

CULTURE AND MENTAL HEALTH

Psychology 610

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Course Description and Objectives:

This course is designed to introduce you to the issues involved in clinically understanding and treating multicultural populations. Multicultural includes not only racial/ethnic minorities, but also gay, lesbian, and bisexual individuals, individuals from different class backgrounds, cultural variability related to differential ability etc. In this course, we will be focusing relatively more on racial and ethnic diversity, although we will also include explorations of other cultural aspects and intersecting oppressions. We will explore the current personal, interpersonal, social, and structural meanings of multiple systemic variables such as race, ethnicity, culture, sexual orientation, etc. and examine the complex interactions among variables. The roles of power, oppression, and identity will be explored. We will also explore some of the generalized knowledge about different specific racial/ethnic groups, including African-Americans; Latinos; Asian Americans; Native Americans.

Multicultural specialists in psychology and counseling suggest that culturally competent counselors:

1. are aware of their own cultural values, racial experiences, and biases, including how these may affect their professional activities
2. are knowledgeable about the cultural values and racial experiences of those both similar to and different from oneself, knowledgeable about the systems that create and influence these experiences, and knowledgeable about the culture of psychology and psychotherapy.
3. are able to competently practice skills appropriate to the needs of diverse peoples, both verbal and nonverbal and individual and institutional, and is able to recognize the limitations of those skills.

This course attempts to help you develop cultural sensitivity through addressing these goals. To address the first goal we will spend time learning about individual and socially agreed upon meanings. We will explore our own experiences and worldviews including cultural influences on communication, values, sex roles, and customs. We will also explore possible biases of ourselves and others. To address the second goal we will explore the different worldviews and counseling needs of various groups in the United States, while acknowledging their heterogeneity and the need to interact with the unique individual. While the focus of this course is the first 2 goals, we will address the third goal through some brief attempts to apply our knowledge and experiences to counseling situations through discussions of case examples and issues of application.

This will be a seminar course with a strong emphasis on discussion and participation. The development of critical, questioning thinking is required.

Texts

Required Texts:

Sue, D. W., & Sue, D. (2008). Counseling the culturally diverse: Theory and practice, 5th edition. NY: Wiley.

Pinderhughes, E. (1989). Understanding race, ethnicity, and power: The key to efficacy in clinical practice. New York: Free Press.

Other readings to be distributed or on reserve.

Course Requirements:

Cultural Immersion Project (55%): Graded parts of this assignment include (a) a journal related to your multiple experiences (10%), a presentation to the class (20%), a paper (25%). See below.

Final Project (25%): Culture and race in your lives, personal and professional. To be discussed further in class and handouts.

Journal (10%): You are expected to keep a journal of your responses to readings and class. These journals will be checked at regular intervals, but will not be read unless you specifically request I do so to give you feedback. Therefore, you will not be graded on the *content* of your journals. The purpose of these journals is to give you some space and time to reflect on what you are learning, your own feelings and thoughts, and possible changes. Journals are also places where you can begin reflections for papers/projects or for the outlines/notes required. You needn't write every week but it is expected that you have a minimum of 5 entries in addition to those required for class preparation (outlines).

General class participation (10%): Includes general ongoing participation, as well as follow through on specific class preparation, e.g. outlines/notes as requested.

Late assignments:

Assignments are due at the beginning of class on the date listed. Assignments turned in later that same day will be considered one day late. Please come and talk with me as soon as possible if you are experiencing difficulties fulfilling the requirements of the course (completing any assignments, attending class, etc.). I want all of you to succeed and problems can more easily be resolved earlier, rather than later when the effects have multiplied.

Special Assistance:

In accordance with Section 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 the University of Massachusetts Boston attempts to accommodate all students with a documented disability. Through the **Ross Center** for Disability Services various aids such as sign language interpreting, readers, testing accommodations, etc. are available to students. If you believe that you require such services, please contact the Ross Center (617-287-7430; Campus Center 2nd Fl., Room 2010) as soon as possible. Please let me know, as well.

