

INFUSING SOCIOCULTURAL LEARNING IN PSYCHOLOGY CLASSES

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The Society for the Psychological Study of Social Issues

OVERVIEW

- **Academic priorities**
- **Pedagogical approaches:**
 - **Cross-cultural psychology**
 - **Developmental psychology**
 - **Social psychology**
 - **Narrative approaches & intergroup contact**
- **The road to activism**



**WILL SOMETHING STICK
FOR YOU?**

**WILL SOMETHING STICK
FOR THEM?**

ACADEMIC PRIORITIES



WHO ARE WE PREPARING? (LOVE, 2011)



TRADITIONAL



**LIBERAL/
PROGRESSIVE**



TRANSFORMATIVE

“BANKING” MODEL OF EDUCATION (FREIRE, 1970)

- **Systematically depositing information into students with a payout of regurgitation and conformity**
- **Constrains critical thinking**
- **Creates social “massification” (p. 20)**
- **Knowledge is not enough**
- **HOW DO WE FREE OURSELVES?**



TEACHING TO TRANSGRESS (BELL HOOKS, 1994)

- *From Education as the Practice of Freedom*

That shift from beloved all-black schools to white schools where black students were always seen as interlopers, as not really belonging, taught me the difference between education as the practice of freedom and education that merely strives to reinforce domination (p. 4)

CRITICAL CONSCIOUSNESS

(FREIRE, 1973)

- **Ability to analyze the complexity of social problems with rational awareness, realism, sound causal logic, receptivity to alternative explanations, and acceptance of responsibility**

CRITICAL CONSCIOUSNESS DEVELOPMENT

- Landreman, Rasmussen, King & Jiang (2007) interviewed 20 seasoned multicultural educators with diverse demographic characteristics to understand their process of critical consciousness development

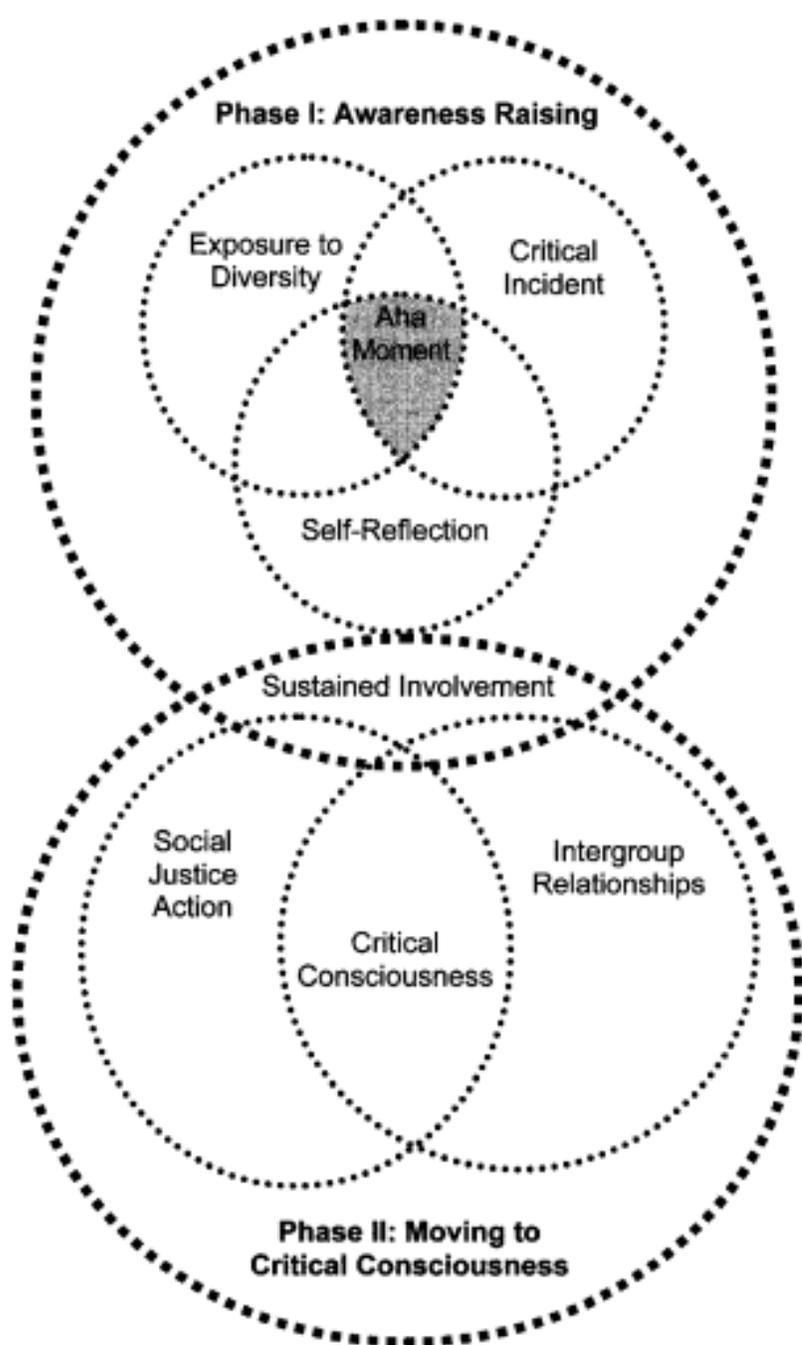


FIGURE 1. Developing Critical Consciousness

WHERE ARE WE NOW?

