

Syllabus

Course Overview

This course provides an overview of culture, ethnicity, and diversity. There are vast areas of cultural diversity to explore and we cannot study all aspects; we will, however, examine psychological theories and research related to gender, age, race, ethnicity, religion, sexual orientation, and mental and physical disability. We will consider the effects of stereotypes, prejudice, and discrimination, explore the strengths of social groups, and identify strategies for combating oppression.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Describe the effects of culture, ethnicity, and diversity on the human experience.
- 2 Apply psychological theories to issues affecting culture, ethnicity, and diversity.
- 3 Analyze psychological research findings related to culture, ethnicity, and diversity.
- 4 Apply psychological theory and research in culture, ethnicity, and diversity to inform personal and professional behavior.
- 5 Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

Prerequisite(s): PSYC1000 or PSYC-FP1000.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Blaine, B. E., & McClure Brenchley, K. J. (2018). *Understanding the psychology of diversity* (3rd ed.). Sage. ISBN: 9781483319230.

D'Angelo, R., & Douglas, H. (2017). *Taking sides: Clashing views in race and ethnicity* (11th ed.). McGraw-Hill. ISBN: 9781259677670.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Barnes, E. (2014). *Valuing disability, causing disability. Ethics*, 125(1), 88–113.
- Dewey, J. (Author). (2011). *Christian privilege* [Video]. Microtraining Associates.
- Fiske, S. T. (2017). *Prejudices in cultural contexts: Shared stereotypes (gender, age) versus variable stereotypes (race, ethnicity, religion). Perspectives on Psychological Science*, 12(5), 791–799.
- Fraïssé, C., & Barrientos, J. (2016). *The concept of homophobia: A psychosocial perspective. Sexologies*, 25(4), e65–e69.
- Hall, G. C. N., Yip, T., & Zárate, M. A. (2016). *On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. American Psychologist*, 71(1), 40–51.
- Hunsaker, R. C. (2011). *Counseling and social justice. Academic Questions*, 24(3), 319–340.
- Intelligence Squared US (Producer). (2014). *Affirmative action on campus does more harm than good: A debate* [Video].
- Iltzan, I., Chan, C. P. L., Gardner, H. E., & Prashar, K. (2013). *Linking religion and spirituality with psychological well-being: Examining self-actualisation, meaning in life, and personal growth initiative. Journal of Religion and Health*, 52(3), 915–929.
- Koenig, H. G. (2015). *Religion, spirituality, and health: A review and update. Advances in Mind-Body Medicine*, 29(3), 19–26.
- McIntosh, P. (1990). *White privilege: Unpacking the invisible knapsack. Independent School*, 49(2), 31–35.
- McIntosh, P. (2012). *Reflections and future directions for privilege studies. Journal of Social Issues*, 68(1), 194–206.
- McNamara Barry, C., Nelson, L., Davarya, S., & Urry, S. (2010). *Religiosity and spirituality during the transition to adulthood [PDF]. International Journal of Behavioral Development*, 34(4), 311–324.
- Morris, S. (Producer). (2013). *White like me: Race, racism & white privilege in America* [Video].
- Rothstein, M. A. (2015). *Innovations of the Americans With Disabilities Act: Confronting disability discrimination in employment. JAMA*, 313(22), 2221–2222.
- Szymanski, D. M., & Henrichs-Beck, C. (2014). *Exploring sexual minority women's experiences of external and internalized heterosexism and sexism and their links to coping and distress. Sex Roles*, 70(1–2), 28–42.
- TED (Producer). (2010). *TED Talks: Temple Grandin—The world needs all kinds of minds* [Video].
- Vogel, M. J., McMinn, M. R., Peterson, M. A., & Gathercoal, K. A. (2013). *Examining religion and spirituality as diversity training: A multidimensional look at training in the American Psychological Association. Professional Psychology: Research and Practice*, 44(3), 158–167.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Centers for Disease Control and Prevention. (2019). [Disability and health overview](https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html). Disability and Health Promotion. <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>
- Frontline (Producer). (1985). [A class divided](http://www.pbs.org/wgbh/pages/frontline/shows/divided/) [Video]. PBS.org. Retrieved from <http://www.pbs.org/wgbh/pages/frontline/shows/divided/>
- Powers, B., Westerhoff, J., Sparkman, T., Wilcox, M., Fowler, J., Stephens, L., Hugel, V., Venable, S., Peck, M. S., Rienhart, P., Marshall, R. B., Allport, G., Elkind, D., & Yob, I. M. (n.d.). [Faith development theories](https://cdr.lib.unc.edu/) [PDF]. Carolina Digital Repository. <https://cdr.lib.unc.edu/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html). <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> The Psychology of Diversity

Introduction

The term *diversity* has multiple meanings depending on context. In this unit, we are exploring multiple perspectives on diversity as well as possible challenges to diversity in the context of the social justice movement. For most units, we are also considering social issues on race and ethnicity. This week's focus is on a color-blind society and white privilege.

Learning Activities

u01s1 - Studies

Readings

Use your *Understanding the Psychology of Diversity* text to read the following:

- Chapter 1, "Introduction to the Psychology of Diversity," pages 1–20.
- Chapter 2, "Categorization and Stereotyping," pages 21–44.

