



University of Hartford

Graduate Institute of Professional Psychology (GIPP) *College of Arts & Sciences*

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CPS 849 – Diversity **Course Syllabus** Spring 2013 Thursday, 2:00-4:30pm

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Diversity Statement

The instructor of this course will strive to ensure inclusion of curriculum material consistent with the Graduate Institute of Professional Psychology's mission statement of affirmative diversity. The aim of such inclusion is to foster social and political awareness, interest in, respect for, and competence in understanding all groups, and skills in providing services to people of diverse backgrounds.

Disability Statement

Every student with a documented physical, psychiatric, or learning disability has the Program's commitment and support in obtaining accommodations, academic adjustments, and/or other auxiliary aids. When seeking accommodations, students with a disability must identify themselves as an individual with a disability in a timely manner to the Coordinator of Services for Students with Medical, Physical, and Psychological Disability within the Student Affairs office at the University (see <http://www.hartford.edu/support/desc.asp?id=9>), and to the Associate Director/Coordinator of Student Affairs of the GIPP. The student should also consult with the instructor at the beginning of the course for specific needed accommodations.

Empirically-Supported Material

The instructor for this course will include curriculum material that addresses the importance of empirically supported evidence, multiple critical viewpoints, and the current literature concerning relevant interventions, assessments, diagnoses, theoretical constructs, and other clinical issues and/or techniques relevant to the topic area. An empirically supported approach is consistent with the Program's mission of providing training where scientific knowledge is integrated with clinical practice (practitioner-scholar model), as well as with the American Psychological Association (APA) Ethics Code concerning ethical teaching approaches and service delivery.

COURSE OVERVIEW

The intent of this course is to increase one's awareness of issues of diversity and difference in order to work more effectively and ethically with a variety of populations defined by gender, class, race, ethnicity, religion, ability, age, and sexual orientation. Topics will include critical social and psychological sources of prejudice, cultural values, activities for self-reflection on one's own cultural heritage, the concept of power in the therapeutic relationship, and the impact of political and historical issues in psychology.

This course serves as a real-life, real-time laboratory where the issues of power, class, gender, race, ethnicity, religion, ability, age, and sexual orientation are highly personalized. It is expected that class members will be uncomfortable and challenged *at least* once throughout this course experience.

Course Objectives:

1. To increase personal awareness of our feelings about our own power, class, gender, race, ethnicity, religion, ability, age, and sexual orientation issues, and how these issues impact our work with clients who are similar to and different from ourselves.
2. To explore the impact of politics, history, and power differentials on members of our (mostly Western) society, and how this informs present-day psychological practices.
3. To increase the awareness of how psychological treatment of diverse groups is driven by these political, historical, and power-based issues.
4. To question the "social place" and meaning of psychological treatment in the present day.

Methods:

Class format will be heavily experiential-based. It is designed to create an atmosphere of learning HOW to think critically, not WHAT to think. Thus, class discussions, in-class exercises, written self-reflection journals, role plays, and videos of real-life experiences will be included. In addition, a great deal of exposure to new ideas will be the norm, and as such large reading assignments can be expected throughout the course.

Requirements/Documentation/Evaluation:

1. Class attendance. Since this class is a living experiment, attendance is required. Only in emergencies are absences excused.
2. Class timeliness. You can be late. If you are, I suspect others will let you know about it. Experiments are like that....
3. Class participation. You will be required to read a handful of assignments out-loud to others in the class. So, everyone will be heard at one time or another. In addition, your "real voice" is a must, whether it is a southern patois, sign language, a non-english language, singing, etc., you will be required to use that voice at least once.
4. Assignments are to be complete and on time. There's only one of me and a whole lot of you!
5. Written self-reflection journals (optional). It is highly recommended that you track your experiences throughout the class in a personal journal. Journals are for your own private use, and I will read them *only at your request*. I will keep all information within journals confidential within ethical limitations.