Association of American Colleges & Universities (AAC&U)

Mission

The mission of the Association of American Colleges and Universities (AAC&U) is to make liberal education and inclusive excellence the foundation for institutional purpose and educational practice in higher education. (ADOPTED NOVEMBER 2012)

STRATEGIC PLAN 2013-17

Big Questions, Urgent Challenges:

LIBERAL EDUCATION AND
AMERICANS' GLOBAL FUTURE



AAC&U STRATEGIC PLAN

Goals

Guided by its mission, the LEAP Principles of Excellence, and the LEAP Essential Learning Outcomes (see p. 2), AAC&U will help the higher education community advance the following goals:

1. LEAP: Liberal Education as a Global Necessity

Build shared commitment to provide ALL college students with the high-quality learning they need to succeed and thrive in an era of global interconnection and rapid societal and economic change.

2. QUALITY: 21st-Century Markers for the Value of US Degrees

Promote a clear, contemporary, and capacious framework for high-quality learning and students' demonstrated achievement, providing an educationally meaningful compass to guide students' pathways to degrees.

3. EQUITY: Innovation, Inclusive Excellence, and Student Success

Accelerate broad-scale systemic innovation to advance educational practices that engage diversity and challenge inequities in order to make excellence inclusive.

4. SOCIAL RESPONSIBILITY: Integrative Liberal Learning for the Global Commons

Advance "big questions/global commons" inquiry and innovation across the liberal arts and sciences and through cornerstone-to-capstone designs for general education that foster civic learning, ethical reasoning, and engagement with US and global diversity.

APA GUIDELINES FOR THE UNDERGRADUATE PSYCHOLOGY MAJOR 2.0 (2013)

Comprehensive learning goals

Goal 1: Knowledge base in Psychology

Goal 2: Scientific inquiry and critical thinking

Goal 3: Ethical and social responsibility in a diverse world

Goal 4: Communication

Goal 5: Professional development

**Sociocultural
Learning**

“INFUSION APPROACH” TO SOCIOCULTURAL LEARNING:

- **Sociocultural learning:** “incorporating how such factors as age, race, gender, and a host of other sociocultural variables influence what we know and how we know it” (p. 38)

According to a “best practice” review by the AAC&U (2005), the preferred manner of tackling diversity goals is incorporated in the context of the major. When students encounter a stand-alone course requirement or a forced diversity “add on” to an existing course, we are likely to fail to achieve the outcomes we seek. (p. 38)

REPRESENTATION OF SOCIOCULTURAL FOCUS THROUGHOUT *GUIDELINES 2.0*

Knowledge Base

Outcomes Students will:	Foundation Indicators Students will:	Baccalaureate Indicators Students will:
1.1 Describe key concepts, principles, and overarching themes in psychology	1.1d Recognize the power of the context and the influence of <i>sociocultural</i> factors in shaping conclusions about individual behavior	1.1D Examine the <i>sociocultural</i> and <i>international</i> contexts that influence individual differences (e.g., personality traits, abilities) and address applicability of research findings across societal and cultural groups
1.2 Develop a working knowledge of psychology's content domains	1.2e Recognize content domains as having distinctive <i>sociocultural</i> origins and development	1.2E Predict how <i>sociocultural</i> and <i>international</i> factors influence thinking about behavioral and mental processes
1.3 Describe applications of psychology	1.3d Predict how <i>individual differences</i> are related to beliefs, values, and interactions with others	1.3D Explain how psychological constructs can be used to understand and resolve interpersonal and <i>intercultural</i> conflicts

Ethical and Social Responsibility in a Diverse World

3.3 Adopt values that build community at local, national, and global levels

3.3a Identify human *diversity* in its many forms and the interpersonal challenges that often result from the diversity

3.3b Recognize potential for *prejudice and discrimination* in oneself and others

3.3c Explain how psychology can promote civic, social, and *global* outcomes that benefit others

3.3d Describe psychology-related issues of *global* concern (e.g., poverty, health, migration, human rights, international conflict, sustainability)

3.3A Exhibit respect for members of *diverse groups* with sensitivity to issues of power, privilege, and discrimination

3.3B Develop psychology-based strategies to facilitate social change to diminish *discriminatory* practices

3.3C Pursue personal opportunities to promote civic, social, and *global* outcomes that benefit the community

3.3D Consider the potential effects of psychology-based interventions on issues of *global* concern

8. **The sociocultural domain was cast in negative terms.** The thrust of discussion points regarding the sociocultural domain emphasized negative motives and situations (e.g., conflict, oppression) more heavily than methods of responding to and resolving these issues. In addition to framing these issues as problems that should be overcome, the current *Guidelines* also focuses on positive outcomes (e.g., richer discussions) that emerge from promoting diversity.

