

The Psychology of Diversity

INTRODUCTION

The term *diversity* has multiple meanings depending on context. In this unit, we are exploring multiple perspectives on diversity as well as possible challenges to diversity in the context of the social justice movement. For most units, we are also considering social issues on race and ethnicity. This week's focus is on a color-blind society and white privilege.

[u01s1] Unit 1 Study 1

Studies

Readings

Use your *Understanding the Psychology of Diversity* text to read the following:

- Chapter 1, "Introduction to the Psychology of Diversity," pages 1–20.
- Chapter 2, "Categorization and Stereotyping," pages 21–44.

In your textbook *Taking Sides: Clashing Views in Race and Ethnicity*, read the following:

- "Is the Claim of White Skin Privilege a Myth?" pages 88–102.
- "Is the Emphasis on a Color-Blind Society an Answer to Racism?" pages 105–116.

Use the Capella University Library to read the following:

- Hunsaker, R. C. (2011). Counseling and social justice. *Academic Questions*, 24(3), 319–340.
- McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, 49(2), 31–35.
- McIntosh, P. (2012). Reflections and future directions for privilege studies. *Journal of Social Issues*, 68(1), 194–206.

Multimedia

The following Capella presentations will provide you with an introduction to diversity:

- What Is Diversity?
- Definitions of Culture.

Learning Components

This activity will help you achieve the following learning components:

- Analyze terms related to diversity constructs.
- Examine psychological theories related to culture, ethnicity, and diversity.
- Analyze psychological research related to controversial topics in culture, ethnicity, and diversity.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.

[u01s2] Unit 1 Study 2

Course Activities Preparation

Assignments and Quizzes

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You will complete four assignments and three quizzes for this course:

- Unit 2: Quiz.
- Unit 3: Controversial Topic Position Paper assignment.
- Unit 5: Social Identity Interview and Analysis assignment.
- Unit 6: Debate Preparation and Summary Worksheet assignment.
- Unit 7: Quiz.
- Unit 10: Diversity Presentation assignment.
- Unit 10: Quiz.

To prepare for these activities, you are encouraged to read the descriptions and scoring guides for each assignment to ensure that you understand all requirements. Also, review the quiz activity descriptions. Consider reviewing resources related to APA, research, and writing as well.

Unit 7 Debate

The Unit 7 discussion will take the form of a debate. You will be assigned to a team and a topic in Unit 4. The discussion will have a formalized schedule in which your team will be required to post on certain days throughout the week. Be prepared in Units 4–7 to work with your team to prepare for and participate in this debate.

[u01s3] Unit 1 Study 3

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio information on ePortfolio visit the [Campus ePortfolio](#) page.

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Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

[u01d1] Unit 1 Discussion 1 »

Diversity Perspectives

Several intellectual perspectives of diversity are presented in your *Understanding the Psychology of Diversity* text.

For this discussion:

- Compare and contrast at least two of these perspectives: demographic, political, ideological, and social justice.
- Analyze the possible disadvantages of the social-justice perspective based on the Hunsaker article linked in Resources.

Response Guidelines

Respond substantively to the posts of at least two learners by asking questions and adding comments that expand the conversation.

Learning Components

This activity will help you achieve the following learning components:

- Examine controversial topics related to culture, ethnicity, and diversity.
- Examine various political, ideological, demographic, and social-justice perspectives on culture, ethnicity, and diversity.

Resources

Discussion Participation Scoring Guide.

Counseling and Social Justice.

[u01d2] Unit 1 Discussion 2 »

Taking Sides

For this discussion, complete the following:

Choose one of the *Taking Sides: Clashing Views in Race and Ethnicity* essays in this week's readings:

- "Is the Claim of White Skin Privilege a Myth?" pages 88–102.
- "Is the Emphasis on a Color-Blind Society an Answer to Racism?" pages 105–116.

Prepare an answer to one of the questions posed in these readings, supporting your argument with the position presented in either essay. Use course readings and/or supplemental current, scholarly literature to support for your perspective.

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Response Guidelines

Provide substantive responses to at least two of your peers, asking questions and adding comments that expand the conversation.

Learning Components

This activity will help you achieve the following learning components:

- Examine controversial topics related to culture, ethnicity, and diversity.
- Analyze psychological research related to controversial topics in culture, ethnicity, and diversity.
- Apply research to the analysis of controversial topics in culture, ethnicity, and diversity.

Resources

Discussion Participation Scoring Guide.

Capella University Library.

Updates and Handouts »

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor »

This forum was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications**.