

**Course Culture & Psychology**

Patrick Brady, Psy.D.
Office Hours: as needed by appointment

Email: pjbrady@tamusa.edu (preferred)
(**email** is the best way to contact me as I am not always available by phone)

About the Instructor:

I have over 24 years of experience as a psychologist working with multiculturally diverse individuals and families. As a military psychologist and former active-duty behavioral health officer I have been fortunate to work with Active-Duty Service Members, Veterans and Foreign Nationals from allied countries across the world. I have been blessed to serve as an adjunct professor at Texas A&M University for over 10 years.

Required Text Matsumo, D., & Juang, L. (2017). Culture and Psychology, 6th Edition. Belmont, CA: Wadsworth.
Other readings as assigned by the instructor.

Suggested Text
APA Manual (7th edition)

Course Description

This on-line seminar course is an examination of the role of culture in the development and validation of psychological theories. Critical discussion of the application of Western theories to other cultural groups, including ethnic minority subgroups. Topics may include identity formation, cognitive and personality development, social and organizational behavior, intergroup relations, psychological assessment, and mental health.

Cross-Cultural Note: This course will allow you to explore many ideas and points of view that you may never have considered before. Some of these may feel uncomfortable. We are all allowed to express our point of view in this class openly- without judgment from others. In this way, we can all learn about each other, and learn to respect others whose views are different from ours.

Course Objectives**Upon completion of this course, the student will be able to:**

Psychology Majors: <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

In this class, the following student learning outcomes are expected:

- 1.1 Describe key concepts, principles, concepts, principles, and overarching and overarching themes in psychology themes in psychology
- 1.2 Develop a working knowledge of psychology's content domains.
- 1.3 Describe applications of psychology
- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.5 Incorporate sociocultural factors in scientific inquiry
- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels.
- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others
- 5.2 Exhibit self-efficacy and self-regulation

- 5.3 Refine project management skills
- 5.4 Enhance teamwork capacity

Online Note

You have enrolled in an ONLINE course! Online courses require much more “on your own” learning than traditional face to face courses. Be prepared for this! As with any university-level course, you are expected to keep up with all assigned readings. In an online course, this may mean that you spend more time reading for understanding than in a traditional face to face course. Your professor has chosen a book that is relatively clear in its presentation of ideas, as well as additional readings and videos to help you expand your knowledge.

It is important to read / watch the assigned materials and prepare for assignments so that you can ask questions about ideas that you are confused about or are struggling with in advance of assignment due dates. You cannot do this effectively if you are unprepared. While this is true in any course, the effects of unpreparedness are more marked in an online course. If you are confused, please contact me as soon as possible through email to resolve and we can plan for a telephone conference as needed. My contact info is above! Being confused is not an excuse for not completing work.

Grading

This course is based on a total of 290 pts. Below is a breakdown of the various assignments and how many points each assignment is worth.

1) Tests: Three tests and a final exam will be given throughout the course. The exams may be comprised of multiple choice, True/False short answer essay or essay questions. The three tests are worth 36 points each and the final exam (36pts) for a total of 144pts. Students will be given a window of 4 days to complete exams, but **must be completed by the assigned due date**. A grade of **zero** will be assigned for tests not completed by the due date. Only university sanctioned excuses (i.e., medical) will be accepted should a student be unable to take the on-line exam by the due date.

2) Writing Assignments: Students are required to write one APA formatted paper. The written assignment is worth 50pts. A description of the assignment is located at the end of the syllabus. It is important to be familiar with APA (7th edition) writing style. I highly encourage students to take advantage of the TAMU writing lab and some of the latest software that can assist with correct formatting. The paper is due by **11:59 CST** on the assigned date. Late assignments will be accepted up to 2 days late but will experience a **25% deduction for each day late**.

3) Presentations: Students will be responsible for creating a presentation to include speaker notes (with power point slides) that is worth 44pts. A description of the assignment is located at the end of the syllabus. Presentations are due by **11:59 CST** on the assigned date. Late presentations will be accepted up to 2 days late but will experience a **25% deduction for each day late**.

