

**PSYCHOLOGY 394**  
**Research with Diverse Populations:**  
**Human Diversity in a Socio-cultural Context**  
**Fall, 2007 Tuesday 9:30 a.m. – 10:45 a.m.**  
 Instructor: Olga Reyes, Ph.D.

Olga Reyes ([olga@uic.edu](mailto:olga@uic.edu)), 1050D, 3-2627  
**Office hours: By appt**

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**READINGS:** Posted on Blackboard.

**COURSE DESCRIPTION:** This course focuses on the multiple roles of the social and cultural context that affect the expression of human diversity. Diversity is considered broadly to include experiences of a variety of ethnic, cultural and racial groups, as well as others whose lifestyle or traditions differ from those of the “mainstream majority”. In addition, we will also consider the ways that the cultural and socio-political circumstances of “majority” groups shape such groups’ experience.

**FORMAT:** The course is designed to expose students to “book knowledge” as well as “practical knowledge.” “Practical knowledge” will be gained through presenters who work with some of the groups on which we will focus. The purpose of combining book and practical knowledge is to help students gain an appreciation for the needs and circumstances of different groups and the specific considerations that researchers must make in working with different groups. The course format is also designed to provide guidance and help students think about and prepare for the class assignment (paper, see below).

**GRADING:**

<u>%</u>	<u>Assignment</u>
25%	1. <b>Participation (NOTE: This course requirement counts for more than the paper/presentation and final exam requirements!):</b> Participation means self-motivated, regular, and thoughtful in-class contributions that demonstrate your mastery of the readings (scientific observations and thoughts, not just unfounded opinions). Participation reflects in-class comments and questions, not simply class attendance or coming to class on time, which are assumed. One important index of your participation will be how involved you are with site visits, in the form of relevant questions and comments to your site. These questions and comments must derive from what you’ve read in that week’s readings. Also, your comments and questions should be designed to obtain information to help you in developing your project idea. The importance of expressing ideas orally is often overlooked, but it is essential for success. You will receive a weekly grade for participation.

**Tips for forming good comments/questions based on the readings:**

- (a) Know the **main points** of the article. If the article describes an empirical study, be sure to summarize the most important predictions, methodology, main findings, and conclusions.

- (b) If the article is a theoretical piece, know the main premise and basic argument, as well as evidence used to support the thesis. For any article, critically analyze the work--that is, add your own thoughts about the work and how you think it is relevant to the class.
- (c) If you don't understand something about a reading, ASK!
- (d) To do any of the above, you must must must have taken notes on the readings. This will come in handy when you are assigned questions to answer in class and also for the final exam.

25% 2. **Paper:** By the 3<sup>rd</sup> week of class, students must identify their paper topic from the following list:

1. Latinos
2. African Americans
3. Gay, Lesbian, Bisexual, and Transgender individuals
4. Religious minorities
5. Elderly
6. Disability
7. Gender

For your paper, you will develop a research proposal focusing on your group of interest. This could be a basic research study or an intervention study. The point of this exercise is much much much less about designing an original landmark study and much much much more about a design that takes into account the unique needs and issues relevant to your target group. That is, for example, if your target group is African American men, your research proposal should reflect your understanding of their unique needs and how you would need to approach and work with them. Do you use white women to recruit them? Why? Why not? If you do, is there any special kind of training your recruiters should have? This project should result in a paper and a presentation to the class. The assignment itself is to

***Paper (Due TUESDAY 11-27-07)*** Your paper is written up in the format of a research proposal and contains the following sections:

- (a) **Introduction** (3-4 pages): State the target problem, which should be directly relevant to the group you selected to focus on. Conclude your introduction with the research questions you would hope to answer with your study. Hypotheses are not required, but you are welcome to offer some.
- (b) **Method** (5-8 pages): This section is a very important part of your paper and will be the part that reflects what you've learned about research with diverse groups and how you are applying this knowledge with your specific group. Here, you outline *how* you would conduct your research in the ideal world. How would you recruit participants from your particular group? Where would you find them? How would you compensate them for participating in your research? What measures would you use? Are they valid and appropriate for use with your group? Is your overall approach to your proposed research project sensitive to the unique needs of your group?

