

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

Instructor: Fanita Tyrell, PhD.

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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 responsible 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.

Points Breakdown:

Reaction Papers	50 points
Discussion Facilitation	50 points
Discussion Questions	20 points
Historical Presentations	40 points
Final Paper	40 points
TOTAL	200 points

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*

- Cicchetti, D. (1990). A historical perspective on the discipline of developmental psychopathology. In J. Rolf, A. Masten, D. Cicchetti, K. Nuechterlein & S. Weintraub (Eds.), *Risk and protective factors in the development of psychopathology* (pp. 2-28). New York: Cambridge University Press. doi: 10.1017/CBO9780511752872.003
- Cicchetti, D., & Toth, S. L. (2009). The past achievements and future promises of developmental psychopathology: The coming of age of a discipline. *Journal of Child Psychology and Psychiatry*, *50*, 16-25. doi:10.1111/j.1469-7610.2008.01979.x
- Masten, A. S., & Kalstabakken, A. W. (2018). Developmental perspectives on psychopathology in children and adolescents. In J. N. Butcher & P. C. Kendall (Eds.), *APA handbooks in psychology®. APA handbook of psychopathology: Child and adolescent psychopathology* (p. 15–36). American Psychological Association. doi: 10.1037/0000065-002
- Sroufe, L. A. (1997). Psychopathology as an outcome of development. *Development and Psychopathology*, *9*(2), 251-268. doi:10.1017/S0954579497002046
- Sroufe, L. A. (2013). The promise of developmental psychopathology: past and present. *Development and Psychopathology*, *25* (4 part 2): 1215-24. doi: 10.1017/S0954579413000576.
- Sroufe, L. A., & Rutter, M. (1984). The domain of developmental psychopathology. *Child Development*, *55*, 17-29. doi: 10.2307/1129832

Discussion Leaders

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February 10th – *Theoretical Models on Culture*

- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (p. 793–828). John Wiley & Sons Inc.
- Cohen, A. B. (2009). Many forms of culture. *American Psychologist*, *64*, 194–204. doi:10.1037/a0015308
- Cooper, C. R., & Denner, J. (1998). Theories linking culture and psychology: Universal and community-specific processes. *Annual Review of Psychology*, *49*(1), 559-584. doi: 10.1146/annurev.psych.49.1.559
- Garcia-Coll, C., Crnic, K., Lamberty, G., Wasik, B., Jenkins, R., Garcia, H., et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, *67*, 1891-1914. doi: 10.2307/1131600
- Spencer, M. B., Dupree, D., & Hartmann, T. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context. *Development and Psychopathology*, *9*(4), 817-833.
- Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Oppenheimer, M., Vega-Molina, S., & García

Coll, C. (2017). Bronfenbrenner's bioecological theory revision: Moving culture from the macro into the micro. *Perspectives on Psychological Science*, 12(5), 900-910.

Discussion Leaders

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February 17th – Culture and Developmental Psychopathology

Causadias, J. M. (2013). A roadmap for the integration of culture into developmental psychopathology. *Development and Psychopathology*, 25(4 Pt.2) 1375-98. doi: 10.1017/S0954579413000679

Causadias, J. M., & Cicchetti, D. (2018). Cultural development and psychopathology. *Development and Psychopathology*, 30(5), 1549-1555. doi: 10.1017/S0954579418001220

Cohler, B. J., Stott, F. M., & Musick, J. S. (1995). Adversity, vulnerability, and resilience: Cultural and developmental perspectives. In D. Cicchetti & D. J. Cohen (Eds.), *Wiley series on personality processes. Developmental psychopathology, Vol. 2. Risk, disorder, and adaptation* (p. 753–800). John Wiley & Sons.