4) Discussion Boards: Active participation is important in an on-line course. As a means to encourage participation, each student has the opportunity to earn 4pts each week that a discussion question is presented on Black Board. A total of 13 discussion questions will be presented. Each student must present an original post and then respond to two other students' posts to receive credit. Your original posts addressing the discussion topic should be made to the weekly group discussion forum no later than **11:59pm CST every Wednesday**. The response postings commenting and reflecting upon the comments of your peers (**minimum of two responses**) should be made on each topic no later than **11:59pm CST every Friday -- late postings will not be given credit**. A total of 56pts can be earned.

Submitted posts must reference the week's readings, media, lesson and content in a direct way. Each post should be an original contribution and should make an explicit and accurate reference to the week's topic. Please include reference citations from the readings as appropriate to demonstrate integration of the material. The three posts (1 original post & 2

responses to students) should be 1 to 2 paragraphs in length with a **minimum of six sentences per paragraph**.

Discussion board posts must be submitted through the blackboard assignment manager (accessible via the assignments button on the course navigation menu) by the date and time specified. Discussions posts submitted after due date will not receive full credit.

Please Note with Discussion Boards and All Assignments:

Psyc 3324 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio’s standards of academic integrity.

Discussion Board Grading Criteria	Weekly Point Value (4)
Meaningful and New Ideas: Ideas examine topic from new perspective that contributes to group understanding of topic (1-2 paragraphs).	2
Relevance of Replies to Other Students' Messages: Responses elaborate, contradict, modify, or explain the original message (1-2 paragraphs).	2

There are a total of 290 points possible for this course. The point distribution is as follows:

Item	Possible Points	% of final grade
3 Tests & Final	144	50%
1 Paper	50	17%
Presentation	44	15%
Discussion Boards	52	18%

GradingScale

- 290-261pts: A
- 260-232pts: B
- 231-203pts: C
- 202-174pts: D
- 173pts- F

**Student
 Responsibility
 es & Policies**

Online Class Netiquette

Your instructor and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful learning environment.

Discussions: This course sometimes deals with complex, challenging, and controversial subject matter. Every student's input is welcome and needed; however, you must cultivate a style of responding that is both respectful and informed.

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodations of their disability. If you have a disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/MLDCCenter>.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8 a.m. and 5 p.m., Monday – Friday. After-hours crisis support is available by calling 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent. All mental health services provided by the SCC are free, confidential (to the extent permitted by law), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can schedule appointments with the Writing Center in JagWire under the student services tab. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, about special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person, Room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under A&M System policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the classroom, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's

GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio’s Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university’s Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student’s studies; (3) participate in an alternative program; (4) change the student’s major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student’s unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.edu or at 210-784-4357.

Student Misconduct

Appropriate conduct is essential to the effective functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior in The Student Handbook and The Student Code of Conduct.

Academic Misconduct Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Key Dates

January 16	First day of class
March 11-17	Spring break
April 13	Last day to drop with an automatic "W"
April 20	Last day to withdraw from the University
April 29	Last day of class
May 1-7	Final exams
May 7	End of spring semester

The complete academic calendar is available online:

<http://www.tamusa.edu/provost/academicresources/academiccalendar.html>

- Tentative Course Schedule -

WKS (FULL)	WEEK OF:	TOPIC
		Both this syllabus and following schedule is tentative and subject to revision if necessary . Any changes will be announced in class. It is the student's responsibility to stay informed of changes
1	JAN 16-19	Introduction
2	JAN 22-26	Introduction to Cultural Psychology & Cross-Cultural Methods

