

PSYC 4571 - MULTICULTURAL ISSUES IN MENTAL HEALTH

Department of Psychology, University of Denver
Spring Quarter, 2001

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This is a survey course which will address issues of ethnicity, culture and race as they relate to mental health, psychopathology, and psychotherapy. The course has been designed for doctoral level students in clinical psychology, but will be of interest to other graduate students and postdoctoral fellows interested in multicultural mental health issues.

This is not a “how-to” course (i.e., “how to” do clinical work with ethnic minority clients; “how to” conduct research on multicultural issues, etc.). Rather, we will examine and reflect on a variety of intercultural issues, including especially issues of power and oppression, as they impact the lives of children, adults and families living in the United States. Our pedagogical approach is guided by the assumption that the ability to reflect about and examine such issues intelligently will undergird students' future effectiveness as culturally sensitive mental health professionals. As a part of our process, we will spend some time thinking about the challenges raised by philosopher Elizabeth Minnich concerning the academic enterprise as viewed from radical feminist and intercultural perspectives. This will help us with our goal of learning to think critically about traditional ways of using and expanding “knowledge” that is relevant to our work as culturally competent mental health professionals.

Class “Lab”

A “lab” will supplement our regular class meetings. The lab time will be used to view films and videos, discuss clinical case material, and to do “field” work that would not be possible during the regular class time constraints. Because of the extra time involved, the volume of required readings assigned has been reduced.

Meeting Schedule

Class: Wednesdays and Thursdays, 11:00 a.m. - 12:50 p.m. - Sturm Hall 480

Lab: Mondays, 7:00 p.m. - 8:50 p.m. - Frontier Hall 158

Course Requirements

Course Texts:

Monica McGoldrick, Joe Giordano & John K. Pearce (Eds.) (1996), *Ethnicity and Family Therapy* (2nd Edition). New York: Guilford Press.

Elizabeth Kamarck Minnich (1990). *Transforming Knowledge*. Philadelphia: Temple University Press.

Required Assignments:

1) Thought papers: Each class member will submit a 1-2 page reaction paper outlining thoughts, emotions, ideas or reactions stimulated by the lab/class material and discussions + one set of readings (Wednesday readings or Thursday readings) each week. Half the class will submit papers for Wednesday readings and half for Thursday readings. All thought papers should also include some attention to the films or other material from the lab sessions.

2) Individual project: An autobiographical essay addressing some aspect of ethnicity or culture in your own life. There are many different approaches you can take to this assignment. You can reflect on childhood perceptions or experiences of ethnicity. You can interview family members and compare different understandings of ethnicity within your immediate or extended family. You can give a chronological account of your own ethnic identity development. I am open to practically any approach you take, as long as it concerns your own personal experience and is addressed to some issue (or issues) of ethnicity or culture. Some students find it helpful to choose chapters from McGoldrick's *Ethnicity and Family Therapy* that appear to be closest to their own ethnic background and discuss the extent to which the chapter descriptions fit with their own experience. This is simply one suggestion. You may address any topic relevant to your own personal/family experience of ethnicity.

This paper is due on Monday, May 7th. It should be approximately 10-15 typewritten pages, double spaced. Please plan to complete this paper on time. This exercise in self exploration will enhance your ability to benefit from the remainder of the course, which will depend heavily on your readiness and willingness to process information on both cognitive and affective levels. If you delay this exercise, your learning experience in the class will be compromised substantially.

3) Class excursion: As a class we will decide on at least one cultural event in the community (play, festival, movie, etc.) that we can attend together.

4) Group Project: Much of what we are doing this quarter includes deconstructing many long-held assumptions about ourselves and our professional work. At the same time, we are confronting head-on some of the very real but frequently unpleasant aspects of race, culture and gender as they are played out in our own personal lives, as well as in the emotional lives of the children, adults and families that we interact with in our clinical work and in our work as scholars and researchers. While I believe that this kind of focus is a pre-requisite for competent intercultural work, it is only a first step. An equally important, next step is developing ways to translate our evolving awareness and knowledge into positive strategies for effective professional work. There are many arenas in which this can happen. In the clinical arena, this includes such basics as the ability to construct a culturally competent psychotherapy intervention plan. Similarly, as researchers we need to be able to design and implement projects that reflect sophisticated understandings of issues of culture and gender. But beyond these basics, we are also faced with the task of working for changes - sometimes *radical* changes - in our intellectual and professional environments. This kind of work is not easy, and we are challenged to find effective and creative ways to operate.

