

PSYC 135: PSYCHOLOGY OF MULTICULTURAL GROUPS

In Workflow

- 1. PSYC Committee Chair (ellison@csus.edu)
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- 4. SSIS Dean (wickelgr@csus.edu)
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- 6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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Approval Path

- 1. 2025-11-17T23:09:13Z
Lisa Harrison (laharrison): Rollback to Initiator
- 2. 2026-03-30T19:10:06Z
Erin Rose Ellison (ellison): Approved for PSYC Committee Chair
- 3. 2026-04-10T15:17:04Z
215087848: Approved for PSYC Chair
- 4. 2026-04-17T17:19:34Z
Bao Lo (lo): Rollback to Initiator
- 5. 2026-05-01T15:23:28Z
Erin Rose Ellison (ellison): Approved for PSYC Committee Chair
- 6. 2026-05-01T16:03:30Z
215087848: Approved for PSYC Chair
- 7. 2026-05-07T00:32:24Z
Bao Lo (lo): Approved for SSIS College Committee Chair
- 8. 2026-05-07T15:32:29Z
Emily Wickelgren (wickelgr): Approved for SSIS Dean

History

- 1. Jun 13, 2025 by Janett Torset (torsetj)

Date Submitted: 2026-05-01T08:50:17Z

Viewing: PSYC 135 : Psychology of Multicultural Groups

Last approved: Fri, 13 Jun 2025 17:52:41 GMT

Last edit: 2026-08-28T21:02:40Z

Changes proposed by: Greg Kim-Ju (102010218)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Greg Kim-Ju	kimju@csus.edu	9162786738

Catalog Title:

Psychology of Multicultural Groups

Class Schedule Title:

Psych Multicultural Groups

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Psychology

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)

PSYC - Psychology

Catalog Number: (course number)

135

Course ID: (For administrative use only.)

159421

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This proposal documents and updates the Learning Outcomes for PSYC 135, which were not entered into the system during the transition to CourseLeaf. The course description has also been updated to reflect current areas of research and literatures in multicultural psychology. The proposal further clarifies that the course is offered both stateside and through CCE; this accurately reflects curricular changes made but not already accounted for during the transition to CourseLeaf.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Examines the role of culture and intersectional social identities, race, ethnicity, gender, and social class in human development and behavior within diverse cultural groups. Presents sociocultural and ecological perspectives on human development, i.e., that individuals must be understood in the context of their culturally patterned social relations, practices, institutions, and ideas. Explores psychological issues that pertain to ethnically and racially minoritized groups in the United States.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply basic social science concepts and findings concerning culture, race, ethnicity, gender, and social class in the United States as well as current research and perspectives on multicultural issues in psychology.	Journal, Discussion board post and peer response, quizzes, autobiography
2	Analyze significant aspects of the culture, contribution and social experience of ethnically and racially minoritized groups in the United States, including African Americans, Asian Americans, Latinx, and Indigenous people of the Americas.	Journal, Discussion board post and peer response, quizzes, autobiography
3	Evaluate sociocultural and sociopolitical forces and trends such as racism, ethnocentrism, and racial stereotyping in the United States and how they interact with psychological processes to enhance our understanding of the development of the individual as an integrated physiological, psychological, and social being in context.	Journal, Discussion board post and peer response, quizzes, autobiography

Attach a list of the required/recommended course readings and activities:

S26MCSyllabus.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Criminal Justice

Attach evidence of consultation with the affected department

Criminal Justice email (F25).pdf
Peace Corps Program email (F25).pdf
MA Gender Equity Studies email (F25).pdf
PPA email (S26).pdf

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. Social Sciences (admin only)
4. Social and Behavioral Sciences
Race and Ethnicity in American Society (Pertains to GE Areas 3A, 3B, and 4 only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

S26MCSyllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All course objectives will be the same; however, specific readings and assignments may vary.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The vice chair of the Psychology Department reviews PSYC 135 syllabi annually to ensure the objectives of the GE Areas(s) and writing requirements are met for all course sections.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The Psychology Department chair and vice chair ensure that instructors comply with the respective category criteria.