Student conduct and academic dishonesty: Please review the sections on Academic Standards, Cheating, and Plagiarism. See: http://www.umb.edu/students/student_rights/code_conduct.html.

Course Calendar

Sept 9	Introduction(s) <i>S²-2, APA Guidelines, assessment</i>
Sept 16	Politics of Counseling <i>S²-3, S²-4, S²-6</i>
Sept 23	Exploring differences <i>S²-7, S²-12 (pp. 293-305 only—we'll read the rest later), P3 Weber (pp. 13-25 required), Grillo & Wildman</i>
Sept 30	Exploring ethnicity <i>S²-8, P4 Remy, Lee (Asian Americans... READ "Minorities within" by Cao O. (135-136), Qoyawayma, Majaj Rec'd: Mendoza</i>
Oct 7	Exploring race (NOTE LOTS OF READING) <i>P5 Marks, Subramanian—Time mag, Suyemoto & Dimas, Dovidio et al., Wong, Swallow, Anzaldúa ("To live in the borderlands"), Deines, Multiracial timeline, Literature summaries for Immersion Project due</i>
Oct 14	Exploring intersecting oppressions plus JIGSAW: Class, sexual orientation, disability, and gender <i>All read: Tatum, Equity Institute: Some thoughts about class identity, Turkel (Ellis), Lorde PLUS: Readings for your particular group (see reading list on disc)</i>
Oct 21	Exploring power and privilege <i>P6, S²-5 Goodman, McIntosh, Wildman & Davis, Kliman, Megivern, Community or Interview data journal due</i>
Oct 28	Exploring identity <i>S²-10 (pp. 242-258 required), S²-9 (259-264, 269-283 required) D'Augelli, Ayvazian (pages 1-2 and page 5 required), , Suyemoto, "Redefining "Asian American" identity" (pages 105-116 required), Gone (pages 54-70 required).</i>
Nov 4	Catch-up Session <i>Community, Interview, or Day in the Life data journal due</i>
Nov 11	No Class: Veterans Day

Nov 18	<p>Film—The Color of Fear</p> <p><i>Review the Guidelines on multicultural education, training, research, practice, and organizational change for psychologists and the Guidelines for psychotherapy with lesbian, gay, and bisexual clients</i></p> <p>Complete Data Journals for Immersion Project Due</p>
Nov 25	<p>African Americans and Native Americans</p> <p><i>S²-14, S²-15</i></p> <p><i>Timelines (2), Staples, Christopher, Durrow, JET newsmakers article, Allen, Rios, Peterson</i></p>
Dec 2	<p>Asian Americans and Latinos</p> <p><i>S²-16, S²-17</i></p> <p><i>Timelines (2), Vo, Yee, Lee (Asian Americans: Oral Histories... (read the rest), Kinsley, Hernandez, Rodriguez</i></p>
Dec 9	<p>Interventions, Advocacy and Allies</p> <p><i>S²-13, S²-12 (pp. 287-293 and 305-311)</i></p> <p><i>Collins, Hooks, Vasquez & McGraw, Edgington, Harro, Wehrley (skim for future resource)</i></p> <p><i>Rec'd: Ballou & West, Mezzich et al, Bobel et al (skim to understand Suyemoto article), Suyemoto ("Processes of emergence and connection"),</i></p> <p>Immersion portfolios due—hand in all original "data" assignments with original feedback</p>
Sat. Dec 12	<p>Immersion Papers due by midnight via email</p>
Dec 16	<p>FINALS WEEK—We will meet this day!</p> <p>Final Projects and Reflections</p> <p>Final projects due</p>

S²= Sue and Sue. P=Pinderhughes.

Sites to check out:

Robert Jensen: <http://uts.cc.utexas.edu/~rjensen/articles.html>

Tim Wise: <http://www.timwise.org/>

Antioppression.org

Cultural Immersion Project

This assignment has several components, most of which are individual experiences, although these should be shared with your partner(s) as you go and the experiences will culminate in a partnered presentation. Graded parts of this assignment include a "data" journal related to your multiple experiences (worth 10% NOTE: this is separate from your general class response/reading journal), a presentation (20%), a paper (25%).