Assignments:

1. Readings, then writing discussion questions. For every assigned reading, one discussion question must be written. These discussion questions will appear similar to a standard essay question that might be included on a mid-term or final exam. It is thus expected that all assigned readings will be completed and absorbed before the next class.
2. Hearing your voice. Every week, you must answer one of the discussion questions you have written in a short paragraph, and expect to read it in class and turn it in to the instructor. Or, you may record your answer on audio or video tape, or be creative and bring in examples from the media or culture at large pertaining to your topic.
3. Experiential exercise. You will design your own personal experiential experience that deals with one or more of the “-isms” listed in this syllabus (please see Addendum A for suggested ways to do so). After you complete this exercise, you will write about your experiences in a self-reflection paper. The 3-4 page paper (not counting title page or references) will conform to standard APA format and relevant course readings/articles will be referenced in your self-reflection. **The self-reflection paper relative to your experience is due April 18th.**
4. Debate. This within itself is an interesting experiment. The class as a whole will choose 1 (one) topic for debate (class, gender, race, ethnicity, religion, ability, age, or sexual orientation). **The debate will be held the last day of class** and consist of randomly assigned groups. We will work from a 2 (two) sided argument, and the groups will be assigned accordingly.
5. Case conceptualization. You will write a 5-7 page paper (not counting title page or references) about a client who is both similar to you and different from you, and you will discuss the issues which may arise in your clinical work. You will include the values, norms, and beliefs of the client, your perception of the client, assessments/interventions you used with the client along with a critique, how your own “-isms” impacted your assessments/interventions, and things you would do the same or differently. The paper will conform to standard APA format and relevant course readings/articles will be referenced in your conceptualization. **The final paper is due the next to last class (May 2nd).**

GRADING

Turning in discussion questions:	20%	A	100-95	A-	94-90
Hearing your voice (attendance, too):	15%	B+	89-86	B	85-83
Experiential exercise:	20%	B-	82-80	C+	79-77
Debate:	20%	Fail	≤ 76		
Case conceptualization paper:	<u>25%</u>				
	100%				

CLASS SCHEDULE

<u>Date</u>	<u>Class #</u>	<u>Topic and Assigned Readings</u>
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----- *Pedagogical Philosophy of the Course* -----

Jan. 24	#1	-Introduction & Review of Syllabus -Education as an Act of Freedom <u>Articles:</u> hooks (1994), Chapt. 3, 11, 12, & 13 <u>Article:</u> Markus (2008) – “Toward a unified theory” <u>Article:</u> APA Monitor (2008) – “Not much has changed” <u>Article:</u> Washington Post (2005) – “See no bias” (in your mailbox - read materials for class #1!)
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----- *Intersecting Identities* -----

Jan. 31	#2	-The Concept of “Normal” -Colonialism, Oppression, Prejudice, & Power -Intersection of the “-Isms” <u>Textbook:</u> Sue & Sue (2008), Chapt. 1, 2, 3, 4, & 5 <u>Textbook:</u> Watters (2010), Chapt. 4 & Conclusion <u>Article 1:</u> Churchill (2004)
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Feb. 7	#3	-Models of Diversity -Emic vs. Etic <u>Textbook:</u> Sue & Sue (2008), Chapt. 6, 7, & 8 <u>Article 2:</u> Dana (2008)
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Feb. 14	#4	-Intersecting Identity Development Theories <u>Textbook:</u> Sue & Sue (2008), Chapt. 10, 11, 12, & 13 <u>Article 3 – On-Line Handout:</u> CVH Culturological Assessment <u>Article 4 – On-Line Handout:</u> DMHAS Culturological Assessment <u>Video:</u> “ The Color of Fear ” by Lee Mun Wah
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----- *Thinking Critically: Unpacking the “-Isms”* -----