The group project is a chance to work together with 3-5 of your classmates on an issue of mutual interest that involves putting into action some of the learning from this course. There are many different options, limited only by your imagination. Each team will do an in-class presentation at the end of the quarter to share their work with the rest of the class. The last two "lab" meeting times will be reserved for team meetings, to be used in whatever way each team decides.

Here are just a few examples of the kinds projects your team might consider. These are simply *examples*, and not intended to limit what you do. Many other types of projects are possible:

Develop a list of Internet websites that are addressed to some aspect of intercultural work, and participate as a group in a least one interactive site over a period of two to three weeks. The in-class presentation might involve sharing your group's collective experience with this activity. Or alternatively, go to a site like <http://www.oprah.com/>, find a volunteer activity to become involved with in Denver, and report to the class on your experience.

Organize within your group a series of discussions about current or past psychotherapy cases, with an attempt to integrate new considerations of race, culture and gender into the case discussions. The in-class presentation

might then involve individual and collective sharing with the class the ways in which your thinking about your cases have changed as a result of your discussions.

Read a book or a series of essays or articles, and schedule two or three meetings to discuss the readings, with an eye towards deciding how the readings will positively change the quality of your work as a clinician, scholar or researcher. Your in-class presentation would be a chance to share with the class what you learned and how it will continue to impact your work in the future.

Organize an on-campus community forum around some important issue, e.g., anti-racist scholarship. In this case, the class presentation would be the forum itself.

Take some issue of immediate concern here in the Psychology Department (for example, the role of multiculturalism in the graduate curriculum, or faculty and student recruitment), and develop a plan of action for progressive change.

5) Class participation: I believe that class participation in a course of this type is very important. However, quality rather than quantity of discussion is important. The main issue is each person's ability to think about our discussions and readings and contribute to our collective process in a productive way. If you are a person who normally talks a lot in class, try to hold back a bit. If you are usually more reticent, try to stretch yourself by being more verbal.

6) Potluck ethnic food party: The last class meeting - Monday, June 4th - will be a party. Each person should bring an ethnic food dish (not necessarily from their own ethnic background) to share.

Course Schedule

Monday, March 26th: Abbreviated class meeting. No lab. Discussion of class goals and requirements. Course overview.

Wednesday, March 28th: The role of culture in clinical practice and scholarship; paradigms for scholarship and research that are relevant to thoughtful and effective intercultural work.

Required Reading:

- 1) Minnich, Preface + pp. 1-48..
- 2) McGoldrick, Preface + pp. 1-25.

Optional Reading:

Hector Betancourt and Steven Regeser López (1993). The study of culture, ethnicity and race in American psychology. *American Psychologist*, 28, 629-37. Reprinted in Nancy Rule Goldberger and Jody Bennet Veroff (Eds.) (1995), *The Culture and Psychology Reader*, New York: New York University Press, pp. 87- 107.

Ann Ferguson (1990). Is there a lesbian culture? In Jeffner Allen (Ed.), *Lesbian Philosophies and Cultures*, Albany, N.Y.: State University of New York Press, pp. 63-68.

Beverly Greene (1994) Lesbian and gay sexual orientations: Implications for clinical training, practice and research. In Beverly Greene & Gregory Herek (Eds.), *Lesbian and Gay Psychology: Theory, Research and Clinical Applications*. Thousand Oaks, CA: Sage Publications, pp. 1-24.

Arthur C. Jones (1985). Psychological functioning in Black Americans: A conceptual guide for use in psychotherapy. *Psychotherapy*, 22 (2S), 363-69.

Arthur C. Jones & Christine M. Chao (1997). Racial, ethnic and cultural issues in couples therapy. In W. Kim

Halford & Howard J. Markman (Eds.), *Clinical Handbook of Marriage and Couples Intervention*. Chichester: Wiley, pp. 158-176.

Elaine Pinderhughes (1989). Culture, social interaction and the human services. In *Understanding Race, Ethnicity and Power: The Key to Efficacy in Clinical Practice* (Chapter 2). New York: Free Press, pp. 13-20.

Derald Wing Sue & David Sue (1990). Barriers to effective cross-cultural counseling. In *Counseling the Culturally Different* (Chapter 2), New York: Wiley, pp. 27-48.

