

Kirk Kerkorian School of Medicine at UNLV
1001 Shadow Lane Campus

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This class explores a variety of multicultural topics related to culture, ethnicity, gender, class, sexual orientation, and physical attributes. This class identifies aspects of culture as it relates to internalized beliefs, biases, values, individual and family interactions.

Students will examine these topics in relation to self and others. This class will focus on awareness, knowledge, and skills in working with diverse individuals, families, and groups in a variety of settings.

Moore, M. R., & Stambolis-Ruhstorfer, M. (2013). LGBT Sexuality and Families at the Start of the Twenty-First Century. *Annual Review of Sociology*, 39, 491-507. doi:10.1146/annurev-soc-071312-145643

Silverstein, M., & Giarrusso, R. (2010). Aging and family life: A decade review. *Journal of Marriage & Family*, 72(5), 1039-1058. doi:10.1111/j.1741-3737.2010.00749.

Sue, D., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.

Warf, B., & Vincent, P. (2007). Religious diversity across the globe: A geographic exploration. *Social & Cultural Geography*, 8(4), 597-613.

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As a distance education/web-based course, students are responsible for having access to

the Internet in order to complete the required assignments. Any student missing any activities like quizzes, discussion boards, and examinations because of days of personal observation (i.e., spiritual, philosophical, religious, etc.) shall be given an opportunity during that semester to make up missed work. The make-up will apply to the day of personal observation absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of their intention to participate in days of personal observation, which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university, which could have been avoided. For additional information, please visit: [UNLV Catalog](http://catalog.unlv.edu/content.php?catoid=4&navoid=164) <http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.

Completed assignments are to be turned in by 11:59 p.m. (at the latest) on the date they are due. Late assignments will not be accepted except in the case of documented emergency situations. Any situation that may result in the production of late assignments must be discussed with the instructor as soon as possible. If you are experiencing technical difficulties the instructor must be contacted prior to the assignment due date.

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There are 7 quizzes through the semester. Each quiz has either 5 or 10 multiple-choice questions. The quizzes are based off the corresponding assigned reading, lectures, and videos. You will have 30 minutes to complete each quiz. The quiz will only cover the material for that week of the assigned quiz.

There are 7 discussion boards through the semester. After reading certain chapters/articles, you will critically evaluate issues relating to multicultural issues and consider those implications for you. Each discussion board will have its own prompt. Further detail can be found on canvas.

Each discussion post will require one original post responding to the prompt (6 points) and at least one response to V'eZZgh^edhi 'l} ^ed'cihl^dc'i] Z^X « ' èt° i a

Also, please keep in mind that personal/sensitive information shared by members of the class is to be respected as confidential and not to be divulged outside of the class environment. Please note that the subject matter and assignments may challenge certain values, beliefs and assumptions, which may create some discomfort.

There will be 2 exams this semester, a midterm exam and a final exam. Each exam has 50 multiple choice questions with each question worth 2 points. The midterm exam will be a comprehensive exam of everything covered in class up to that point. The final exam will cover all material from the midterm to the end of the semester.

Students are expected to spend the necessary time inside and outside the class to complete the course. This course is worth a total of 3 undergraduate credit hours. This is the equivalent of 45 hours of direct engagement. Additionally, the student is expected to spend an additional 105 hours in outside preparation. This means a total of 150 hours this semester is to be devoted to this course.

The format of assignments is primarily individually-

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Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [AVgZgZh`GZhZarch Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also

Doucet, F., & Hamon, R. (2007). A nation of diversity: Demographics of the United States of America and their implications for families.

YouTube: [Demographic transformation of the U.S](http://www.youtube.com/watch?v=YQ5u2tV1DtY) <http://www.youtube.com/watch?v=YQ5u2tV1DtY>

Quiz 1

PowerPoint: Racism and Privilege

Diller, J. (2015). Chapter 4: Understanding racism, prejudice and white privilege.

Quiz 2

PowerPoint: White Ethnic Groups

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack.

Discussion Board 2

PowerPoint: Racial Microaggressions

Sue, D., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice.

Quiz 3

Diller, J. (2015). Chapter 12: Working with Native American clients: An interview with Jack Lawson.

Quiz 5

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PowerPoint: Nation of Diversity

Diller, J. (2015). Chapter 6: Working with culturally diverse parents and families.

Jojic, M., Raj, A., Wilkins, K., Treadwell, R., Caussade- Rodriguez, E., & Blum, J. (2012). Demographics and treatment of the American family. *International Review of Psychiatry*, 24(2), 128-132.

Discussion Board 5

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PowerPoint: Sexism & Gender

PowerPoint: Sexual Orientation

Quiz 6

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PowerPoint: Religion

Warf, B., & Vincent, P. (2007). Religious diversity across the globe: A geographic exploration

Silverstein, M., & Giarrusso, R. (2010). Aging and Family Life: A Decade Review.

Quiz 7

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PowerPoint: Closing Thoughts

Diller, J. (2015). Chapter 18: Some closing thoughts

Discussion Board 7

Opens Monday December 9th at 12:00 am

Closes Wednesday December 11th at 11:59 pm