

PSYC 489F: Cultural Experiences and Processes in Development and Psychopathology

Spring 2021

Tuesday and Thursdays, 9:30am-10:45am, Online

January 25th-May 19th, 2021

Instructor: Fanita Tyrell, PhD.

Pronouns: she/her/hers

Email: ftyrell@umd.edu

Office: Biology-Psychology Building, Room 2147E

Office Hours: Tuesday and Thursday 11:00AM-12:00 PM via Zoom (or by appointment)

Course Description: This course provides an introduction to the subfield of cultural development and psychopathology, which seeks to understand the cultural risk, protective, and promotive factors that contribute to typical and atypical patterns of development. We will review the theoretical foundations of developmental psychopathology, contemporary models of culture, and 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 cultural development and psychopathology
- Analyze and compare theories on cultural development and psychopathology
- Understand how these theories have shaped the field and guide current research
- Identify methodological concerns and challenges in research on cultural development and psychopathology
- Analyze and synthesize different research findings
- Prepare and present your understanding and ideas orally

Required Text/Readings/Resources:

This course does not have a required text. All course readings and materials will be provided to the students on the course website on ELMS Canvas (<https://elms.umd.edu/>). A free version of PDF reader is available online (<https://get.adobe.com/reader/>) and the university provides free access to numerous software programs for student learning (<https://terpware.umd.edu/windows>).

Course Organization: This course has two scheduled meetings online each week via Zoom. These meetings will consist of weekly lectures and course discussions. Course discussions will be based on the assigned readings for that week. The final weeks of the semester will be devoted to students' presentations.

Attendance and Participation: Attendance for this course is not mandatory; however, students are expected to attend all course sessions to ensure their mastery of key course topics and concepts. 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 and post your discussion questions on time. 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.

Cell Phone Policy: Text messaging and answering your cellular phone during class is unacceptable. Please remember to place the ringer on silent or vibrate. If you must make an emergency phone call during class, please mute your computer audio and turn off your computer camera.

Campus Policies: It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic Integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus wide policies and follow up with me if you have questions.

Inclusive Learning Environment: Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of the department community.

Reporting Racism and Other Forms of Hate and Bias: If you experience racism or other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant and/or use report to the Department of Psychology's Diversity and Inclusion Committee [using this link](#) (reports can be made anonymously). Please also report all incidents of hate and bias to the [Office of Diversity and Inclusion](#).

Names/Pronouns and Self-Identification: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit the [LGBTQ+ Equity Center](#) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Statement of Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.

- [Fostering Terp Success](#)
- [UMD Campus Pantry](#)
- [UMD Student Crisis Fund](#)
- [Counseling Center](#)

Accommodations and Campus Resources

Accessibility and Disability Services: If you are a student with a disability, please arrange to speak with me privately at the beginning of the semester to discuss accommodations that will help you be successful in this course ([sharing your accommodations with instructors](#)). You must provide documentation of the disability and the recommendation for accommodations must come from [Accessibility & Disability Service \(ADS\)](#). You can contact ADS via phone (301-314-7682) or email (adsfrontdesk@umd.edu) for further guidance and support.

University Health Center

<https://health.umd.edu/>

Academic Achievement Programs

(for low-income, first-generation students)

- **Student Support Services**
<https://www.aap.umd.edu/about-ied-sss.html>
- **Educational Opportunity Center (EOC)**
<https://www.aap.umd.edu/eoc-overview.html>
- **McNair Scholars Program**
<https://www.aap.umd.edu/mcnair-about.html>

Office of Community Engagement

<https://oce.umd.edu/>

Transfer Student Resources

<https://www.transferfaqs.umd.edu/>

Multicultural Involvement Community Advocacy (MICA)

https://thestamp.umd.edu/multicultural_involvement_community_advocacy

The Writing Center

<https://english.umd.edu/writing-programs/writing-center>

Tutorial Services

<https://www.tutoring.umd.edu/>

University Libraries

<https://www.lib.umd.edu/>

Information/Technology Support

<https://umd.service-now.com/itsupport/>

Office of Civil Rights & Sexual Misconduct

<https://www.ocrsm.umd.edu/>

International Student & Scholar Services

<http://globalmaryland.umd.edu/offices/international-students-scholar-services>

Course Requirements and Grading;

1. **Reaction Papers-** Beginning in week 2, you will prepare a reaction paper for 10 class sessions that is worth 50% (100 points) of your grade. Reaction papers should be 1-2 pages in length. Your reaction paper should address one 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. A more detailed rubric of this assignment will be provided to students. **Your reaction paper should be posted on Canvas by the beginning of the class period on Thursday at 9:35am.** Students are not required to submit reaction papers during the week that they lead class discussion.
2. **Discussion Leader-** Each student will be responsible for leading a class discussion (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 Canvas. Discussion leaders should

work together for this assignment and can offer supplementary materials/activities that might stimulate classroom discussions and learning. Decisions about preferred slots will be made by the end of the first week of class. 10% (20 points each) of your grade will be based on classroom facilitation.

