Psychology 462 Minority Mental Health
Fall 2011

MW 8-9:50am                      GFS 118

Professor: Stan Huey
Office: 905 SGM  (Mailbox located in the
         Psychology Dept.’s Main Office, SGM 501)
Phone: 213-821-2058
Email: hueyjr@usc.edu (best way to contact)
Office Hours: Wednesdays 2-4pm

TA: Jean Kim
Office: 917 SGM
Email: jeanmkim@usc.edu
Office Hours: Mondays 10:30-11:30am and
             Tuesdays 10-11am

Required Texts:

Readings posted on Blackboard

Course Objectives:

➢ To provide an introduction to the study of how culture and ethnicity influence human
  behavior more generally and mental health more specifically.
➢ Understand the nature and sources of ethnic/cultural differences in behavior and mental
  health
➢ To foster creative, critical, and informed thinking about culture, race, ethnicity, and
  human behavior

Course Mechanics: Readings for this course will consist of journal articles and book chapters
in the areas of culture, ethnicity, and mental health. Class meetings will consist primarily of
lecture and class discussion.

Although attention will be given to cross-national groups, emphasis will be given to the cultural
groups that comprise the major U.S. ethnic groups (i.e., African Americans, American Indians,
Asian Americans, European Americans, and Latinos/Chicanos).

Class Expectations: It is to your benefit to keep up with the weekly readings. Also, regular
attendance is expected. If you are unable to attend a class, make sure to obtain notes from a
classmate. Neither the professor nor the TA will provide you with class notes.

Evaluation:  Midterms (2)  60%
              Final Exam        40%
Exams. Two in-class midterms will be given. Exams will include multiple choice and short answer questions. Together, the midterms will account for 60\% of your grade. The final exam will not be cumulative, and will account for 40\% of your grade. Your final exam is scheduled for Wednesday, December 7\textsuperscript{th}, 8-10am.

Missed Exams: If you miss an examination, you will receive a score of zero on that exam. Exceptions to this policy will only be considered in the event of a serious, unavoidable emergency (e.g., a medical emergency). If you miss an exam you must contact the instructor within 24 hours of the exam by telephone, and written proof of the serious emergency (e.g., letter from doctor; copy of police accident report) will be required for an excuse ultimately to be considered. If the instructor approves a reason for missing an exam, an alternative make-up exam will be administered. Please note that the following do NOT constitute serious, unavoidable emergencies: oversleeping, intoxication, forgetting about the exam, going to the wrong classroom, distress over a recent break-up with your girlfriend, experiencing a headache, test anxiety, etc.

Extra Credit: Students will be able to earn up to 5 extra credit points in this course. To earn the maximum extra credit points, students have the option of either (1) participating in the psychology department subject pool and writing a brief research paper, or (2) participating in the Joint Educational Project (JEP). The number of points earned will be added to your final point tally for the course.

Subject Pool + Paper. The first option involves participation in the USC Psychology Department subject pool and writing a brief research paper. For each hour of participation in subject pool experiments (1 subject pool credit), you will earn half of a percentage point added to your final point total. Thus, if you engage in 2 hours of subject pool participation (i.e., 2 subject pool credits), you will accumulate 1 extra credit point for this class. If you engage in 4 hours of subject pool participation, you will accumulate 2 extra points for this class. And so on. You can earn a maximum of 3 extra credit points through subject pool participation. Refer to the documents on Blackboard for more information on subject pool participation. Go to \url{http://usc.sona-systems.com/} to sign up for subject pool experiments.

For an additional 2 points, students may elect to write a paper. The final paper should focus on a topic related to culture, ethnicity, and mental health. The paper can be no longer than 5-7 double-spaced pages in length (not including references). The paper is due on the date of the final exam. If you choose this option, please contact the instructor to discuss further.

Students who choose the subject pool + paper option will not receive additional credit by participating in JEP.

