

## PSYCH 490: RACE, CULTURE, AND RELATIONSHIPS

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Office hours: Tues 11:00-noon, 3:15-4:00 and by appointment on other days

### Course Description and Objectives:

Human services providers (counselors, psychologists, social workers, community workers, etc.) have conscious intentions to help clients. They also have legal and ethical obligations to provide services that are helpful and not harmful. However, psychological research suggests that the perspectives and approaches to interpersonal interactions that therapists bring to their clients are affected not only by their intentions, but also (often unconsciously) by their cultural backgrounds, personal statuses, and related experiences within systems of power and privilege, such as race, ethnicity, gender, sexual orientation, or social class. If therapists are not aware of the ways in which their perspectives, worldviews, expectations, and styles of interacting have been shaped by their cultures or their experiences with power and privilege, they may actually harm the client by imposing their views, pathologizing the client, or even contributing to oppressive traumatic experiences. Therefore, there is increasing recognition by psychologists and other human service providers of the ethical imperative to understand the impacts of structural variables such as race and cultures in order to provide helpful, not harmful, services.

Those of us who are not human service providers do not have the same ethical and legal imperative to avoid harm. However, many of us (hopefully all of us) sincerely desire to have positive relationships and interactions that are not harmful to others. Many of us are bothered by the pain that we witness or experience related to oppressions, or by the confusion we feel due to misunderstandings because of differences. Many of us also desire to contribute to social justice (including relational justice), rather than contributing to maintaining injustice or oppression. Thus, we too, may choose to utilize the research and theory used by human service providers in order to develop the understandings, awarenesses, and skills that are the foundation of positive authentic relationships and contributions to social justice.

This seminar provides an introduction to developing those understandings, awarenesses, and skills. Research, theory, and clinical applications indicate that the basis of providing culturally sensitive, non-oppressive services requires (among other things) (a) knowledge and understanding of differences in cultural values and experiences with power and privilege among people; (b) knowledge about the concepts and systems that create and influence these experiences; (c) a deep awareness of one's own experiences with culture, power, and privilege and an ability to understand how that has shaped one's own worldview, view of other people, and approach to relationships. To reach these goals, we will:

- Explore research and theory related to understanding personal, interpersonal, social, and structural meanings of race, ethnicity, and culture, and examine the interaction of these variables with others relevant to oppression and minority status (e.g. sexual orientation, gender, social class). The roles of power, oppression, and identity will frame our understandings.
- Consider in more depth the meanings of race and cultures (broadly defined) and their impacts on our worldviews and relationships more generally. Particularly, to become aware of our own cultural values and racialized experiences, we will explore the complexities of cultures and race and--through class discussions and experiential activities--apply these to our own experiences, including influences on communication, values, sex roles, customs, power, privilege, and possible biases.
- Become knowledgeable about the cultural values and racial experiences of those both different from ourselves by exploring --through readings, interviews, and activities-- the different worldviews and

modal experiences of various groups in the United States, while acknowledging their heterogeneity and the need to interact with the unique individual.

- Examine the perspectives and skills necessary to develop as advocates and allies for the promotion of social justice and authentic relationships.

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. Weekly reading is about 40 pages, with some weeks less and a few weeks with about 65 pages. The heavier weeks are noted, so you can use this info in planning your workload.

### **Required Texts:**

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse*. 5<sup>th</sup> edition. NY: Wiley.

McGraw-Hill Reader (2011). This is a packet of readings available for purchase on-line (~ \$5.20): Note that the page numbers in the class calendar relate to the reader page numbers—those at the top right or left of the pages in gray/green background, NOT to the PDF page numbers.

To buy this book: Go to [www.mcgrawhillcreate.com/shop](http://www.mcgrawhillcreate.com/shop) and search for "RCR" (if this doesn't work, search by school or use this ISBN #: 9781121826328).

Other readings to be distributed.

### **Recommended:**

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

### **Recommended websites to check out:**

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

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

Southern Poverty Law Center: <http://www.splcenter.org/>

Human Rights Watch: <http://www.hrw.org/>

## **Course Requirements:**

**Cultural Immersion Project (45%):** Graded parts of this assignment include (a) a summary and critique of one primary source article (10%), (b) participation in data gathering including short reflections related to your multiple data gathering experiences (20% ~5% for each kind of data gathering), and (b) a presentation to the class (15%). Successful completion of this project is also necessary for writing your final paper.

