Diversity, Equity & Inclusion Syllabus Analysis of
PSY5939: Cross Cultural Perspectives of Emerging & Established Adulthood (Special Topics)
Fall 2021, Dr. Dionne Stephens

This course focuses on the ways in which cultural factors influence human development across two distinctive phases of the lifespan: emerging (ages 18-29) and established (30-40) adulthood. As developmental and cultural processes are constantly intertwined, this course aims to help students explore the ways in which frameworks of behavior and thought considered universal can be influenced by culture. [It is important to note that DEI in this course does not solely focus on race and ethnicity outcomes/ experiences; we use an intersectional lens (e.g. religion, economic status, sexual orientation, gender identity, and language).] Toward this end, students will examine diverse cultures standards of development in comparison to those established by Western, educated, industrialized, rich and democratic (WEIRD) populations (see Arnett, 2008). For these reasons, integrating social justice and diversity research into a graduate-level developmental course focused on emerging and established adulthood was fairly easy.

While I believe my syllabus integrated foundational DEI approaches, a limitation of my current course is the clear articulation of how I will ensure the content reflects each student’s research foci, and how I will assess my ability to foster a sense of inclusion in the classroom community. One way to do this is by scheduling required 1-on-1 meetings with students to “check in”. This will allow me to consistently identify and improve how accessible the content is to everyone.

Course Content

**Description & Learning Outcomes:** In our increasingly global and multicultural society, it’s critical that students are taught to evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives. These goals and foci in the course are clearly articulated in the Course Title, Course Description and Course Learning Outcomes.

**Readings:** The NIH has asserted that “Diversity means bringing together a broad spectrum of perspectives and experiences to solve complex problems”. Thus, faculty must incorporate culturally responsive content to prepare our students to engage and effectively conduct rigorous research across diverse populations. I have done this by assigning a broad selection of course topics and readings. Further, this prioritization of DEI content is evenly dispersed across the syllabus, such that content from diverse perspectives is integrated across the weekly themes.

**Expertise Representation:** Representation means that leaders and faces of expertise reflect the demographics of the students and/ or the communities they study. Representation helps strengthen students’ sense of inclusion and commitment to their academic communities, and has been associated with positive student outcomes. Toward this end I have integrated research that both reflects and is articulated by members of underrepresented populations. The readings assigned are based upon a research by diverse scholars and/ or are conducted with diverse populations. Further, there are a number of planned guest lectures that will introduce students to diverse leading researchers in their respective fields (e.g. Roberto Luis Abreu, Antoinette Landor, Alan Meca, Georgina Moreno).
Course Assignments
Beyond the presentation of DEI, I sought to help students operationalize these values through their actual course work. Taking students outside of their conventional frame of reference, whether it is to another culture, time period, concept of time, or other variable, forces them to make comparative analyses. This framework of understanding the role of education underlies the assignments’ criteria. For example, across two key assignments, students will have to:

- Use of Bronfenbrenner model to identify multiple systems of influence
- Clearly identify populations of interest by articulating three individual identities

References:
PSY 5939: Cross Cultural Perspectives of Emerging & Established Adulthood
https://dionnestephens.wix.com/adulthood

Course Days: TBA
Location: TBA
Instructor: Dr. Dionne Stephens
Office: DM 203 (MMC)
Office Hours: TBA
Phone: 305-348-1809
Email: stephens@fiu.edu

Course Description & Purpose
The broad objective of this course is to provide an advanced overview of current trends in emerging through established adult development research (age 18 to 45). Of particular interest will be current research examining the intersections of culture and identity, and their application to students own doctoral work. Upon completion, the students will (a) gain knowledge in current perspectives regarding development including theory, (b) identifying culturally relevant research methods, (c) improve critical thinking skills, and (d) further develop writing skills necessary for successful preparation of research with relevant populations. The course material will include textbook-based readings and research articles. Each class will include a general discussion of the assigned book chapter and a thorough analysis two or more research articles.