In your textbook *Taking Sides: Clashing Views in Race and Ethnicity*, read the following:

- "Is the Claim of White Skin Privilege a Myth?" pages 88–102.
- "Is the Emphasis on a Color-Blind Society an Answer to Racism?" pages 105–116.

Use the Capella University Library to read the following:

- Hunsaker, R. C. (2011). Counseling and social justice. *Academic Questions*, 24(3), 319–340.
- McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, 49(2), 31–35.
- McIntosh, P. (2012). Reflections and future directions for privilege studies. *Journal of Social Issues*, 68(1), 194–206.

Multimedia

The following Capella presentations will provide you with an introduction to diversity:

- What Is Diversity?
- Definitions of Culture.

u01s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Analyze psychological research related to controversial topics in culture, ethnicity, and diversity.

u01s2 - Course Activities Preparation

Assignments and Quizzes

You will complete four assignments and three quizzes for this course:

- Unit 2: Quiz.
- Unit 3: Controversial Topic Position Paper assignment.
- Unit 5: Social Identity Interview and Analysis assignment.
- Unit 6: Debate Preparation and Summary Worksheet assignment.
- Unit 7: Quiz.
- Unit 10: Diversity Presentation assignment.
- Unit 10: Quiz.

To prepare for these activities, you are encouraged to read the descriptions and scoring guides for each assignment to ensure that you understand all requirements. Also, review the quiz activity descriptions. Consider reviewing resources related to APA, research, and writing as well.

Unit 7 Debate

The Unit 7 discussion will take the form of a debate. You will be assigned to a team and a topic in Unit 4. The discussion will have a formalized schedule in which your team will be required to post on certain days throughout the week. Be prepared in Units 4–7 to work with your team to prepare for and participate in this debate.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Diversity Perspectives

Several intellectual perspectives of diversity are presented in your *Understanding the Psychology of Diversity* text.

For this discussion:

- Compare and contrast at least two of these perspectives: demographic, political, ideological, and social justice.
- Analyze the possible disadvantages of the social-justice perspective based on the Hunsaker article linked in Resources.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Counseling and Social Justice](#)

u01d1 - Learning Components

- Examine controversial topics related to culture, ethnicity, and diversity.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.

u01d2 - Taking Sides

For this discussion, complete the following:

Choose one of the *Taking Sides: Clashing Views in Race and Ethnicity* essays in this week's readings:

- "Is the Claim of White Skin Privilege a Myth?" pages 88–102.
- "Is the Emphasis on a Color-Blind Society an Answer to Racism?" pages 105–116.

Prepare an answer to one of the questions posed in these readings, supporting your argument with the position presented in either essay. Use course readings and/or supplemental current, scholarly literature to provide additional support for your perspective.

Response Guidelines

Provide substantive responses to at least two of your peers, asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Capella University Library](#)

u01d2 - Learning Components

- Examine controversial topics related to culture, ethnicity, and diversity.
- Analyze psychological research related to controversial topics in culture, ethnicity, and diversity.
- Apply research to the analysis of controversial topics in culture, ethnicity, and diversity.

Unit 2 >> Stereotypes and Prejudice

Introduction

The terms *stereotypes*, *prejudice*, and *discrimination* are commonly used to discuss the treatment of disenfranchised groups. This week, we delve deeper into these constructs to understand how they are expressed and operationalized. We consider how racial and ethnic minorities are affected by racism and other forms of oppression. The social issue for this week is immigration, with an emphasis on how immigration contributes toward a better United States. We will also examine challenges growing out of immigration trends.

Learning Activities

u02s1 - Studies

Readings

Use your *Understanding the Psychology of Diversity* text to read the following:

- Chapter 3, "Stereotypes Expressed," pages 45–66.
- Chapter 4, "Prejudice: Evaluating Social Difference," pages 67–92.
- Chapter 5, "Understanding Racial Stereotypes and Racism," pages 93–118.

Use your *Taking Sides* text to read the following:

- "Does Immigration Contribute to a Better America?" pages 50–60.
- "Do Recent Immigration Trends Challenge Existing Ideas of America's White Identity?" pages 61–75.

Capella Library Resources

In preparation for your first discussion in this unit, complete the following:

- *Frontline* (Producer). (1985). [A class divided \[Video\]](http://www.pbs.org/wgbh/pages/frontline/shows/divided/). PBS.org. Retrieved from <http://www.pbs.org/wgbh/pages/frontline/shows/divided/>
 - This video discusses the famous Blue Eyes/Brown Eyes Exercise developed by schoolteacher Jane Elliot in the aftermath of the Martin Luther King Jr. assassination in 1968.

Multimedia

View the following Capella media:

- [Course Terminology and Concepts](#).
- [Global Map of World Cultures](#).

u02s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine controversial topics related to culture, ethnicity, and diversity.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.

u02d1 - A Class Divided: Jane Elliot's Blue Eyes/Brown Eyes Exercise

Complete the following for this discussion:

- Write a paragraph in which you share insights you gained from the video A Class Divided (linked in Resources).
- Provide brief definitions of the terms *racial stereotype*, *prejudice*, and *racism* (using the text as a guide) and discuss how the results of the Blue Eyes/Brown Eyes Exercise illustrate these constructs.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[A Class Divided \[Video\]](#).

u02d1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Analyze psychological research related to controversial topics in culture, ethnicity, and diversity.

u02d2 - Immigration Trends

Address the following in your initial post:

- Describe ways in which recent immigration has contributed positively to the United States.
- Discuss some of the disadvantages of recent immigration trends.

