes He Were. *Cultural Diversity and Ethnic Minority Psychology*. 7(2). pp. 182-196.
- Gim Chung, R. H.; Kim, B. S. K.; Abreu, J. M.(2004). Asian American Multidimensional Acculturation Scale: Development, Factor Analysis, Reliability, and Validity. *Cultural Diversity and Ethnic Minority Psychology*. 10(1) pp. 66-80.
- Gonzalez, D. O., Suleiman, L.I. Ivey, G. D. & Callender, C.O. (2010). Is there a role for race in science and medicine? *Bulletin Of The American College Of Surgeons*.96, 12-18.
- Gray-Little, B. & Adam R. Hafdahl (2000). *Psychological Bulletin*. 126, 26-54
- Green, Eva G. T., Deschamps, J-C., & Pajez, D. (2005). Variation of Individualism and Collectivism within and between 20 Countries: A Typological Analysis. *Journal of Cross-Cultural Psychology*, 36(3), pp. 321-339.
- Helms, J.E., Jernigan M., and Mascher, J. (2005). The meaning of race in psychology and how to change it. *American Psychologist*, 60, 27-36.
- Mahalingam, R., Balan, S. & Haritatos, J. (2008). Engendering immigrant psychology: an intersectionality perspective. *Sex Roles*, 59, 326-336.
- Nadal, K. L. The Racial and Ethnic Microaggressions Scale (REMS): Construction, reliability, and validity. *Journal of Counseling Psychology*, 58, 470-480.
- O'Donnell, K. S. (2012). Global Mental Health: A Resource Primer for Exploring the Domain. *International Perspectives in Psychology: Research, Practice, Consultation*. 1, 191-205.
- Oishi, Shigehiro; Hahn, J., Schimmack, U. (2005). The measurement of values across cultures:

- A pairwise comparison approach. *Journal of Research in Personality*, 39(2), pp. 299-305.
- Oyserman, D. Coon, Heather M. & Kimmelmeier, M. (2002). Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analyses. *Psychological Bulletin*, 128(1), Jan. pp. 3-72.
- Prins, S.J., Osher, F.C., Steadman, H. J., Clark Robbins, P. & Case, B. (2012). Exploring racial disparities in the brief jail mental health screen *Criminal Justice and Behavior*, 39, 635-645.
- Purdie-Vaughns, V. & Eibach , R.P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles*, 59, 377-391.
- Rudmin, F. W. (2003) Critical History of the Acculturation Psychology of Assimilation, Separation, Integration, and Marginalization. *Review of General Psychology*. 7(1) pp. 3-37.
- Sasoa, T. & Sue, S. (1993). Toward a culturally anchored ecological framework of ethnic cultural communities. *American Journal of Community Psychology*, 21, 705-722.
- Sellers, R. M., Copeland-Linder, N., Martin, P. P., & Lewis, R. L. (2006). Racial identity matters: The relationship between racial discrimination and psychological functioning in African American adolescents. *Journal of Research on Adolescence*, 16, 187–216
- Sidora-Arcoleo, K., Feldman, J. M., Serebrisky, D. & Spray, A. (2012). A multi-factorial model for examining racial and ethnic disparities in acute asthma visits by children. *Annals of Behavioral Medicine*. 43, 15-28
- Thompson, C. P., Anderson, L. P., Bakeman, R. A.(2000). Effects of Racial Socialization and Racial Identity on Acculturative Stress in African American College Students. *Cultural Diversity and Ethnic Minority Psychology*. 6(2) pp. 196-210.
- VanKim, N. A., & Laska, M. N. (2012). Socioeconomic disparities in emerging adult weight and weight behaviors. *American Journal of Health Behavior* 36, 433-445.
- Zea, M. C.; Asner-Self, K. K.; Birman, D., Buki, L.P. (2003). The Abbreviated Multidimensional Acculturation Scale : Empirical Validation With Two Latino/Latina Samples. *Cultural Diversity and Ethnic Minority Psychology*. Vol. 9(2) May. pp. 107-126.