Garcia-Coll, C., Akerman, A., & Cicchetti, D. (2000). Cultural influences on developmental processes and outcomes: Implications for the study of development and psychopathology. *Development and Psychopathology*, 12, 333-356. doi: 10.1017/S0954579400003059

Gaylord-Harden, N. K., Barbarin, O., Tolan, P. H., & Murry, V. M. (2018). Understanding development of African American boys and young men: Moving from risks to positive youth development. *American Psychologist*, 73(6), 753–767. doi: 10.1037/amp0000300

Serafica, F. C., & Vargas, L. A. (2006). Cultural diversity in the development of child psychopathology. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology: Theory and method* (p. 588–626). John Wiley & Sons Inc.

Discussion Leaders

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February 24th – Methodological Considerations and Issues in Cultural Research

Achenbach, T. M. (2004). Cross-Cultural Perspectives on Developmental Psychopathology. In U. P. Gielen & J. Roopnarine (Eds.), *Advances in applied developmental psychology. Childhood and adolescence: Cross-cultural perspectives and applications* (p. 411–429). Praeger Publishers/Greenwood Publishing Group

Betancourt, H., & López, S. R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist*, 48(6), 629–637. doi: 10.1037/0003-066X.48.6.629

Burlew, A. K., Peteet, B. J., McCuistian, C., & Miller-Roenigk, B. D. (2019). Best practices for researching diverse groups. *American Journal of Orthopsychiatry*, 89(3), 354–368. doi: 10.1037/ort0000350

- Knight, G. P., Safa, M. D., & White, R. M. (2018). Advancing the assessment of cultural orientation: A developmental and contextual framework of multiple psychological dimensions and social identities. *Development and Psychopathology*, 30(5), 1867-1888. doi: 10.1017/S095457941800113X
- Quintana, S. M., Aboud, F. E., Chao, R. K., Contreras-Grau, J., Cross, W. E., Hudley, C., ... & Vietze, D. L. (2006). Race, ethnicity, and culture in child development: Contemporary research and future directions. *Child Development*, 77(5), 1129-1141. doi:10.1111/j.1467-8624.2006.00951.x
- Swanson, D. P., Beale-Spencer, M., Harpalani, V., Dupree, D., Noll, E., Ginzburg, S., et al. (2003). Psychosocial development in racially and ethnically diverse youth: Conceptual and methodological challenges in the 21st century. *Development and Psychopathology*, 15, 743-772. <http://dx.doi.org/10.1017/S0954579403000361>

Discussion Leaders

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March 2nd – Cultural Risk and Protective Processes

- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6), 697-712. doi: 10.1016/j.ijintrel.2005.07.013
- Hughes, D., Rodriguez, J., Smith, E. P., Johnson, D. J., Stevenson, H. C., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology*, 42(5), 747–770. doi: 10.1037/0012-1649.42.5.747
- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6-20. doi: 10.1111/cdev.12205
- McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185–204. doi: 10.1037/0003-066X.53.2.185
- Rivas-Drake, D., Seaton, E. K., Markstrom, C., Quintana, S., Syed, M., Lee, R. M., ... & Ethnic and Racial Identity in the 21st Century Study Group. (2014). Ethnic and racial identity in adolescence: Implications for psychosocial, academic, and health outcomes. *Child Development*, 85(1), 40-57. doi: 10.1111/cdev.12200
- Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist*, 73(6), 781–796. doi: 10.1037/amp0000265

Discussion Leaders

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March 9th – Cultural Risk and Protective Processes

- Brody, G. H., Yu, T., Chen, E., Miller, G. E., Kogan, S. M., & Beach, S. R. (2013). Is resilience only skin

deep? Rural African Americans' socioeconomic status–related risk and competence in preadolescence and psychological adjustment and allostatic load at age 19. *Psychological Science*, 24(7), 1285-1293. doi: 10.1177/0956797612471954

Duncan, S. C., Duncan, T. E., & Strycker, L. A. (2002). A multilevel analysis of neighborhood context and youth alcohol and drug problems. *Prevention Science*, 3(2), 125-133. doi:10.1023/A:1015483317310