50% 3. Exams

25% a. **Open-Book First Exam**

25% b. **Open-Book Second Exam**

There will be two open-book exams worth 25% of your grade each. These will be composed mainly of essay questions covering information from readings, class discussion, and class reports. 'Open book' is not a cue for you not to study—in fact, open book exams are often regarded as more difficult than closed-book exams. My purpose in telling you this is to prompt you NOT to busy yourself with details for memorizing, but for you to appreciate broader picture issues. So when you read, take larger-picture notes rather than getting caught up in definitions or memorizing statistics.

## Course Schedule

### Week

- 1** 8-28-07 **TUESDAY**  
**Course Overview & Introduction**
- 8-30-07 THURSDAY**  
 TBA
- 2** 9-4-07 **TUESDAY**  
 TBA
- 9-6-07 **THURSDAY Discussion**
- 3** **9-11-07 TUESDAY Multicultural Research**  
 APA Guidelines for Multicultural Research:  
<http://www.apa.org/pi/multiculturalguidelines/preface.html>
- 9-13-07 THURSDAY Approaches to the Study of Diversity**
1. Chapter 1, Human Diversity. Trickett, Watts, & Birman, Toward an overarching framework for diversity.
  2. Chapter 2, Human Diversity. Jones. (1990). Our similarities are different: Toward a psychology of affirmative diversity.
  3. Watts, R.J., Williams, N.C., & Jagers, R. (2003). Sociopolitical development. *American Journal of Community Psychology*, 31(1-2), 185-194.
- 4** **9-18-07 TUESDAY Approaches to the Study of Diversity**
1. Chapter 1, Human Diversity. Trickett, Watts, & Birman, Toward an overarching framework for diversity.
  2. Chapter 2, Human Diversity. Jones. (1990). Our similarities are different: Toward a psychology of affirmative diversity.
  3. Watts, R.J., Williams, N.C., & Jagers, R. (2003). Sociopolitical development. *American Journal of Community Psychology*, 31(1-2), 185-194.
- 9-20-07 THURSDAY Gender**
1. Riger, S. (1997). From Snapshots to Videotape: New Directions in Research on Gender Differences. *Journal of Social Issues*, 53(2), 395-408.
  2. Landrine, H., Klonoff, E. & Brown-Collins, A. (1992). Cultural diversity and methodology in feminist psychology: Critique, Proposal, empirical example. *Psychology of Women Quarterly*, 16, 145-163.
- 5** **9-25-07 TUESDAY Gender**
1. Russo, N.F., & Pirlott, A. (2006). Gender-based violence: concepts, methods, and findings. *Annals New York Academy of Sciences* , 1087, 178-205.

2. Amaro, H., Raj, A., & Reed, E. (2001). Women's sexual health: The need for feminist analyses in public health in the Decade of Behavior. *The Psychology of Women Quarterly*, 324-334.

**9-27-07 THURSDAY Presenter:** Apna Ghar, Domestic Violence Shelter

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### 10-2-07 TUESDAY Latinos

1. Zuniga, M.E. (2004). Families with Latino roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide to working with children and their families*. (pp. 179-212).
2. Andres-Hyman, R.C., Ortiz, J., Anez, L.M., Paris, M., Davidson, L. (2006). Culture and clinical practice: Recommendations for working with Puerto Ricans and other Latinas(os) in the United States. *Professional Psychology - Research & Practice*. 37(6), 694-701.

### 10-4-07 THURSDAY Latinos

1. Villaruel, L.M., Jemmott, A.S., Jemmott, J.B., & Eakin, B.L. (2006). Recruitment and retention of Latino adolescents to a research study: Lessons learned from a randomized clinical trial. *JSPN*, 11(4), 244-250.
2. Gordon, M. (1964) Chapter 1 The nature of assimilation: Assimilation in American Life: The Role of Race, Religion, and National Origins. The nature of assimilation. New York: Oxford University Press.

## 7

### 10-9-07 TUESDAY: PRESENTER ON IMMIGRATION

#### 10-11-07 Mid-Term Exam

## 8

### 10-16-07 TUESDAY African-Americans in America

1. Ogbu, J.U. & Simons, H.D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology & Education Quarterly*, 29(2), 155-188.
2. Ogbu, J.U. (1982). Cultural discontinuities and schooling. *Anthropology & Education Quarterly*, 13(4), 290-307.