Feb. 21	#5	-Gender: Doing Femaleness, Doing Maleness <u>Textbook:</u> Sue & Sue (2008), Chapt. 25 <u>Textbook:</u> Watters (2010), Chapt. 1 <u>Article 5 - On-Line Handout:</u> Male Privilege Checklist & Sexism Within the Profession <u>Article 6:</u> Bograd (1990) <u>Article 7:</u> Lazur & Majors (1995) <u>Article 8:</u> Silverstein, Auerbach, & Levant (2002) (see also the APA report on therapy with women and girls at http://www.apa.org/practice/guidelines/girls-and-women.pdf)
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<u>Date</u>	<u>Class #</u>	<u>Topic and Assigned Readings (cont.)</u>
Feb. 28	#6	<p>-Racial/Ethnic Diversity <u>Textbook:</u> Sue & Sue (2008), Chaps. 14, 15, 16, 17, & 18 <u>Textbook:</u> Watters (2010), Chaps. 3 & 4 <u>Article 9:</u> Dobbins & Skillings (2000) <u>Article 10:</u> McIntosh (2004) <u>Video:</u> “Making Whiteness Visible” by Shakti Butler (see also the APA multicultural therapy report at: http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf)</p>
Mar. 7	#7	<p>EXPERIENTIAL EXERCISE: NO CLASS -Immigration, Refugees, Asylum Seekers, and Language Barriers <u>Textbook:</u> Sue & Sue (2008), Chaps. 9, 21, & 22 <u>Textbook:</u> Fontes (2010), Chaps. 6 & 7 <u>Article 11:</u> Okawa (2008) <u>Article 12:</u> Fabri (2008) <u>Article 13:</u> Prendes-Lintel & Peterson (2008) <u>Article 14:</u> Snowden, Masland, & Guerrero (2007).</p>
Mar. 14	#8	<p>-Able-Bodiedness & Age: The “Handicaps” <u>Textbook:</u> Sue & Sue (2008), Chaps. 24 & 26 <u>Textbook:</u> Fontes (2008), Chapt. 9 <u>Article 15:</u> Lips (2006), Chapt. 11 <u>Article 16:</u> Wong & Baden (2001) (see also the APA report on therapy and older adults at http://www.apa.org/practice/guidelines/older-adults.pdf)</p>
Mar. 21	#9	<p>-Socio-Economic Status (SES, or Class) <u>Textbook:</u> Fontes (2008), Chaps. 11 & 12 <u>Article 17:</u> hooks (2000), Chapt. 10 <u>Article 18:</u> Evans (2004) <u>Article 19:</u> Lott (2002) <u>Article 20:</u> Langston (2004) <u>Article 21 – On-Line Handout:</u> Being Poor</p>
Mar. 28	--	SPRING BREAK
Apr. 4	#10	<p>-Sexual Identity & Orientation <u>Textbook:</u> Sue & Sue (2008), Chapt. 23 <u>Article 22:</u> Lasser & Gottlieb (2004) <u>Article 23:</u> ACA’s Transgender Counseling Competencies (2010) <u>Article 24:</u> Bowers, Minichello, & Plummer (2010) <u>Article 25:</u> Wynn & West-Olatunji (2009) (see also the APA report on appropriate response to sexual orientation at http://www.apa.org/pi/lgbt/resources/therapeutic-response.pdf)</p>

<u>Date</u>	<u>Class #</u>	<u>Topic and Assigned Readings (cont.)</u>
Apr. 11	#11	<p>-Religion & Spirituality <u>Textbook</u>: Constantine & Sue (2005), Chapt. 7 <u>Textbook</u>: Sue & Sue (2008), Chapt. 19 & 20 <u>Article 26</u>: Richards & Bergin (2000) <u>Article 27</u>: Thurston (2000)</p> <p>----- <i>Other Professional Considerations</i> -----</p>
Apr. 18	#12	<p>Experiential Self-Reflection Paper Due -Therapy, Supervision, & Ethics <u>Textbook</u>: Fontes (2008), Chapt. 1, 2, 3, 4, & 5 <u>Textbook</u>: Constantine & Sue (2005), Chapt. 3, 4, 6, & 12 <u>Article 28</u>: Sanders-Thompson, Bazile, & Akbar (2004) <u>Article 29</u>: Stuart (2004) <u>Article 30</u>: Grieger (2008)</p>
Apr. 25	#13	<p>-Diagnosis, & Assessment <u>Textbook</u>: Fontes (2008), Chapt. 8, 10, 11, & 12 <u>Textbook</u>: Constantine & Sue (2005), Chapt. 2 <u>Article 31</u>: Padilla & Borsato (2008) <u>Article 32</u>: Esquivel, Oades-Ses, & Olitzky (2008) <u>Article 33</u>: Sackett, Hardison, & Cullen (2004) <u>Article 34</u>: Sternberg & Grigorenko (2008) <u>Debate</u>: Selection of Topic and Assignment of Teams</p>
May 2	#14	<p>Case Conceptualization Paper Due -Research <u>Textbook</u>: Constantine & Sue (2005), Chapt. 14, 15, & 16 <u>Article 35 – On-Line Handout</u>: Critiquing the research endeavor <u>Video</u>: “Last Chance for Eden” by Lee Mun Wah</p>
May 9	#15	Know Thyself – Debate & Last Class

