

UNIVERSITY OF HARTFORD

COLLEGE OF ARTS AND SCIENCES

GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY

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CPS 849 – Diversity Seminar

Course Syllabus

Fall 2019

Wednesdays, 2:15-4:45pm

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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 – all through a social justice lens.

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, Eurocentric) 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 through a social justice lens.

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, while gaining practice in identifying common social patterns that replicate/bolster power differentials. 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 reading, one essay question must be written. You will choose which of your essay questions to answer for each class. These 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 essay questions you have written in a short paragraph, and expect to read it or present 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. Any materials you use must be uploaded to Blackboard for the relevant class number, and would include such things as a journal article, newspaper article, youtube link, pdf file, or other electronic material.
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 7 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 experiential self-reflection paper about your experience is due on the date shown in the Class Schedule, below.**
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, sexual orientation, and so on). **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.

GRADING

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

CLASS SCHEDULE

<u>Date</u>	<u>Class #</u>	<u>Topic and Assigned Readings</u>
----- <i>Pedagogical Philosophy of the Course</i> -----		
Sept. 4	#1	-Introduction & Review of Syllabus -Education as an Act of Freedom <u>Readings 1:</u> - hooks (1994), Chapt. 3, 11, 12, & 13 - Torino (2015) (read materials for class #1)
----- <i>Intersecting Identities</i> -----		
Sept. 11	#2	-The Concept of “Normal” -Colonialism, Oppression, Prejudice, & Power -Intersection of the “-Isms” <u>Textbook:</u> Sue & Sue (2016), Chapt. 2, 3, 4, 5, 11 & 12 <u>Textbook:</u> Watters (2010), Chapt. 4 & Conclusion <u>Readings 2:</u> - Blitstein (2009) - Churchill (2004) - Martin & Montagne (2017) (class #1 and #2 essay questions due on this day)
Sept. 18	#3	-Models of Diversity -Emic vs. Etic -Intersecting Identity Development Theories <u>Textbook:</u> Sue & Sue (2016), Chapt. 7, 8, 9, & 10 <u>Readings 3:</u> - Dana (2008) - Substance Abuse and Mental Health Services Administration (SAMHSA) Cultural Competence Protocol (2014)

Date Class # Topic and Assigned Readings (cont.)

----- *Thinking Critically: Unpacking the “-Isms”* -----

Sept. 25	#4	<p>-Racial/Ethnic Diversity <u>Textbook:</u> Sue & Sue (2016), Chapt. 14, 15, 16, 17, & 18 <u>Textbook:</u> Watters (2010), Chapt. 3 <u>Readings 4:</u> - Atkins et al. (2017) - Dobbins & Skillings (2000) - McIntosh (2015) <u>Video:</u> “Making Whiteness Visible” by Shakti Butler (2004) <u>Video:</u> “The Color of Fear” by Lee Mun Wah (1994)</p>
Oct. 2	#5	<p>-Racial/Ethnic Diversity (cont.) <u>Readings 5:</u> - Alvidrez et al. (2008) - APA (2017) - Earl et al. (2011) - Wah (2011) – selected excerpts <u>Video:</u> “Last Chance for Eden: Part 1” by Lee Mun Wah (2008) <u>Podcast:</u> “<i>Seeing White</i>” – a 14-part podcast (voluntary – not required) (http://podcast.cdsporch.org/seeing-white/)</p>
Oct. 9	#6	<p>-Gender: Doing Femaleness, Doing Maleness <u>Textbook:</u> Sue & Sue (2016), Chapt. 26 <u>Textbook:</u> Watters (2010), Chapt. 1 <u>Readings 6:</u> - APA (2007a) - APA (2010) - APA (2018) - Bograd (1990) - Male Privilege Checklist & Sexism Within the Profession (n.d.) - Wester (2008) <u>Video:</u> “Last Chance for Eden: Part 2” by Lee Mun Wah (2011)</p>
Oct. 16	#7	<p>NO CLASS – EXPERIENTIAL EXERCISE (and reading day) -Sexual Identity & Orientation <u>Textbook:</u> Sue & Sue (2016), Chapt. 23 <u>Readings 7:</u> - APA (2009) - APA (2012b) - APA (2015) - Austin & Craig (2015) - Bowers, Minichello, & Plummer (2010) - Wynn & West-Olatunji (2009)</p>