Ferguson, G. M., Bornstein, M. H., & Pottinger, A. M. (2012). Tridimensional acculturation and adaptation among Jamaican adolescent–mother dyads in the United States. *Child Development*, 83(5), 1486-1493. doi: 10.1111/j.1467-8624.2012.01787.x

Ferguson, G. M., & Bornstein, M. H. (2012). Remote acculturation: The “Americanization” of Jamaican islanders. *International Journal of Behavioral Development*, 36(3), 167-177. doi: 10.1177/0165025412437066

Simons, R. L., Murry, V., McLoyd, V., Lin, K. H., Cutrona, C., & Conger, R. D. (2002). Discrimination, crime, ethnic identity, and parenting as correlates of depressive symptoms among African American children: A multilevel analysis. *Development and Psychopathology*, 14, 371-393.

Ungar, M., & Liebenberg, L. (2011). Assessing resilience across cultures using mixed methods: Construction of the child and youth resilience measure. *Journal of Mixed Methods Research*, 5(2), 126-149. doi: 10.1177/1558689811400607

Discussion Leaders

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

March 23rd – Culture, Internalizing, and Externalizing Symptoms

Brittian, A. S., Toomey, R. B., Gonzales, N. A., & Dumka, L. E. (2013). Perceived discrimination, coping strategies, and Mexican origin adolescents' internalizing and externalizing behaviors: Examining the moderating role of gender and cultural orientation. *Applied Developmental Science*, 17(1), 4-19. doi: 10.1080/10888691.2013.748417

Ryder, A. G., Sun, J., Zhu, X., Yao, S., & Chentsova-Dutton, Y. E. (2012). Depression in China: Integrating developmental psychopathology and cultural-clinical psychology. *Journal of Clinical Child & Adolescent Psychology*, 41(5), 682-694. doi: 10.1080/15374416.2012.710163

Safa, M. D., White, R. M. B., Mahrer, N. E., Knight, G. P., Gonzales, N. A., & Pasco, M. C. (2019). U.S. Mexican-origin adolescents' bicultural competence and mental health in context. *Cultural Diversity and Ethnic Minority Psychology*, 25(2), 299–310. doi: 10.1037/cdp0000231.

Smokowski, P. R., Chapman, M. V., & Bacallao, M. L. (2007). Acculturation risk and protective factors and mental health symptoms in immigrant Latino adolescents. *Journal of Human Behavior in the Social Environment*, 16(3), 33-55. doi: 10.1300/10911350802107710

Tyrell, F. A., Yates, T. M., Reynolds, C. A., Fabricius, W. V., & Braver, S. L. (2019). The unique effects of maternal and paternal depressive symptoms on youth's symptomatology: Moderation by family ethnicity, family structure, and child gender. *Development and Psychopathology*, 31(4), 1213-1226. doi: 10.1017/S0954579418000846

Discussion Leaders

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Historical Presentations

- Dante Cicchetti: _____
- Cynthia Garcia Coll: _____

March 30th – Culture and Neuroscience

Lin, L. C., & Telzer, E. H. (2018). An introduction to cultural neuroscience. In J. M. Causadias, E. H. Telzer, & N. A. Gonzales (Eds.), *The handbook of culture and biology* (p. 399–420). John Wiley & Sons Inc.

Park, D. C., & Huang, C. M. (2010). Culture wires the brain: A cognitive neuroscience perspective. *Perspectives on Psychological Science*, 5(4), 391-400. doi: 10.1177/1745691610374591

Qu, Y., & Telzer, E. H. (2017). Cultural differences and similarities in beliefs, practices, and neural mechanisms of emotion regulation. *Cultural Diversity and Ethnic Minority Psychology*, 23(1), 36–44. doi: 10.1037/cdp0000112

Telzer, E. H., Fuligni, A. J., Lieberman, M. D., & Galván, A. (2013). Meaningful family relationships: neurocognitive buffers of adolescent risk taking. *Journal of Cognitive Neuroscience*, 25(3), 374-387. doi: 10.1162/jocn_a_00331