Use your *Taking Sides* text and other relevant sources such as government reports, journal articles, editorials, essays, and scholarly websites to support your position.

Response Guidelines

Provide substantive responses to at least two of your peers, asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Capella University Library](#)

u02d2 - Learning Components

- Examine personal and professional views on controversial topics in culture, ethnicity, and diversity.
- Apply research to the analysis of controversial topics in culture, ethnicity, and diversity.

u02q1 - Unit 2 Quiz

This 20-question quiz will measure your understanding of the information presented in Chapters 1–5 of your *Psychology of Diversity* textbook.

Instructions

Read the following before taking the quiz:

- You may only take the quiz once.
- This activity is not timed, but once you submit your responses, you have completed the quiz.
- You should complete the quiz before this Sunday, 11:59 p.m. CST.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after the quiz is completed and recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Course Resources

Unit 2 Quiz

Unit 3 >> Religion and Spirituality

Introduction

Religion and spirituality are foundational aspects of U.S. society. This week we are examining how religion and spirituality influence mental and physical well-being by reviewing faith development models and relevant research. We are also considering Christian privilege and inclusion as a part of the overall diversity movement.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library and the Internet to complete the following:

- Dewey, J. (Author). (2011). *Christian privilege* [Video]. Hanover, MA: Microtraining Associates.
- Ivtzan, I., Chan, C. P. L., Gardner, H. E., & Prashar, K. (2013). *Linking religion and spirituality with psychological well-being: Examining self-actualisation, meaning in life, and personal growth initiative*. *Journal of Religion and Health*, 52(3), 915–929.
- Koenig, H. G. (2015). *Religion, spirituality, and health: A review and update*. *Advances in Mind-Body Medicine*, 29(3), 19–26.
- McNamara Barry, C., Nelson, L., Davarya, S., & Urry, S. (2010). *Religiosity and spirituality during the transition to adulthood* [PDF]. *International Journal of Behavioral Development*, 34(4), 311–324.
- Powers, B., Westerhoff, J., Sparkman, T., Wilcox, M., Fowler, J., . . . Yob, I. M. (n.d.). *Faith development theories* [PDF]. Available from <https://cdr.lib.unc.edu/>
- Vogel, M. J., McMin, M. R., Peterson, M. A., & Gathercoal, K. A. (2013). *Examining religion and spirituality as diversity training: A multidimensional look at training in the American Psychological Association*. *Professional Psychology: Research and Practice*, 44(3), 158–167.

u03s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Examine psychological research related to culture, ethnicity, and diversity.

u03a1 - Controversial Topic Position Paper

Overview

For this assignment, you will choose one of the four following controversial topics from your *Taking Sides* text and write a position paper of 3–5 content pages (plus title and references pages) that answers the question posed by the title.

- "Do We Need a Common Identity?" pages 19 and 20.
- "Does Immigration Contribute to a Better America?" pages 50 and 51.
- "Are Native American Mascots Racist Symbols?" pages 148 and 149.
- "Is Environmental Racism a Reality?" pages 220 and 221.

Instructions

Using the Capella library and other appropriate sources, explore scholarly research on both sides of the issue.

Develop your position on the question using the corresponding *Taking Sides* essay as a foundation.

Organize your paper as follows:

- Title page.
- Abstract.
- Introduction.
- Your position and arguments.
- Evidence for your position.
- Counterarguments to your position.
- Evidence for the counterarguments.
- Rebuttals to those counterarguments.
- Summary and Conclusion.
- References.

An APA-style paper template is linked in Resources for your convenience.

Additional Requirements

- Remember that your the content of your paper must be 3–5 pages in length.
- In addition to the essay, use a minimum of 5 resources, at least 2 of which are peer-reviewed academic articles.
- Follow APA style and formatting guidelines throughout.
- Set your paper in Times New Roman, 12 point.

Review the scoring guide before submitting your assignment to ensure that you meet all criteria. Refer to the helpful links in Resources as you complete your assignment.

Consider saving this assignment to your ePortfolio.

Course Resources

[APA Style Paper Template \[DOC\]](#)

[Capella Writing Center](#)

[Journal and Book Locator](#)

[Journal and Book Locator Library Guide](#)

[Research Guide – Undergraduate](#)

u03d1 - Religion and Privilege

Choose from of the following choices for this discussion:

Option A: Religious and Spiritual Development

Consider religion and spiritual development from a developmental perspective using the Faith Development Theories document (linked in Resources) as a guide. Select one theory and identify at least one current peer-reviewed scholarly source that has incorporated this theory. Respond to the following:

1. Briefly describe the theory (one paragraph only).
2. What are the strengths and limitations of this theory?
3. Discuss how the theory has been applied in the scholarly source you identified.
4. Discuss how this theory can be applied to a real-world situation.

Option B: Christian Privilege

This is a two-part question:

1. Discuss the concept of privilege in general using course materials to inform your work.
2. Consider the concept of privilege that was discussed in the video *Christian Privilege* and answer the following:
 - Do you agree with the notion of “Christian privilege?” Why or why not?
 - How is Christian privilege like or different from other types of privilege?
 - What are some strategies for combating Christian privilege.