Experiences and "data collection"

Each of you will choose one of the major minority racial/ethnic groups that we will be discussing (different from your own), and attempt to immerse yourself in learning about the experience and knowledge about this group (from your own stance, of course). The experiences you will have include:

1. Psychological reading: From the literature, find 2 primary source articles investigating some experience within your group. At least one of these should be a research article firmly situated in the discipline of psychology. Read the article and prepare a brief summary (about 1 page of summary) and critique (about 1 page). For the critique, consider the findings as well as the method (e.g. is race/culture addressed at all? How is it operationalized? What are the implications of the operationalization for the results or interpretation?). Consider what the articles suggest about how the group is being seen/researched within the field. Address how the approach could be improved in relation to the group. Copies of your summary/critique should be distributed to the entire class the week before your presentation.
2. Conversations with individuals belonging to the group: Find at least 2 people who are members of the group you are learning about. Ask if you can interview/talk to them (individually) about their experiences with race and culture. Plan for a 30-60 minute conversation with each person. The questions you will ask will vary depending on the person and the group—you'll have more ideas from some of the class activities and can work with your partner to come up with some possible questions. You don't have to ask the same questions of all people.
3. An experience of cultural exposure to the **group/community**: For this, you will need to find an event, community, or active group that is made up predominantly of members from the group you are learning about. Make sure the event or activity is one that is open to non-group members. Attend the event or visit the community.
4. "A day in my life" exercise. Choose a day in **your** life to journal about. Imagine yourself as different **only** in your race and ethnicity. That is, you are a first year graduate student with the same daily routine and interactions. What happens to you during the day is exactly what actually happens. But your race and ethnicity are different. How would your life be different if you had this different racial and ethnic background? At regular intervals during this day, consider how the particular events and activities you are actually experiencing in your day might be different or similar if you were a member of the group you are learning about. Consider how your own choices, thinking, and feelings might be different or similar, as well as others' thoughts or feelings about you and your attributions about these. At the end, reflect back in a brief paragraph about what you learned about yourself and the group from the overall day in the life exercise.
5. An interview with your partner about your learning. After completing all other "data collection" activities, and in preparation for your class presentation, interview your partner about his/her experiences and learning. Write a more extended journal reflection on the experience of interviewing and being interviewed.

Evaluation/Products

1. You will keep a journal reflecting on your thoughts/feelings/learning from each of these 5 or 6 experiences as they happen. This journal will count for 10% of your final course grade. Each journal should describe in some detail what you did/experienced as your final paper will be a thematic consideration of your learning; this journal is the place to record and communicate to me the actual experience. Each journal entry should also include a section with your reflections on your experience of the experience, how it affected you (how you felt and thought), and what you learned about yourself and/or the group you are "immersing" in.
2. You will share your experiences and your learning in a class presentation with your partner. Personal, storied from others, and research knowledge from the literature will be integrated and presented. Please work together to make this a single collaborative presentation, rather than 2 separate ones. This presentation will count for 20% of your final grade.
3. An integrated reflection paper, including the following sections (each section should be about a third of the overall paper):
 - a. A brief thematic discussion of your learning about the group.
 - b. A personal reflection on the overall experience, your learning, etc.
 - c. A consideration of how this learning might affect your clinical understanding and your treatment of someone from the group you have been learning about.This paper will count for 25% of your grade.

