Course and Developmental Psychopathology
PSYC 394
Spring 2020
Monday 7:00-10:00 PM
Olin-Rice 300

Instructor: Fanita Tyrell, PhD.
Email: ftyrell@macalester.edu
Office Hours: Mondays 1:00-2:00 PM (or by appointment) in Olin-Rice 325

Course Description:
This course provides an introduction to the subfield of culture and developmental psychopathology, which seeks to understand the cultural risk, protective, and promotive factors that contribute to typical and atypical patterns of development. We will discuss the theoretical foundations of developmental psychopathology and review current research on how cultural experiences and processes influence the emergence of adaptation and maladaptation at different levels of the human experience. Finally, we will consider the real-world implications and applications of this perspective on research in development and the broader discipline of psychology.

Learning Objectives:
By the end of this course, you should be able to:
- Develop a working knowledge of key theories on culture and developmental psychopathology
- Analyze and compare theories on culture and developmental psychopathology
- Understand how these theories have shaped the field and guide current research
- Identify methodological concerns and challenges in research on culture and developmental psychopathology
- Analyze and synthesize different research findings
- Prepare and present your understanding and ideas orally

Course Requirements
1. Reaction Papers- Beginning in week 2, you will prepare a reaction paper for 10 class sessions that is worth 25% (50 points) of your grade. Reaction papers should be 1-2 pages in length. Your reaction paper should address two of the assigned readings each week. For this assignment, you may address any questions or concerns that arise from the weekly readings, provide a synthesis of the ideas expressed in the articles or provide a critique of the strengths and weaknesses of the articles. Your reaction paper should be posted on Moodle by the beginning of each class period (7pm on Monday). Students are not required to submit reaction papers during the weeks that they lead class discussion or complete their presentations.

2. Discussion Leader- Each student will be responsible for leading two class discussions (in pairs or triples). The experience of leading class is intended to enhance your engagement with and learning from the course, to build your sense of connection as a community of scholars, and to offer a wider variety of classroom experiences. For this assignment, the discussion leaders are responsibility for summarizing and synthesizing key points from the readings to the class as well as reviewing and sharing discussion questions posted by individual students about the weekly readings on Moodle. Discussion leaders should work together for this assignment and can also offer supplementary materials/activities that might stimulate classroom discussions and learning. Decisions about preferred slots will be made during the first class meeting. 25% (50 points- 25 points each) of your grade will be based on classroom facilitation.
3. **Discussion Questions**- 10% (20 points) of your grade will be based on your preparation for class as evidenced by your preparation of two questions, which you should post on Moodle by 3pm on the Sunday preceding each class. The two questions should be based on two of the weekly readings and will be used as a starting point for class discussions. Students are not required to submit discussion questions on the week that they lead class discussions or complete their presentations.

4. **Standing on the Shoulders of Giants (Historical Presentations)**- Each student is responsible for completing a 20-minute historical presentation on a prominent scholar in psychology that contributed to theoretical or empirical work on culture and/or developmental psychopathology. The presentation should include a biography of the scholar, a description of his or her theoretical view or contribution to the field, and how they change the way we study and think about culture and developmental psychopathology. This presentation should also include discussion or findings from one of the scholar’s most recent or impactful peer-reviewed publication. The peer-reviewed article chosen for this presentation should not overlap with any of the articles listed on the syllabus with that scholar. Furthermore, the article summaries should include the aims, importance, design/methods, results, and conclusions of the study or theoretical framework. This assignment is worth 20% (40 points) of your grade.

5. **Final Paper**- Your paper will be based on a topic of your choosing. The paper should summarize and review a topic on culture and developmental psychopathology in depth. All papers should follow the APA style guidelines (7th Edition) and should include a title page and bibliography. The paper should be 7-10 pages in length and double spaced in 12 point, Times New Roman font. Your final paper is worth 20% (40 points) of your grade and should be submitted on Moodle, by **Monday, May 11th, 2020** at 7pm.

<table>
<thead>
<tr>
<th>Points Breakdown:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Papers</td>
<td>50 points</td>
</tr>
<tr>
<td>Discussion Facilitation</td>
<td>50 points</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>20 points</td>
</tr>
<tr>
<td>Historical Presentations</td>
<td>40 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

The following cutoffs will be used to assign your final grade. Grades will be assigned according to the University’s official grading system.

- 93%  A
- 83%  B
- 73%  C
- 63%  D
- 90%  A-
- 80%  B-
- 70%  C-
- 60%  D-
- 87%  B+
- 77%  C+
- 67%  D+
- 59% or less  F

**January 27th – Course Introductions, Requirements, and Syllabus Review** (No assigned readings)

**Agenda**
- Introductions
- Ice Breakers
- Syllabus Review
- Assignment of Discussion Leaders and Historical Presentations
- Classroom Rules/Contract
February 3rd – Historical Foundations and Core Principles of Developmental Psychopathology


Discussion Leaders

1.
2.
3.

