PSY 825: DIVERSITY ISSUES IN FORENSIC PSYCHOLOGY
Summer 2017

PLEASE NOTE THAT CLASS DATES ARE NOT ACCURATE AND WILL BE UPDATED BEFORE THE PROGRAM AS THESE DATES DEPEND UPON EXCURSIONS, THE WEATHER, AND SPEAKER AVAILABILITY

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Hotel Address: Arjana 2, Jalen Kajeng, No 27

Class Location: Ubud, Bali

Class Days: Varies
Time: Mornings and some afternoons, see itinerary schedule
Office Hours: Daily by appt

Policies
• One of the goals of the program is to develop a close group identity. Thus, absolutely no one outside of the program is allowed to attend classes, trips or any program activities. Outside participants should not be invited to use program facilities under any circumstances. Inviting non-participants who have no relationship to the summer abroad program and “sharing” program space/accommodation/activities is grounds for dismissal.
• Two missed classes/excursions without explanation is grounds for dismissal from the program.
• Consumption of illegal drugs is grounds for dismissal from the program.
• Missing any excursion or field trip unless as a result of serious illness is grounds for dismissal from the program.

Field Excursions
In addition to one weekend trips, the course will require visits to community based organizations, cultural shows and trips to local markets and public spaces to experience and observe the role of men and women in everyday life. Trips will include assignments and written reports for a grade.

Classroom conduct and conduct in Bali
You are expected to conduct yourself in an appropriate manner, respecting the rights of your instructor and fellow students. Dress codes that are congruent with Balinese expectations of modestly will be enforced for all trips and classes with guest lecturers or outside visitors.

Required Texts/Readings:
Syllabus will be distributed well in advance of trip. Readings will be available on blackboard. Students are expected to print/download readings and have them accessible prior to class. Readings for first day of class are expected to have been completed before arriving in Bali (plane ride is 20+ hours). I recommend completing the first week’s readings.

Notebook/Diary
Please purchase a small notebook that can contain a minimum of 20 full length pages (500 words per page) for the diary assignment.

**Course Description:**
In this course, students will be introduced to the different theoretical ways in which psychology has addressed the tensions of cultural differences and universals in psychology with a focus on how cultures construct what it means to a person. Building upon these theoretical foundations, the course will introduce students to varying perspectives on gender and sexuality as one crucial component of self-hood and the core of many issues in multiculturalism. Readings will be drawn from classic psychology articles on self, gender, and sexuality as well as specific case studies of the self, gender, and sexuality in Bali.

Topics will include what it means to be a person in American and Balinese society, how gender shapes our psychological lives and how the psycho-social world shapes our construction of self and gender; and how culture, religion, and the media shape and reinforce ideas about self gender, and sexuality. The application of multicultural principles to psychological practice and research will be integrated throughout the course.

A key goal of the course is to increase awareness of students of different ways of carving up the perceived world, recognizing and being sensitive to how Western based models of psychology offer only one way of understanding the self and how this model has been challenged from within psychology. The results of such debates have challenged us to find ways of understanding the self and have lead to a key question: Can we or can we not assume that the self and its psychology is universal?” If it is, then what is multiculturalism? If it is not, then what is multiculturalism?

Learning objectives of Multicultural Psychology as taught in Bali:

a) An introduction to the attempts of psychologists’ efforts to reconcile the formal study of psychology with different cultural realities
b) Challenge universal assumptions about concepts in psychology
c) An application of these theories to existing perspectives on gender and sexuality
d) An analysis of theories of culture, gender, and sexuality to current realities in Bali
e) Ability to interpret data from peer-review articles
f) Ability to critically evaluate theories in different cultural contexts
g) Increase understanding of various socio-cultural contexts which influence the development of cultural identity.
h) Ability to understand tensions between cultural relativity, cultural practice, and informing change

Further Learning Objectives include:

i) Become familiar with issues surrounding research and assessment of diverse populations
j) Increase personal self-awareness as a cultural being in a diverse society
k) Develop knowledge of how stereotypes, biases, and prejudices are shaped and impact society
l) Increase valuing of diversity and understanding of the experiences of others.
# Grading Rubric