Focusing on the advantages of promoting a diversity-rich culture will help our students and ourselves address the urgency of producing culturally competent individuals...

**Although we have not solved the challenges associated with discrimination and oppression, we wanted to emphasize the potential for enrichment when individuals of diverse backgrounds and experience come together to solve problems.
(p. 39)**

HOW DO WE DO THIS?





**MAIN ENTRÉE
OR SIDE DISH?**

CROSS-CULTURAL APPROACHES (GOLDSTEIN, 2005)

- **Cross-cultural psychology:** highly quantitative group comparison of behaviors applicable to most content areas (e.g., psychological disorders/treatment, adolescent rituals in US vs. Korea)
- **Cultural psychology:** highly qualitative examinations of behaviors within cultures (e.g., gender roles in Hispanic families, social norms for business communication)

A KEY INGREDIENT



DEVELOPMENTAL PSYCHOLOGY APPROACHES



RACIAL IDENTITY DEVELOPMENT

(PONTEROTTO, UTSEY, & PEDERSEN, 2006)

Models of development for Whites

- Hardiman (1982): *White Identity Development Model*
- Helms (1984): *White Racial Identity Model*
- Ponterotto (1988): *White Racial Consciousness Development Model (for counselor trainees)*

Attitude typologies

- Rowe, Bennett, & Atkinson (1994): *White Racial Consciousness Model*
- Sue et al. (1998): *Descriptive Model of White Racial Identity*

UNDERSTANDING WHITE PRIVILEGE

(TATUM, 1994)

- **Racism exists when one race receives systematic advantages which creates a “power differential between members of dominant and subordinant groups” (p. 3)**

Because of the prejudice and racism inherent in our environments when we were children, I assume that we cannot be blamed for learning what we were taught (intentionally or unintentionally). Yet, as adults, we have a responsibility to identify and interrupt the cycle of oppression. When we recognize that we have been misinformed, we have a responsibility to seek out more accurate information and to adjust our behavior accordingly. (p. 4)

WHITE RACIAL IDENTITY MODEL (HELMS , 1990; HELMS & COOK, 1998)

- 1) Denial or ignorance of White privilege
- 2) Disorientation, guilt, anxiety

Seeking info
about racial
groups

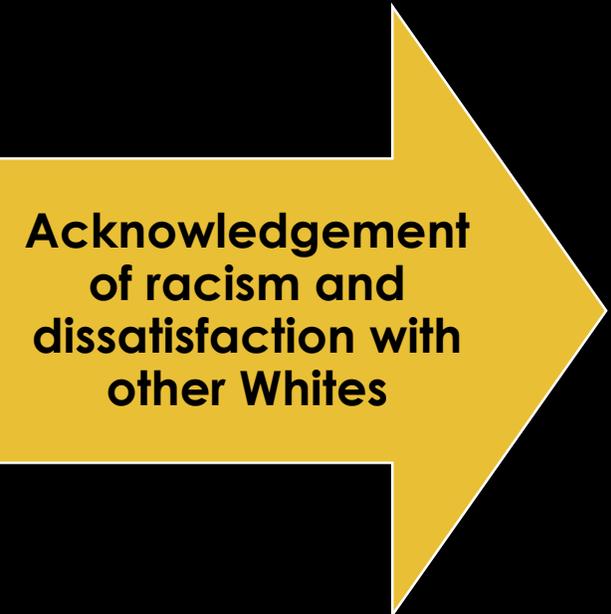
Formation of
new identity

Joining other
anti-racist
Whites

Actively
fighting racial
oppression



Anger, fear, and
blame of minority
groups to justify
discomfort



Acknowledgement
of racism and
dissatisfaction with
other Whites

SOCIAL PSYCHOLOGY APPROACHES





SOCIAL APPROACHES

“All people are both the objects and perpetrators of prejudice.”

Solomon, 2012, p. 18

Far from the Tree: Parents, Children, and the Search for Identity

PEACE, CONFLICT & VIOLENCE STUDIES

Society for the Study of Peace, Conflict and Violence: Peace Psychology Division

Division 48: Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division works to promote peace in the world at large and within nations, communities and families. It encourages psychological and multidisciplinary research, education and training on issues concerning peace, nonviolent conflict resolution, reconciliation and the causes, consequences and prevention of violence and destructive conflict. The division fosters communication among researchers, teachers and practitioners who are working on these issues and are applying the knowledge and methods of psychology in the advancement of peace and prevention of violence and destructive conflict. The division seeks to make connections between all areas of psychological work and peace and welcomes participation from all areas of the discipline. A division journal, *Peace and Conflict: The Journal of Peace Psychology*, is published quarterly.