Learning Objectives
Completing this course will help students learn to do the following with greater depth:

- Describe the important milestones associated with each of the two phases of development
- Identify key individual and cultural level factors that shape individuals' experiences
- Apply concepts learned within the course to research, intervention and/or policy design

Learning Outcomes
By the end of this course, the successful student should be able to:

- Explain biopsychosocial changes occurring during emerging and established adulthood and their physical and psychological consequences
- Articulate the role of intersectionality in shaping differential developmental experiences and outcomes during emerging and established adulthood
- Describe identity changes and the most influential systems on these processes during emerging and established adulthood
- Explain how diverse forms of relationships are maintained and changed during emerging and established adulthood

Accessibility and Accommodation
For additional assistance please contact our Disability Resource Center.

Course Prerequisites
Graduate Standing and permission of the instructor
Required Readings
Required Textbook:
The Oxford Handbook of Emerging Adulthood - Jeffrey Arnett (Editor)

Additional Required Readings:
Available to read or download in Canvas

Canvas Requirements
All students are required to access Canvas for this course. Through this website, students will be able to access all course information and materials, take the required exams, view weekly course announcements, send messages to other students, and access grades. If you are uncomfortable using or unable to regularly access a computer, you should really consider if you are able to take this course.

ASSIGNMENTS

Discussion Questions (15 points). Students will prepare discussion questions or reading responses that will guide our classroom. In this large-group discussion format, students will be expected to call on one another and refine each other’s comments using the required readings’ content.

Conceptual Framework (15 points). Students will use the Bronfenbrenner model to identify factors informing emerging and established adulthood developmental influences specific to their population and area of research.

Seminar Facilitation (20 points). Students will guide the discussion of the assigned chapters/articles in two class sessions. This will require developing discussion questions and in-class exercises.

Research Paper (30 points). Each student is expected to come to class, read all assigned readings, and prepare at least one question about the assigned content to discuss with the class. Students’ abilities in these areas are assessed through their attendance and participation. Toward this end students are expected to attend all classes and actively participate in the course discussions.

Participation & Attendance (20 points). Each student is expected to come to class, read all assigned readings, and prepare at least one question about the assigned content to discuss with the class. Students’ abilities in these areas are assessed through their attendance and participation. Toward this end students are expected to attend all classes and actively participate in the course discussions.

Please see the Assignments section of Canvas for specific assignment instructions, rubric, examples, and other relevant information.

Grading

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>90 and above</td>
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<td>B+</td>
<td>85 – 89 points</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>F</td>
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Course Policies

Office Hours and Contacting the Instructor
Questions of general interest should first be posted to the discussion board so that other students can benefit from the response or have an opportunity to respond to your question. Only questions of a private nature should be communicated to me through the Canvas email. Please email through Canvas and not the regular FIU email (unless Canvas is down). During office hours, I will be actively checking emails and discussion boards. When sending an email to me, please allow a minimum of 72 hours for a response. Most of the time I will respond much faster, but when away at conferences, access to email is limited. I also avoid emails on weekends so please assume any responses sent Saturdays or Sundays are an exception and not the norm.

Late Assignments
The late policy is as follows. Late assignments will be graded with a firm penalty of:
10% off for any time during the first 12 hours beyond deadline
20% off for any time after 12-24 hours beyond deadline
30% off for any time during days 24-36 hours beyond deadline
More than 36 hours = Zero grade

Classroom Behavior (in person and online)
Confrontational or argumentative behavior will not be tolerated. Rude behavior such as hostile tone of voice (all caps online), personal attacks, or snide remarks are unacceptable. In an academic environment, we all need to stay focused on maintaining a respectful classroom where everyone can share without fear of being ridiculed. You are very free to disagree with each other. In fact, I encourage a variety of opinions (so if yours is not being stated, please speak up). However, you can disagree without insulting any individual. Saying one position is ridiculous or that an individual who holds a view is stupid (or some other insult) will not be tolerated. In addition, if you have participated and your point has been made, there is no point in dominating discussion to say/type the same thing again. If you have something new to add, please do so. Thank you for following these guidelines. I hope they will help us work toward respectful engagement with the material.