<table>
<thead>
<tr>
<th>Course Grades</th>
<th>Approximate Grades*</th>
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<tbody>
<tr>
<td>Papers 1 and 2 (10 each)</td>
<td>0-50 pts</td>
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<tr>
<td>Diary Entries</td>
<td></td>
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<tr>
<td>Paper 3 + Interview</td>
<td>51-60 pts</td>
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<tr>
<td>Final Experience and Growth Paper</td>
<td>61-75 pts</td>
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<td>Visual Presentation</td>
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<tr>
<td>Class Participation</td>
<td>76-85 pts</td>
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<tr>
<td>Excursion Participation</td>
<td>86-100</td>
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<td>Total</td>
<td><strong>140 converted to 100</strong></td>
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*Bonus points up to 5 points awarded to students at discretion of professor
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Sun 6/1</td>
<td>Sun 6/2</td>
<td>Arrive in Bali and Formal check in.</td>
<td></td>
<td>Nothing</td>
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<tr>
<td>Mon 6/2</td>
<td>Mon 6/3</td>
<td>Introduction to Balinese Culture</td>
<td>Orientation and walking tour of Ubud in the morning</td>
<td>Diary 1</td>
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<td>Developments</td>
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<td></td>
<td></td>
<td>Cultural Gender Roles or Oppression?</td>
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<tr>
<td>Thurs</td>
<td>Thurs 6/5</td>
<td>Introduction to Balinese Culture:</td>
<td>Read: The Village, The Temple, and Balinese Hinduism in Periplus Guide to Bali (pp 38-42)</td>
<td>LOR: Easy</td>
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<tr>
<td>day 6/5</td>
<td>6/6</td>
<td>Lecture by Darta on Balinese Society—</td>
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<tr>
<td>Friday</td>
<td>Friday 6-7</td>
<td>Introduction to Balinese Culture: The</td>
<td>Markets and Rice field walk</td>
<td>Diary 2</td>
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<tr>
<td>Day</td>
<td>Week</td>
<td>Event Description</td>
<td>Reference/Resource</td>
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<tr>
<td>Sat-Sun</td>
<td>Sat-Sun</td>
<td>Weekend free with optional trips on your own</td>
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<td></td>
<td></td>
<td>Culture, Identity, and Economics (Afternoon)</td>
<td><a href="http://www.youtube.com/watch?v=AfU32RSmrM">www.youtube.com/watch?v=AfU32RSmrM</a></td>
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<td>William Ingram Threads of Life at Rumah Roda (1:00-3:30)</td>
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<td>6/11 Wed</td>
<td>6/12 Wed</td>
<td>11 am Bumi Sehat clinic—lecture with Robin Lim</td>
<td>Integrate development and sensitive multiculturalism, review Volpp</td>
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<tr>
<td>6/12 Thurs</td>
<td>6/13 Thurs</td>
<td>Leave for Lovina</td>
<td>Diary 4 Reaction 2 due by end of the day</td>
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<tr>
<td>Sat</td>
<td>Sat 6/15; 6/16</td>
<td>Return from Lovina, Sunday rest</td>
<td>Diary 5 Have you written some questions for your survey?</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading</td>
<td>Comments</td>
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<tr>
<td>6/17</td>
<td>Tue 6/17, Tue 6/18</td>
<td>Balinese Spirituality and its Role in Psychology</td>
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<tr>
<td>6/18</td>
<td>Wed 6/18</td>
<td>Trip to Widya Guna and the Green School</td>
<td>Review Samadhi 2001</td>
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<td>6/19</td>
<td>Thurs 6/19</td>
<td>Spirituality and Aesthetics: How Emotions are Managed and Conveyed</td>
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<td>Rucina Bollinger lecture on Dance and Drama in the morning</td>
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<td>Legong Dance at 7pm</td>
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<td>6/20</td>
<td>Fri 6/20</td>
<td>Volcano daytrip</td>
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<td>6/21</td>
<td>Sat 6/21</td>
<td>Free</td>
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<tr>
<td>6/22</td>
<td>Sun 6/22</td>
<td>Understanding Prevention in Bali Purification Ceremony</td>
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<td>6-23</td>
<td>Mon 6-24</td>
<td>Free</td>
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### Written Assignments

Other than diary entries, all assignments must be typed, double-spaced and saved in Word.

Assignments must be handed in as arranged. Late Assignments will generally not be considered unless there is a major, documented illness or emergency, in which case they may be handled on a case by case basis. Assignments are due at the beginning of class on the due date.
date! An assignment not turned in at the start of class is considered late and results in the loss of a letter grade for the assignment. One letter grade will be lost for each subsequent day the assignment is late.

**Diary 5 points each (50 points)**
1. There will be 10 diary entries required this semester, about 3 per week. Entries will be graded as Excellent/Pass/Fail where excellent is 5/a pass is 3 points and a fail is 0.
2. Diary questions will be communicated in class.
3. Some of your diary entries will focus on field observations, others on personal experiences, and others on readings/guest lectures or the mix of all your experiences.
4. Each entry must be 1 full written page, or 500 words. Plan to spend at least 30 minutes to 1 hour on this.
5. Entries will be graded for their thoughtfulness and expressiveness – this can be a mix of personal experiences, reactions to events, readings, and or observations.
6. This is the easiest way to get an A! Talk about yourself and do it thoughtfully.