Support your response with course materials and/or supplemental scholarly sources.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[Capella University Library](#)

[Christian Privilege](#)

[Faith Development Theories \[PDF\]](#)

Unit 4 >> Gender Stereotypes and Sexism

Introduction

In the United States, gender stereotyping and sexism continue to plague society. This week we are exploring how behavioral and other expectations of women tend to differ from those of men and how these differences in expectations inform the ways women are viewed and treated.

The social issue for this unit is Black Lives Matter. We will examine the extent to which this movement is an effective civil rights organization. Also, in this unit, you will begin to prepare for the in-class debate that will take place in Unit 7.

Learning Activities

u04s1 - Studies

Readings

Use your textbook *Understanding the Psychology of Diversity* to read the following:

- Chapter 6, "Understanding Gender Stereotypes and Sexism," pages 119–144.

Use your *Taking Sides* text to read the following:

- "Is Black Lives Matter an Effective Civil Rights Organization?" pages 247–259.

Multimedia

View the video [Killing Us Softly 4: Advertising's Image of Women](#).

Debate Preparation

In this unit, your instructor will assign you to debate groups in preparation for the debate in Unit 7. This week, meet with your group to select a topic and to preview the [Debate Preparation and Summary Worksheet \[DOCX\]](#) that you will complete as a part of the preparation for the debate assignment.

In addition, review the following documents:

- [Debate Topics \[DOCX\]](#).
- [Debate Instructions \[DOCX\]](#).
- [Blank Debate Team Assignment Sheet \[DOCX\]](#).

u04s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Examine psychological research related to culture, ethnicity, and diversity.

u04d1 - Gender Stereotypes and Sexism

Address the following for this discussion:

- How do the expectations of women differ from those of men?
- Where do these expectations of women in our culture come from?

Include ways in which gender stereotypes and sexism influence the way women are perceived and treated in society. Support your response with information from the Killing Us Softly 4 video (linked in Resources) as well as course readings.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Killing Us Softly 4: Advertising's Image of Women](#) | Transcript

u04d1 - Learning Components

- Examine controversial topics related to culture, ethnicity, and diversity.

- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Write in a manner that is scholarly, clear, and free of grammatical, spelling, and APA formatting errors.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Synthesize research and theory related to culture, ethnicity, and diversity.

u04d2 - Black Lives Matter Organization

Is Black Lives Matter an effective civil rights organization? Why or why not? Support your response with this week's readings from your *Taking Sides* text as well as at least two scholarly journal articles published within the past 5 years.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Capella University Library](#)

u04d2 - Learning Components

- Examine controversial topics related to culture, ethnicity, and diversity.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine personal and professional views on controversial topics in culture, ethnicity, and diversity.
- Identify scholarly research to support positions on controversial topics.
- Apply research to the analysis of controversial topics in culture, ethnicity, and diversity.

u04s2 - Debate Preparation

This week you will start to prepare for the Unit 7 debate. Your instructor will assign you to a debate team, a debate topic, and a position on that topic. The two requirements for your team are that you:

1. Complete and submit the [Debate Preparation and Summary Worksheet \[DOCX\]](#).
 - This worksheet, due in Unit 6, documents the research your team does to prepare for the debate and is intended to ensure that you are well prepared to participate effectively in the debate.
2. Participate in the debate in a timely manner.

It will be entirely up to your team to decide how you accomplish these tasks. It is suggested that you get together this week to review the Debate Preparation and Summary Worksheet and the discussion [Debate Format \[DOCX\]](#) to establish a plan for accomplishing these tasks.

Unit 5 >> Sex Stereotypes and Heterosexism

Introduction

Sexual minorities face challenges caused by sexism, heterosexism, transphobia, and homophobia. In this unit, we define and examine these terms to gain a better understanding of the psychosocial issues faced by lesbians, gays, bisexuals, transgendered, and queer-identified people (LGBTQs). We are also exploring how women of color are uniquely affected by these forms of discrimination. In addition, you are continuing your teamwork in preparation for the in-class debate.

Learning Activities

u05s1 - Studies

Readings

Use your *Understanding the Psychology of Diversity* text to read the following:

- Chapter 7, "Understanding Sex Stereotypes and Heterosexism," pages 145–162.

Use your *Taking Sides* text to read the following:

- "Is the Claim of White Skin Privilege a Myth?" pages 88–104.

Use the Capella library to read the following:

- Fraïssé, C., & Barrientos, J. (2016). The concept of homophobia: A psychosocial perspective. *Sexologies*, 25(4), e65–e69.
- Szymanski, D. M., & Henrichs-Beck, C. (2014). Exploring sexual minority women's experiences of external and internalized heterosexism and sexism and their links to coping and distress. *Sex Roles*, 70(1-2), 28–42.

Debate Preparation

Use the Capella library to complete the following:

- Intelligence Squared US (Producer). (2014). Affirmative action on campus does more harm than good: A debate [Video].
 - This affirmative-action debate will serve as a model for your upcoming debate. While our course debate will be different as it will not be live, the format will be similar to the one featured in this video. Please view this video prior to the Unit 7 debate.

Continue to meet with your debate group to complete the Debate Preparation and Summary Worksheet [DOCX].