More about what the paper should include:

- a. The thematic discussion of learning about the group should overview the knowledge you have learned about the group and the new awareness you have about their experiences (preferably thematically organized). I don't expect this to be a comprehensive overview of psychological issues and culture of your group, but rather an overview of what you have learned (which I recognize is only a small piece). This will likely be 2-3 themes that you have found particularly important and have likely come up in multiple places in your learning. Draw from all experiences here--reading from the required and recommended reading throughout the semester, your article reading, your interview and community experience, your "day in the life", the experiences of your partner who explored the same group, other experiences you've had or conversations with classmates, etc. Integrate here the modal understanding you have from the text and other readings/sources, with your experiential data.
- b. The personal reflection part of your paper should reflect (thematically, or in an overview) on your own journey through the cultural immersion project process. I'm looking less for your responses to each "data collecting" experience (which should be in your journal entries already) and more for an overview of your journey and your self-insights/observations about where you are now, in relation to where you were in Sept. This part of the paper may overview changes in your self-awareness and your awareness of your own race, culture, identity, etc in relation to the particular group you explored. It may discuss what you have learned about yourself and your own learning process. It may include discussion of how you approached the process, how this approach changed, what was challenging (and some thoughts on why), what was relatively easier, thoughts on your process compared to your partner's and the reasons for this, and what was most personally rewarding in learning about yourself.
- c. A consideration of how this learning might affect your clinical understanding and your treatment of someone from the group you have been learning about. This should include general issues, understandings you might have about people from this group, understandings and insights you have about your own perceptions about this group, etc. Consideration of cultural diagnosis and cultural formulation may also be included. This might also include a case example. If you want, you can connect this to the first part, but I think this part really has a piece of the first part, and a piece of the second part and takes both of those and considers how you might apply it. I realize this will likely be shorter given that you don't yet have clinical experiences to draw from. But themes that are particularly clinically relevant could be discussed here, rather than as general themes in part 1.

UMB CMH REQUIRED READINGS (plus assigned textbook chapters)

Organized by class session in chronological order

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists, *American Psychologist* 58,377-402.

Arredondo assessment

Exploring differences

Weber, L. (1998). A conceptual framework for understanding race, class, gender, and sexuality. *Psychology of Women Quarterly*, 22, 13-32.

Grillo, T. & Wildman, S. M. (1997). Obscuring the importance of race: The implications of making comparisons between racism and sexism (or other isms). R. Delgado & J. Stefancic (Eds.) *Critical White studies: Looking behind the mirror* (pp. 618-626). Philadelphia: Temple University Press. ISBN: # 1566395321

Exploring ethnicity

Remy, G. M. (1996). Haitian immigrants and African-American relations: Ethnic dilemmas in a racially-stratified society. *Trotter Review*, 10 (1). 13-16.

Cao, Ngan, (1992). Minorities Within. In J. F. J. Lee's Asian Americans: Oral histories of first to fourth generation Americans from China, the Philippines, Japan, India, the Pacific Islands, Vietnam and Cambodia. (pp. 135-137). New York: New Press.

Qoyawayma, P. (1997). To be Hopi or American. In V. Cyrus (Ed.), *Experiencing race, class, and gender in the United States* (2nd ed., pp. 25-29). Mountain view, CA: Mayfield.

Majaj, L. S. (1994). (excerpts from:) Boundaries, borders, horizons. In C. Camper (Ed.) *Miscegenation blues: Voices of mixed race women* (pp. 56-93). Toronto: Sister Vision.

Exploring race

Marks, J. (1996). Science and race. *American Behavioral Scientist*, 40, 123-133.

Subramanian, S. (1995). The story in our genes. *Time*, January 16, 54-55.

Suyemoto, K. L., & Dimas, J. M. (2003). To be included in the multicultural discussion: Check one box only. In J. S. Mio & G. Y. Iwamasa (Eds.), *Multicultural mental health research and resistance: Continuing challenges of the new millennium*. New York: Brunner-Routledge.

Dovidio, J. F., Gaertner, S. L., Kawakami, K. & Hodson, G. (2002). Why can't we all just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Mental Health*, 8, 88-102.

Wong, N. (1997). When I was growing up. In M. Crawford & R. Unger (Eds.), *In our own words: Readings on the psychology of women and gender*. New York: McGraw Hill

Swallow, D. (1997). A white man's word. In C. Logan (Ed.) *Counterbalance: Gendered Perspectives on Writing and Language*. Broadview Press. ISBN: 1551111276

Anzaldúa, G. (1987). To live in the Borderlands means you. In *Borderlands/La Frontera: The new Mestiza*. Aunt Lute Books.

