

CULTURE AND MENTAL HEALTH

Psychology 610

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Office hours: Wed 4:30-6, Th 2-3:30 and by appointment

Course Description and Objectives:

This course is designed to introduce you to the issues involved in clinically understanding and treating multicultural populations and promoting social justice within your professional identities and roles. 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 in order to model a process of exploration in depth, 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. Because social justice promotion requires making connections between the personal and the structural in order to promote equity and resist oppression at systemic levels, we will centralize the roles of power, oppression, and privilege in our explorations. We will also explore some of the generalized knowledge about different specific racial/ethnic groups—including African-Americans; Latinos; Asian Americans; Native Americans, and Middle Eastern/North African peoples—and about intersecting statuses of sexual orientation, gender, social class, and disability.

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 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 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.

Reading and Texts

This course is reading heavy. Sorry for that, but there's just too much to learn! Weekly reading is about 80 pages, with some weeks less and a couple weeks with about 100 pages. The lighter and heavier weeks are noted, so you can use this info in planning your workload. From about mid-term on, the reading load gets lighter. Presentation weeks (on specific groups) have less reading.

Required Texts:

Sue, D. W., & Sue, D. (2015). Counseling the culturally diverse: Theory and practice, 7th edition. NY: Wiley.

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

McGraw-Hill Reader (2017). This is a packet of readings available on-line.

Other readings to be distributed.

Course Requirements:

General class participation (20%): Includes general ongoing participation in activities and discussion in class, as well as follow through on specific class preparation, including:

- Initial journals: Your learning will be maximized (and your final paper will be easier to write) if you keep a journal throughout the semester of your thoughts, feelings, and responses to class readings and experiences, and other related events. To "jumpstart" this process, you will turn in a journal entry for the next two weeks. These journals will be checked, 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.
- Reflection outlines/notes: you will complete 5 reflection outline/notes which will prepare for class discussions. I will read these and provide feedback, so these are another mode of learning and reflection, acting as a kind of written "dialogue" between you and me.
- Jigsaw: you will participate in a jigsaw learning opportunity, where you will share learning with your peers about intersectional identities and experiences.

Cultural Immersion Project (45%): Graded parts of this assignment include (a) a journal related to your multiple experiences (25%), a presentation to the class (20%).

Integration/reflection paper (20%). See below.

Final Project (15%): Culture and race in your lives, personal and professional. To be discussed further in class and handouts.

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 (Campus Center Upper Level Room 211) at 617.287.7430. as soon as possible. Please let me know, as well.

Student conduct and academic dishonesty:

It is assumed that in this class each student and I will act in a professional and honest manner. The University strictly adheres to a Code of Student Conduct regarding issues of cheating, plagiarism, or other inappropriate behavior that interferes with the educational environment. Please see the following for more details:

- Student code of conduct: https://www.umb.edu/life_on_campus/policies/community/code.

Course Calendar

Sept 9	<u>Introduction(s)</u> S^2 -2 <i>Readings: APA Multicultural Guidelines, assessment</i>
Sept 16	<u>Politics of Counseling</u> S^2 -3, S^2 -4, S^2 -6 <i>Briefly review (for basic familiarity) the various guidelines and resolutions from APA—see reading list.</i> <i>Journal due</i>
Sept 23	<u>Exploring differences</u> S^2 -7, S^2 -12 (pp. 293-305 only—we'll read the rest later), P3 <i>Readings: Weber (pp. 13-25 required), Grillo & Wildman</i> <i>MH: CC (where are you from), p. 47.</i> <i>Journal due</i>
Sept 30	<u>Exploring Differences:</u> Finishing up <u>Exploring ethnicity:</u> NOTE: lighter reading, read/work ahead S^2 -8, P4 <i>Readings: Scott; U.S. Census Bureau; Toro; Qoyawayma, Maja</i> <i>View: Brave New Voices: https://www.youtube.com/watch?v=tv00xjClbx0</i> <i>Rec'd: Mendoza</i>
Oct 7	<u>Exploring ethnicity (finish up):</u> NOTE: complete the Ethnicity outline BEFORE you go on to do the reading for exploring race <u>Exploring race (starting this):</u> NOTE LOTS OF READING) P5 <i>Readings: Smedley & Smedley, Suyemoto & Dimas, Gaertner & Dovidio, Wong, Swallow, Anzaldúa ("To live in the borderlands"), Deines, Multiracial timeline</i> <i>View: Crystal Valentine "Black Privilege":</i> https://www.youtube.com/watch?v=7rYL83kHQ8Y <i>Suheir Hammad: "First Writing Since..."</i> https://www.youtube.com/watch?v=3LxKI+HJO6E <i>Rec'd: Marks, Wang & Sue, Markus</i> <i>Send "I am from" stanza by Mon. Oct 5.</i> <i>Ethnicity outline reflection due</i>