Thursday, March 29th : The influence of racism and other forms of social oppression as sources of bias in our work.

Required Reading:

1) Minnich, pp. 49-82.

2) Elaine Pinderhughes (1989). Understanding power. In *Understanding Race, Ethnicity and Power: The Key to Efficacy in Clinical Practice* (Chapter 6). New York: Free Press, pp. 109-146.

Optional Reading:

Beverly Greene (1995). Institutional racism in the mental health professions. In Jeanne Adleman & Gloria Enguíanos (Eds.), *Racism in the Lives of Women: Testimony, Theory and Guides to Antiracist Practice*. New York: Harrington Park Press, pp. 113-125.

James M. Jones (1991). Racism: A cultural analysis of the problem. In Reginald L. Jones (Ed.), *Black Psychology* (Third Edition), Berkeley, CA: Cobb & Henry, pp. 609-636.

Mary E. Kite (1994). When perceptions meet reality: Individual differences in reactions to lesbians and gay men. In Beverly Greene & Gregory Herek (Eds.), *Lesbian and Gay Psychology: Theory, Research and Clinical Applications*. Thousand Oaks, CA: Sage Publications, pp. 25-53.

Earl Shorris (1992). Christopher Columbus at the Taco Bell. In *Latinos: A Biography of the People*. New York: W.W. Norton, pp. 44-62.

John H. Stanfield II (1993). Epistemological considerations. In John H. Stanfield II & Rutledge M. Dennis (Eds.), *Race and Ethnicity in Research Methods*. Newbury Park, CA: Sage Publications, pp. 16-36.

Alexander Thomas & Samuel Sillen (1972). *Racism and Psychiatry*. Secaucus, N.J.: The Citadel Press.

Monday, April 2nd: Lab

Wednesday, April 4th : The effects of external oppression in the lives of children and adults.

Required Reading:

2) Minnich, pp. 82-95.

3) John Blake (2001). "Confessions of a Southern white," Rocky Mountain News, March 19th.

4) Beverly Greene (1994). Lesbian women of color: triple jeopardy. In Lillian Comas-Díaz & Beverly Greene (Eds.), *Women of Color: Integrating Ethnic and Gender Identities in Psychotherapy*. New York: Guilford, pp. 389-427.

5) Mirta Ojito (2000). "Best of friends, worlds apart.," in *How Race is Lived In America: Part II*, NY Times, June 5th.

Optional Reading:

Audrey Lorde (1984). *Sister Outsider*. Freedom, CA: The Crossing Press.

Brian McNaught (1983). Oppressing ourselves. In *On Being Gay: Thoughts on Family, Faith and Love*, pp. 21-24.

Suzanna Rose (1994). Sexual pride and shame in lesbians. In Beverly Greene & Gregory Herek (Eds.), *Lesbian and Gay Psychology: Theory, Research and Clinical Applications*. Thousand Oaks, CA: Sage Publications, pp. 71-83.

Earl Shorris (1992). Racism and racismo. In *Latinos: A Biography of the People*. New York: W.W. Norton, pp. 146-171.

Rachel Josefowitz Siegel, Beverly Greene & Ellyn Kaschak (1995). Three perspectives on racism and anti-Semitism in feminist organizations. In Jeanne Adleman & Gloria Enguíanos (Eds.), *Racism in the Lives of Women: Testimony, Theory and Guides to Antiracist Practice*. New York: Harrington Park Press, pp. 295-324.

Beverly Daniel Tatum (1992). *Assimilation Blues: Black Families in a White Community*. Northampton, MA: Hazel-Maxwell Publishing.

Thursday, April 5th: No class; free time for team meetings

Monday, April 9th: Lab

Wednesday, April 11th : Internalized oppression in the lives of children and adults: physical appearance issues.

Required Reading:

1) Minnich, pp. 95-116.

2) Sucheng Chan (1990). You're short, besides! In Gloria Anzaldúa (Ed.), *Making Face, Making Soul: Creative Perspectives by Women of Color*. San Francisco: Aunt Lute Foundation, pp. 162-168.

3) Kathy Russell, Midge Wilson & Ronald Hall (1992). Black identity: Shades of beauty and pride. In *The Color Complex: The Politics of Skin Color Among African Americans*. New York: Harcourt Brace Jovanovich, Chapter 4, pp. 62-80.