Deines, H. G. (2005). "Who, me? White?": The process of acknowledging and challenging racial privilege. In S. K. Anderson & V. A. Middleton (Eds.) *Explorations in privilege, oppression, and diversity*, (113-118). Belmont, CA: Brooks/Cole.

Multiracial Timeline

Exploring intersecting oppressions plus JIGSAW

Tatum, B. D. (2000). The complexity of identity: "Who am I?" In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, ableism, and classism* (pp. 9-14). Routledge: New York.

Some thoughts about class identity...From the Equity Institute, Emeryville, CA.

Turkel, S. (1997). C. P. Ellis. In N. Sattler & V. Shabatay (Eds.), *Psychology in context: Voices and perspectives* (pp. 279-285). Boston: Houghton Mifflin. Integrated with:

Turkel, S. (1992). C. P. Ellis. In *Race: How Blacks and Whites think and feel about the American Obsession*.

Lorde, A. (1997). There is no hierarchy of oppressions. In V. Cyprus (Ed.) *Experiencing race, class, and gender in the United States* (2nd ed., pp. 291-292). Mayfield.

Readings for Jigsaw groups:

SOCIAL CLASS

- Lott, B & Bullock, H. E. (2001). Who are the poor? *Journal of Social Issues*, 57, 189-206.
- Baker, N. L. (1996). Class as a construct in a "classless" society. *Women and Therapy*, 18, (3/4), 13-23.
- Ferguson, S. A. & King, T. C. (1997). There but for the grace of God: Two Black women therapists explore privilege. *Women and Therapy*, 20 (1), 5-14.
- Kadi, J. (1996). Stupidity "deconstructed." In *Thinking class, Sketches from a cultural worker*. (pp. 39-57). Boston: South End Press.
- Allison, D. (1996). (excerpts from:) A question of class. In K. E. Rosenblum & T. C. Travis (Eds.). *The meaning of difference: American constructions of race, sex and gender, social class, and sexual orientation* (pp. 188-193). New York: McGraw-Hill.

SEXUAL ORIENTATION

- Garnets, L. D. (2002). Sexual orientations in perspective. *Cultural Diversity and Mental Health*, 8, 115-129.
- Oswald, R. F. (2002). Resilience within the family networks of lesbians and gay men: Intentionality and redefinition. *Journal of Marriage and Family*, 64, 374-383.
- Savin-Williams, R. C. (1996). Ethnic- and sexual-minority youth. In R. C. Savin-Williams & K. M. Cohen (Eds.), *The lives of lesbians, gays, and bisexuals: Children to adults*. Fort Worth, TX: Harcourt Brace.
- Whitaker, P. (1994). Other forces: Paul Whitaker. In L. Funderburg's *Black, White, Other: Biracial Americans talk about race and identity* (pp. 213-220). New York: Morrow.
- Sommer, S. C., Weatherman, S. M. & Cox, D. L. (2005). Reflections on heterosexual privilege. . In S. K. Anderson & V. A. Middleton (Eds.) *Explorations in privilege, oppression, and diversity*, (65-72). Belmont, CA: Brooks/Cole.
- Barsky, A. E. (2005). Assumed privilege: A double-edged sword. In S. K. Anderson & V. A. Middleton (Eds.) *Explorations in privilege, oppression, and diversity*, (103-111). Belmont, CA: Brooks/Cole.