Visit the website for [Division 48: Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division](#).

- [Resources for Peace Psychology courses](#)
- [24 volume series on Peace Psychology](#) (edited by Dan Christie)

COURSE-BASED APPROACHES

Psychology of Race and Gender (Case, 2007):

- Increased awareness of White privilege, racism and guilt
- Increased support for affirmative action

Psychology of Prejudice (Pettijohn & Walzer, 2008):

- Reduced old-fashioned and modern racism and sexism
- Reduced prejudice towards homosexuals

• Psychology of Prejudice and Racism (Kernahan & Davis, 2007)

- Increased awareness of racial privilege and institutional discrimination
- Increased feelings of White guilt and responsibility

• Cultural Diversity in Organizations (Probst, 2003)

- Increased egalitarian attitudes towards gender
- Increased positive attitudes towards people with disabilities, racial minorities, and GLB populations
- Increased tolerance of different cultures

HAVE STUDENTS DO IT: IDENTIFYING THEIR BIASES

1) Readings:

- *Vision, Privilege and the Limits of Tolerance* (Cullinan, 1999)
- *White Privilege: Unpacking the Invisible Backpack* (McIntosh, 1989)
- *Role of Critical Consciousness in Multicultural Practice* (Pitner & Sakamoto, 2005)
- *Why are all the Black Kids Sitting Together in the Cafeteria?* (Tatum, 1997)
- *Why I Burned my Book and Other Essays on Disability* (Longmore, 2003)

HAVE STUDENTS DO IT: IDENTIFYING THEIR BIASES

2) Media:

- **TV shows:**
 - *Modern Family, Glee, blackish*
- **Film:**
 - *Pursuit of Happyness (2006; Sony Pictures)*
 - *The Human Stain (2003; Miramax)*
 - *The Help (2011; Dreamworks)*
 - *Iron Jawed Angels (2004; HBO)*
- **Documentaries**
 - *A Place at the Table (Magpictures)*
 - *Babies (Focus Features)*
 - *Weight of the Nation (HBO)*
 - *Race, the Power of an Illusion (PBS)*
 - *Twisted (2007; Independent Lens: PBS)*

HAVE STUDENTS DO IT: IDENTIFYING THEIR BIASES

3) Experiential activities:

- *Project Implicit* (Greenwald, Banaji, & Nosek, 2011)
- *Sorting People* (PBS; *Race, the Power of an Illusion*)
- *Intergroup Monopoly* (Richard Harvey)
- *Blind walk*
- *Art gallery*

NARRATIVE & INTERGROUP CONTACT APPROACHES



USING MEMOIRS

Teaching students to become cultural anthropologists

• **Social class**

- *Nickel and Dimed: On (Not) Getting by in America* (Ehrenreich, 2011)
- *Hand to Mouth: Living in Bootstrap America* (Tirado, 2014)

• **Sexual orientation**

- *As Nature Made Him: The Boy who was Raised as a Girl* (Colapinto, 2006)
- *Laverne Cox autobiography* (2015)

• **Disability**

- *Reading Lips and Other Ways to Overcome a Disability* (Scharper, 2009)

• **Mental health**

- *The Quiet Room* (Schiller & Bennett, 1996)
- *An Unquiet Mind: A Memoir of Moods and Madness* (Jamison, 1997)
- *Bad Girl: Confessions of a Teenage Delinquent* (Vona, 2005)

USING OTHER MEDIA

- **PBS**

- Finding Your Roots

- **NPR**

- Storycorp
- This American Life

- **Podcasts**

- Scientific American
- Scientific American Mind
- DBSA (Depression & Bipolar Support Alliance)

- **News media**

- Huffington Post (Gay Voices Black Voices, Latino Voices, College Voices)
- AljazeeraAmerica (race and ethnicity)

CONTACT THEORY/ INTERGROUP RELATIONS

- **Direct intergroup contact reduces stereotypes and prejudice**
 - **50 years of empirical support (Allport, 1954; Dovidio, Gaertner & Kawakami, 2003; Hewstone & Smart, 2011; Pettigrew & Tropp, 2011)**
- **Global effects:**
 - **Lebanon, Germany, Belgium, Great Britain, Cyprus, France, Netherlands (Binder et al., 2009; Henry & Hardin, 2006; Pettigrew, 1997; Tausch et al., 2010)**

CONTACT THEORY TO REDUCE RACISM (ALLPORT, 1954)

- **Certain parameters:**
 - Equal status among group members
 - Share common goals
 - Work cooperatively
 - Positive affective & cognitive components
 - Provide opportunities for friendship





I hate the loss of diversity in the world, even though sometimes I get a little worn out by being that diversity.