4) Esther D. Rothblum (1994). Lesbians and physical appearance: Which model applies? In Beverly Greene & Gregory Herek (Eds.), *Lesbian and Gay Psychology: Theory, Research and Clinical Applications*. Thousand Oaks, CA: Sage Publications, 84-97.

Optional Reading:

Nancy Boyd-Franklin (1989). Racism, racial identification and skin color issues. In *Black Families in Therapy: A Multisystems Approach*. New York: Guilford, Chapter 2, pp. 25-42.

John W. Chambers, Tangela Clark, Leatha Dantzler & Joseph Baldwin (1994). Perceived attractiveness, facial features, and African self-consciousness. *Journal of Black Psychology*, 20 (3), 305-324.

Ronald E. Hall (1994). "The bleaching syndrome": Implications of light skin for Hispanic American assimilation. *Hispanic Journal of The Behavioral Sciences*, 16 (3), 307-314.

Thursday, April 12th: Group identity development.

Required Reading:

- 1) Minnich, pp. 116-136.
- David Sue, Winnie S. Mak, and Derald W. Sue (1998). Ethnic Identity. In Lee C. Lee and Nolan W.S. Zane (eds.), *Handbook of Asian American Psychology*. Thousand Oaks, CA: Sage Publications, pp. 289-323.
- J. Manuel Casas and Scott D. Pytuk (1995). Hispanic identity development. In Joseph Ponterotto, et. al. (Eds.), *Handbook of Multicultural Counseling*. Thousand Oak, CA: Sage, pp. 155-180.
- 4) Anthony R. D'Augelli (1994). Lesbian and gay male development: Steps toward an analysis of lesbians' and gay men's lives. In Beverly Greene & Gregory Herek (Eds.), *Lesbian and Gay Psychology: Theory, Research and Clinical Applications*. Thousand Oaks, CA: Sage Publications, pp. 118-132.

Optional Reading:

William E. Cross, Jr. (1991). *Shades of Black: Diversity in African-American Identity*. Philadelphia: Temple University Press.

G. Reginald Daniel (1995). Black and White identity in the new millenium. In Maria P.P. Root (Ed.), *The Multiracial Experience: Racial Borders as the New Frontier*. Thousand Oaks, CA: Sage Publications, pp. 121-139.

Janet E. Helms (1990). *Black and White Racial Identity: Theory, Research and Practice*. Westport, CT: Praeger.

James H. Jacobs (1992). Identity development in biracial children. In Maria P.P. Root (Ed.), *Racially Mixed People in America*. Newbury Park, CA: Sage Publications, pp. 190-207.

Monday, April 16th: Lab

Wednesday & Thursday, April 18th - 19th: Specific issues in African American mental health and treatment.

Required Reading:

- 1) Minnich, pp. 136-147.
- McGoldrick, pp. 57-128.
- Arthur C. Jones (1998). Upwardly mobile African American adults: Reflections on rootedness, psychotherapy and identity. In Reginald L. Jones (Ed.), *African American Mental Health*. Hampton, VA: Cobb & Henry, pp. 379-394.

Optional Reading:

Nancy Boyd-Franklin (1989). *Black Families in Therapy: A Multisystems Approach*. New York: Guilford.

Jewelle Taylor Gibbs (1989). Black adolescents. In Jewelle Taylor Gibbs, Larke Nahme Huang, and Associates (Eds.), *Children of Color: Psychological Interventions with Minority Youth*. San Francisco: Jossey-Bass, pp. 179-223.

Beverly Greene (1992). Racial socialization as a tool in psychotherapy with African American children. In Luis A. Vargas & Joan D. Koss- (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 63-81.

Beverly Greene (1994). African American women. In Lillian Comas-Díaz & Beverly Greene (Eds.), *Women of Color: Integrating Ethnic and Gender Identities in Psychotherapy*. New York: Guilford, pp. 10-29.

Adelbert Jenkins (1994). *Psychology and African Americans: A Humanistic Approach* (Second Edition). Boston: Allyn and Bacon.

Arthur C. Jones (1985). Psychological functioning in Black Americans: A conceptual guide for use in psychotherapy. *Psychotherapy*, 22 (2S), 363-69.

Arthur C. Jones (1992). Self-esteem and identity in psychotherapy with adolescents from upwardly mobile middle-class African American families. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 25-42.

Reginald L. Jones (Ed.), *African American Mental Health*. Hampton, VA: Cobb & Henry.