Required Textbooks

- Constantine, M. G., & Sue, D. W. (Eds.) (2005). *Strategies for building multicultural competence in mental health and educational settings*. Wiley & Sons: Hoboken, NJ. ISBN: 0-471-66732-3
- Fontes, L. A. (2008). *Interviewing clients across cultures: A practitioner's guide*. Guilford: New York, NY. ISBN: 978-1-59385-710-3
- Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice (5th ed.)*. Wiley & Sons: Hoboken, NJ. ISBN: 9780470086322 (cloth)
- Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Free Press/Simon & Schuster: New York, NY. ISBN: 978-1-4165-8708-8

Required Articles (on Blackboard in alphabetical order by first authors' name)

Article 1: Churchill, W. (2004). Crimes against humanity? In M.L. Andersen & P.H.Collins, (Eds.), *Race, class, and gender: An anthology* (pp. 321-328). Belmont, CA: Wadsworth/ Thomsen Learning.

Article 2: Dana, R. H. (2008). Clinical diagnosis of multicultural populations. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications, 3RD ed.* (pp. 107-131). San Francisco, CA: Jossey-Bass/Wiley.

Article 3 – On-Line Handout: CVH Culturological Assessment

Article 4 – On-Line Handout: DMHAS Culturological Assessment

Article 5: Male Privilege Checklist and Sexism in the Profession

Article 6: Bograd, M. (1990). Women treating men. *Networker, May/June*, 54-58.

Article 7: Lazur, R. F., and Majors, R. (1995). Men of color: Ethnocultural variations of male gender role strain. In R. V. Levant & W. S. Pollack (Eds.), *A new psychology of men* (pp. 337-355). New York, NY: Basic Books.

Article 8: Silverstein, L.B., Auerbach, C.F., & Levant, R.F. (2002). Contemporary fathers reconstructing masculinity: Clinical implications of gender role strain. *Professional Psychology: Research and Practice, 33*, 361-369.

Article 9: Dobbins, J. E., & Skillings, J. H. (2000). Racism as a clinical syndrome. *American Journal of Orthopsychiatry, 70(1)*, 14-27.

Article 10: McIntosh, P. (2004). White privilege: Unpacking the invisible knapsack. In M.L. Andersen & P.H.Collins, (Eds.), *Race, class, and gender: An anthology* (pp.103-108). Belmont, CA: Wadsworth/ Thomsen Learning.

Article 11: Okawa, J. B. (2008). Considerations for the cross-cultural evaluation of refugees and asylum seekers. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications, 3rd ed.* (pp. 165-194). San Francisco, CA: Jossey-Bass/Wiley.

Article 12: Fabri, M. (2008). Cultural adaptation of assessment instruments for diverse populations: The use of the Harvard Trauma Questionnaire in Rwanda. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications, 3rd ed.* (pp. 195-219). San Francisco, CA: Jossey-Bass/Wiley.

Article 13: Prendes-Lintel, M., & Peterson, F. (2008). Delivering quality mental health services to immigrants and refugees through an interpreter. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications, 3rd ed.* (pp. 220-244). San Francisco, CA: Jossey-Bass/Wiley.

Article 14: Snowden, L. R., Masland, M., & Guerrero, R. (2007). Federal civil rights policy and mental health treatment access for persons with limited English proficiency. *American Psychologist*, 62(2), 109-117.

Article 15: Lips, H. M. (2006). Chapt. 11 – Myths and scripts for women growing older. In *A new psychology of women: Gender, culture, and ethnicity* (pp. 376-401). New York, NY: McGraw-Hill.