Solomon, 2012, p. 18

THE VOICES PROJECT

Purpose: to reduce White students' prejudice towards stigmatized social groups using principles of contact theory in a 15-week, general education course

- **Race** (Blacks, Hispanics, Asian Americans, Muslims)
- **Social class** (people in poverty)
- **Health conditions** (obesity, people with AIDS)
- **Sexual orientation** (lesbians, gay males)

THE VOICES PROJECT

Same female instructor taught Introduction to Psychology during two different semesters

- Experimental group (The Voices Project)
- Control group

Assessment: students completed pre- and post- attitude surveys

- Week 1 (Time 1)
- Week 15 (Time 2)
- One-year follow up (Time 3; TVP only)

PARTICIPANTS

THE VOICES PROJECT

Original sample:
N=31

Final sample: *n*=15

- 85% female
- 100% White
- 85% ages 17-18
- 15% ages 19-21

CONTROL CLASS

Original sample:
N=30

Final sample: *n*=17

- 53% female
- 100% White
- 53% ages 17-18
- 47% ages 19-25

ATTITUDE SURVEYS

GROUP

SCALE

Muslims

The Islamophobia Scale (Lee, Gibbons, Thompson, & Timani, 2009)

Asian
Americans

Attitudes towards Asians Scale (Dinh, Weinstein, Nemon, & Rondeau, 2008)

Blacks

Modern Racism Scale (McConahay, 1986)
Oklahoma Racial Attitudes Scale-Revised (LaFleur, Rowe & Leach, 2002)

Hispanics

Scale for the Measurement of Attitudes Towards Hispanics (Carranza, 1992; Cowen, Martinez & Mendiola, 1997)

CONTROL CLASS

- **Term paper assignment: 5 page paper on one of three essays**
 - 1) **Memoir of bipolar disorder**
 - 2) **Break a social norm**
 - 3) **Analyze commercials for stereotypes & prejudice**

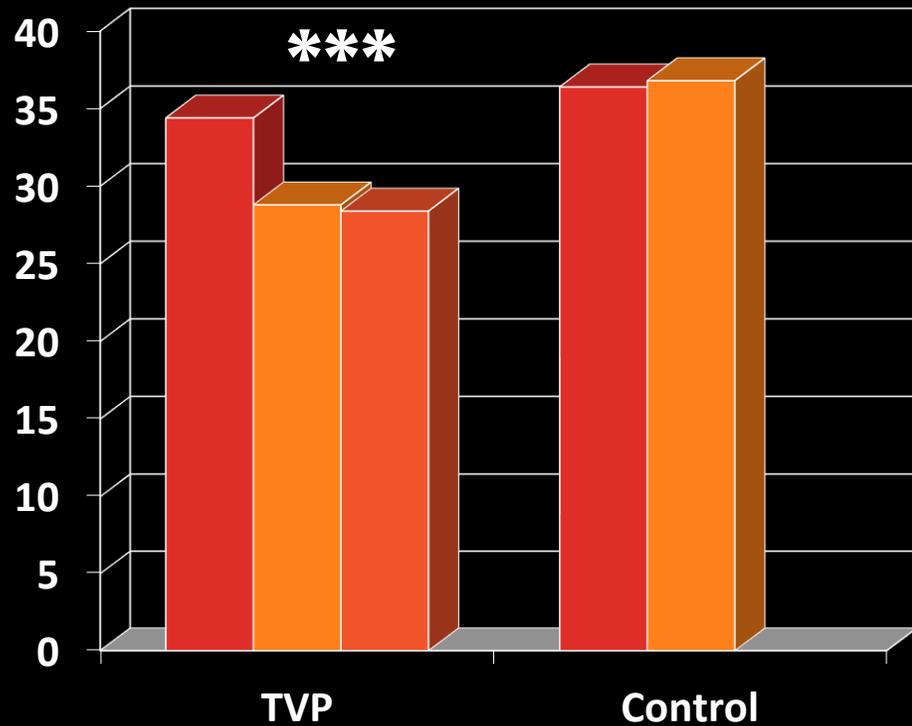
TVP PROCEDURE

- 1. Interviews:** student pairs interviewed person from the community from assigned group (based on rankings of attitudes)
- 2. Storywriting:** each student wrote a 5-page autobiography from the first person ("I") to promote empathy & perspective-taking
- 3. Story integration:** faculty writing team identified common themes and integrated excerpts into staged reading program
- 4. Dissemination:** stories were discussed in class and presented to campus at end of semester