DISABILITY

- Collins, K. S., Valentine, D. P., & Welkley, D. L. (2005). People living with disabilities. In K. L. Guadalupe & D. Lum (Eds.) *Multidimensional contextual practice* (pp. 250-269). Belmont, CA: Brooks/Cole.
- Gill, C. J., Kewman, D. G., & Brannon, R. W. (2003). Transforming psychological practice and society: Policies that reflect the new paradigm. *American Psychologist*, 58, 305-312.
- Olkin, R. & Pledger, C. (2003). Can disability studies and psychology join hands? *American Psychologist*, 58, 296-304.
- King, Y. (2001). The other body: Reflections on difference, disability, and identity politics. In M. Crawford & R. Unger (Eds.), *In our own words: Readings on the psychology of women and gender* (2nd ed., 131-135). New York: McGraw Hill.
- Mairs, N. (1990) *Carnal Acts: Essays*. Harper Collins.
- Priester, P. E. (2005). Dirty secrets and unholy unions: Disability-based oppression and privilege. In S. K. Anderson & V. A. Middleton (Eds.) *Explorations in privilege, oppression, and diversity*, (53-58). Belmont, CA: Brooks/Cole.

GENDER

- Bem, S. L. (2004). Transforming the debate on sexual inequality: From biological difference to institutionalized androcentrism. In J. C. Chrisler, C. Golden, & P. D. Rozee (Eds.) *Lectures on the psychology of women* (3rd ed., 3-15). Boston: McGraw Hill.
- Glick, P. & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56, 109-118
- Golden, C. (2004). The intersexed and the transgendered; Rethinking sex/gender. In J. C. Chrisler, C. Golden, & P. D. Rozee (Eds.) *Lectures on the psychology of women* (3rd ed., 95-109). Boston: McGraw Hill.
- Neuborne, E. (2001). Imagine my surprise. . In M. Crawford & R. Unger (Eds.), *In our own words: Readings on the psychology of women and gender* (2nd ed., 273-277). New York: McGraw Hill.
- Bornstein, K. (2001). The hard part and Which Outlaws. In M. Crawford & R. Unger (Eds.), *In our own words: Readings on the psychology of women and gender* (2nd ed., 194-209). New York: McGraw Hill.

Exploring power and privilege

- Goodman, D. J. (2001). Promoting diversity and social justice: Educating people from privileged groups. Sage.
- McIntosh, P. (1997). White privilege: Unpacking the invisible knapsack. In V. Cyrus (Ed.), *Experiencing race, class, and gender in the United States* (2nd ed., pp. 194-197). Mountain view, CA: Mayfield.
- Wildman, S. M. & Davis, A. D. (2000). Language and silence: Making systems of privilege visible. In *Critical race theory: The cutting edge*, (2nd edition, pp. 657-663). Philadelphia: Temple University Press.
- Kliman, J. (2005). Many differences, Many voices: Toward social justice in family therapy. In M. Mirkin, K. L. Suyemoto, & B. Okun (Eds.) *Psychotherapy with Women: Exploring Diverse Contexts and Identities*. Guilford
- Megivern, D. (2005). Supposed to know better: On accepting privilege. In S. K. Anderson & V. A. Middleton (Eds.) *Explorations in privilege, oppression, and diversity*, (17-23). Belmont, CA: Brooks/Cole.
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Exploring identity

- D'Augelli, A. R. (1994). Identity development and sexual orientation: Toward a model of lesbian, gay, and bisexual development. In E. J. Trickett, R. J. Watts, & D. Birman (Eds.) *Human diversity: Perspectives on people in context* (pp. 312-333). San Francisco: Jossey-Bass.
- Ayvazian, A. (1995). Interrupting the cycle of oppression: The role of allies as agents of change. *Fellowship*. January/February. 7-10.
- Suyemoto, K. L. (2002). Redefining "Asian American" identity: Reflections on differentiating ethnic and racial identities for Asian American individuals and communities. In L. Zhan (Ed.) *Asian voices: Vulnerable populations, model interventions, and emerging agendas*. 105-131. Jones and Bartlett.
- [Gone, J. P. \(2006\). Mental health, wellness, and the quest for an authentic American Indian identity. In T. Witko \(Ed.\), Mental health care for urban Indians: Clinical insights from Native practitioners \(pp. 55-80\). Washington, DC: American Psychological Association.](#)
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Film—The Color of Fear

- American Psychological Association (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist* 55,1440-1451.
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African Americans and Native Americans