In addition, review the following documents:

- Debate Topics [DOCX].
- Debate Instructions [DOCX].
- Blank Debate Team Assignment Sheet [DOCX].

u05s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Examine psychological research related to culture, ethnicity, and diversity.

u05a1 - Social Identity Questionnaire Analysis

Overview

Social identity theory (SIT) is based social psychologist Henry Tajfel's view that a person's self-concept is based in part on group membership. The premise of SIT is that individual identities develop in the context of social groups of people with similar characteristics who typically share a sense of unity. A related concept is a *social category*, which is a group of people who may not interact but who share similar characteristics. The creation of group identities can result in "in-group" and "out-group" categorizations, with a tendency to view one's own group positively. For this assignment, you will compare two sets of results from a social identity survey.

Instructions

For this assignment, think about the number of social groups and/or categories to which you belong. Consider some of these broad categories as part of your social identity:

- Race or ethnicity.
- Religion, spirituality, or personal belief system.
- Ability or disability.
- Sex or gender roles.
- Sexual orientation.
- Age.
- Social class.
- Physical attributes.

- Other.

Complete the My Social Identity Questionnaire (linked in Resources) and then ask someone with a different cultural background from yours to complete the questionnaire as well. As indicated by the above categories, for this assignment, *culture* can mean many things, such as race, ethnicity, religion, gender identity, or sexual preference.

After considering the responses carefully, write a short analysis (2–3 pages of content) organized as follows:

- Title page.
- Abstract.
- Introduction.
- Comparison and contrast of My Social Identity Questionnaire responses.
- Possible explanations for the similarities and difference in the responses.
- Application of concepts from the course readings and/or other scholarly material to further analyze both of your responses.
- Reflections about what you need to learn, consider, and/or do differently to increase your cultural competence.
- Summary and Conclusion.
- References.

Additional Requirements

- Include a minimum of 2 scholarly resources to support your assertions.
- Follow APA style and formatting guidelines throughout. An APA-style template is linked in Resources for your convenience.
- Font and font size: Times New Roman, 12 point.

Refer to the helpful links in Resources as you prepare your assignment. Review the scoring guide to ensure you meet all criteria before completing your submission.

Consider saving your assignment in your ePortfolio.

Reference

Tajfel, H. (1978). The achievement of inter-group differentiation. In H. Tajfel (Ed.), *Differentiation between social groups* (pp. 77–100). London, England: Academic Press.

Course Resources

[My Social Identity Questionnaire \[DOCX\]](#)

[APA Style Paper Template \[DOC\]](#)

[Capella Writing Center](#)

[Research Guide – Undergraduate](#)

[Capella University Library](#)

[ePortfolio](#)

[Journal and Book Locator](#)

[PSYC3540 – Culture, Ethnicity, Diversity Library Guide](#)

u05d1 - Sex Stereotypes

Using the course readings as a guide, define the following terms:

- *Sexism*.
- *Heterosexism*.
- *Homophobia*.

Analyze the ways they manifest in contemporary society. Explain how sexual-minority women may be uniquely affected by these forms of discrimination.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u05d1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Apply research to the analysis of controversial topics in culture, ethnicity, and diversity.

Unit 6 >> Age Stereotypes and Ageism

Introduction

In this unit, we are considering how age stereotyping and discrimination manifest in contemporary society. In particular, we explore how older adults are impacted by ageism as well as ways to combat age discrimination.

Before you continue, review the interactive media Course Terminology and Concepts.

Learning Activities

u06s1 - Studies

Readings

Use your *Understanding the Psychology of Diversity* text to read the following:

- Chapter 9, "Understanding Age Stereotypes and Ageism," pages 185–202.

Use the Capella library to read the following:

- Fiske, S. T. (2017). Prejudices in cultural contexts: Shared stereotypes (gender, age) versus variable stereotypes (race, ethnicity, religion). *Perspectives on Psychological Science*, 12(5), 791–799.

u06s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Examine psychological research related to culture, ethnicity, and diversity.

u06a1 - Debate Preparation and Summary Worksheet

This is a team or group assignment; please submit *one* worksheet that includes the names of all team members.

This week, you will compile the information that you have gathered and presented about your chosen debate topic. Use the Debate Preparation and Summary Worksheet begun in Unit 4 to summarize the debate activity. In this worksheet, present your position and arguments for the debate topic, counterarguments to your position and arguments, and rebuttals to those counterarguments. The worksheet will finish with a conclusion on the strength of your position.

Before submitting the assignment, be sure to review the assignment scoring guide to ensure that you meet all criteria, including the following:

- Your position.
- At least three well-developed arguments.
- Counterarguments to your points.
- Rebuttals to the counterarguments that opposed your arguments.
- Evidence to support your arguments and rebuttals.
- A conclusion that asserts why your position is strong.
- In-text citations and references for all sources of information.

Course Resources

[Journal and Book Locator Library Guide](#)

[Research Guide – Undergraduate](#)

[PSYC3540 – Culture, Ethnicity, Diversity Library Guide](#)

u06d1 - Age Stereotypes and Ageism

For this discussion, address the following:

- How are age stereotypes and ageism reflected in modern society?
- How does age discrimination affect many older adults?
- What are some strategies for combating this form of discrimination?