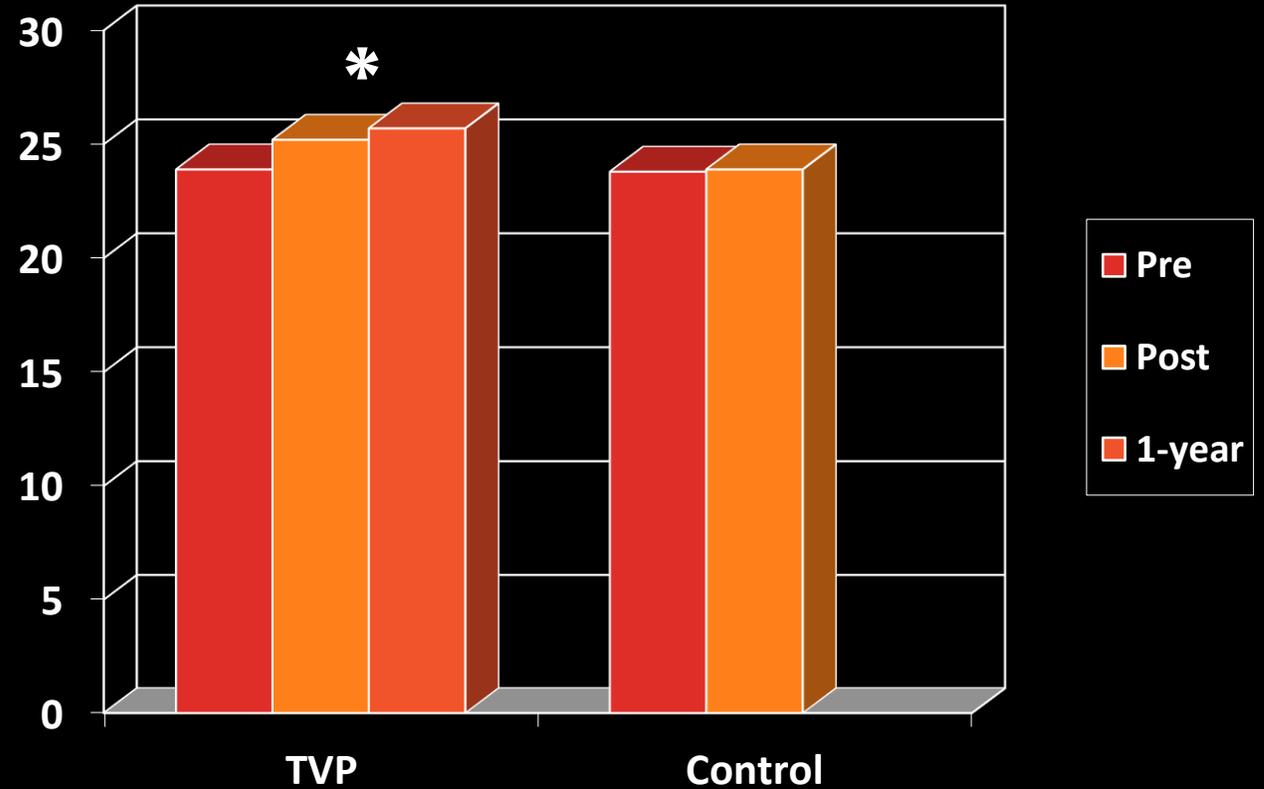
BLACK WOMAN

In first grade, we did a project in which we drew self-portraits. My class was predominantly White, so they all used orange crayons to color themselves. Since I was black, I started coloring my face with the brown crayon. My teacher took my brown crayon from me and I was forced to color myself orange. My parents knew exactly what was happening. They bought me a brand new set of crayons and had a sit-down with the teacher. I didn't color for the rest of my childhood.