Oct 14	<p><u>Exploring race (finish up):</u> NOTE: complete the race outline BEFORE you go on to do the reading intersections</p> <p><u>Exploring intersecting oppressions: Class, sexual orientation, disability, and gender (starting this)</u></p> <p><i>Readings: Equity Institute (Some thoughts about class identity), Liu (A new framework....only pp. 95-106 required), Cramer & Plummer (pp. 162-171 required), Turkel (Ellis), Shange, Carey, Lorde</i></p> <p><i>MH (pp. 53-56): Sengupta: "I, me, mine."</i></p> <p><i>Race outline reflection due</i></p> <p><i>Literature summaries for Immersion Project due</i></p>
Oct 21	<p><u>Exploring power, privilege, and oppression (NOTE LOTS OF READING)</u></p> <p><i>P6, S²-5</i></p> <p><i>Readings: Goodman, McIntosh, Megivern</i></p> <p><i>Power and privilege outline reflection due</i></p>
Oct 28	<p><u>JIGSAW: Exploring intersecting oppressions (continued)—Class, sexual orientation, disability, and gender</u></p> <p><i>Skim to review intersectionality readings from Oct 14</i></p> <p><i>Readings for your particular group</i></p> <p><i>Jigsaw notes due (to hand in)</i></p> <p><i>Intersections outline reflection due (maybe—lets see where we are)</i></p> <p><i>Community or Interviews data journal due</i></p>
Nov 4	<p><u>Exploring identity</u></p> <p><i>S²-10 (pp. 242-258 required), S²-11 (259-264, 269-283 required), S²-23 (450-454 required)</i></p> <p><i>Readings: Suyemoto, "Redefining "Asian American" identity" (pages 105-116 required),</i></p> <p><i>MH: Fine: "Symbolic Interaction" (only pp. 1-4, 6-15 required)</i></p> <p><i>Rec'd: D'Augelli, Suyemoto, "Redefining "Asian American" identity" (the rest), Gone.</i></p> <p><i>Community, Interviews, or Day in the Life data journal due</i></p>
Nov 11	<p><u>Exploring identity</u></p> <p><i>Readings: Ayvazian (pages 1-2 and page 5 required), Finnerty (an open letter), A difficult dialogue newsletter</i></p> <p><i>Identity outline reflection due</i></p>