## **Course Requirements (cont):**

**Class Participation and Reflection Explorations (20%):** This includes attendance, discussion participation, preparation of the reading, and preparation of assignments related to class

participation. If necessary, preparation of the reading will be evaluated through in class quizzes. Reflection explorations include 5 written explorations related to Ethnicity, Race, Intersecting Oppressions, Power and Privilege, and Identity. These explorations will address questions distributed in class in order to prepare for class discussions for the following class and will be ungraded, but will be evaluated for effort and read and returned with feedback.

**A note about phones and internet:** your bodily presence in class is appreciated but not enough: your attention and full interpersonal presence is necessary both for your own learning and in order to create the kind of learning environment that facilitates learning for all students. In addition, research suggests that "multi-tasking" (e.g. checking email or texting while participating in class discussion or taking notes on lectures) detrimentally affects learning. Thus, I expect that you will turn off internet and phones during class. If you want to check the time during class, please bring a watch, as your phone should not be out during class.

**Final Paper:** (20%). A 10-12 page paper reflecting on your learning, including (a) conceptual learning and learning about others through class and immersion project experiences, thematically organized and (b) learning about yourself and your process of development in relation to these issues.

**Final Project (15%):** Culture and race in your lives, personal and professional. To be discussed further in class and handouts. This project will take no longer than 3 hours (plus thinking time).

**Extra Credit (up to 4 grade points):** My experience in teaching classes like this is that active reflection relates to thoughtful engagement and application to one's own experiences, worldview, and ongoing interactions. One way to actively and consciously reflect is through journaling. I will give up to 4 points extra credit if you choose to keep a journal of your responses to readings, class activities and discussion, and reflections on application to your lives. These journals will be checked at regular intervals, but will not be read unless you specifically request that one of us (Karen, Jess, Lucas) do so to give you feedback. Therefore, you will not be graded on the *content* of your journals, but primarily on the frequency and depth (length) of your writing. The purpose of journals is to give you some space and time to reflect on what you are learning, your own feelings and thoughts, and possible changes.

#### **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.

## General University Information

### Student conduct and academic dishonesty:

It is assumed that in this class each student and I will act in a professional and honest manner.

Therefore any student who engages in an act of Academic Dishonesty, plagiarizing a paper (copying from any source without quotes and referencing is plagiarizing), etc., will receive a failing grade for that assignment/test and in most cases a failing grade for the course. 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: [http://www.umb.edu/life\\_on\\_campus/policies/code/](http://www.umb.edu/life_on_campus/policies/code/).

If you have questions about Academic Honesty, student conduct, appropriate behavior, or expectations in this course please see me.

### 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, UL Room 211. <http://www.umb.edu/academics/vpass/disability>) as soon as possible. Please let me know, as well.

### Resources and Support Services at UMass

The **library** is a great resource, and library staff can help you with research techniques and finding information. Don't be afraid to ask a librarian for help—its part of their job!

The University offers a number of student support services, including:

- **Tutoring:** ([www.umb.edu/academics/vpass/academic\\_support/tutoring/subject\\_tutoring\\_program](http://www.umb.edu/academics/vpass/academic_support/tutoring/subject_tutoring_program))
- **Reading, Writing, & Study Strategies Center**, which can help with study skills, research and writing assignments (preparation, organization, grammar/language, analysis, etc.): [http://www.umb.edu/academics/vpass/academic\\_support/tutoring/rwssc/](http://www.umb.edu/academics/vpass/academic_support/tutoring/rwssc/).
- Student support services such as **academic advising, financial-aid, referral to appropriate on- and off-campus resources**. Contact them by email at [sss@umb.edu](mailto:sss@umb.edu), Phone: 617-287-5820, or at Student Support Services. Campus Center, 1st Floor, Room 1100.
- Student Support Service's U-ACCESS can help students meet **various non-academic challenges**, such as homelessness, parental neglect, chronic or persistent poverty, domestic violence, legal issues, financial emergencies, or other unanticipated events: [http://www.umb.edu/life\\_on\\_campus/uaccess](http://www.umb.edu/life_on_campus/uaccess)

## Course Calendar

$S^2$  = Sue and Sue. MH: McGraw Hill Online Book. Readings: from disc distributed in class.