		Required Text: Chapters 1 & 2, any assigned articles. Original Discussion post is due on Wednesday by 11:59pm, CST with responses to 2 students on Friday by 11:59pm, CST.
3	JAN 29-Feb 2	Enculturation: Required Text: Chapters 3, any assigned articles. Original Discussion post is due on Wednesday (11:59pm) with responses to 2 students by Friday, 11:59pm, CST.
4	Feb 5-9	Test 1: must be completed by Feb 5 (Mon) Chapters 1, 2, 3 & any assigned articles are covered on the test. Culture & Developmental Processes (Read Chapter 4). Discussion posts are due on Wednesday with responses to 2 students on Friday.
5	Feb 12-16	Culture Self & Identity/Culture & Personality Read Chapters 5 & 6. Discussion posts are due on Wednesday with responses to 2 students on Friday.
6	Feb 19-23	Culture & Gender (Read Chapter 7 and any assigned articles). Discussion posts are due on Wednesday with responses to 2 students on Friday.
7	Feb 26-Mar 1	Written Assignment due: Feb 26 (Mon) Culture & Cognition: Read Chapter 8, and any assigned articles. Discussion posts are due on Wednesday with responses to 2 students on Friday.
8	Mar 4-8	Test 2: completed by Mar 4 (Mon) Chapters 4, 5, 6, 7, 8 & any assigned articles are covered on the test. Culture & Emotion: Read Chapter 9). Discussion posts are due on Wednesday with responses to 2 students on Friday.
9	Mar 11-15	Spring Break Mar 11-17 No readings or assignments due.
10	Mar 18-22	Culture, Language & Communication Read Chapter 10 and any assigned articles. Discussion posts are due on Wednesday with responses to 2 students on Friday.
11	Mar 25-29	Culture & Health: Read Chapter 11 and any assigned articles. Discussion posts are due on Wednesday with responses to 2 students on Friday.
12	Apr 1-5	Culture & Psychological Disorders: Read Chapter 12 and any assigned articles. Discussion posts are due on Wednesday with responses to 2 students on Friday.
13	Apr 8-12	Test 3: completed by Apr 8 (Mon) Chapters 10, 11, 12 & any assigned articles are covered on the test. Culture & Treatment for Psychological Disorders: Read Chapter 13. Discussion posts are due on Wednesday with responses to 2 students on Friday.
14	Apr 15-19	Presentations due: Apr 18 (Thurs) No readings this week. I'm giving you class time to complete your presentations. Discussion posts are due on Wednesday with responses to 2 students on Friday
15	Apr 22-26	Culture & Social Behavior/Culture & Organizations: Read Chapters 14 & 15. Discussion posts are due on Wednesday with responses to 2 students on Friday.
	Apr 30	Study Day
16	May 1-7	Final Exam Completed by: May 4 (Saturday) Chapters 13, 14, 15 are covered on the Final Exam.

**Written Assignment
 Identity Paper**

Prepare a 1050- to 1,200-word paper in which you explore the following identity concepts (cultural identity, ethnic identity and personal identity)

Address the following:

- Define and describe each identity concept in detail providing examples of each that demonstrate a thorough understanding of each.
- Apply the three identities to your life. What is your cultural identity? What ethnic groups comprise your ethnic identity (i.e.,

Mexican, German, Jamaican, Puerto Rican, English, Nigerian, etc.)? How do these groups influence your beliefs and values? What is your personal identity? Also, explain how whether or not your cultural and ethnic identities influence your personal identity.

You may interview a family member as one of your references. There are many excellent texts and journal articles that can be used to access information about specific culture and ethnic identities. Have fun learning about your identity and heritage!

Format your paper consistent with APA guidelines. Include a minimum of **5 references** in your paper.

Presentations

Review the material we have covered in class. Students will select a cultural psychology topic of interest. **Prepare** a 14- to 16-Microsoft® PowerPoint® slide presentation in which you examine the selected topic. Make sure you thoroughly cover the topic and provide examples where appropriate. Your presentation **MUST** include detailed speaker notes for each slide. The notes should be prepared as a transcript of what you would present while discussing the content of each slide for your presentation. The transcript notes can be typed at the bottom of each slide in the “add notes” section. **In order for a student to receive full credit, he or she must INCLUDE the SPEAKER NOTES with the slide deck. Make sure you include a minimum of 5 peer reviewed references with the presentation. The reference list should follow APA formatting and be the last slide of your presentation.**

Possible Presentation Topics:

- Influence of Culture on personality
- Cross-Cultural research approaches
- The impact of culture on developmental processes
- Culture and Gender Roles
- Enculturation
- Cultural Gender Differences
- Multicultural identities
- Cultural issues related to psychological disorders
- Influence of Culture on Health
- Culture in Organizations

The list is meant to be a starting point for presentation ideas. Please feel free to e-mail me any ideas that you may have as a presentation topic.

IT Help Available

If you are having any technical difficulties please utilize the following links:

IT Help Desk: <http://www.tamusa.edu/its/index.html>

General Black Board Help: https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student

Black Board Help Tutorials:

https://en-us.help.blackboard.com/Learn/Reference/Blackboard_Learn_Videos/Student_Videos

COVID-19

The university maintains a covid-19 web-site with current data, safety protocols, and reporting guidelines at <https://www.tamusa.edu/community-safety-together/index.html>.