Nov 18	<u>Film—The Color of Fear</u> <i>Community, Interviews, or Day in the Life data journal due</i>
Nov 25	<u>African Americans, Native Americans, Middle Eastern North Africans (MENA)</u> <i>S²-14, S²-15, S²-19</i> Readings: <i>Timelines for African Americans and Native Americans</i> ; Human Rights We are not the enemy through p. 23; <i>Staples, Van't Hul, Allen, Peterson</i> , <i>additional TBA</i>
Dec 2	<u>Asian Americans and Latinos</u> <i>S²-16, S²-17</i> Readings: <i>Timelines (2), Vo, Yee, Kinsley, Rodriguez</i> , additional TBA View: Alex Dang: "What kind of Asian are you?": https://www.youtube.com/watch?v=VoPOox_Jw_w
Dec 9	<u>Developing as Allies and Applying/Sustaining the Work for Social Justice</u> <i>S²-12 (pp. 287-293 and 305-311), Readings: Vasquez & McGraw, Kliman, Blanchard</i> <i>MH, pp. 38-52: Johnson: What Can we do, becoming part of the solution, Wimsatt; In defense of rich kids; Kivel: Uprooting racism</i> <i>Rec'd: Harro, Toporek & Suyemoto, Collins, Smith & Reddington, Suyemoto ("Processes of emergence and connection"), Bobel et al (skim to understand Suyemoto article)</i> <i>Immersion portfolios due—hand in all original "data" assignments with original feedback plus partner interview reflection</i>
Dec 16 DURING FINALS PERIOD	Looking to the Future: Final Projects and Reflections We will meet this day for an <i>extended</i> session: 12 to 4:30. <i>Readings: hooks, Wehrley (skim for future resource)</i> <i>Final projects due</i>
Sun. Dec 20	Reflection Papers due by midnight via email

S²= Sue and Sue. P=Pinderhughes. MH: McGraw Hill Online Book.

Cultural Immersion Project

The cultural immersion project engages you in a process of learning about people different from you that combines didactic, interpersonal, and reflective experiences. 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). This assignment has several components, most of which are individual experiences, although these should be shared with your peer partner as you go and the experiences will culminate in a (possibly partnered presentation. Graded parts of this assignment include a reflection/"data" journal (25%) and a presentation (20%) to the class. Your final paper will also have strong relations to this project.

EXPERIENCES AND "DATA COLLECTION"

You will engage in five learning experiences or "data collection." For each of these, you will write a reflection journal (3-4 pages, unless otherwise noted). Each journal entry is worth 5% of your grade (total worth 25%). This journal is the place to record and communicate to me the actual experience and your thoughts/reactions to it, as your presentation will be where you thematically integrate your learning.

1. Psychological reading: The goals of this assignment are: (a) to find out some information about the experiences within this group AND (b) to develop an understanding of the ways that psychological research approaches understanding minority experiences and the strengths and limitations of these approaches. From the literature, find 2 primary source articles investigating some experience within your group. If you have a partner, you should each have unique articles. At least one of your articles should be a research article firmly situated in the discipline of psychology. It doesn't have to be particularly sensitive or not sensitive to minority experiences. Read the article and prepare a brief summary (about 1 page of summary) and critique (about 1 page). Include the following (at least):
 - a. A brief description of the content of the article, including the purpose of the research, the method, and the findings, in your own words;
 - b. A brief critique of the approach—do you think the research is culturally and racially sensitive? Do the authors seem to endorse common stereotypes? Are the questions they ask or the way they ask them related to stereotyping or views of the group as culturally deviant or deficient? Are race or culture addressed at all? Do they include good descriptions of their sample so you can know to whom the research findings apply? Do the authors consider the heterogeneity of the group or do they overaggregate or ignore intersections? Do they clearly define their "operationalization" of the group or the sample? Do they differentiate between race and ethnicity? Are their interpretations about racial or cultural issues or differences supported by the data or is there a disconnection between their methods and their interpretations?
 - c. a brief consideration of what the article suggests about how the group is being seen/researched within the field and any suggestions you have about how the method or approach could be improved in relation to the group.
 - d. a brief statement of what you learned or found most interesting, most exciting, or most disturbing about the research or article,Clean, unmarked or graded copies of your summary/critique should be distributed to the entire class the entire class the week before your presentation.

2. Interviews: Conversations with individuals belonging to the group: Find at least 2 people who are members of the group you are learning about. Although you can ask an acquaintance, it is best not to interview someone with whom you are close. Ask if you can interview/talk to them (individually) about their experiences with race and culture. Plan for a 50-60 minute conversation with each person. Before you meet with them, read ahead in our text about their background and culture. 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 peer partner(s) to come up with some possible questions. You don't have to ask the same questions of all people. Note that when you turn in your interviews journal, it should include *both* interviews.

