PSY 399: MULTICULTURAL ISSUES IN FORENSIC PSYCHOLOGY
Winter 2017

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Office Hours: Daily after class or by appointment

My contact information: Please DO NOT share this with anyone who is not in the program under any circumstances other than emergency contact/family during an emergency.

Broad Overview
This class counts as three credits and provides the theoretical and substantive foundation for the study abroad in Morocco. Field work schedule and Journal Entries are provided separately.

Grading
The course will be graded as follows for the on-campus portion:
Class and Field Work Participation and Preparedness (any unexplained absence or habitual lateness will result in up to 10 points deduction) 15
Ten Journal Entries (5): 50
Weekly Discussion Question (5 %) 20
Final Presentation 15

Grand Total 100

I will grade all journals on: ) language, format and clarity and (b) and evidence of thoughtfulness and critical thinking rather than simple summarization. A 3 and above are considered a pass for journals.

There will be neither extra credit assignments because of the intensity of this course.

Policies
• One of the goals of the program is to develop a close group identity. Thus, outside participants should not be invited to use CCL facilities under any circumstances. Inviting non-participants who have no relationship to the summer abroad program and “sharing” program space/accommodation/activities in any way is grounds for dismissal.
• One missed classes without an 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.
Course Description
Gender is a key construct within any theory of culture and multiculturalism. Within the specific cultural context of Morocco, this course analyzes psychological theories on the development of gender, gender identification and gender-typed behavior; research evidence for the presence or absence of gender differences; gender-influenced social development across the life span; psychological aspects of gender roles in the family and in the workplace; gender-related mental health, and the relevancy of gender in everyday life in the context of contemporary Moroccan culture.

Examination of gender rights in the West has tended to marginalize non-Western cultures, stereotype such cultures as patriarchal or violent, and force Western interpretations of human rights without sensitivity to history or cultural context. The purpose of the program is to introduce students to how gender rights in Morocco have been long a source of internal contest and how the law on the books, customary law, and community organizations have banded together to improve lives of women in Morocco. While the course will focus on women, class readings and discussions will also include men’s changing roles and LGBTQ rights in Morocco.

Students will be exposed to different approaches of combating discrimination against women. How social class, rural-urban considerations, and ethnic differences within Morocco influence women and men’s positions will also be discussed. Finally, students will also discuss community based responses to improving women’s lives.

The program will supplement the on-campus curriculum because students will have an opportunity to visit with activists, Muslim and secular feminists, academics, survivors of abuse and learn firsthand how Moroccan society engaged with these issues. Further, traveling through Morocco and interacting with men and women will dispel many myths about Islam, and women’s position within Islam.

Primary Learning objectives are:
- a) Introduction to gender as a key component of multicultural psychology
- b) Role of gender in understanding partner violence
- c) Ability to understand tensions between cultural relativity, cultural practice, and informing change
- d) The tensions between national self-determination of what constitutes gender-based violence and universal definitions of gender-based violence
- e) Understand and propose policy change at the community level that is culturally sensitive

Further Learning Objectives include:
- a) Become familiar with issues surrounding research and assessment of diverse populations
- b) Increase personal self-awareness as a cultural being in a diverse society
- c) Develop knowledge of how stereotypes, biases, and prejudices are shaped and impact society
- d) Increase valuing of diversity and understanding of the experiences of others.

Required Readings
All readings are posted on Blackboard. You are advised to bring readings electronically to Morocco for reference. In addition to journal articles, you are required to purchase the following two books.

Note: While the reading assigned is appropriate for the class, the program itself is very intense. To simplify your life, try to complete at least half your readings while in the U.S.

Rights in the Muslim World. HBI Series on Gender, Culture Religion, and Law.
Boston: Brandeis University Press.


**Attendance, Class Preparation and Conduct while in Morocco**
Because of the brevity of the program, all classes are mandatory. Missed classes will result in deducted points unless there is a clear emergency which could not be avoided. Students are required to come to class with copies of *all assigned papers*. Failure to do so will result in points deducted. Students are expected to have read papers thoroughly and are prepared to discuss main points in class. While debate and discussion are encouraged, respect for fellow colleagues, guest lecturers, and the professor should be observed at all times. If a disrespectful encounter or dynamic occurs, I will intervene if necessary. Please note that class participation counts for 20% of the term grade. Therefore, chronic lateness, unexplained absence or clear continuous lack of preparedness or repeated misbehavior will lower your overall grade significantly. This is the best way to keep an A and the best way to lose it. On certain days, student will be asked to present various portions of readings with advanced notice.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Percentage</th>
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<tr>
<td>Excellent participation</td>
<td>18-20</td>
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<tr>
<td>Good Participation</td>
<td>16-18</td>
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<tr>
<td>Some participation</td>
<td>14-15</td>
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<tr>
<td>Poor participation</td>
<td>10-15</td>
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**What is General Conduct?**
Same as class participation, except it covers trips and field work. 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 Moroccan expectations of modesty will be enforced for all trips and classes with guest lecturers or outside visitors.

**Written Assignments**
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! 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.

**Timely work**
All assignments are due in class on the specified date and unless otherwise noted, should be typed. No excuses other than documented illness. Late assignments will not be accepted.

**Grade Assignment**
This is only a rough guide and will vary depending on class performance.
93-95 and above A
90-(92-94) A
85-89 B+
below 85 B
below 80 B-
below 75 C
*Full references are given at end of syllabus

Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Dates and Readings</th>
<th>Assignment Due</th>
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<td></td>
<td>Course Overview during informational</td>
<td>Introductions and Readings</td>
<td>None</td>
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| Class 1 & 2 | a) General Introduction to debates in Gender, Multiculturalism and Feminism | **Background Reading**  
*To be selected, a short review of Moroccan culture and history, introduction to Arab spring*  

- a) Anderson on gender (read pp. 854 from Individualist approaches to the study of gender to pp. 859, stop b4 the Consequences.)  
- b) Introduction: Gender Equality, Change and the Quest for Social Justice for Women in Muslim Societies in Raghavan and Levine, 2012)  
- c) Women and Linguistic Space (Sadiqi pp. 35 to 36, stop before Moroccan Arabic;  
- d) Freeman on re-locating identities  
- e) Dreams of Trespass: Tales of a Harem Girlhood used for discussion for duration of program |
| Class 3 and 4 | Introduction to Feminism and Multiculturalism | a) Volpp (Feminism vs. Multiculturalism)  

- b) The Moudwanna and Rural Marital Relationships (Elliot, in Raghavan and Levine textbook)  
- d) Sadiqi—pp 37-38, skim first 3 paragraphs of code switching |
| Class 5 and 6 | a) Introduction to Definitions and Theories of IPV  

- b) The case in Morocco  

- General  

- a) Mahoney, Williams, & West (2001)- Chapter from Sourcebook on Violence against Women (143-155) (Defining intimate partner violence)  

- Morocco-Specific  

- c) The Marriage contract in the Maghreb: Challenges and Opportunities for Women’s Rights (Bordat and Kouzzi, in Raghavan and Levine, 2012)  

One or both of these classes will be prior to departure, in December |
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<tr>
<th>Class 7 and 8</th>
<th>d) Promoting a Violence against Women Law in Morocco (Kouzzi and Bordat, in Raghavan and Levine, 2012)</th>
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<td>C9</td>
<td>b) Hur on Empowerment c) Skalli on Women and Poverty d) Brooks and Hinton on Women helping Women</td>
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**Required Reading (Books listed above)**
Volpp, Ch. 3: Feminism v Multiculturalism.
http://en.wikipedia.org/wiki/Community_psychology

**Supplemental Reading**