

PSC505A Multicultural Awareness

Fall, 2001

3 Credits

Instructors:

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“There should be no shame that we harbor some prejudice on issues such as race, religion, or sexual orientation. What is shameful is our failure to examine those prejudices.”

Morris Dees

Southern Poverty Law Center, 1996

Objectives of the Course for Students:

To explore and identify aspects of "culture" as it relates to self and others.

To expose internalized beliefs, biases, and mandates in relation to self and others and to clarify values and beliefs originating in cultural influences.

To demonstrate an understanding of how ones level of multicultural development (i.e., awareness of power and experiences of oppression and privilege) impacts ones ability to act as an ethical professional.

To demonstrate an awareness of how open and/or resistant one is to:

- Difference
- Dialogue
- Feedback

To develop the ability to construct and implement a plan for continued personal multicultural development. This plan should integrate intention and action.

To identify, describe, and challenge/critique the culture of professional practice.

To demonstrate creativity, openness, and critical thinking in preparation for multicultural counseling, consultation, and professional practice.

Required Reading:

Kivel, P. (1996). *Uprooting racism: How White people can work for racial justice*. Gabriola Island, British Columbia: New Society Publishers.

Sue, D.W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice*. 3rd. Ed. NY: John Wiley & Sons.

Tatum, B. D. (1997). *"Why are all the Black kids sitting together in the cafeteria?" And other conversations about race*. NY: Basic Books.

Required Participation in Two Special Events

A 6-hour multicultural awareness retreat at Antioch University on Saturday, October 6, 2001, from 9 am to 4 pm. No class on Tuesday, Wednesday, or Thursday of Week 1. Students who cannot attend this retreat may not enroll in this course.

2) A field trip to the Museum of Tolerance in Los Angeles on Sunday, October 21, from 8am to 6pm. A nonrefundable lab fee of \$22.00 will be added to the cost of registration.

A few extra spaces are available for this trip at a cost of \$22.00 per person. Please contact Heidi Zetzer if you would like to invite a friend or significant other to join the trip.

Students who are unable to attend the field trip on 10/21 must inform their instructor of their planned absence. Students who miss the field trip on 10/21 must visit the Museum of Tolerance on their own time before the end of week 3. If a student does not visit the Museum of Tolerance, she or he is required to read a book that is approved by the instructor, write a 10-page paper on a designated topic and submit it to the instructor by the end of week 8.

Evaluation: This course is available only as pass/non-pass. No letter grade equivalencies will be given.

Each student must attend all classes, the retreat and the field trip. If a regular class must be missed because of an emergency, inform the instructor and make arrangements to provide the instructor with a written synopsis of the class the following week. If you miss more than one class, you will receive a no-pass for the course and you will have to repeat it. If you miss Saturday, you are in jeopardy of receiving a no-credit for the course. Contact your instructor immediately if you are absolutely unable to attend the retreat. If you miss the field trip, you will be required to visit the museum on your own time and at your own expense. Communication with your instructor is essential.

Active participation in class discussions is an essential part of the learning and will be evaluated.

All of the reading is required.

Students must complete all written assignments. **PUT ALL WRITTEN ASSIGNMENTS IN A 3-RING BINDER AND TURN THE BINDER IN AT THE LAST CLASS MEETING.**

Written Assignments

Self-Reflection Paper: Due Week 2. Specific instructions will be provided on Saturday, Oct. 6.

Profile of the Cultural Self: Due Week 3. What is your cultural identity? What factors have contributed to the development of your cultural identity? Specifically, how has your identity been influenced by your experiences of oppression, power, and privilege?

Reaction Papers: Due Weeks 4, 7, 8, and 9. Before writing your reaction paper, take some time to consider what you'd like to say and organize your thoughts. Then, write a 2-page reaction paper (typed, double-spaced, APA style).

Due Week 4: *The Museum of Tolerance* (10/21/01).

Due Week 7: The film, *The Color of Fear* (will be shown in class week 6).

Due Week 8: Classism (readings & classroom experiences week 7)

Due Week 9: Heterosexism (readings & classroom experiences week 8).

Final Paper: Self-Assessment, Due Week 10 (5 - 6 pages, typed, double-spaced, APA style). Use references, when appropriate.

Assess your personal development as it has occurred over the course of the quarter. Respond to *all* of the following:

- What did you learn about yourself?
- What did you learn about the world around you?
- How will you continue to increase your awareness and/or broaden your understanding of culture, prejudice, privilege, power, oppression, racial/ethnic identity development, anti-Semitism, racism, classism, heterosexism, ableism?
- What do you need to do differently? What will you do differently?
- Integrate your learning and experiences from this class into a plan for your continued multicultural development. **This plan should integrate action and intention.**

**PSC 505A Multicultural Awareness
Reading Assignments
Fall, 2000**

Saturday, October 6, 2001: Multicultural Retreat

Book: Tatum (1997), pp. ix-xix; chapters 1 & 2.

Reader: Lark, J.S., & Paul, B.D. (1998). Beyond multicultural training: Mentoring stories from two White American doctoral students. *The Counseling Psychologist*, 26, p. 33-42.

Week 2: Assumptions, Values, & Biases; Stereotypes: Racial Identity Development; World View

Book: Tatum (1997), chapters 3-5, 6, & 8.

Book: Sue & Sue (1999), chapter 8.

Book: Kivel (1996). "I'm not White," pp. 10-14.

Reader: Paul, A. M. (1998). Where the bias begins: The truth about stereotypes. *Psychology Today*, May/June, 52-56.