<u>Date</u>	<u>Class #</u>	<u>Topic and Assigned Readings (cont.)</u>
Oct. 23	#8	<p>-Able-Bodiedness & Age: The “Handicaps” <u>Textbook:</u> Sue & Sue (2016), Chapt. 22 & 24 <u>Textbook:</u> Fontes (2008), Chapt. 9 <u>Readings 8:</u> - APA (2012c) - APA (2014b) - Baden & Wong (2008) - Lips (2006) <u>Video:</u> “Meeting in the Middle” by Julie Williams & Steven Kniffley (https://www.youtube.com/watch?v=5trvm6-18F0)</p>
Oct. 30	#9	<p>-Socio-Economic Status (SES, or Class) <u>Textbook:</u> Sue & Sue (2016), Chapt. 25 <u>Textbook:</u> Fontes (2008), Chapt. 11 & 12 <u>Readings 9:</u> - APA (2007b) - Evans (2004) - hooks (2000), Chapt. 10 - Kugelmass (2016) - Matthews, Gallo, & Taylor (2010) - Scalzi (2005) - Smith (2005)</p>
Nov. 6	#10	<p>-Immigration, Refugees, Asylum Seekers, and Language Barriers <u>Textbook:</u> Sue & Sue (2016), Chapt. 20 <u>Textbook:</u> Fontes (2010), Chapt. 6 & 7 <u>Readings 10:</u> - APA (2012a) - Fontes & Tishelman (2016) - Okawa (2008) - Patel, Firmender, & Snowden (2013) - Prendes-Lintel & Peterson (2008) - Rogers-Sirin et al. (2015)</p>
Nov. 13	#11	<p>-Religion & Spirituality <u>Textbook:</u> Sue & Sue (2016), Chapt. 19 & 21 <u>Readings 11:</u> - Jackle & Wenzelburger (2015) - Richards & Bergin (2014) - Thurston & Seegobin (2014)</p>

<u>Date</u>	<u>Class #</u>	<u>Topic and Assigned Readings (cont.)</u>
Nov. 20	#12	<p>-Therapy, Supervision, & Ethics - <u>Debate</u>: Selection of Topic and Assignment of Teams <u>Textbook</u>: Sue & Sue (2016), Chapt. 1 <u>Textbook</u>: Fontes (2008), Chapt. 1, 2, 3, 4, & 5 <u>Readings 12</u>: - APA (2014a) - Colistra & Brown-Rice (2011) - Falender, Burnes, & Ellis (2013) - Jackson & Mathew (2017) - Stuart (2004)</p>
Nov. 27	---	-Thanksgiving Break
----- <i>Other Professional Considerations</i> -----		
Dec. 4	#13	<p>- Diagnosis, & Assessment (<u>Experiential Self-Reflection Paper Due</u>) <u>Textbook</u>: Sue & Sue (2016), Chapt. 13 <u>Textbook</u>: Fontes (2008), Chapt. 8, 10, 11, &12 <u>Readings 13</u>: - APA (2013) - Brown, Vinson, & Abdullah (2015) - Esquivel, Oades-Ses, & Olitzky (2008) - Huang (2009) - Padilla & Borsato (2008) - Sternberg & Grigorenko (2008)</p>
Dec. 11	#14	<p>-Research (<u>Debate & Last Class</u>) <u>Readings 14</u>: - Critiquing the research endeavor: Online handout - Duan & Smith (2017) - Fine (2016) - Ponterotto (2010)</p>

Required Textbooks

Fontes, L. A. (2008). *Interviewing clients across cultures: A practitioner's guide*. New York, NY: Guilford. ISBN: 978-1-59385-710-3

Sue, D. W, & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken, NJ: Wiley & Sons. ISBN-13: 978-1119084303 –OR-- ISBN-10: 111908430X

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. New York, NY: Free Press/Simon & Schuster. ISBN: 978-1-4165-8708-8

Required Articles (on BLACKBOARD) – PDF On-Line Files

NOTE:

It is STRONGLY recommended you download these files to your computer for future reference.

Readings 1.

- hooks, b. (1994). *Teaching to transgress: Education as an act of freedom*. New York, NY: Routledge. (Chapts. 3, 11, 12, & 13)

- Torino, G. C. (2015). Examining biases and white privilege: Classroom teaching strategies that promote cultural competence. *Women & Therapy*, 38, 295-307.

Readings 2.

- Blitstein, R. (2009). Weathering the storm. *Miller-McCune*, July-August, 48-57.

- 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.