Canvas Technical Difficulties
What do you do if your assignment is due and you have a Canvas technical glitch? NO PROBLEM, but only if you are submitting your work 24 hours before the deadline. If you are submitting your work that early and have a problem, then you must contact the Canvas help desk folks (Support Center 305-348-3630) to describe your problem and have them document your call. If the Support Center determines there was no way to correct the problem before the deadline, you may have 12 hours to resolve the problem without penalty. Otherwise, your work will be assessed as late. This policy will be strictly enforced. With such a large number of students, any leniency would produce chaos. Please do not write me for advice on your technical difficulties, especially given that I will not have a clue how to solve the problem.

Privacy and Canvas Tracking Notice
Canvas or the course web site automatically records all students’ activities, including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. This data is accessed by the instructor to evaluate class participation and to identify students having difficulty using Canvas features.

Incomplete & Withdrawal
Incompletes are not an automatic in this course. Please note that I will only grant an incomplete in rare & unusual circumstances. Students often ask for an incomplete when they have done poorly in a course and want to avoid a low final grade. However, incompletes are reserved for students in good standing in the course who communicate
with the professor as soon as problems arise. If you do not officially withdraw from the course, but stop doing the work, you will earn an “F” for your academic record.

Disability Services
If you have a physical or learning disability, please be sure to contact me during the first week of class. Disability Services requires an initial meeting with new students to review individual needs and the appropriate documentation required to identify the services and accommodations they can offer.

Career and Counseling Services
Need help creating a resume or job interview tips? Need to talk to someone about life or other issues? Visit Career and Counseling Services. Short-term individual counseling sessions, seminars, workshops and small group experiences are available to help students grow toward academic and personal goals. I cannot stress to you enough how wonderful the people are in Career and Counseling Services. They are severely under-utilized by our students and the services are available to you at no charge.

The Writing Center
This is an instructional facility designed to provide all university students with peer tutors to help with their writing projects. Their primary function is to teach writing. They will work with students on any type of writing task; however, they do not provide editing service. Students must bring their own papers to their meetings and are responsible for the quality of their final products. Peer tutors will work with students at any stage of the writing process: from idea generation to style, grammar, and editing strategies.

Copyright
All materials in this course are subject to copyright protections and should not be downloaded, distributed, or used by students for any purposes outside of this course. This includes lectures, text, images, videos, audio, pdf files, emails, discussion posts, and all other documents.

Academic Honesty
Academic dishonesty in any form will not be tolerated in this class. Specific policies are clearly outlined in your student catalog, and will not be reproduced here. Please note that I consider any type of academic dishonesty a very serious offense, and will follow the university disciplinary procedures for any violation encountered. Plagiarism of any type may result in an F in the course, or a zero for a paper, regardless of how much coursework has been completed up to that point. Copying the work of another or paraphrasing another person without proper citation is plagiarism.

All FIU students are responsible for knowing the standards of academic honesty. Please refer to the FIU catalog and the Student Life Handbook for the University Academic Honesty Policy. The FIU Library also has helping information on avoiding plagiarism. The FIU Writing Center also has a statement on plagiarism. Another wonderful source is www.plagiarism.org.

Did you know you can be guilty of plagiarism without knowing it? Improper citation of sources or too much paraphrasing is plagiarism, even if you do not intend to plagiarize. Unintentional plagiarism is still plagiarism. So the "I didn't know" defense will not work. In addition, plagiarism can occur in the draft form of a paper as well.

Plagiarism is the use of the work of others without giving credit. For the purpose of this class, direct plagiarism will be defined as four or more consecutive words taken directly from a source without being placed in quotation marks or without citing the source. In addition, taking a sentence from another source and changing a few words is still plagiarism. This is not equivalent to putting ideas into your own words. It only shows a student can use a thesaurus to alter a few words.
This is stated more generally in the University Catalog under the Academic Honesty Policy. It would be very appropriate for you to read this entire policy for your information and for your understanding of the rights of both instructors and students. In addition, the American Psychological Association, 6th edition manual has plagiarism information that you should read.