3. **Discussion Questions-** 27.5% (55 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 Canvas by 9:30am on the day preceding each discussion class.** The two questions should be based on the weekly readings and will be used as a starting point for class discussions. Students are not required to submit discussion questions for the day that they lead class discussions.

4. **Standing on the Shoulders of Giants (Historical Presentations)-** Each student is responsible for completing a 10- to 15-minute historical presentation on a prominent scholar in psychology that contributed to theoretical or empirical work on culture, development, and/or 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 cultural development and 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 12.5% (25 points) of your grade.

Points Breakdown:

Reaction Papers	100 points
Discussion Facilitation	20 points
Discussion Questions	55 points
Historical Presentations	25 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

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)

Week	Date	Meeting Type	Course Topic and Readings
1	1/26		Class Introductions, Requirements, and Syllabus Review
	1/28	Lecture	<i>Historical Foundations and Core Principles of Developmental Psychopathology</i>
2	2/2	Discussion	Cicchetti, D., & Toth, S. L. (2009). The past achievements and future promises of developmental psychopathology: The coming of age of a discipline. <i>Journal of Child Psychology and Psychiatry</i> , 50, 16-25. doi:10.1111/j.1469-7610.2008.01979.x Sroufe, L. A., & Rutter, M. (1984). The domain of developmental psychopathology. <i>Child Development</i> , 55, 17-29. doi: 10.2307/1129832
	2/4	Discussion	Masten, A. S., & Kalstabakken, A. W. (2018). Developmental perspectives on psychopathology in children and adolescents. In J. N. Butcher & P. C. Kendall (Eds.), <i>APA handbooks in psychology®. APA handbook of psychopathology: Child and adolescent psychopathology</i> (p. 15–36). American Psychological Association. doi: 10.1037/0000065-002 Sroufe, L. A. (2013). The promise of developmental psychopathology: past and present. <i>Development and Psychopathology</i> , 25 (4 part 2): 1215-24. doi: 10.1017/S0954579413000576. <i>Reaction Paper 1 Due by 9:35am</i>
3	2/9	Lecture	<i>Theoretical Models on Culture</i>
	2/11	Discussion	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. <i>Child Development</i> , 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. <i>Development and Psychopathology</i> , 9(4), 817-833. <i>Reaction Paper 2 Due by 9:35am</i>
4	2/16	Lecture	<i>Cultural Development and Psychopathology</i>
	2/18	Discussion	Causadias, J. M. (2013). A roadmap for the integration of culture into developmental psychopathology. <i>Development and Psychopathology</i> , 25(4 Pt.2) 1375-98. doi: 10.1017/S0954579413000679 Garcia-Coll, C., Akerman, A., & Cicchetti, D. (2000). Cultural influences on developmental processes and outcomes: Implications for the study of development and psychopathology. <i>Development and Psychopathology</i> , 12, 333-356. doi: 10.1017/S0954579400003059 <i>Reaction Paper 3 Due by 9:35am</i>

5	2/23	Lecture	<i>Methodological Considerations and Issues in Cultural Research</i>
	2/25	Discussion	<p>Betancourt, H., & López, S. R. (1993). The study of culture, ethnicity, and race in American psychology. <i>American Psychologist</i>, 48(6), 629–637. doi: 10.1037/0003-066X.48.6.629</p> <p>Burlew, A. K., Peteet, B. J., McCuistian, C., & Miller-Roenigk, B. D. (2019). Best practices for researching diverse groups. <i>American Journal of Orthopsychiatry</i>, 89(3), 354–368. doi: 10.1037/ort0000350</p> <p><i>Reaction Paper 4 Due by 9:35am</i></p>
6	Mar 2	Lecture	<i>Cultural Risk and Protective Processes for Ethnic-Racial Minority Youth</i>
	Mar 4	Discussion	<p>McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. <i>American Psychologist</i>, 53(2), 185–204. doi: 10.1037/0003-066X.53.2.185</p> <p>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. <i>Child Development</i>, 85(1), 40-57. doi: 10.1111/cdev.12200</p> <p><i>Reaction Paper 5 Due by 9:35am</i></p>
7	Mar 9	Lecture	<i>Cultural Risk and Protective Processes for Immigrant Youth</i>
	Mar 11	Discussion	<p>Ferguson, G. M., Bornstein, M. H., & Pottinger, A. M. (2012). Tridimensional acculturation and adaptation among Jamaican adolescent–mother dyads in the United States. <i>Child Development</i>, 83(5), 1486-1493. doi: 10.1111/j.1467-8624.2012.01787.x</p> <p>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. <i>American Psychologist</i>, 73(6), 781–796. doi: 10.1037/amp000026</p> <p><i>Reaction Paper 6 Due by 9:35am</i></p>
8	Mar 16	No Class	<i>SPRING BREAK!!!!</i>
	Mar 18	No Class	
9	Mar 23	Lecture	<i>Culture and Neuroscience</i>
	Mar 25	Discussion	<p>Qu, Y., & Telzer, E. H. (2017). Cultural differences and similarities in beliefs, practices, and neural mechanisms of emotion regulation. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 23(1), 36–44. doi: 10.1037/cdp0000112</p> <p>Telzer, E. H., Fuligni, A. J., Lieberman, M. D., & Galván, A. (2013). Meaningful family relationships: neurocognitive buffers of adolescent risk taking. <i>Journal of Cognitive</i></p>