- Martin, N., & Montagne, R. (2017). U.S. has highest rates of death in childbirth in the developed world: Focus on infants leaves mothers in danger. *National Public Radio (NPR)*, May 12. Washington, DC: NPR.
<http://www.npr.org/2017/05/12/527806002/focus-on-infants-during-childbirth-leaves-u-s-moms-in-danger>

Readings 3.

- 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.

- Substance Abuse and Mental Health Services Administration (SAMHSA) (2014). *Improving cultural competence: A treatment improvement protocol*. Washington, DC: U.S. Department of Health and Human Services.

Readings 4.

- Atkins, S. L., Fitzpatrick, M. R., Poolokasignham, G., Lebeau, M., & Spanierman, L. B. (2017). Make it personal: A qualitative investigation of white counselors' multicultural awareness development. *The Counseling Psychologist*, 45(5), 669-696.

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

- McIntosh, P. (2015). Extending the knapsack: Using the white privilege analysis to examine conferred advantage and disadvantage, *Women & Therapy*, 38(3-4), 232-245.

Readings 5.

- Alvidrez, J., Snowden, L. R., & Kaiser, D. M. (2008). The experience of stigma among Black mental health consumers. *Journal of Health Care for the Poor and Underserved*, 19(3), 874-893.

- American Psychological Association (APA) (2017). *Multicultural guidelines: An ecological approach to context, identity, and intersectionality*. Washington, DC: Author.

Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>

- Earl, T. R., Alegria, M., Mendieta, F., & Linhart, Y. D. (2011). "Just be straight with me:" An exploration of Black patient experiences in initial mental health encounters. *American Journal of Orthopsychiatry*, 81(4), 519-525.

- Wah, L. M. (2011). *Let's get real: What people of color can't say and whites won't ask about racism*. San Diego, CA: Stir Fry Publications (selected excerpts).

Readings 6.

- American Psychological Association (APA) (2007a). Guidelines for psychological practice with girls and women. *American Psychologist*, 62(9), 949-979.

- American Psychological Association (APA) (2010). *Report of the APA Task Force on the sexualization of girls*. Washington, DC: Author.

- American Psychological Association (APA) (2018). *Guidelines for the psychological practice with boys and men*. Washington, DC: Author.

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

- Male Privilege Checklist and Sexism in the Profession (n.d.) – by B. Deutsch

- Wester, S. R. (2008). Male gender role conflict and multiculturalism: Implications for counseling psychology. *Counseling Psychologist*, 36(2), 294-324.

Readings 7.

- American Psychological Association (APA) (2009). *Report of the APA Task Force on appropriate therapeutic responses to sexual orientation*. Washington, DC: Author.

- American Psychological Association (APA) (2012b). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist*, 67(1), 10-42.

- American Psychological Association (APA) (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, 70(9), 832-864.

- Austin, A., & Craig, S. L. (2015). Transgender affirmative Cognitive Behavioral Therapy: Clinical considerations and application. *Professional Psychology: Research and Practice*, 46(1), 21-29.
- Bowers, R., Minichello, V., & Plummer, D. (2010). Religious attitudes, homophobia, and professional counseling. *Journal of LGBT Issues in Counseling*, 4(2), 70-91.
- 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.

Readings 8.

- American Psychological Association (APA) (2012c). Guidelines for assessment of and intervention with persons with disabilities. *American Psychologist*, 67(1), 43-62.
- American Psychological Association (APA) (2014b). Guidelines for psychological practice with older adults. *American Psychologist*, 69(1), 34-65.
- 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.
- 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.

Readings 9.

- American Psychological Association (APA) (2007b). *Report of the APA Task Force on socioeconomic status (SES)*. Washington, DC: Author.
- Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, 59 (2), 77-92.
- hooks, b. (2000). *Where we stand: Class matters*. New York, NY: Routledge.
Chapter 10 –White poverty: The politics of invisibility, pp. 111-120.
- Kugelmass, H. (2016). “Sorry, I’m not accepting new patients:” An audit study of access to mental health care. *Journal of Health and Social Behavior*, 57(2), 168-183.
- Matthews, K. A., Gallo, L. C., & Taylor, S. E. (2010). Are psychosocial factors mediators of socioeconomic status and health connections? A progress report and blueprint for the future. *Biology of Disadvantage: Socioeconomic Status and Health*, 1186, 146-173.
- Scalzi, J. (2005). Being poor. *Chicago Tribune*, September 15, B7.
- Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, 60(7), 687-696.

Readings 10.