TVP IMPACT ON ATTITUDES



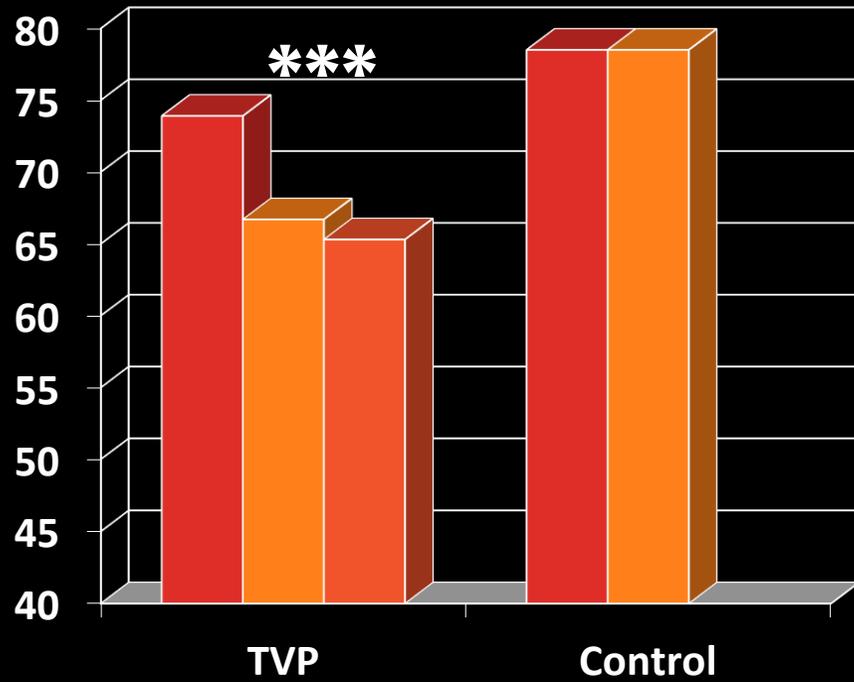
MUSLIMS



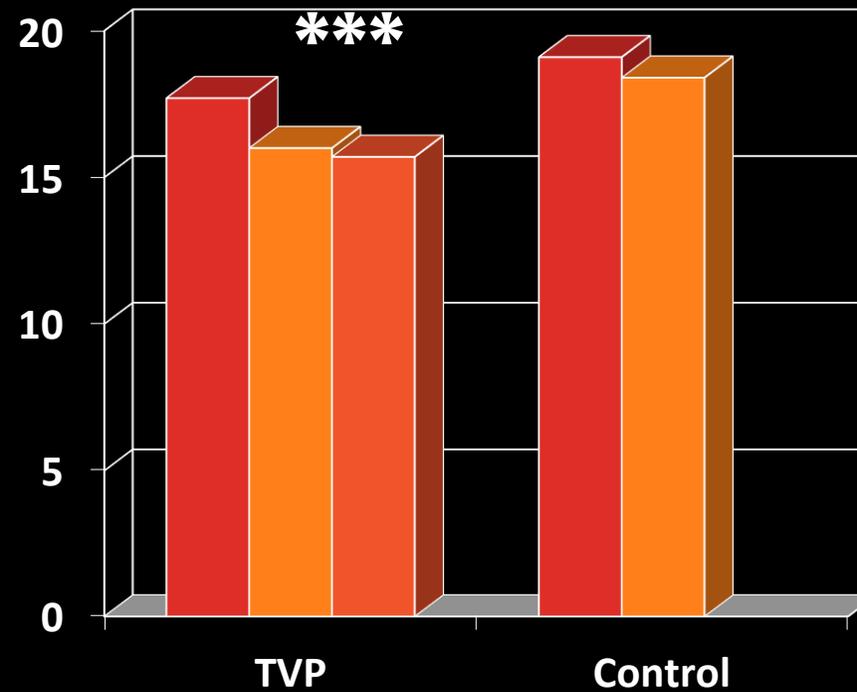
ASIAN AMERICANS

* $p < .05$
** $p < .01$
*** $p < .001$

TVP IMPACT ON ATTITUDES



HISPANICS

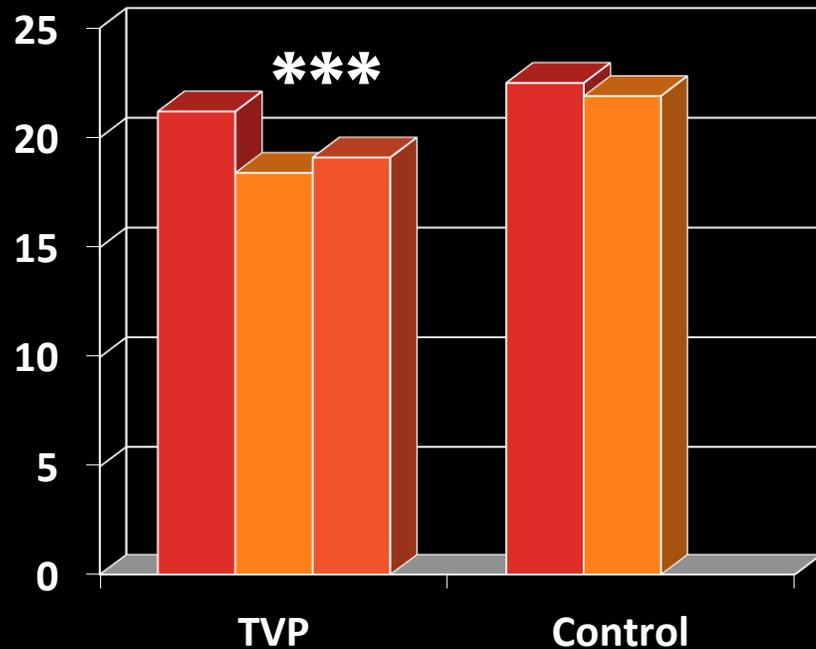


MODERN RACISM SCALE

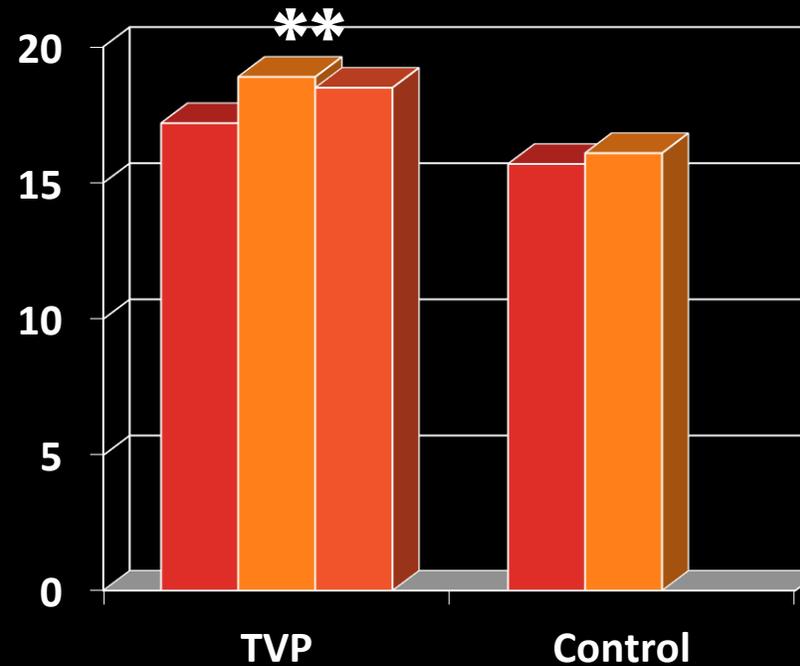


* p < .05
** p < .01
*** p < .001

TVP IMPACT ON ATTITUDES



**ORAS: CONFLICTIVE
RACIAL JUSTICE**



**ORAS: REACTIVE
RACIAL JUSTICE**



* $p < .05$
** $p < .01$
*** $p < .001$

REAL PEOPLE
REAL STORIES
REAL LIFE

THE VOICES PROJECT

APRIL 26TH
7:30 PM

LEMMOND
AUDITORIUM

MISERICORDIA UNIVERSITY

For more information contact Linda Ross
at lross@misericordia.edu or 570.674.6322

[FACEBOOK.COM/VOICESPROJECT](https://www.facebook.com/VOICESPROJECT)

CHAPTER 2 DISABILITY

TVP: CHAPTER 2 DISABILITY

- Deafness
- Blindness
- Stroke
- Spinal cord injury
- Cerebral palsy
- Arthrogryposis
- Femoral hypoplasia
- Dwarfism
- Stuttering
- Spina bifida



FAR FROM THE TREE
SOLOMON, 2012, P. 22

There is something ironic in prejudice against the disabled and their families, because their plight might befall anybody. Straight men are unlikely to wake up gay one morning, and white children don't become black; but any of us could be disabled in an instant.



TVP DISABILITY



TVP: CHAPTER 3: US/UK VOICES

- Collaboration with Valerie Todd, Blackburn College, Lancashire, England



US/UK VOICES PROJECT

Misericordia University

- 13 students from Intro to Psychology Honors course
- Predominantly White and traditional age
- Each MU student interviewed two BC students
- Used Facebook, Skype, and email for interviews



Blackburn College

- 30 students from Social Psychology course
- Predominantly White with wide range of ages
- Worked in pairs to interview one MU student



SAMPLE EXCERPT: AMERICAN STUDENT AUTHOR

I lived in a tiny village for most of my childhood, spending plenty of my time with my Nan. She was a headmistress, so I was able to read and write before I started school. Perhaps this early start is where my love of reading stemmed from. As a young girl, I read the book *The Girl from the Limberlost* by Gene Stratton Porter over