Plagiarism is a serious offense. It is literally stealing someone else’s words. This is not merely against class or University policy; it is against the law and is considered an affront to academic and moral integrity. "Cheating" or copying from another student or out of the book is a form of plagiarism and will be treated as such. The two most significant reasons academic dishonesty is dealt with strongly are as follows:

- The original intent of educational institutions is to provide a learning environment. You do not learn by copying others. If you cannot discuss or write something in your own words (with the exception of technical phrases, definitions, conceptual labels, etc.), you do not understand it.
- You are not only unfair to yourself, but to others. You are using their hard work, their efforts, as your own.

If plagiarism or cheating is found in your work, you may earn a zero for that assignment. Further punishment will be relative to the amount of plagiarism and whether or not it is found in your other assignments. You may also receive a zero for the course, depending on the violation.

Please note that changes to the syllabus may occur at the instructor’s discretion and will be announced in class or on Canvas. You will be responsible for any changes.
COURSE SCHEDULE

UNIT 1: INTRODUCTION TO LIFESPAN DEVELOPMENT

WEEK 1: Introduction to Lifespan Development & Theoretical Foundations
The course will begin with a historical view of human development during the emerging through established adulthood phases of the lifespan. Emphasis is given to personality, social, intellectual, and physical development across diverse populations. The major theories used to describe how people change throughout these periods will be examined.

Students will select the week that they will do their Seminar Facilitation and Discussion Questions.

Required Readings:
- The neglected 95%: Why American psychology needs to become less American
- Theoretical Perspectives Relevant to Developmental Psychology
- Intersectionality and research in psychology
- Life stage concepts across history and cultures: Proposal for a new field on indigenous life stages

WEEK 2: Introduction to Emerging Adulthood
Building upon our discussion from the previous week, we will narrow our focus to populations commonly examined by students in our program. How factors like acculturation, race/ethnicity, globalization and nationality further influence experiences will be discussed.

Required Readings:
- Identity in Emerging Adulthood: Reviewing the Field and Looking Forward
- Emerging Adulthood: What Is It, and What Is It Good For?
- Emerging Adulthood in China: The Role of Social and Cultural Factors
- Vulnerable populations and the transition to adulthood

WEEK 3: Introduction to Established Adulthood
This week will discuss cognitive, biological, and social processes occurring during this phase of the lifespan. These discussions will include considerations of identity level influences. Intersectionality paradigms will center our discussions.

Required Readings:
- Established adulthood: A new conception of ages 30 to 45
- Re-evaluating the concept of adulthood and the framework of transition
- Towards a new synthesis for development in adulthood
- The Changing Pathways of Hispanic Youths Into Adulthood

WEEK 4: Biopsychosocial Dimensions of Development
This week we will discuss discussing physical, cognitive and psychosocial development processes occurring during the emerging and established adulthood phases of the lifespan. These discussions will include considerations of cultural influences.

Required Readings:
- Emerging Adulthood Brain Development (Oxford Handbook Chapter)
- Cognitive Development in the Emerging Adult (Oxford Handbook Chapter)
- Neurobiological, Psychological, and Social Development
- Effects of childhood poverty and chronic stress on emotion regulatory brain function in adulthood
WEEK 5: Biopsychosocial Dimensions of Development continued
This week we will continue discussing physical, cognitive and psychosocial development processes occurring during the emerging and established adulthood phases of the lifespan. These discussions will include considerations of cultural influences.
Students will submit their Conceptual Framework assignments by 11pm the day of class.

Required Readings:
- Social cognitive development in emerging adulthood (Oxford Handbook Chapter)
- Socio-economic position, cognitive development and cognitive change from young adulthood to middle age
- Emotional Development across Adulthood: Differential Age-Related Emotional Reactivity and Emotion Regulation
- Health-Related Social Control and Risk Perceptions in Emerging Adults
- Association between Neighborhood Disorder & Health: Moderating Role of Genotype & Marriage

WEEK 6: Conceptual Framework Presentations
Students will present and discuss their Conceptual Framework assignments.