American Psychological Association (APA) (2012a). *Crossroads: The psychology of immigration in the new century*. Washington, DC: Author.

Fontes, L., A., & Tishelman, A. C. (2016). Language competence in forensic interviews for suspected child abuse. *Child Abuse & Neglect*, *58*, 51-62.

- 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.

- Patel, S. G., Firmender, W. M., & Snowden, L. R. (2013). Qualitative evaluation of mental health services for clients with limited English proficiency. *International Journal of Mental Health Systems*, *7*(1), 27-27.

- Prendes-Intel, 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.

- Rogers-Sirin, L., Melendez, F., Refano, C., & Zegarra, Y. (2015). Immigrant perceptions of therapists' cultural competence: A qualitative investigation. *Professional Psychology: Research and Practice*, *46*(4), 258-269.

Readings 11.

- Jackle, S., & Wenzelburger, G. (2015). Religion, religiosity, and attitudes toward homosexuality: A multilevel analysis of 79 countries. *Journal of Homosexuality*, *62*(2), 207-241.

- Richards, P. S., & Bergin, A. E. (2014). Toward religious and spiritual competency for mental health professionals. In P.S. Richards & A. E. Bergin (Eds.), *Handbook of psychotherapy and religious diversity*, 2nd ed. (pp. 3-19). Washington, DC: American Psychological Association.

- Thurston, N. S., & Seegobin, W. (2014). Psychotherapy with evangelical and fundamentalist Protestants. In P.S. Richards & A. E. Bergin (Eds.), *Handbook of psychotherapy and religious diversity*, 2^d ed. (pp. 129-153). Washington, DC: American Psychological Association.

Readings 12.

- American Psychological Association (APA) (2014a). *Guidelines for clinical supervision in health service psychology*. Washington, DC: Author.

- Colistra, A., & Brown-Rice, K. (2011). When the rubber hits the road: Applying multicultural competencies in cross-cultural supervision. *VISTASOnline* – 43. Alexandria, VA: American Counseling Association. Retrieved from http://counselingoutfitters.com/vistas/vistas11/Article_43.pdf

- Falender, C. A., Burnes, T. R., & Ellis, M. V. (2013). Multicultural supervision and benchmarks: Empirical support informing practice and supervisor training. *The Counseling Psychologist*, *41*(1), 8-27.

- Jackson, M. A., & Mathew, J. T. (2017). Multicultural self-awareness challenges for trainers: Examining intersecting identities of power and oppression. In J. M. Casas, L. A. Suzuki, C. M. Alexander, and M. A. Jackson (Eds.), *Handbook of multicultural counseling, 4th ed.* (pp. 443-444). Los Angeles, CA: Sage.
- Stuart, R. B. (2004). Twelve practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice, 35*(1), 3-9.

Readings 13.

- American Psychiatric Association (APA) (2013). *Cultural formulation interview*. Washington, DC: Author. Retrieved from https://www.psychiatry.org/.../DSM/APA_DSM5_Cultural-Formulation-Interview.pdf
- Brown, T. L., Vinson, E. S., & Abdullah, T. (2015). Cross-cultural considerations with African-American clients: A perspective on psychological assessment. In L. T. Benuto & B. D. Leany (Eds.), *Guide to psychological assessment with African-Americans* (pp. 9-18). New York, NY: Springer.
- 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.
- Huang, M. (2009). Race of the interviewer and the black-white test score gap. *Social Science Research, 38*(1), 31-40.
- 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.
- 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.

Readings 14.

- Critiquing the research endeavor: Online handout.
- Duan, C., & Smith, A. (2017). Multicultural training and supervision in research and service. In J. M. Casas, L. A. Suzuki, C. M. Alexander, and M. A. Jackson (Eds.), *Handbook of multicultural counseling, 4th ed.* (pp. 214-224). Los Angeles, CA: Sage.
- Fine, M. (2016). Just methods in revolting times. *Qualitative Research in Psychology, 13*(4), 347-365.
- Ponterotto, J. G. (2010). Challenges and rewards in conducting multicultural counseling research: A heuristic, archival, phenomenological study. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, and C. M. Alexander (Eds.), *Handbook of multicultural counseling, 3rd ed.* (pp. 359-383). Los Angeles, CA: Sage.

Podcast (also on Blackboard)

Podcast: “*Seeing White*” (2017) – a 14-part podcast (<http://podcast.cdsporch.org/seeing-white/>) – Durham, NC: Duke University Center for Documentary Studies.

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.