

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: Psychology 121

FACULTY NAME: Alexandria “Lexy” Conrad

DATE SUBMITTED: 8.14.23

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPNOSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
<p>Syllabus</p>	<p>Class Housekeeping: lists class expectations and discusses safe environment for important/sensitive dialogue. Housekeeping: ▶ Be responsible, realistic, and optimistic ▶ Be respectful, supportive, and courteous of your fellow peers, instructor, and boundaries. ▶ Stay organized and exercise good time-management ▶ Communicate often ▶ Give this course your best effort (including assignments and class participation) ▶ Check work and recheck. ▶ Be open and receptive to challenges and feedback ▶ Do not have side conversations in the middle of lecture or discussion, save them for later ▶ Please refrain from eating in the classroom, bags/chewing/rustling can be distracting ▶ Be mindful of your time and mine</p>	<p>Add more specific wording surrounding respecting different cultures, groups, and diverse opinions and perspectives. ▶ Be responsible, realistic, and optimistic ▶ Be respectful, supportive, and courteous of your fellow peers, instructor, and boundaries. ▶ Honor different opinions and experiences that are different from your own. ▶ Agree to disagree ▶ Discussions will maintain healthy dialogue and will be freely expressed, in a manner that is not hurtful/harmful to others, and without fear of discrimination or retaliation. ▶ Stay organized and exercise good time-management ▶ Communicate often ▶ Give this course your best effort (including assignments and class participation) ▶ Check work and recheck. ▶ Be open and receptive to challenges and feedback ▶ Do not have side conversations in the middle of lecture or discussion, save them for later ▶ Please refrain from eating in the classroom, bags/chewing/rustling can be distracting ▶ Be mindful of your time and mine</p>	<p>Inclusion of having everyone’s voice heard and respected, without fear of isolation or retaliation.</p>

RESOURCES USED and where to find more information: <https://guides.library.pdx.edu/c.php?g=527355&p=3605354>

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Course Units	N/A		
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	Social Psychology: Chapter 1-14	Social Psychology Added readings and videos for class discussions (Media articles and scholarly journals) See attached reading and video links	Chinese Eastern Cultures African American Latino and Indigenous Minority children Housing Insecure Learning Disability Children Disabled individuals LGBTQ+ Jewish Community
RESOURCES USED and where to find more information:			
Instructional Methods			
RESOURCES USED and where to find more information:			
Assignments	Weekly Discussion Board Posts on Chapters 1-15. Student reflects on something they found interesting about the chapter that was covered that week. 4 exams	Discussion boards will include more specific topics that are culturally responsive and include readings for students to refer to. Cultural influence on How we Think, Social Media Impacts on relationships, Riots and Protests historical importance, Interpretation of aggression,	Minority cultures LGBTQ+ Younger Generations and Social Media African American Southern cultures
RESOURCES USED and where to find more information:			
Activities	Lecture discussion question	Lecture discussion question “Being Black In America” Poem. The Game of Happiness, Understanding Cognitive Dissonance, Negative effects of Conformity aimed at special populations. Peer Interviews (stereotyped), Volunteering.	Inclusion of all students
RESOURCES USED and where to find more information: http://www.edchange.org/multicultural/activities/roleplays.html			
Instructional Methods	Lecture and Power Point Video Lecture Discussions Class Activities	Lecture and Power Point/ Discussions:: Discuss differences in individualist/collectivist cultures in more depth, Eastern Cognition and Perception, Cultural Differences in Marriage, Honor of Culture Video: Do Asians THINK Differently?, How the Blind See the World, John Lewis Speech, Learned Helplessness and LD, My Arranged Marriage, 13th, NPR interview (Riots/Protests), So You Think You Understand Homelessness? Class Activities: “Being Black In America” Poem. The Game of Happiness, Understanding Cognitive Dissonance, Negative effects of	Aims to reach all cultures and groups, from race, age and disability to minority children and gender minorities.

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		Conformity aimed at special populations. Peer Interviews (stereotyped), Volunteering.	
RESOURCES USED and where to find more information:			
Classroom Environment	<p>Maintain a safe comfortable classroom environment that encourages healthy dialogue and learning.</p> <p>Remain open and approachable and encourage students to reach out for support.</p>	<p>Maintain a safe comfortable classroom environment that encourages healthy dialogue and learning.</p> <p>Remain open and approachable and encourage students to reach out for support.</p> <p style="color: red;">Specify a safe, non-judgmental open-door policy for students regarding all issues that may arise in class, including feeling uncomfortable with discussion or topics that are covered.</p>	Reach all students from diverse backgrounds and learning levels.
RESOURCES USED and where to find more information:			
Grading Policies	<p>For discussion board posts, late work is accepted up to three days with penalty each day.</p> <p>Exams are open a week prior to the due date to give adequate time. Exams are timed</p>	<p>For discussion board posts, late work is accepted up to three days with penalty each day.</p> <p>Exams are open a week prior to the due date to give adequate time. Exams are timed Exams will no longer be timed.</p>	Accommodate individuals with outside commitments, but with incentive to get things turned in on time and with enough time.
RESOURCES USED and where to find more information:			
Learning Goals			
RESOURCES USED and where to find more information:			

*****Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:**

- Seek-out, recognize, and address bias within the curriculum components.
- Highlight representations from the cultures that reflect the students we serve.
- Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
- Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
- Highlight power dynamics, privilege, and historical oppression.
- Utilize multiple perspectives from different cultural groups.
- Seek to reach multiple learning styles / intelligences.