### 10-18-07 THURSDAY

1. Ogbu, John U. Collective Identity and the Burden of "Acting White" in Black History, Community, and Education. *Urban Review*. 36(1):1-35, March 2004.
2. Cochran-Smith, M. (2000). Blind vision: Unlearning racism in teacher education. *Harvard Educational Review*. 70 (2), 157-190.

## 9

### 10-23-07 TUESDAY Religion & Politics

1. Atran, Scott (2003). Genesis of Suicide terrorism. *Science*, 299 (5612).

2. Grimland, M. Apter, A. & Kerkhof, A. (2006). The phenomenon of suicide bombing: A review of psychological and non-psychological factors. *Crisis*, 27(3), 107-118.

**10-25-07 THURSDAY Presenters:** Interfaith Youth Core, Cassie Meyer

## **10 10-30-07 TUESDAY Sexual Orientation**

1. Harper, G.W. & Schneider, M. (2003). Oppression and discrimination among lesbian, gay, bisexual, and transgendered people and communities: A challenge for community psychology. *American Journal of Community Psychology*, 31(3-4), 243-252.

**11-1-07 THURSDAY Sexual Orientation:**

**Presenter:** Howard Brown Memorial Clinica, Blasé Masini

## **11 11-6-07 TUESDAY: Sexual Orientation:**

1. Zea, C.Z., Reisin, C.A., & Dize, R.M. (2003). Methodological issues in research on sexual behavior with Latino and Black gay and bisexual men. *American Journal of Community Psychology*, 31(3-4), 281-291.
2. Russell, G.M. & Richards, J.A. (2003). Stressor and resiliency factors for lesbians, gay men, and bisexuals confronting anti-gay politics. *American Journal of Community Psychology*, 31(3-4), 313-328.

**11-8-07 THURSDAY The Elderly in America**

1. Fleming, Kevin C. MD, Evans, Jonathan M. MD, & Chutka, Darryl S. MD. (July, 2003). A Cultural and Economic History of Old Age in America. *Mayo Clinic Proceedings*, 78(7):914-921.

## **12 11-13-07 TUESDAY The Elderly in America**

1. Clark, J.M. (2005). Adverse factors and the mental health of older people: Implications for social policy and professional practice. *Journal of Psychiatric and Mental Health Nursing*, 12, 290-296.
2. Hagestad, G.O. & Uhlenberg, P. (2005). The Social Separation of Old and Young: A Root of Ageism. *Journal of Social Issues*, 61(2), 343-360.

**11-15-07 THURSDAY: Presenter: Tom Proschaska, Ph.D.**

Professor, Division of Community Health Sciences, School of Public Health  
Co-Director of the Center for Research on Health and Aging at the Institute for Health Research and Policy at the University of Illinois-Chicago (UIC).

## **13 11-20-07 TUESDAY Disability**

1. Chapter 11, Human Diversity. Scheer, Culture and disability: An anthropological point of view.
2. Schwochau, S. & Blanck, P. (2003). Does the ADA disable the disabled? More Comments. *Industrial Relations*, 42(1), 67 – 77.  
[http://disability.law.uiowa.edu/lhpdc/publications/documents/blancketaldocs/IR\\_SchwochauBlanckADA0103.pdf](http://disability.law.uiowa.edu/lhpdc/publications/documents/blancketaldocs/IR_SchwochauBlanckADA0103.pdf)

**11-22-07 NO CLASS**

**14 11-27-07 TUESDAY DISABILITY Paper is Due Today**

1. Hurst, R. (2003). The International Disability Rights Movement and the ICF. *Disability and Rehabilitation*, 25 (11-12), 572-576.
2. Schneidert (2003). The role of environment in the International Classification of Functioning, Disability, and Health. *Disability and Rehabilitation*, 25 (11-12), 588-595.

**11-29-07 THURSDAY BEING MAJORITY IN A MINORITY WORLD**

1. Kraus, B., Goldsamt, L., Bula, E. & Sember, R.(1997). The White researcher in the multicultural community: Lessons in HIV prevention education learned in the field. *Journal of Health Education*, 28(6).

**15 12-4-07 TUESDAY WRAP-UP**

**12-6-07 THURSDAY 2<sup>ND</sup> EXAM**