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| Jan. 29                                       | <u>Introduction(s)</u>   |
| Jan 31  | <u>Introduction</u><br>$S^2$ -2, pp. 29-48<br><br><b><i>Complete assessment distributed in class</i></b><br><b><i>Extra credit journal #1</i></b>  |
| Feb 5   | <u>Definitions and Differences</u><br>Readings: Suyemoto & Kim, pp. 16-35  |
| Feb 7   | <u>Definitions and Differences</u><br>Readings: Weber (pp. 13-25 required), Grillo & Wildman<br><br><b><i>Extra credit journal #2</i></b>  |
| Feb 12  | <u>Exploring differences</u><br>Read ahead for Thursday  |
| Feb 14  | <u>Differences and Distinctions: The roles of power and privilege</u><br>$S^2$ -3, pp 55-59, 66-76<br>$S^2$ -4, pp. 79-93<br>Readings: Dovidio et al., Glick and Fiske pp. 109-111 and 114-116<br><br><b><i>Extra credit journal #3</i></b><br><br>Rec'd: Pinderhughes Chapter 3 |
| Feb 19  | <u>Differences and Distinctions: The roles of power and privilege</u><br>Read ahead for Thursday—LOTS OF READING   |
| Feb 21<br><br>LOTS OF<br>READING<br>(60+ pgs) | <u>Exploring ethnicity and ethnocentrism</u><br>$S^2$ -6<br>$S^2$ -7, pp. 157-178.<br>$S^2$ -8<br>$S^2$ -12—see only Table 12.1 on page 301<br><br>Rec'd: Pinderhughes Chapter 4   |

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| Feb 26  | <u>Exploring ethnicity and ethnocentrism</u><br>Readings: Scott<br>MH pp. 1-5: “Los Intersticios” and “An Indian father’s pleas”<br><br><b>Ethnicity Exploration Due</b>   |
| Feb 28  | <u>Exploring race and racism</u><br>Readings: Smedley & Smedley, Suyemoto & Dimas, Multiracial timeline<br>MH pp 6-8: “Choosing up sides”<br><br><b>Literature summaries for Immersion Project due</b><br><br>Rec’d: Pinderhughes Chapter 5, Marks, Wang & Sue, Markus   |
| Mar 5   | <u>Exploring race and racism</u><br>S <sup>2</sup> -5<br>Readings: Review Dovidio. Read Wong, Swallow, Anzaldúa, Deines, Blanchard<br>MH pp. 9-12: “Racism without racists”<br>Check out online: <a href="https://implicit.harvard.edu/implicit/demo/selectatest.html">https://implicit.harvard.edu/implicit/demo/selectatest.html</a><br>Do the Race IAT and at least one other.<br>Check out: <a href="http://archive.itvs.org/facetoface/intro.html">http://archive.itvs.org/facetoface/intro.html</a><br><br><b>Race Exploration Due</b> |
| Mar 7   | <u>Exploring race and racism</u><br>Read ahead for next week—LOTS OF READING (60+ pages plus assignments)  |
| Mar 12<br><br>LOTS OF<br>READING<br>(20 today,<br>40+<br>Thurs) | <u>Exploring intersecting oppressions</u><br>Review Weber.<br>Readings:, Tatum, Equity Institute (Some thoughts about class identity), Turkel<br>(Ellis)<br>MH pp. 55-58: “I, me, mine.”<br><br><b>Intersections Exploration Due</b>   |

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|--|--|---------------------------|---------------------|---------|----------------|-----|--------------------------------------|--------------|------|-------|-------|
| Mar 14                                     | <p>Exploring intersecting oppressions JIGSAW: Social Class, Sexual orientation, and Gender</p> <p>ALL READ in Readings: Lorde<br/>Then read as assigned AND check out the associated YouTube Videos assigned on Blackboard:</p> <table border="0"> <tr> <td><u>Sexual Orientation</u></td><td><u>Social Class</u></td></tr> <tr> <td>Garnets</td><td>Lott &amp; Bullock</td></tr> <tr> <td>Han</td><td>Liu et al (only pp. 95-106 required)</td></tr> <tr> <td>Sommer et al</td><td>Kadi</td></tr> <tr> <td>Sheng</td><td>Mabry</td></tr> </table> <p><u>Gender: Women</u></p> <p>Bem<br/>Golden<br/>Bornstein (hard copy reserve)<br/>Shange (note that this is a very intense reading)</p> <p><b>Jigsaw notes due (to hand in)</b></p> | <u>Sexual Orientation</u> | <u>Social Class</u> | Garnets | Lott & Bullock | Han | Liu et al (only pp. 95-106 required) | Sommer et al | Kadi | Sheng | Mabry |
| <u>Sexual Orientation</u>                  | <u>Social Class</u>  |                           |                     |         |                |     |                                      |              |      |       |       |
| Garnets                                    | Lott & Bullock   |                           |                     |         |                |     |                                      |              |      |       |       |
| Han  | Liu et al (only pp. 95-106 required)   |                           |                     |         |                |     |                                      |              |      |       |       |
| Sommer et al                               | Kadi   |                           |                     |         |                |     |                                      |              |      |       |       |
| Sheng                                      | Mabry  |                           |                     |         |                |     |                                      |              |      |       |       |
| Mar 19<br>Mar 21                           | <p><u>SPRING BREAK</u></p> <p>Lots of reading right after break! You should also start checking out YouTube videos for your Immersion project</p>  |                           |                     |         |                |     |                                      |              |      |       |       |
| Mar 26<br><u>LOTS OF READING</u><br>(65pp) | <p><u>Exploring power, privilege, &amp; oppression in depth</u><br/>Readings: Pinderhughes Ch 6, Goodman, McIntosh</p> <p><b>Interview data reflection due</b></p>   |                           |                     |         |                |     |                                      |              |      |       |       |
| Mar 28                                     | <p><u>Exploring power, privilege, &amp; oppression in depth</u><br/>Megivern</p> <p><b>Power and Privilege Exploration Due</b></p>   |                           |                     |         |                |     |                                      |              |      |       |       |
| Apr 2<br><u>LOTS OF READING</u><br>(~65pp) | <p><u>Exploring identity</u><br/>S<sup>2</sup>-10 (pp. 242-258 required)<br/>S<sup>2</sup>-11 (259-264, 269-283 required)<br/>Readings: D'Augelli, Suyemoto, "Redefining "Asian American" identity" (pages 105-116 required)</p>   |                           |                     |         |                |     |                                      |              |      |       |       |
| Apr 4                                      | <p><u>Exploring identity</u><br/><b>Identity Exploration due</b></p>   |                           |                     |         |                |     |                                      |              |      |       |       |