Write a brief reflection about each interview, including

- a. a summary of what they said
- b. a reflection on your reactions, thoughts, and feelings during the interview (you can also include reactions you had before or after)
- c. a reflection of what you learned about the group. This should include some thoughts on how what you learned from this individual was similar to or different from what you have been learning about the cultural and racialized experiences of people in this group from the readings? You could also include here things you found most interesting, most exciting, most disturbing, or most surprising about their experience as a member of the group
- d. A reflection on what you learned about yourself, your thoughts and feelings about people in this group, your cultural and racial socialization, etc.

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. The event should not be primarily aimed at performing for others (e.g. a performance of ethnic dance aimed primarily at non-ethnic people doesn't count). Make sure the event or activity is one that is open to non-group members. Attend the event or visit the community. If possible, it is best to attend alone. It will take some time and research to find an event or community gathering, and you may have questions about whether something is appropriate and need to find an alternative—**DON'T LEAVE THIS UNTIL THE LAST MINUTE**

Write a brief reflection about your community experience, including

- a. a brief summary of what the event was and what you did, observed, or experienced while you were there
- b. a reflection on your reactions, thoughts, and feelings during the experience (you can also include reactions you had before or after)
- c. a reflection of what you learned about the group. This should include some thoughts on how what you learned or observed was similar to or different from what you have been learning about the cultural and racialized experiences of the modal experience of people in this group from the readings. You could also include here things you found most interesting, exciting, disturbing, or surprising.
- d. A reflection on what you learned about yourself, your thoughts and feelings about people in this group, your cultural and racial socialization, etc.

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. 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. *Write down your specific thoughts and observations in a journal throughout the day.* Consider how your own choices, thinking, and feelings might be different or similar. Would you have different values or socialization that affected the choices you made, the things you noticed, the ways that you interpreted your experiences? Would you reflect on different things or be doing different specific things (e.g. eating different foods)? Also consider how other people interact with you. Would people be likely to treat you differently? Would they think or feel differently about you? How might this be conveyed to you? Would you think or feel differently about how others interacted with you, e.g. would you make different attributions about others' actions and thoughts?

After the experience is over, write a brief reflection using your journal and your own post-experience analysis, including

- a. a description of what you did and imagined throughout the day about how your experiences would be similar or different including reflection on your reactions, thoughts, and feelings during the experience (you can also include reactions you had before or after)
 - b. a reflection of what you learned about the group. This should include some thoughts on how what you learned or observed was similar to or different from what you have been learning about the cultural and racialized experiences of the modal experience of people in this group from the readings? You could also include here things you found most interesting, exciting, disturbing, or surprising.
 - c. A reflection on what you learned about yourself, your thoughts and feelings about people in this group, your cultural and racial socialization, etc.
5. An interview with your partner(s) 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. If you are collaborating on your presentation, this is particularly important because you will need to be familiar with the experiences that your partner has had, so that these can be well integrated into themes that you present together, rather than turn taking where each person talks only about her/his data experiences, or themes are developed solely in relation to one person's data.
- Write a journal reflection on the experience of interviewing and being interviewed—how did this affect your thinking and learning? What new perspectives did you gain about the group? About yourself and your learning process?. This should be turned in with your final portfolio.
6. Optional: read a novel or memoir related to your group.

CLASS PRESENTATION (20% of final grade)

You will share your learning and experiences in a class presentation. Whether you are presenting alone or with a partner, this presentation should be a well integrated, thematically organized presentation which overviews the knowledge you have acquired about the group. It should incorporate what you have learned from the required readings (including the Sue and Sue chapter that focuses on your group!) and discussions in class, and from all of your data gathering experiences (literature reviews, interviews, community event, day in life, anything else...). In addition, your presentation should include not only what you have learned about the group but also what you have learned about yourselves and the process of becoming an ally and advocate, particularly in relation to this group. If you are presenting with a partner, it is important that this be a single, collaborative, integrated presentation, not 2 separate ones.