- African American & Native American Timelines
- Staples, B. (1997). Black men and public space. In N. Sattler & V. Shabatay (Eds.), *Psychology in context: Voices and perspectives* (pp. 294-297). Boston: Houghton Mifflin.
- Christopher, R. (1996). Explaining it to Dad. In P. Merla (Ed.) *Boys like us: Gay writers tell their coming out stories* (pp. 302-311). New York: Avon.
- Durrow, M. (1994). The next generation: Mark Durrow. In L. Funderburg's *Black, White, Other: Biracial Americans talk about race and identity* (pp. 359-364). New York: Morrow.
- (1998) Biracial Miss Navajo Nation surprises some on Indian reservation in Arizona. *Jet*, July 6, 1998.
- Allen, P. G. (2002). Where I come from is like this. In J. T. Skerrett, Jr. (Ed.), *Literature, race, and ethnicity: Contesting American identities*. New York: Longman.
- Rios, J. (1991). What do Indians think about? In L. Hutchins & L. Kaahumanu (Eds.) *Bi any other name: Bisexual people speak out* (pp. 37-39). Boston: Alyson.
- Petersen, I. (1997). What part moon? In W. S. Penn (Ed.), *As we are now: Mixblood essays on race and identity*. Berkeley, CA: University of California Press.
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Asian Americans and Latinos

Asian American & Latino/Latina Timelines

- Vo, T. A. H. (1995) The road to freedom. In *Our Time: An anthology of writings by Asian American students from the University of Massachusetts Boston*, (pp. 31-33)
- Yee, (1995) Little thoughts in America: To be the real me. In *Our Time: An anthology of writings by Asian American students from the University of Massachusetts Boston*, (p. 35).
- Selections from J. F. J. Lee's *Asian Americans: Oral histories of first to fourth generation Americans from China, the Philippines, Japan, India, the Pacific Islands, Vietnam and Cambodia* (1992). New York: New Press:
- Ryu, C., 1.5 Generation. (pp.50-54); Diem, A., Looking American. (pp. 107); Singh, S., Being Indian in Jersey City. (pp.112-115); Chawla, M. S., Racial hatred. (pp. 116-117).
- Kinsley, C. H. (1994). Questions people have asked me. Questions I have asked myself. In C. Camper (Ed.) *Miscegenation blues: Voices of mixed race women* (pp. 113-132). Toronto: Sister Vision.
- Hernández, I. (1992). Para Teresa. In G. Columbo, R. Cullen, B. Lisle (Eds.), *Rereading America: Cultural contexts for critical thinking and writing*.
- Rodriguez, R. (1997). Aria: A memoir of a bilingual childhood. In N. Sattler & V. Shabatay (Eds.), *Psychology in context: Voices and perspectives* (pp. 286-291). Boston: Houghton Mifflin.
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Interventions, Advocacy and Allies

- Collins, P. H. (1996). Toward a new vision: Race, class, and gender as categories of analysis and connection. In K. E. Rosenblum & T. C. Travis (Eds). *The meaning of difference: American constructions of race, sex and gender, social class, and sexual orientation* (pp. 213-223). New York: McGraw-Hill.
- hooks, b. (1997). Beloved community: A world without racism. In D. Kendall (Ed.) *Race, class, and gender in a diverse society* (pp. 431-436). Boston: Allyn & Bacon.
- Vasquez, H. & McGraw, S.(2005). Building Relationships across Privilege: Becoming an Ally in the Therapeutic Relationship. In M. Mirkin, K. L. Suyemoto, & B. Okun (Eds.) *Psychotherapy with Women: Exploring Diverse Contexts and Identities*. Guilford Press.
- Edgington, A. (2000). Moving beyond White guilt. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, ableism, and classism* (pp. 127-19). Routledge: New York.
- Harro, B. (2000). The cycle of liberation. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, ableism, and classism* (pp. 463-469). Routledge: New York.
- Wehrly, B. (1995). Appendices E, F, G, H. *Pathways to multicultural counseling competence: A developmental journey*. Pacific Grove, CA: Brooks/Cole.
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CMH RECOMMENDED READINGS

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