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| Apr 9  | <u>Catch-up Session</u><br><i>Read ahead for Thursday</i><br><br><b><i>Community experience Immersion data reflection due</i></b>  |
| Apr 11 | <u>Developing as Allies</u><br><i>Readings: Vasquez &amp; McGraw, Smith &amp; Reddington, Kliman<br/> MH pp. 15-25: "Interrupting the cycle of oppression" &amp; "La Guera"&amp; "Action Continuum"<br/> MH pp. 40-54: "What Can we do" &amp; "In defense of rich kids" &amp; "Uprooting racism"</i>   |
| Apr 16 | <u>Film—The Color of Fear</u><br><br><b><i>Post the URL for your YouTube video to Blackboard Immersion Group<br/> Extra credit journal #4</i></b>  |
| Apr 18 | <u>Film—The Color of Fear</u><br><br><b><i>Day in the Life Immersion Data Reflection due</i></b>   |
| Apr 23 | <u>Developing as Allies &amp; Immersion Project Discussion</u><br><br><b><i>Extra credit journal #5</i></b>  |
| Apr 25 | <u>Immersion Project Session</u><br><b><i>Overview Comparative Immersion Data Reflection due</i></b><br><br><b><i>Presenters for Black Americans and Native Americans should post literature summaries and YouTube videos by midnight tonight!</i></b>   |
| Apr 30 | <u>Black Americans</u><br><i>S<sup>2</sup>-14</i><br><i>Readings: African American Timeline, Gladwell, Staples, Christopher, Van't Hul</i><br><i>Check out YouTube Videos assigned on Blackboard</i><br><br><b><i>Extra credit journal #6</i></b><br><br><b><i>Presenters for Asian Americans and Latinos should post literature summaries and YouTube videos.</i></b> |
| May 2  | <u>Native Americans</u><br><i>S<sup>2</sup>-15</i><br><i>Readings: Native American Timeline, Allen, Peterson, Qoyawayma</i><br><i>Check out YouTube Videos assigned on Blackboard</i>  |



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| May 7  | <u>Asian Americans</u><br>$S^2$ -16<br><i>Readings: AsAmTimeline, Vo, Yee, Kinsley</i><br><i>Check out YouTube Videos assigned on Blackboard</i><br><br><b><i>Extra credit journal #7</i></b>  |
| May 9  | <u>Latina/os</u><br>$S^2$ -17<br><i>Readings: Latina/o timeline, Hernandez, Rodriguez</i><br><i>Check out YouTube Videos assigned on Blackboard</i>  |
| May 14 | <u>Looking to the Future: Wrap up and Reflection</u><br><i>Readings: Hooks, Harro</i><br><br><b><i>Extra credit journal #8</i></b><br><br><b><i>Immersion portfolios due—hand in all original “data” summary and reflection assignments with original feedback</i></b> |
| May 17 | <b>Immersion Papers due by midnight via email</b>  |
| TBA    | Final Projects and Reflections<br><br><b><i>Final projects due</i></b>   |