Zhu, Y., Zhang, L., Fan, J., & Han, S. (2007). Neural basis of cultural influence on self-representation. *Neuroimage*, 34(3), 1310-1316. doi:10.1016/j.neuroimage.2006.08.047

Discussion Leaders

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Historical Presentations

- Alan Sroufe: _____
- Margaret Beale Spencer: _____

April 6th – Culture and Neurobiology

Allen, A. M., Thomas, M. D., Michaels, E. K., Reeves, A. N., Okoye, U., Price, M. M., ... & Chae, D. H. (2019). Racial discrimination, educational attainment, and biological dysregulation among midlife African American women. *Psychoneuroendocrinology*, 99, 225-235. doi: 10.1016/j.psyneuen.2018.09.001

Doane, L. D., Sladek, M. R., Adam, E. K. (2018). An introduction to cultural neurobiology: Evidence from physiological stress systems. In J. M. Causadias, E. H. Telzer, & N. A. Gonzales (Eds.), *The handbook of culture and biology* (p. 227-254). John Wiley & Sons Inc.

Fuligni, A. J., & Telzer, E. H. (2013). Another way family can get in the head and under the skin: The neurobiology of helping the family. *Child Development Perspectives*, 7(3), 138-142. doi: 10.1111/cdep.12029.

Sladek, M. R., Doane, L. D., Gonzales, N. A., Grimm, K. J., & Luecken, L. J. (2019). Latino adolescents' cultural values associated with diurnal cortisol activity. *Psychoneuroendocrinology*, 109, 104403. doi: /10.1016/j.psyneuen.2019.104403.

Volpe, V. V., Lee, D. B., Hoggard, L. S., & Rahal, D. (2019). Racial discrimination and acute physiological responses among black young adults: the role of racial identity. *Journal of Adolescent Health*, 64(2), 179-185. doi: 10.1016/j.jadohealth.2018.09.004

Discussion Leaders

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Historical Presentations

- Michael Rutter: _____
- George Knight: _____

April 13th – Culture, Genes, and Epigenetics

Brody, G. H., Yu, T., Chen, Y. F., Kogan, S. M., Evans, G. W., Beach, S. R., ... & Philibert, R. A. (2013). Cumulative socioeconomic status risk, allostatic load, and adjustment: a prospective latent profile analysis with contextual and genetic protective factors. *Developmental Psychology*, 49(5), 913. doi: 10.1037/a0028847.

Causadias, J. M., & Korous, K. M. (2018). How are genes related to culture? Introduction to the field of cultural genomics. In J. M. Causadias, E. H. Telzer, & N. A. Gonzales (Eds.), *The Handbook of Culture and Biology* (pp. 153-177). New York: John Wiley & Sons Inc.

Chen, J., Li, X., Natsuaki, M. N., Leve, L. D., & Harold, G. T. (2014). Genetic and environmental influences on depressive symptoms in Chinese adolescents. *Behavior Genetics*, 44(1), 36-44. doi: 10.1007/s10519-013-9632-8.

Elam, K. K., Chassin, L., & Pandika, D. (2018). Polygenic risk, family cohesion, and adolescent aggression in Mexican American and European American families: Developmental pathways to alcohol use. *Development and Psychopathology*, 30(5), 1715-1728. doi: 10.1017/S0954579418000901

LeClair, J., Janusonis, S., & Kim, H. S. (2014). Gene–culture interactions: a multi-gene approach. *Culture and Brain*, 2(2), 122-140. doi: 10.1007/s40167-014-0022-8

Lehrner, A., & Yehuda, R. (2018). Cultural trauma and epigenetic inheritance. *Development and Psychopathology*, 30(5), 1763-1777. doi: 10.1017/S0954579418001153