**Papers**
1. There will be four papers this semester. All papers will be graded with a letter grade.
2. All assignments must be typed and the reference section MUST clearly indicate which papers you are referencing using APA format. Assignments will be graded based on how thoroughly, and thoughtfully, you answer the questions. Be very careful not to plagiarize- see your syllabus for the department’s policy on plagiarism.
3. Two papers are short reaction paper and will be 3-4 pages maximum as described below.
4. Two papers will be somewhat different and are detailed below.

**Reaction Papers**
**Total Possible Points: 10 each**
1. There will be 2 reaction papers this semester. Papers cannot be more than 4 double space typed pages (minimum 2 pages). All papers will be graded with a letter grade. Reactions can incorporate:
   a. Your reaction to the lecture
   b. Your reaction to the readings
   c. News items related to the course
   d. Class discussions
2. All assignments must be typed and the reference section MUST clearly indicate which papers you are referencing using APA format. Assignments will be graded based on how thoroughly, and thoughtfully, you answer the questions. Be very careful not to plagiarize- see your syllabus for the department’s policy on plagiarism.

Reaction Paper 1 (2 - 4 pages): This is a two-part paper. Everyone should answer part 1 and chose one of two options for part 2. Drawing from your readings in the Multicultural Class, particularly Greenberg, (2000) comment on what aspects of Balinese culture are different from your own, at a first impression (1-2 pages).
Next, select either:
a) comment on how to enjoy the newness of the culture, while not exoticising or objectifying it, drawing from Morgan assigned in the Culture and Psychopathology class (1-2 pages)
b) or comment on how to analyze gender without colonizing the subject, drawing from Volpp.

2. Reaction Paper 2 (2-4 pages): Comment on your impression of the dance performance and its relationship to larger Balinese sense of personhood, including but not limited to how spirituality is viewed, created and lived. You may choose to comment on your own personal relationship to the arts and dance and how it is similar to, or different from the Balinese. Integrate the lecture by Ms. Ballinger and or readings into your commentary.

Survey Paper (Paper 3)
Paper 3 (15 points) (2-3 pages txt; 1-2 pages survey = total 3-6 pages, flexible but don’t make it too long)

1a. You will create a short survey, conduct, and interview and report your data.
1b. This will be done in groups of 3 and your final paper will be a group product.
1c. Using the survey checklist on Blackboard, I suggest you start planning this paper in your first week, create your interview in your second week, revise it and conduct your interview in the beginning of your third week. I also suggest that you read Anderson, Volpp, and Suryani quickly to help you think through these issues earlier in the program.
1b. Next, working with your final presentation group, create a short interview/survey on various aspects of being male or female (or neither) in Bali (1 -2 pages will be more than enough).
   Interview themes can be on dating and courtship in young people, romantic expectations, labor relationships, dressing codes, etc. Ask yourself: Are these questions relevant and or appropriate for Bali? If yes, why. If not, why? Revise your surveys accordingly. I encourage you to work in teams to create the surveys; however, interviews should be done individually—group members are welcome to be present but you should conduct the interviews.
1c. Then, ask 1-3 Balinese men or women to answer your questions (1 minimum for each person in your group). Using the answers, report the results and your understanding of the results in a discussion. Integrate the results into your understanding of roles of men and or women in Balinese society.
1d. There are many ways to do this assignment. Please feel free to talk to me as your ideas develop. For example, you can pick only young men or young women, you can pick a mixed group, you can pick a group working in a certain field (e.g., tourism). Re-read the Turner paper on how to be an ethnographer to refresh your memory.
1e. The final product should be a 1 page survey and a 1-3 page result for a total of 3-6 written pages (this is flexible and depends on your survey and results but don’t make it too long). You will use this to construct your presentation as well.

Papers
5. There will be four papers this semester. All papers will be graded with a letter grade.
6. All assignments must be typed and the reference section MUST clearly indicate which papers you are referencing using APA format. Assignments will be graded based on how thoroughly, and thoughtfully, you answer the questions. Be very careful not to plagiarize- see your syllabus for the department’s policy on plagiarism.
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8. Two papers will be somewhat different and are detailed below.

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Survey Paper

Paper 3 (25 points) (2-3 pages txt; 1-2 pages survey = total 3-6 pages, flexible but don’t make it too long)

1a. You will create a short survey, conduct, and interview and report your data.

1b. This will be done in groups of 3 and your final paper will be a group product.

1c. Using the survey checklist on Blackboard, I suggest you start planning this paper in your first week, create your interview in your second week, revise it and conduct your interview in the beginning of your third week. I also suggest that you read Anderson, Volpp, and Suryani quickly to help you think through these issues earlier in the program.

1b. Next, working with your final presentation group, create a short interview/survey on various aspects of being male or female (or neither) in Bali (1 -2 pages will be more than enough). Interview themes can be on dating and courtship in young people, romantic expectations, labor relationships, dressing codes, etc. Ask yourself: Are these questions relevant and or appropriate for Bali? If yes, why. If not, why? Revise your surveys accordingly. I encourage you to work in teams to create the surveys; however, interviews should be done individually—group members are welcome to be present but you should conduct the interviews.