Support your post with course readings and/or supplemental, current scholarly literature.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[Capella University Library](#)

[Journal and Book Locator](#)

u06d1 - Learning Components

- Examine controversial topics related to culture, ethnicity, and diversity.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Write in a manner that is scholarly, clear, and free of grammatical, spelling, and APA formatting errors.
- Apply research to the analysis of controversial topics in culture, ethnicity, and diversity.

u06s2 - Debate Preparation

As your team completes its preparations for the debate next week, finalize the [Debate Preparation and Summary Worksheet \[DOCX\]](#) and turn it in to your instructor. Keep in mind the following points concerning the debate itself:

- You are only required to post in your topical discussion space. You are not required to participate in or respond to peers in the other debates, although you are encouraged to view them.
- **Pay close attention to deadlines** (the first is Monday for submitting opening arguments) to ensure that the debate flows throughout the week.

- While you have had several weeks to prepare for this debate, you will likely need to do additional research for your rebuttals based on the counterarguments presented by the opposing team.
- Only one person should represent your team for each phase of the debate; however, it is imperative that you collaborate to prepare your counterarguments, rebuttal, and closing statement.
- If questions for the instructor arise this week, please post them in the *Ask Your Instructor* forum and/or in *Course Messages* to ensure your instructor sees them. Please do not post questions to the instructor in the debate discussion forum, as they could be missed.
- As a reminder, unlike traditional debates, no winner will be declared; however, you will be graded as a team on your participation using the discussion scoring guide. Your instructor will also provide comments regarding your debate performance.

Review [Debate Format \[DOCX\]](#) for more detailed information on how your instructor will score the debate.

Unit 7 >> Diversity Debate Discussion Forum

Introduction

The discussion forum debate is this week. You have been assigned a team and a position. This is an opportunity to collaborate with your peers to think critically about challenging issues in our society, listen carefully to the claims of others, evaluate the evidence they produce to support their claims, and provide your own scholarly evidence to support your arguments and suppositions. Keep your minds open and your comments respectful. Enjoy the debate!

Learning Activities

u07s1 - Studies

There are no assigned readings for this week. Instead, concentrate fully on this week's debate. While you are not required to check in on debates other than your own, you might find it interesting and informative to view the posts for the other debates as well.

Optional Resources

Consider using the Internet to review the following:

- [Debate Format \[DOCX\]](#).
- Intelligence Squared US (Producer). (2014). *Affirmative action on campus does more harm than good: A debate* [Video].

u07d1 - Discussion Forum Debate

In Unit 4, you were assigned to a discussion team and given a discussion topic and position on the topic. In Unit 6, your team submitted its Discussion Preparation and Summary Worksheet. Use this worksheet as the basis for this debate. During this debate, **post only one entry per team for each portion of the debate**. Observe the following schedule of posts:

- Day 1 (Monday): Each team will post its opening statement.
- Days 2 and 3 (Tuesday and Wednesday): Each team will post its counterarguments to the opposing team's opening statements.
- Day 4 (Thursday): Each team will post its rebuttal arguments to the counterarguments.
- Day 5 (Friday): Each team will post its closing statement of the debate.

As this is a unique discussion, please note the following:

- You are only required to post in your topical discussion space.
 - You are not required to participate in or respond to peers in the other debates, although you are encouraged to view them.
- Beginning on Monday, pay close attention to deadlines to ensure that the debate flows throughout the week.
- While you have had several weeks to prepare for this debate, you will likely need to do additional research for your rebuttals based on your opponents' counterarguments.

- While only one person should represent your team for each phase of the debate, you must collaborate behind the scenes to prepare your counterarguments, rebuttal, and closing statement.
- If questions for the instructor arise this week, please post them in the *Ask Your Instructor* forum and/or in *Course Messages* to ensure your instructor sees them.
- Although no winner will be declared, you will be graded as a team on your participation and your instructor will also provide comments on your debate performance.

Review the Debate Format document linked in Resources for more detailed information on how your instructor will score the debate.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Debate Format [DOCX]

u07d1 - Learning Components

- Examine controversial topics related to culture, ethnicity, and diversity.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Write in a manner that is scholarly, clear, and free of grammatical, spelling, and APA formatting errors.
- Identify scholarly research to support positions on controversial topics.
- Synthesize research and theory related to culture, ethnicity, and diversity.

u07d2 - Debate Forum Discussion Reflection

Note: This discussion requires an *individual* post. Post to this discussion only after the debate has been completed on day 5 (Friday). You may have until end of the day on Monday to complete this post.

For this discussion, post a reflection on all aspects of the debate experience. Consider:

- What you learned about the debate topic or topics.
- What you learned about the debate process.
- Your experience working as part of a virtual team.
- Your overall thoughts about the debate, including what was challenging and what went well.

Response Guidelines

No responses are required for this discussion.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u07q1 - Unit 7 Quiz

This 20-question quiz will measure your understanding of the concepts presented in Chapters 6, 7, and 9 of your *Psychology of Diversity* text.

Instructions

Read the following before taking the quiz:

- You may only take the quiz once.
- This activity is not timed, but once you submit your responses, you have completed the quiz.
- Please complete the quiz by this Sunday, 11:59 p.m. CST.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.

- Your score and the correct answers will be accessible to you after the quiz is completed and recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Course Resources

Unit 7 Quiz

Unit 8 >> Mental and Physical Disabilities

Introduction

Various disabilities fall under the broad umbrella of mental and physical disabilities. While there are disadvantages to having a disability, as with other aspects of diversity, there are also advantages or strengths to being "differently abled." This week, we consider advantages and disadvantages of being a person with a disability.