Discussion Leaders

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Historical Presentations

- Ann Masten: _____
- David Matsumoto: _____
- Vonnie McLoyd: _____

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

Barrera, M., Jr., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology, 81*(2), 196–205. doi: 10.1037/a0027085

Brody, G. H., Gray, J. C., Yu, T., Barton, A. W., Beach, S. R., Galván, A., ... & Sweet, L. H. (2017). Protective prevention effects on the association of poverty with brain development. *JAMA Pediatrics, 171*(1), 46-52. doi:10.1001/jamapediatrics.2016.2988

Gonzales, N. A., Dumka, L. E., Millsap, R. E., Gottschall, A., McClain, D. B., Wong, J. J., Germán, M., Mauricio, A. M., Wheeler, L., Carpentier, F. D., & Kim, S. Y. (2012). Randomized trial of a broad preventive intervention for Mexican American adolescents. *Journal of Consulting and Clinical Psychology, 80*(1), 1–16. doi: 10.1037/a0026063

Lemery-Chalfant, K., Clifford, S., Dishion, T. J., Shaw, D. S., & Wilson, M. N. (2018). Genetic moderation of the effects of the Family Check-Up intervention on children's internalizing symptoms: A longitudinal study with a racially/ethnically diverse sample. *Development and Psychopathology, 30*(5), 1729-1747. doi: 10.1017/S095457941800127X

Umaña-Taylor, A. J. (2018). Intervening in cultural development: The case of ethnic-racial identity. *Development and Psychopathology, 30*(5), 1907-1922. doi: 10.1017/S0954579418000974

Discussion Leaders

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Historical Presentations

- Carola Suarez-Orozco: _____
- Gene Brody: _____
- Michael Ungar: _____

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

Causadias, J. M., Korous, K. M., & Cahill, K. M. (2018). Are Whites and minorities more similar than different? Testing the cultural similarities hypothesis on psychopathology with a second-order meta-analysis. *Development and Psychopathology, 30*(5), 2009-2027. doi: 10.1017/S0954579418000895

Roosa, M. W., Liu, F. F., Torres, M., Gonzales, N. A., Knight, G. P., & Saenz, D. (2008). Sampling and

recruitment in studies of cultural influences on adjustment: A case study with Mexican Americans. *Journal of Family Psychology*, 22(2), 293–302. doi: 10.1037/0893-3200.22.2.293

Syed, M. (2017). Why traditional metrics may not adequately represent ethnic minority psychology. *Perspectives on Psychological Science*, 12(6), 1162-1165. doi: 10.1177/1745691617709590

Syed, M., Santos, C., Yoo, H. C., & Juang, L. P. (2018). Invisibility of racial/ethnic minorities in developmental science: Implications for research and institutional practices. *American Psychologist*, 73(6), 812–826. <https://doi.org/10.1037/amp0000294>

Discussion Leaders

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Historical Presentations

- Felicisima Serafica: _____
- Norman Garmezy: _____
- John Berry: _____

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

Anderson, L. A. (2019). Rethinking resilience theory in African American families: Fostering positive adaptations and transformative social justice. *Journal of Family Theory & Review*, 11(3), 385-397. doi: 10.1111/jftr.12343.

Juang, L. P., & Syed, M. (2019). The evolution of acculturation and development models for understanding immigrant children and youth adjustment. *Child Development Perspectives*, 13(4), 241-246. doi: 10.1111/cdep.12346.

Loyd, A. B., & Gaither, S. E. (2018). Racial/ethnic socialization for White youth: What we know and future directions. *Journal of Applied Developmental Psychology*, 59, 54-64. doi: 10.1016/j.appdev.2018.05.004.

Saleem, F. T., Anderson, R. E., & Williams, M. (2019). Addressing the “myth” of racial trauma: Developmental and ecological considerations for youth of color. *Clinical Child and Family Psychology Review*, 1-14. doi: 10.1007/s10567-019-00304-1.

Discussion Leaders

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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). 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/>.

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)