General Education - Area 4: Social and Behavioral Sciences

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area 4, the cultural diversity requirements, and writing requirements are met for all course sections.

The vice chair of the Psychology Department reviews PSYC 135 syllabi annually to ensure the objectives of Area 4, the cultural diversity requirements, and writing requirements are met for all course sections.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The Psychology Department chair and vice chair ensure that instructors comply with the category criteria.

Section 2.

Indicate in written statements how the course meets the following criteria for Area 4. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

This course examines the lives of different ethnic and racial groups and relevant social issues in light of their respective social, historical, political and cultural contexts.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

This course uses psychological theory such as race, ethnicity, social class, and gender and research to critically examine the experiences of individuals and cultural groups in the real world.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

This course examines the social experiences of underrepresented groups, including but not limited to African Americans, Asian Americans, Latinx, and Indigenous people of the Americas. In doing so, we compare and contrast their experiences in relation to race, ethnicity, social class, and gender and their intersectionality and identify commonalities and unique aspects of these racial and ethnic groups. We also discuss the implications of their experiences in relation human diversity and multiculturalism.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Students draw on different levels of analysis to understand on human development and behavior in order to acquire sociocultural and ecological perspectives on issues concerning these areas. Particularly important is the view that we cannot understand the individual in isolation from his/her culturally patterned social relations, practices, institutions, and ideas.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students must submit five journal entries (2500 words minimum) during the course of the semester. During the semester you will write an autobiographical essay. These journal entries provide students with opportunities to (a) reflect critically on multicultural issues, (b) systematize and integrate concepts and issues referencing class readings, and (c) share experiences and observations related to class lecture and readings. Journal entries are submitted to Canvas and graded by the instructor.

Students must also submit a paper (1500 words minimum) based on concepts and theories covered in class and relating to their own experiences. The main purpose of the autobiography is to have students critically examine their own life in relation to significant sociocultural, political, or historical events or conditions, and to apply concepts and theories covered in the course to their own life. This paper is worth a maximum of 40 pts. Students are required to submit an outline to receive feedback and more guidance. Final submissions will be at the end of the term. Outline and final submissions will be graded on Canvas.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

General Education - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

This course focuses on the experiences of underrepresented racial and ethnic groups in the U.S. These groups will be represented in specific readings drawn from psychology and related areas as well as relevant discussions and activities in class.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

This course examines multiple underrepresented racial and ethnic groups in the U.S., including African Americans, Asian Americans, Latinx, and Indigenous people of the Americas. The emphasis is on situating the experiences of underrepresented racial and ethnic groups in historical, social, cultural, and economic context.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

This course reviews relevant literatures of race, ethnicity, ethnocentrism, and racism in psychology. It draws on relevant empirical articles and book chapters to cover and analyze these concepts.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

In reviewing relevant literatures in psychology, this course examines the roles of race, social class, age, sexual preference as well as their intersection in relation to the experiences of underrepresented racial and ethnic groups.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

This course also pays attention to the role of culture and cultural values and how these shape and inform the experiences of underrepresented racial and ethnic groups.

Please attach any additional files not requested above:

PSYC 135 Mapping CLOs to Area 4 and Race & Ethnicity LOs.pdf

Reviewer Comments:

Lisa Harrison (laharrison) (Mon, 17 Nov 2025 23:09:13 GMT): Rollback: • Justification updated: The justification has been revised to conform to the standard language the Curriculum Committee is using on Form A proposals, to help ensure an efficient review through the College and University Curriculum Committees. Please review and let me know if you'd like any changes. • Learning Outcomes formatting: The LOs have been reformatted to match our standard formatting. No changes were made to the content of the learning outcomes or assessments, but please review to confirm everything looks right. • MA in Education, Equity & Social Justice (Gender Equity Studies) elective: This course can be used to fulfill an elective in that program. Please send a consultative email to the program's leadership and include this in a revised Form A submission.

Bao Lo (lo) (Fri, 17 Apr 2026 17:19:34 GMT): Rollback: Please see email.

Key: 3985