JE P. Participating in JEP is a second option for receiving 5 extra credit points. JEP is a service-learning program on campus that allows students to earn extra credit by participating in USC-sponsored community projects. See JEP’s website (\url{http://college.usc.edu/joint-educational-project/}) for more information. If you choose this option, please contact the instructor to discuss further. Students who choose the JEP option will not receive additional credit by participating in the subject pool or writing a final paper.
Statement for Students with Disabilities: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Course Readings, By Week:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>---</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>8/24</td>
<td>1; BB</td>
<td>Defining Key Concepts</td>
</tr>
<tr>
<td>2</td>
<td>8/29</td>
<td>2</td>
<td>Methods in Cultural &amp; Cross-Cultural Psychology</td>
</tr>
<tr>
<td></td>
<td>8/31</td>
<td>BB</td>
<td>Sociocultural Paradigms</td>
</tr>
<tr>
<td>3</td>
<td>9/5</td>
<td>---</td>
<td><strong>HOLIDAY – Labor Day</strong></td>
</tr>
<tr>
<td></td>
<td>9/7</td>
<td>BB</td>
<td>Biological Paradigms</td>
</tr>
<tr>
<td>4</td>
<td>9/12</td>
<td>8</td>
<td>Socialization &amp; Culture</td>
</tr>
<tr>
<td></td>
<td>9/14</td>
<td>12 (pp. 309-311); BB</td>
<td>Ethnic Identity and Acculturation</td>
</tr>
<tr>
<td>5</td>
<td>9/19</td>
<td>---</td>
<td><strong>MIDTERM #1</strong></td>
</tr>
<tr>
<td></td>
<td>9/21</td>
<td>---</td>
<td>Film</td>
</tr>
<tr>
<td>6</td>
<td>9/26</td>
<td>BB</td>
<td>Culture &amp; Testing: <em>Lopez Guest Lecture</em></td>
</tr>
<tr>
<td></td>
<td>9/28</td>
<td>?</td>
<td>TBA</td>
</tr>
<tr>
<td>7</td>
<td>10/3</td>
<td>3 &amp; 10</td>
<td>Culture &amp; Cognition</td>
</tr>
<tr>
<td></td>
<td>10/5</td>
<td>6</td>
<td>Culture &amp; Emotion</td>
</tr>
<tr>
<td>8</td>
<td>10/10</td>
<td>11</td>
<td>Culture &amp; Social Influence</td>
</tr>
<tr>
<td></td>
<td>10/12</td>
<td>5</td>
<td>Culture &amp; Intelligence</td>
</tr>
<tr>
<td>9</td>
<td>10/17</td>
<td>3 (pp. 63-71); 10 (pp. 270-72); BB</td>
<td>Race/Ethnicity &amp; Bias I</td>
</tr>
<tr>
<td></td>
<td>10/19</td>
<td>BB</td>
<td>Race/Ethnicity &amp; Bias II</td>
</tr>
<tr>
<td>10</td>
<td>10/24</td>
<td>---</td>
<td><strong>MIDTERM #2</strong></td>
</tr>
<tr>
<td></td>
<td>10/26</td>
<td>BB</td>
<td>Race, Media, &amp; Popular Culture</td>
</tr>
<tr>
<td>11</td>
<td>10/31</td>
<td>BB</td>
<td>Culture &amp; Education</td>
</tr>
<tr>
<td>11/2</td>
<td>7 (pp. 188-192); BB</td>
<td>Culture &amp; Gender</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>12/7</td>
<td>9;</td>
<td>BB</td>
<td>Psychopathology I</td>
</tr>
<tr>
<td>11/9</td>
<td>BB</td>
<td></td>
<td>Psychopathology II</td>
</tr>
<tr>
<td>11/14</td>
<td>BB</td>
<td></td>
<td>Psychopathology III: Lopez Guest Lecture</td>
</tr>
<tr>
<td>11/16</td>
<td>BB</td>
<td></td>
<td>Intervention I</td>
</tr>
<tr>
<td>11/21</td>
<td>?</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>11/23</td>
<td>BB</td>
<td></td>
<td>Intervention II: Lopez Guest Lecture</td>
</tr>
<tr>
<td>11/28</td>
<td>BB</td>
<td></td>
<td>Intervention III</td>
</tr>
<tr>
<td>11/30</td>
<td>---</td>
<td></td>
<td>Overview</td>
</tr>
<tr>
<td>12/7</td>
<td>---</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Note:** BB = Blackboard (blackboard.usc.edu)

### Specific Course Readings

#### Key Concepts

**Textbook (Chapter 1)**


#### Methods:

**Textbook (Chapter 2)**


#### Sociocultural Paradigms


#### Biological Paradigms:


#### Socialization:

**Textbook (Chapter 8)**

Ethnic Identity & Acculturation:
Textbook (pp. 309-311)

Culture & Testing:

Culture & Cognition:
Textbook (Chapters 3 & 10)

Culture & Emotion:
Textbook (Chapter 6)

Culture & Social Influence
Textbook (Chapter 11)

Culture & Intelligence
Textbook (Chapter 5)

Race, Ethnicity, & Bias
Textbook (Chapters 3 [pp. 63-71] & 10 [pp. 270-72])

Race, Media, and Popular Culture
**Culture and Education**


**Culture & Gender**

Textbook (Chapter 7, pp. 210-16)

TBA

**Psychopathology**

Textbook (Chapter 9)


**Intervention**


TBA