1c. Then, ask 1-3 Balinese men or women to answer your questions (1 minimum for each person in your group). Using the answers, report the results and your understanding of the results in a discussion. Integrate the results into your understanding of roles of men and or women in Balinese society.

1d. There are many ways to do this assignment. Please feel free to talk to me as your ideas develop. For example, you can pick only young men or young women, you can pick a mixed group, you can pick a group working in a certain field (e.g., tourism). Re-read the Turner paper on how to be an ethnographer to refresh your memory.

1e. The final product should be a 1 page survey and a 1-3 page result for a total of 3-6 written pages (this is flexible and depends on your survey and results but don’t make it too long). You will use this to construct your presentation as well.
Paper 4: Field Experience/Growth Paper (20 points)
1. Prepare a 3-4 page typed double-spaced paper on the most significant or important field experience. Use your diary entries, class discussions, and weekly papers to help you in this task. This is a summative task and intended to be an integrative critical analysis of your self-awareness and personal growth.
   a. Include:
      i. A brief summary of the activity (2)
      ii. Describe the affective/emotional impact it had on you (2)
      iii. What you learned from the experience (2)
      iv. How you plan to continue your experiential multicultural growth and development (2)

Visual Psychology and Sociology Project/Collaborative Final Exam
Total Possible Points: 15
1. The best way to understand and appreciate psychology and culture is to experience it. Multicultural refers to, but is not necessarily limited to, ethnic, racial, cultural and GLBT groups, people with disabilities, older adults, gender, and class as well as the interface among these dimensions.
2. You are required to document some aspect of multiculturalism discussed during the course of the proposal or that you argue is relevant to the proposal.
3. The instructors will discuss group topics with you throughout the course as you develop your projects.
4. You and your team will present your project using a mix of photographs, videoclips that your team shot, and verbal presentation.
5. The presentation should begin with a verbal or written description of the project and include your “study” goals, importance/relevance of project, and brief conclusion/discussion.
6. Any written material should be presented as part of power point presentation with embedded media.
7. If your focus is on gender, you may want to surf the website:
   http://www.genderads.com/Gender_Ads.com to give you ideas—but beware, it can be very overwhelming.
8. Each team will comprise 3 members and will have 30 minutes to make their presentation (allow yourselves 5 minutes for set-up). Thus, your actual presentation should be 25 minutes.
9. We will have a combined 20-30 minute discussion after every three presentations.
10. All groups are expected to have 1 written question for the presenting group members to advance discussion.
General Writing Guidelines

- All papers should have a title and your name. Spelling and grammar are expected to be college level. PROOF-READ.
- Late papers will only be accepted by prior arrangement. You will lose one letter grade for each day that it is late. Weekends count.
- This paper uses the APA guidelines regarding margins, type font, double spacing, and citation (when applicable). Most of your documentation will be personal communication and actual documents.
- All assignments must be typed (double-spaced). Assignments will be graded based on how thoroughly, and thoughtfully, you answer the questions. Be very careful not to plagiarize- see your syllabus for the department’s policy on plagiarism.
Department Policies

Academic Misconduct
Instances of cheating, plagiarism and any other form of academic misconduct will be prosecuted according to the procedures adopted by John Jay College. I will not accept as an excuse that you were unaware that your behavior constituted plagiarism. Therefore, I highly recommend that you familiarize yourself with the concept of plagiarism and that you approach me if you have any questions.

HOW TO AVOID PLAGIARISM
You must always cite the references you consulted in your research. Failure to do so constitutes plagiarism. A few guidelines for acknowledging sources are noted below (from Northwestern University’s “Some Notes on Plagiarism and How to Avoid It”):
A simple principle can be helpful when one is trying to determine whether in a specific case acknowledgment is necessary: If you knew it or held it as your own opinion before you began preparing your paper, it need not be acknowledged (unless you had recently acquired it from your reading). If you got it from some outside source after beginning preparations, it must be acknowledged. . . . Wherever there are specified facts, explanations, judgments, opinions, or hypotheses, their exact source must be given...such acknowledgment is required even when you present this specific material entirely in your own words. (p. 4) Any direct quotation must be placed in quotation marks (or otherwise designated as a direct quotation) and the source immediately cited (after the quote). Some students have the odd notion that it applies only when the quotation is at least a complete sentence and that phrases can be transcribed without quotation or acknowledgment. But any phrase so appropriate and effective as to be taken from the original should be treated this way. (p. 4)

Administrative Information
Any student who has a disability and needs classroom accommodations should notify both me and the Office of Services for Students with Disabilities at 212/237-8185.

Additional References