UNIT 2: INTERSECTIONS OF CULTURE & IDENTITY

WEEK 7: Gender
This week examines gender identities and cultures’ influence during the emerging and established adulthood phases of the lifespan.

Required Readings:
- How Gender Shapes Emerging Adulthood (Oxford Handbook Chapter)
- Contextual influences on gender segregation in emerging adulthood.

WEEK 8: Race/ Ethnicity
This week examines racial and ethnic identities and cultures' influence during the emerging and established adulthood phases of the lifespan.

Required Readings:
- How Race and Ethnicity Shape Emerging Adulthood (Oxford Handbook Chapter)
- Emerging into Adulthood in the Face of Racial Discrimination: Physiological, Psychological, and Sociopolitical Consequences for African American Youth
- Costs of Racism for Marriage: How Racial Discrimination Hurts, and Ethnic Identity Protects, Newlywed Marriages among Latinos

WEEK 9: Socio Economic Status
This week examines socio economic status identities and cultures' influence during the emerging and established adulthood phases of the lifespan.

Required Readings:
- Emerging Adulthood Theory and Social Class (Oxford Handbook Chapter)
- I'll Give You the World: Socioeconomic Differences in Parental Support of Adult Children
- Escaping Poverty and Securing Middle Class Status: How Race and Socioeconomic Status Shape Mobility Prospects for African Americans during the Transition to Adulthood.
WEEK 10: Immigration & Acculturation
This week examines identities and cultures informed by immigration and acculturation experiences’ influence during the emerging and established adulthood phases of the lifespan.

Required Readings:
- Process of Acculturation and Transition for Adulthood in Young Brazilian Soccer Players in a Digital Age
- Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood
- Ethnicity and Acculturation: Asian American Substance Use from Early Adolescence to Mature Adulthood

WEEK 11: Sexual Diversity
The development of diverse forms of intimate relationships and key factors defining outcomes during emerging and established adulthood will be examined. Issues to be discussed include dating, marital relationships, sexual health, intimate partner violence and

Required Readings:
- Coming Out in Mid-Adulthood
- Courage to search for something more: Middle adulthood issues in the transgender and intersex community

UNIT 3: INTERPERSONAL RELATIONSHIPS

WEEK 12: Family & Kinship Support Systems
The development of familial and kinship networks and key factors defining outcomes during emerging and established adulthood will be examined. Issues to be discussed include dating, marital relationships, sexual health, intimate partner violence and

Required Readings:
- Emerging Adulthood in the Context of Family (Oxford Handbook Chapter)
- Parenting in Emerging Adulthood: An Examination of Parenting Clusters and Correlates
- Marital Satisfaction among African American and Black Caribbeans: National Survey of American Life
- Upholding and Expanding Normal Family: Future Fatherhood through Eyes of Gay Male Emerging Adults

Students will submit their Research Paper assignments by 11pm the day of class.

WEEK 13: Intimate Relationships
The development of diverse forms of intimate relationships and key factors defining outcomes during emerging and established adulthood will be examined. Issues to be discussed include dating, marital relationships, sexual health, intimate partner violence and

Required Readings:
- Challenge of romantic relationships in emerging adulthood (Oxford Handbook Chapter)
- Romantic Relationships and Health among African American Young Adults: Linking Patterns of Relationship Quality over Time to Changes in Physical and Mental Health
- Differences between Partners from Black and White Heterosexual Dating Couples in a Path Model of Relationship Commitment
- Marital Quality and Health Over 20 Years: A Growth Curve Analysis
**WEEK 14: Peers & Friendship**

The development of diverse forms of platonic peer networks during emerging and established adulthood will be examined. Issues to be discussed include friendship formation, online relationship maintenance, and cross-race interactions.

*Required Readings:*

- Growing Up with a Little Help from their Friends in Emerging Adulthood*
- Faceoff: Implications of visual cues on initiating friendship on Facebook
- Gaining perspective: The impact of close cross-race friendships on diversity training and education