Article 16: Baden, A. L., & Wong, G. (2008). Assessment issues for working with diverse populations of elderly: Multiculturally sensitive perspectives. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications*, 3rd ed. (pp. 594-624). San Francisco, CA: Jossey-Bass/Wiley.

Article 17: hooks, b. (2000). *Where we stand: Class matters*. New York, NY: Routledge. Chapter 10 –White poverty: The politics of invisibility, pp. 111-120.

Article 18: Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, 59 (2), 77-92.

Article 19: Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist*, 57 (2), 100-110.

Article 20: Langston, D. (2004). Tired of playing monopoly? In M.L. Andersen & P.H.Collins, (Eds.), *Race, Class, and Gender: An Anthology*, (pp. 140-149). Wadsworth/ Thomsen Learning: Belmont, CA

Article 21 – On-Line Handout: Being poor

Article 22: Lasser, J. S., & Gottlieb, M. C. (2004). Treating patients distressed regarding their sexual orientation: Clinical and ethical alternatives. *Professional Psychology: Research and Practice*, 35(2), 194-200.

Article 23: American Counseling Association (2010). Competencies for counseling with transgender clients. *Journal of LGBT Issues in Counseling*, 4(3-4), 135-159.

Article 24: Bowers, R., Minichello, V., & Plummer, D. (2010). Religious attitudes, homophobia, and professional counseling. *Journal of LGBT Issues in Counseling*, 4(2), 70-91.

Article 25: Wynn, R., & West-Olatunji, C. (2009). Use of culture-centered counseling theory with ethnically diverse LGBT clients. *Journal of LGBT Issues in Counseling*, 3(3-4), 198-214.

Article 26: Richards, P. S., & Bergin, A. E. (2000). Toward religious and spiritual competency for mental health professionals. In P.S. Richards & A. E. Bergin (Eds.), *Handbook of psychotherapy and religious diversity* (pp. 3-26). Washington, DC: American Psychological Association.

Article 27: Thurston, N. S. (1999). Psychotherapy with evangelical and fundamentalist Protestants. In P.S. Richards & A. E. Bergin (Eds.), *Handbook of psychotherapy and religious diversity* (pp. 131-154). Washington, DC: American Psychological Association.

Article 28: Sanders-Thompson, W. L., Bazile, A., & Akbar, M. (2004). African American's perceptions of psychotherapy and psychotherapists. *Professional Psychology: Research and Practice*, 35(1), 19-26.

Article 29: Stuart, R. B. (2004). Twelve practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice*, 35(1), 3-9.

Article 30: Grieger, L. (2008). A cultural assessment framework and interview protocol. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications*, 3rd ed. (pp. 132-163). San Francisco, CA: Jossey-Bass/Wiley.

Article 31: Padilla, A. M., & Borsato, G. N. (2008). Issues in culturally appropriate psychoeducational assessment. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications*, 3rd ed. (pp. 5-21). San Francisco, CA: Jossey-Bass/Wiley.

Article 32: Esquivel, G. B., Oades-Sese, G. V., & Olitzky, S. L. (2008). Multicultural issues in projective assessment. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications*, 3rd ed. (pp. 346-374). San Francisco, CA: Jossey-Bass/Wiley.

Article 33: Sackett, P. R., Hardison, C. M., & Cullen, M. J. (2004). Interpreting stereotype threat as accounting for African American – White differences on cognitive tests. *American Psychologist*, 59(1), 7-13.

Article 34: Sternberg, R. J., & Grigorenko, E. L. (2008). Ability testing across cultures. In L. A. Suzuki, J. G. Ponterotto, & P. J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications*, 3rd ed. (pp. 449-470). San Francisco, CA: Jossey-Bass/Wiley.

Article 35 – On-Line Handout: Critiquing the research endeavor

NOTE: All APA Guidelines listed in syllabus using an URL address are also provided on Blackboard – NOT required reading (they are for your future reference)

For a full listing of all APA treatment guidelines, please go to:
<http://www.apa.org/practice/guidelines/index.aspx>

ADDENDUM A

Suggested Experiential Exercises

(non-exhaustive list – please feel free to design your own!)