The social issue for this unit is racial profiling; we will be reviewing the scholarly literature to better understand the psychosocial effects of racial profiling.

Learning Activities

u08s1 - Studies

Readings

Use your *Taking Sides* text to read the following:

- "Is Racial Profiling Defensible Public Policy?" pages 117–131.

Use the Capella library and the Internet to complete the following:

- Barnes, E. (2014). Valuing disability, causing disability. *Ethics*, 125(1), 88–113.
- Centers for Disease Control and Prevention. (2018). Disability overview. Retrieved from <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>
- Rothstein, M. A. (2015). Innovations of the Americans With Disabilities Act: Confronting disability discrimination in employment. *JAMA*, 313(22), 2221–2222.
- TED (Producer). (2010). TEDTalks: Temple Grandin—The world needs all kinds of minds [Video].

Multimedia

View Diversity: Fact or Fiction.

u08s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Examine psychological research related to culture, ethnicity, and diversity.

u08d1 - Mental and Physical Disabilities

Complete the following for this discussion:

- Compare and contrast mental and physical disabilities.
- Discuss how people with any type of disability can experience discrimination.
 - Include examples.

- Share any insights you gleaned from viewing the Temple Grandin video (linked in Resources).
- Support your assertions with the course readings and media.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[TEDTalks: Temple Grandin—The World Needs All Kinds of Minds \[Video\]](#)

u08d1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.

u08d2 - Racial Profiling

Present both sides of the argument to the question "Is racial profiling defensible public policy?" In addition to summarizing the essays from the *Taking Sides* text, use at least 2 current, peer-reviewed journal articles to support your post.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Capella University Library](#)

u08d2 - Learning Components

- Examine controversial topics related to culture, ethnicity, and diversity.
- Identify scholarly research to support positions on controversial topics.

u08s2 - Diversity Presentation Preparation

For your Unit 10 assignment, you will use PowerPoint or similar software to develop a slide presentation on a diversity topic of your choice that could ultimately be used as a basis for a staff development session. In Unit 9, you will submit a draft of your presentation to the discussion area for peer review. Complete the following in preparation for the discussion and assignment:

- Read the assignment instructions and scoring guide to ensure that you understand all criteria.
- Choose one of the following topics and begin researching for your presentation:
 - Racial stereotypes and racism (select one racial or ethnic group).
 - Immigration.
 - Religion and spirituality.
 - Gender stereotypes and sexism.
 - Sexual orientation and heterosexism.
 - Age stereotypes and ageism.
 - Mental disabilities.
 - Physical disabilities.
 - Other topic of your choice related to culture, ethnicity, and diversity (requires instructor approval).
- Consider reviewing [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#) as well.

Unit 9 >> Responding to Social Inequality

Introduction

We have spent a significant amount of time focusing on how disenfranchised groups have been maltreated as result of stereotypes, prejudice, and discrimination. This week, we are examining ways to respond to social inequality by reviewing interventions for reducing prejudice and creating a draft diversity presentation that could be used for development and training. The last social issue we are discussing for this course is the extent to which racism can be considered a permanent feature of U.S. society. You are specifically focusing on the long-lasting effects of racism as well as how race relations have improved in recent history.

Learning Activities

u09s1 - Studies

Readings

Use your *Understanding the Psychology of Diversity* text to read the following:

- Chapter 12, "Responding to Social Inequality: Behavioral and Cognitive Interventions for Reducing Prejudice," pages 249–268.
 - This reading will be helpful as you prepare your presentation.

Use your *Taking Sides* text to read the following:

- "Is Racism a Permanent Feature of American Society?" pages 128–137.

Capella Library Resources

Use the Capella library to complete the following:

- Hall, G. C. N., Yip, T., & Zárate, M. A. (2016). [On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity](#). *American Psychologist*, 71(1), 40–51.
 - This article will also be useful as you prepare your presentation.
- Morris, S. (Producer). (2013). [White like me: Race, racism & white privilege in America \[Video\]](#).

u09s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Examine psychological research related to culture, ethnicity, and diversity.

u09d1 - Racism in American Society

For your initial post, please discuss how racism can be considered a permanent feature of American society. In addition, explore ways that racism has decreased and race relations have improved in modern times. Support your post with the *Taking Sides* essays from the unit readings, the *White Like Me* video, and other appropriate scholarly resources.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

[White Like Me: Race, Racism & White Privilege in America](#)

[Capella University Library](#)

[PSYC3540 – Culture, Ethnicity, Diversity Library Guide](#)

u09d1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine controversial topics related to culture, ethnicity, and diversity.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.
- Synthesize research and theory related to culture, ethnicity, and diversity.

u09d2 - Peer Review: Draft Diversity Training Presentation

For this discussion, post a draft of your diversity presentation for peer feedback. Post as early in the week as possible to give your peers time to provide thoughtful feedback for you to strengthen your presentation.