Week 3: Oppression, Power, & Privilege

Book: Tatum (1997), chapter 7.

Book: Kivel, P. (1996). "People of mixed heritage," pp. 112-113; "Native Americans," pp. 114-117, "African Americans," pp. 120-129; "Asian Americans," pp. 131-138; "Latino/as," pp. 140-145; "Jewish people," pp. 147-154; "Conclusion," pp. 156-157.

Reader: McIntosh, P. (?) Understanding privilege.

Reader: Salinas, M. (1993). The scholarship jacket. In T. A. Lopez (Ed.), *Growing up Chicana/o: An anthology*, pp. 127-132. NY: William Morrow & Co., Inc.

Sunday, October 21, 2001: Museum of Tolerance & Week 4

Reader: Kaplan, G. (1994). Irreducible "human nature": Nazi views on Jews and women. In E. Tobach & B. Rosoff (Eds.). *Challenging racism and sexism: Alternatives to genetic explanations*, pp. 188-210. NY: Feminist Press.

Reader: Kaye/Kantrowitz, M. (1996). Jews in the U.S.: The rising cost of whiteness. In B. Thompson & S. Tyagi (Eds.). *Names we call home: Autobiography on racial identity*, pp. 121-137. NY: Routledge.

Reader: Diller, J.V. (1999). Working with Whites and White ethnic clients. In *Cultural diversity: A primer for the human services*, pp. 206-222.

Week 5: Oppression, Power, & Privilege

Reader: Executive Order No. 9066, www.library.arizona.edu/images/jpamer/execordr.html

Reader: Map of Western U.S. showing Relocation & Assembly Centers, www.library.arizona.edu/images/jpamer/jppjgs/map6.jpg

Reader: *That Damned Fence*, an anonymous poem. www.library.arizona.edu/images/jpamer/poem.html

Reader: Bainbridge residents recall confinement, *Seattle Times*, May 7, 1996. www.qnet.com/~earthsun/confine.htm

Reader: *Tule Lake Reunion Symposium. Children of the Camps Project*, Dr. Satsuki Ina. www.children-of-the-camps.org/project/remarks.html

Reader: Racism remained after internment camps closed. *Associated Press*, August 14, 1995. <http://detnews.com/menu/stories/13546.htm>

Week 6: Racism

Book: Tatum (1997), chapter 10.

Book: Kivel, P. (1996). "I'm not racist," pp.15-16.

Reader: Terkel, S. (1988). An interview with C. P. Ellis. In J. S. Wurzel, *Toward multiculturalism*, pp. 38-45. Yarmouth, ME: Intercultural Press.

Reader: Wright, R. (1995). The ethics of living Jim Crow: An autobiographical sketch. In P. Rothenberg (Ed.). *Race, class, and gender in the United States: An integrated study* (3rd ed.), pp. 23-32. NY: St. Martin's Press.

Reader: Niemann, Y. F. (1996). Nurturing anti-racism: A permeation of life. In M.T. Reddy (Ed.) *Everyday acts against racism: Raising children in a multicultural world*, pp. 31-39. Seattle: Seal Press.

Reader: Butcher, N. (1996). Undoing the smile. In M.T. Reddy (Ed.) *Everyday acts against racism: Raising children in a multicultural world*, pp. 12-19. Seattle: Seal Press.

Week 7: Classism

Reader: Mantsios, G. (1995). Class in America: Myths and realities. In P. Rothenberg (Ed.). *Race, class, and gender in the United States: An integrated study* (3rd ed.), pp. 131-143. NY: St. Martin's Press.

Reader: Allison, D. (1994). A question of class. In D. Allison, *Skin: Talking about sex, class, & literature*, pp. 13-36. Ithaca, NY: Firebrand Books.

Reader: Jimenez, F. (1993). The circuit. In T.A. Lopez (Ed.). *Growing up Chicana/o: An anthology*, pp. 137-144. NY: William & Morrow.

Week 8: Heterosexism

Reader: Markowitz, L. (1991). Homosexuality: Are we still in the dark? *Family Therapy Networker*, Jan/Feb, 27-35.

Reader: Dahlheimer, D., & Feigal, J. (1991). Bridging the gap. *Family Therapy Networker*, Jan-Feb, 44-53.

Reader: Markowitz, L.M. (1991). You can go home again. *Family Therapy Networker*, Jan-Feb, ?

Reader: Hersch, P. (1991). Secret lives. *Family Therapy Networker*, Jan-Feb, 38-43.

Week 9: Ableism

Book: Sue & Sue (1999), chapter 15.

Reader: deBalcazar, Y. S., Bradford, B., & Fawcett, S. B. (1988). Common concerns of disabled Americans: Issues and options. *Social Policy*, Fall, 29-35.

Reader: Fine, M. & Asch, A. (1995). Disability beyond stigma: Social interaction, discrimination, and activism. In N. R. Goldberger & J. B. Veroff (Eds.), *The culture and psychology reader*, pp. 536-558. NY: New York University Press.

Reader: Griscom, J.L. (1995). The case of Sharon Kowalski and Karen Thompson: Ableism, heterosexism, & sexism. In P.S. Rothenberg (Ed.). *Race, class and gender in the United States: An integrated study*, pp. 253-262. NY: St. Martin's Press.

Week 10: Multicultural Practice, Culture of Counseling & Consultation

Book: Sue & Sue (1999), chapters 1-2, 9-10.

Reader: Smith, A. (1991). For all of those who have been Indian in a former life. *Women and Power*, Winter.