February 10th – Theoretical Models on Culture


Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Oppenheimer, M., Vega-Molina, S., & García...

**Discussion Leaders**
1.
2.
3.

**February 17th – Culture and Developmental Psychopathology**


**Discussion Leaders**
1.
2.
3.

**February 24th – Methodological Considerations and Issues in Cultural Research**


**Discussion Leaders**

1.
2.
3.

**March 2nd – Cultural Risk and Protective Processes**


**Discussion Leaders**

1.
2.
3.

**March 9th – Cultural Risk and Protective Processes**


**Discussion Leaders**
1.
2.
3.

**March 16th- SPRING BREAK (No Classes!!)**

**March 23rd – Culture, Internalizing, and Externalizing Symptoms**


**Discussion Leaders**
1.
2.
3.

**Historical Presentations**
- Dante Cicchetti: ______________________________
- Cynthia Garcia Coll: ______________________________

**March 30th – Culture and Neuroscience**


**Discussion Leaders**
1.
2.
3.

**Historical Presentations**
- Alan Sroufe: ______________________________
- Margaret Beale Spencer: ______________________________

**April 6th – Culture and Neurobiology**


Discussion Leaders
1.
2.
3.

Historical Presentations
- Michael Rutter: ______________________________
- George Knight: ______________________________

April 13th – Culture, Genes, and Epigenetics


**Discussion Leaders**
1.
2.
3.

**Historical Presentations**
- Ann Masten: ______________________________
- David Matsumoto:_______________________________
- Vonnie McLoyd:________________________________

**April 20th – Culturally Sensitive Prevention and Intervention Programs**


**Discussion Leaders**
1.
2.
3.

**Historical Presentations**
- Carola Suarez-Orozco: ______________________________
- Gene Brody:_______________________________
- Michael Ungar:______________________________

**April 27th – Representation and Power in Research on Culture and Developmental Psychopathology**


**Discussion Leaders**
1.
2.
3.

**Historical Presentations**
- Felicisima Serafica: ______________________________
- Norman Garmezy:_______________________________
- John Berry:____________________________________

**May 4th – Future Directions and Considerations in Research on Culture and Developmental Psychopathology**


**Discussion Leaders**
1.
2.
3.

**Historical Presentations**
- Jean Phinney: ______________________________
- Nancy Gonzales:_______________________________
- Adriana Umana-Taylor:_________________________

**May 11th – Finals Week (Final Paper Due!!!)**
Expectations, Policies, and Procedures

**Participation and Attendance:** It is expected that you will attend all class sessions. If you miss a class, please obtain the class notes and handouts from a classmate. Participation matters, too. Please complete your readings before we cover the material in class. Pay attention and come to class “fresh” and engaged to learn and contribute to discussion where appropriate.

**Late Paper and Assignment Policy:** If you are absent and miss work, you are responsible for completing that work. Your grade will be reduced 10% for each day that an assignment is late. If you have any questions or concerns about this, please contact me.

**Computer Usage Policy:** Computers may be used in class. However, students should not use their computers to surf the internet (e.g., social media, engage in online shopping) or complete their homework in class.

**Cell Phone Policy:** If you bring your cell phone to class please have the ringer on silent or vibrate. Text messaging and answering your phone during class is unacceptable. If you must make an emergency phone call during class, please step out of the room. You will still be responsible for any information you miss while outside the room.

**Academic Integrity:** Consult the student catalog to learn more about Macalester College’s Academic Integrity Policy ([https://catalog.macalester.edu/content.php?catoid=21&navoid=1876#academic-integrity_1](https://catalog.macalester.edu/content.php?catoid=21&navoid=1876#academic-integrity_1)). Make special note of the section on forgery. A helpful resource for you will be the *Publication Manual of the American Psychological Association*, available for your use in the library. Any student who cheats on an assignment, plagiarizes, or otherwise misrepresents her work will receive a 0 for that assignment.

**Accommodations:** Macalester College is committed to equal access for all and recognizes that disability is an aspect of diversity. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact the Disability Services office as soon as possible. To discuss academic adjustments or accommodations, disability services can be reached in Kagin Commons at 651-696-6974 or disabilityservices@macalester.edu. For information about programs and services please visit: [https://www.macalester.edu/disabilityservices/](https://www.macalester.edu/disabilityservices/).

A few final notes:
- This is college. I am not allowed to, nor will I ever speak with a parent about a student without the written permission of the student. If a parent calls or emails me, I do not respond.
- Emailing: Please email me at the school email address. I check my emails regularly (excluding weekends and breaks). If you do not hear back from me in a reasonable amount of time (about 3 days), I most likely did not receive your email.

A proper email to a professor should look like the following:
Subject: (NAME AND CLASS TITLE AND SECTION)

Dear Professor (NAME),

My name is (NAME) and I am in your (CLASS TITLE AND SECTION) class. (STATE YOUR QUESTION).

Thank you,

(NAME)