Interpersonal Conversations and Self-Observations

- Arrange a discussion with a known associate (friend or family member, coworker, faculty member, etc.):
 - Discussion with grandfather about “what it means to be a man” or with aunt about “what it means to be a woman” has changed over their lifetimes.
 - Discussion with friend about their family history and how they describe their ethnicity (White or otherwise).
 - Discussion with coworker or faculty member about how they’ve arrived at this point in their professional career, and what roadblocks (if any) got in their way (pay special attention to presence or absence of “-isms” in discourse).
- These discussions might be of two types: (a) a discussion of how a particular “-ism” has impacted that person’s personal and professional life (e.g., gender, ethnicity, age, sexual orientation, SES, educational level, disability status, etc.), or (b) a general life history (paying special attention to “-ism” topics as they do or do not arise).
- You do NOT have to choose an individual who is different than you in any of these particular categories; in fact, it might be even more interesting to hear how a person very similar to yourself views their different identity statuses (“-ism” categories).
- Suggested Interview Questions:
 - What does it mean for you to be _____?
 - How has being _____ impacted you?
 - Looking back on your life, what would you’ve liked others to know about _____?
 - If you could, what would you’ve liked to have said to others about _____?
- Confidentiality:
 - When considering a person to talk with, make sure they know that this is part of a class requirement and they will NOT be identified to others in any way.
 - Make sure your conversation partner knows that you will write your paper with a concentration on SELF and your reactions to the knowledge disclosed, NOT whether your partner answered questions “correctly,” etc.
 - If you want, you may design a confidentiality agreement for your own use.
- Self-Observations:
 - What surprised you about what you heard? What had you already predicted?
 - What did you learn about the person relative to “-isms” that you didn’t know, if anything?
 - How did this conversation change how you view the impact of a particular “-ism” on yourself? On the person?
 - What was your overall reaction? Did it change how you view yourself in general?

ADDENDUM A (cont.)

Suggested Experiential Exercises

(non-exhaustive list – please feel free to design your own!)

Immersion and Self-Observations

- **Go to a place where others different from you either live or are gathered.** Observe your own reactions and note them in your paper.
- Suggested Immersions:
 - Church attendance, Social Security disability office, homeless shelter, business in poor section of town, gay bar or meeting, nursing home, battered women’s shelter, criminal court, etc. – or conversely, upscale shopping mall, yacht or golf club, board or department meeting, ladies social club luncheon, state legislative meeting, governor’s press conference, etc.
- From your immersion experience (describe within your paper), include what you noticed relative to the “-isms:”
 - Who? (ratios of gender, race/ethnicity, age, disability, sexual orientation, etc.).
 - What? (interaction patterns relative to gender, race/ethnicity, etc.).
 - Overall experience (were you included or were you an “outsider?”).
- Note the impact on you of these experiences (positive/negative, etc.). What was your overall reaction? Did it change how you view yourself in general?

Impact of Media on Self

- *Obtain at least 5 samples from one particular media type* (news, entertainment shows, advertisements, popular songs or music videos, video games, etc) using a particular delivery system (television, radio, newspaper, magazine, internet, or computer game).
- For instance, here are some common types you might use: 11 o’clock news on Channel 3 (be specific!), advertisements found in *Cosmopolitan*, top music videos on MTV, lead story in CNN internet headlines, etc:
 - Local tv news pictures of five separate suspected criminals (race/ethnicity, etc.).
 - Five clothing/perfume ads in a fashion magazine (gender, etc.).
 - Lyrics from five music videos/songs (gender, race/ethnicity, etc.).
- From the 5 samples you’ve collected (describe as a list within your paper), note the overarching messages relative to the “-isms:”
 - Representation (ratios of gender, race/ethnicity, age, disability, sexual orientation, etc.).
 - Tone (positive/negative relative to gender, race/ethnicity, etc.).
 - Overall message (what is being conveyed given representation and tone?).
- Note the impact on you of these media depictions (what was your overall reaction, and did it change how you view yourself in general?), as well as the possible ramifications for others.