Response Guidelines

Respond to at least 2 of your peers, providing feedback on the presentation content, formatting, and evidence used to support the views presented.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

u09d2 - Learning Components

- Examine controversial topics related to culture, ethnicity, and diversity.
- Write in a manner that is scholarly, clear, and free of grammatical, spelling, and APA formatting errors.

u09s2 - Diversity Presentation Preparation

Continue to prepare for your diversity presentation assignment in Unit 10. Refer to the following helpful resources as you prepare your presentation:

- [Capella University Library](#).
- [Capella Writing Center](#).
- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
- Hall, G. C. N., Yip, T., & Zárate, M. A. (2016). [On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity](#). *American Psychologist*, 71(1), 40–51.
- [PSYC3540 – Culture, Ethnicity, Diversity Library Guide](#).

Unit 10 >> Social Stigma

Introduction

We have examined how marginalized groups can encounter stereotypes and prejudice. This week we are focusing on social stigma that influence how people from marginalized groups are impacted by oppression. We also revisit ways to reduce prejudice as well as identify strategies for coping with social stigma.

Learning Activities

u10s1 - Studies

Readings

Use your *Understanding the Psychology of Diversity* text to read the following:

- Chapter 10, "Social Stigma: The Experience of Prejudice," pages 203–224.
- Chapter 11, "Coping With Social Stigma," pages 225–248.

u10s1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Examine psychological research related to culture, ethnicity, and diversity.

u10a1 - Diversity Presentation

Overview

We have reviewed several theories related to culture, ethnicity, and diversity. This final assignment requires you to develop a presentation on a diversity topic of your choice that could ultimately be used as a basis for a staff development session.

Instructions

You may determine the work setting for your presentation, such as educational institutions, businesses, nonprofit organizations, hospitals, or mental health care facilities. After selecting the presentation setting, choose your topic that may include any area covered in this course.

Sample topics:

- Racial stereotypes and racism (select one racial or ethnic group).
- Immigration.
- Religion and spirituality.
- Gender stereotypes and sexism.
- Sexual orientation and heterosexism.
- Age stereotypes and ageism.
- Mental disabilities.
- Physical disabilities.
- Other topic of your choice related to culture, ethnicity, and diversity.
 - Note: if you choose this option, you must get instructor approval.

Using the course readings and other scholarly literature as a basis, develop a presentation on the topic of your choice using PowerPoint, Prezi, or other courseroom-compatible format as follows:

Part 1

Provide an overview of the topic that includes areas that will be covered in the presentation, a brief description of the population or social group you chose, and key definitions and terms.

Part 2

The body of the presentation should include the following:

- Strengths and other positive aspects of being a member of the social group or population.
- Challenges faced by members of this group. Issues related to categorization and stereotyping, prejudice, discrimination, and social stigma should be incorporated.

Part 3

Conclude with possible solutions to help combat the challenges faced and/or strategies to support the social group or population.

The following guide may be used to organize your presentation:

- Slide 1: Title (APA style).
- Slide 2: Presentation overview/outline.
- Slides 3 and 4: Description of population or social group.
- Slides 5 and 6: Definitions and terms.
- Slides 7 and 8: Strengths and other positive aspects of population or social group.
- Slides 9–12: Challenges faced by population or social group (categorization and stereotyping, prejudice, discrimination, and social stigma).
- Slides 13–16: Solutions and supportive strategies/Conclusion.
- Slide 17: References.

Note that the length of your presentation should be 10–15 content slides of bulleted talking points as well as appropriate supporting graphics on select slides. You must include expanded details that elaborate on the slides using the notes section of the slide presentation. Please remember to use course readings and other scholarly sources to support your work.

Example assignment: You may use the assignment example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Additional Requirements

- Include a minimum of 3 scholarly resources published within the last 5 years.
- Include presenter's notes for each content slide.
- Follow APA style and formatting guidelines on your references slide.
- You are required to save your final presentation in your ePortfolio.

Note: If you include audio or video clips in your presentation, you must ensure that your presentation is accessible to all by providing a transcript of any recorded material with your assignment. For more information, visit Capella's Disability Services page on Campus or email DisabilityServices@capella.edu.

Course Resources

[Capella Writing Center](#)

[Research Guide – Undergraduate](#)

[Capella University Library](#)

[ePortfolio](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[Journal and Book Locator](#)

[Disability Services](#)

[PSYC3540 – Culture, Ethnicity, Diversity Library Guide](#)

[Unit 10 Assignment Example \[PPTX\]](#)

u10d1 - Prejudice and Social Stigma

For your initial post, address the following:

- Discuss the relationship between prejudice and social stigma.
 - How are people from disenfranchised groups affected by prejudice and discrimination?
- Share an example of how you or someone you know has encountered prejudice.

- How did you or the person react?
- What are some strategies for reducing prejudice?

Support your post with this week's course readings, supplemental journal articles, and other relevant sources.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Capella University Library](#)

u10d1 - Learning Components

- Analyze terms related to diversity constructs.
- Examine personal and professional views on controversial topics in culture, ethnicity, and diversity.
- Examine psychological theories related to culture, ethnicity, and diversity.

u10q1 - Unit 10 Quiz

This 20-question quiz will measure your understanding of the concepts presented in Chapters 10, 11, and 12 of your *Psychology of Diversity* text.

Instructions

Read the following before taking the quiz:

- You may only take the quiz once.
- This activity is not timed, but once you submit your responses, you have completed the quiz.
- Please complete the quiz by this Sunday, 11:59 p.m. CST.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after the quiz is completed and recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Course Resources

Unit 10 Quiz