			<p><i>Neuroscience</i>, 25(3), 374-387. doi: 10.1162/jocn_a_00331</p> <p>Zhu, Y., Zhang, L., Fan, J., & Han, S. (2007). Neural basis of cultural influence on self-representation. <i>Neuroimage</i>, 34(3), 1310-1316. doi:10.1016/j.neuroimage.2006.08.047</p> <p style="text-align: center;">Reaction Paper 7 Due by 9:35am</p>
10	Mar 30	Lecture	<i>Culture and Neurobiology</i>
	Apr 1	Discussion	<p>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. <i>Psychoneuroendocrinology</i>, 99, 225-235. doi: 10.1016/j.psyneuen.2018.09.001</p> <p>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. <i>Psychoneuroendocrinology</i>, 109, 104403. doi: /10.1016/j.psyneuen.2019.104403.</p> <p style="text-align: center;">Reaction Paper 8 Due by 9:35am</p>
11	Apr 6	Lecture	<i>Culturally Sensitive Prevention and Intervention Programs</i>
	Apr 8	Discussion	<p>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. <i>JAMA Pediatrics</i>, 171(1), 46-52. doi:10.1001/jamapediatrics.2016.2988</p> <p>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. <i>Journal of Consulting and Clinical Psychology</i>, 80(1), 1–16. doi: 10.1037/a0026063</p> <p>Umaña-Taylor, A. J. (2018). Intervening in cultural development: The case of ethnic–racial identity. <i>Development and Psychopathology</i>, 30(5), 1907-1922. doi: 10.1017/S0954579418000974</p> <p style="text-align: center;">Reaction Paper 9 Due by 9:35am</p>
12	Apr 13	Lecture	<i>Representation and Power in Research on Cultural Development and Psychopathology</i>
	Apr 15	Discussion	<p>Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future. <i>Perspectives on Psychological Science</i>, 15(6), 1295–1309. doi: 10.1177/1745691620927709</p>

			<p>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. <i>Journal of Family Psychology</i>, 22(2), 293–302. doi: 10.1037/0893-3200.22.2.293</p> <p>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. <i>American Psychologist</i>, 73(6), 812–826. doi: 10.1037/amp0000294</p> <p style="text-align: center;">Reaction Paper 10 Due by 9:35am</p>
13	Apr 20	Lecture	<i>Future Directions and Considerations in Research on Cultural Development and Psychopathology</i>
	Apr 22	Discussion	<p>Boyd, R. W., Lindo, E. G., Weeks, L. D., & McLemore, M. R. (2020). On racism: a new standard for publishing on racial health inequities. <i>Health Affairs Blog</i>, 10. doi: 10.1377/hblog20200630.939347</p> <p>Loyd, A. B., & Gaither, S. E. (2018). Racial/ethnic socialization for White youth: What we know and future directions. <i>Journal of Applied Developmental Psychology</i>, 59, 54-64. doi: 10.1016/j.appdev.2018.05.004.</p> <p>Saleem, F. T., Anderson, R. E., & Williams, M. (2019). Addressing the “myth” of racial trauma: Developmental and ecological considerations for youth of color. <i>Clinical Child and Family Psychology Review</i>, 1-14. doi: 10.1007/s10567-019-00304-1.</p> <p style="text-align: center;">Reaction Paper 11 Due by 9:35am</p>
14	Apr 27	Presentations	Historical Presentations
	Apr 29	Presentations	Historical Presentations
15	May 4	Presentations	Historical Presentations
	May 6	Presentations	Historical Presentations
16	May 11	Presentations	Historical Presentations
	May 13	Presentations	Historical Presentations