and over again. I was privately educated for most of my time at school and I absolutely loved it. For a few years, I actually lived with my Nan. This was probably the happiest time of my childhood. I always felt a special closeness to Nan, so being able to stay with her felt right and suited me just fine. Perhaps some of my favorite memories are of holidays with her. We would stay by the beach on Walney Island and it would only be the two of us. There was no one like my mother around to spoil it all. Then when I was 14 I was forced to live with my mother and new stepfather. I was taken from my beloved school and sent to a new, awful secondary school. Between that and having to go back to suffering living with my mother, I grew increasingly fed up with it all as time passed. When I was 16, I decided I'd had enough of being miserable and ran away from home.

TVP FRAMEWORK: APPLICABILITY ACROSS CURRICULUM

- **Gender**
- **Personality (happiness, forgiveness, love)**
- **Psychological disorders**
- **Health psychology**
- **Peace, conflict, violence**
- **Police-community relations**
- **Religious viewpoints**
- **Cultural differences**
- **Intimate relationships (parenting, marriage, friendships, partner violence)**
- **Social issues (poverty, marginalization, war, immigration)**

WHERE DO WE GO FROM HERE?



FROM RACISM TO ACTIVISM (TATUM, 1994)

The relevant question is not whether all Whites are racist, but how we can move more White people from a position of active or passive racism to one of active antiracism? (p. 12)



Society for the Psychological Study of Social Issues

- Teaching resources
 - Social Psychology Network resources
 - Understanding Prejudice
 - Resources for the Teaching of Social Psychology
 - Reading/Video Links
- Policy resources & listserves
- Awards and grants
- Publications (e.g., Journal of Social Issues)



BELL HOOKS, 1994, P. 34

All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions—and society—so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.



CONTACT ME!

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www.misericordia.edu/voicesproject

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