I would recommend identifying 2-3 major themes that you see *across data sources* (required readings, your literature review readings, interviews, community experiences, day in life experience) and using these to present knowledge about the group. You should identify the themes and illustrate/describe them using data from your multiple sources (including research findings as shown in required reading, recommended reading, and your literature summaries) which will not only bring the themes to life, but also demonstrate their validity. You may also want to explore contradictions or differences that you have encountered across sources, or complicating variables, or issues that need more attention.

You are NOT responsible for providing a comprehensive overview of all psychological issues and culture of your group, but rather an overview of what you have learned (which I recognize is only a small piece), organized by your chosen themes. This will inevitable mean that some important things will not be included. You can acknowledge these by including a section naming or briefly addressing issues you recognize as important for the group that your particular experiences or presentation did not focus upon. You are not expected to be the expert on this group, or to be able to teach the class the "truth" about the group. The purpose of the presentation is to share your learning—both content and process. At the same time, you *do* need to educate the class about the group, to the best of your current ability, including both modal experiences and issues related to heterogeneity within the group. This should include "facts" and research that relate to your chosen themes, so be aware that you are expected to include material from throughout the semester, including the Sue and Sue chapter that focuses on your group *and* the Sue and Sue material throughout the text that addresses the selected themes related to your group.

Your presentation should also demonstrate your awareness or engagement with your own positionality in relation to the group and your immersion experience. This could include ending the presentation with a section that talks about your own learning, your process of learning, your reactions to experiences/themes/etc. Essentially, this should be an integration/overview/thematic organization of reflections on your experience to bridge the intra and interpersonal. You could also include here thoughts on how your learning about the group and about the process of learning about differences may affect your future practice in psychology.

Integration/Reflection Paper

This should be a 10-12 page paper reflecting on your learning, including:

- (a) Conceptual learning about power and privilege, oppression and resistance, race and culture, and intersecting statuses and hierarchies. Conceptual learning might also include your learning about people different from yourself, such as learning you have taken from your cultural immersion.
- (b) Learning about yourself and reflecting on your process of learning and development.
- (c) Consideration/application of how your learning in the 2 areas above has or will affect your professional identity and activities.

This paper should integrate the *multiple sources of information* that you have been exposed to this semester. It should be thematically organized. You can choose to write the paper in 3 sections (described above) or integrate 2 or more sections within a thematic organization. Either way, be careful to avoid repetition, because it is likely that all 3 areas overlap. Also, note that in my experience it may be helpful to integrate conceptual learning with one or both of the other aspects because this can help you avoid having the conceptual learning piece be simply summary.

Below are some additional thoughts about each area

- a. Conceptual learning: The challenge here is to be focused and thematic and to avoid simply summarizing concepts from the reading. Again, I don't expect this to be a comprehensive overview of everything you have learned or all the concepts we have covered. I do expect a *thematic integration* of the learning that is most important to you, described thoroughly, illustrated with examples and specific information from different experiences, and discussed in terms of why it is important or new to you, and/or how you have developed new connections or insights; it is these latter things that will help you move beyond summary. Draw from all experiences here-- required and recommended reading throughout the semester, class discussions, your article reading for cultural immersion, your other data gathering for cultural immersion, class activities and discussions, outside activities and discussions sparked by class, etc.
- b. The personal reflection part of your paper should reflect (thematically, or in an overview) on your own journey including your self-insights/observations about where you are now, in relation to where you were when you began this semester (or even when you began this process, if it has been ongoing for some time and you would prefer to look more broadly). This part of the paper may overview changes in your self-awareness and your awareness of your own race, culture, identity, etc. generally, and/or in relation to the particular group you explored in your immersion project. It may discuss what it was like to learn about these issues and what you learned about yourself. 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 others and the reasons for this, and what was most personally rewarding in this learning.
- c. Application: This section is about what you will do with your learning. It asks you to consider how your learning this semester (about your immersion group; about yourself; about issues of race and culture, power and privilege, oppression and social justice etc) will affect your professional identity and activities. This could include effects on your clinical practice, research, teaching, or service/leadership for social justice. For example, in relation to practice, you might consider effects on your clinical understanding of people from these groups, how you might assess or treat differently than you would have without this learning, considerations of diagnosis and cultural formulation, a possible case example. In relation to research, you might consider how your learning will affect research that includes people from this group, or how your research focus or approach might be shaped by your learning in the cultural immersion project in a broader sense. In relation to teaching, you might consider issues such as learning styles, having students from this group in your classrooms, content of curriculum and relation to this group, etc. Within this section, I would also like to see some consideration of how your learning affects your engagement with interactions of the individual/group with the structural. I realize that many of you will not have clinical, teaching, or self-directed research experience, but you can definitely, talk about your intentions and offer insights into how your vision of your professional activities and role have been affected.

UMB CMH REQUIRED READINGS (plus assigned textbook and ebook 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

Politics of Counseling

APA Resolution on Poverty and Socioeconomic Status (2000). May be retrieved from:

<http://www.apa.org/about/policy/poverty-resolution.aspx>

American Psychological Association (2012). Guidelines for assessment of and intervention with persons with disabilities.

American Psychologist 67,43-62. doi: 10.1037/a0025892. May be retrieved from:

<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients.

American Psychologist 67,10-42. doi: 10.1037/a0024659 <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

American Psychological Association (2015). Guidelines for psychological practice with transgender and gender nonconforming people. Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>

Exploring differences

Weber, L. (1998). A conceptual framework for understanding race, class, gender, and sexuality. *Psychology of Women Quarterly*, 22, 13-32. REQUIRED ONLY pp. 13-25.

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

Scott, H. J. (2005). The African American Culture. From: The African American Leadership Forum. Pace University Institute for the Advancement of Equality of Educational Opportunity. Pace University School of Education, New York.

U.S. Census Bureau. (2010) Census questions on ethnicity and race.

Toro, L. A. (1995). A people distinct from others": Race and identity in federal Indian law and the Hispanic classification in UMB directive no. 15. (Selections from). *Texas Tech Law Review*, 26(1219).

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

Smedley, A. & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: anthropological and historical perspectives on the social construction of race. *American Psychologist*, 60, 16-26.

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.

Gaertner, S. L. & Dovidio, J. F. (2005). Understanding and addressing contemporary racism: From aversive racism to the common ingroup identity model. *Journal of Social Issues*, 61, 615-639.

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

Equity Institute: Some thoughts about class identity... Emeryville, CA.

- Liu, W. M., Soleck, G., Hopps, J., Dunston, K., Pickett Jr., T. (2004). A new framework to understand social class in counseling: the social class worldview model and modern classism. *Journal of Multicultural Counseling & Development*, 32, 95-122. REQUIRED ONLY 95-106.
- Cramer, E. P.; Plummer, S.. (2009). People of color with disabilities: Intersectionality as a framework for analyzing intimate partner violence in social, historical, and political contexts. *Journal of Aggression, Maltreatment & Trauma*, 18, 162-181
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Exploring power and privilege

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Asian Americans and Latinos

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- 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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Developing as Allies and Applying/Sustaining the Work for Social Justice

- 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.
- 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
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Looking to the Future

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CMH RECOMMENDED READINGS

- Appendix I: Outline for cultural formulation and glossary of culture-bound syndromes. Diagnostic and statistical manual of mental disorders. (4th ed.) 843-849. Washington, DC: American Psychiatric Association.
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CMH additional readings and resources:

Trans and queer glossary: http://lgbt.wisc.edu/documents/Trans_and_queer_glossary.pdf