Natasha Tarpley (Ed.) (1995). *Testimony: Young African Americans on Self-Discovery and Black Identity*. Boston: Beacon Press.

Joseph L. White & Thomas A. Parham (1990). *The Psychology of Blacks: An African-American Perspective*. Englewood Cliffs, N.J.: Prentice-Hall.

Monday, April 23rd: Lab

Wednesday and Thursday, April 25th - 26th : Specific issues in Asian American mental health and treatment.

Required Reading:

Minnich, pp. 147-160.

McGoldrick, pp. 249-294; 395-423.

Christine M. Chao (1992). The inner heart: Therapy with Southeast Asian families. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 157-181.

Optional Reading:

Carla K. Bradshaw (1994). Asian and Asian American women: Historical and political considerations in psychotherapy. In Lillian Comas-Díaz & Beverly Greene (Eds.), *Women of Color: Integrating Ethnic and Gender Identities in Psychotherapy*. New York: Guilford, pp. 72-113.

Man Keung Ho (1992). Differential application of treatment modalities with Asian American youth. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 182-203.

Larke Nahme Huang & Yu-Wen Ying (1989). Chinese American children and adolescents. In Jewelle Taylor Gibbs, Larke Nahme Huang, and Associates (Eds.), *Children of Color: Psychological Interventions with Minority Youth*. San Francisco: Jossey-Bass, pp. 30-66.

Donna K. Nagata (1989). Japanese American children and adolescents. In Jewelle Taylor Gibbs, Larke Nahme Huang, and Associates (Eds.), *Children of Color: Psychological Interventions with Minority Youth*. San Francisco: Jossey-Bass, pp. 67-113.

Stanley Sue & Nolan Zane (1987). The role of culture and cultural techniques in psychotherapy: A reformulation. *American Psychologist*, 42, 37-45.

Monday, April 30th: Lab

Wednesday & Thursday, May 2nd - 3rd: Specific issues in American Indian mental health and treatment.

Required Reading:

1) Minnich, pp. 160-175.

McGoldrick, pp. 31-54.

Martin D. Topper (1992). Multidimensional therapy: A case study of a Navajo adolescent with multiple problems. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 225-245.

Optional Reading:

Teresa D. LaFromboise & Kathryn Graff Low (1989). American Indian children and adolescents. In Jewelle Taylor Gibbs, Larke Nahme Huang, and Associates (Eds.), *Children of Color: Psychological Interventions with Minority Youth*. San Francisco: Jossey-Bass, pp. 114-147.

Teresa D. LaFromboise, Joan Saks Berman & Balvinder K. Sohi (1994). American Indian Women. In Lillian Comas-Díaz & Beverly Greene (Eds.), *Women of Color: Integrating Ethnic and Gender Identities in Psychotherapy*. New York: Guilford, pp. 30-71.

Joseph E. Trimble (1992). A cognitive-behavioral approach to drug abuse prevention and intervention with American Indian Youth. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 246-275.

Diane J. Willis, Antonio Dobrec, & Deloris Subia Bigfoot Sipes (1992). Treating American Indian victims of abuse and neglect. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 276-299.

Monday, May 7th: Lab

Wednesday & Thursday, May 9th - 10th: Specific issues in Latino American mental health and treatment.

Required Reading:

1) Minnich, pp. 177-191.

McGoldrick, pp. 141-213.

Optional Reading:

Ana Castillo (1994). *Massacre of the Dreamers: Essays on Xicanisma*. Albuquerque: University of New Mexico Press.

Joseph E. Cervantes & Oscar Ramirez (1992). Spirituality and family dynamics in psychotherapy with Latino children. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp.103-128.

Jaime E. Inclán & D. Gloria Herron (1989). Puerto Rican adolescents. In Jewelle Taylor Gibbs, Larke Nahme Huang, and Associates (Eds.), *Children of Color: Psychological Interventions with Minority Youth*. San Francisco: Jossey-Bass, pp. 251-277.

Kenneth J. Martinez & Diana M. Valdez (1992). Cultural considerations in play therapy with Hispanic children. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 85-102.

Armando T. Morales (1992). Therapy with Latino gang members. In Luis A. Vargas & Joan D. Koss-Chioino (Eds.), *Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Jossey-Bass, pp. 129-154.

Oscar Ramirez (1989). Mexican American children and adolescents. In Jewelle Taylor Gibbs, Larke Nahme Huang, and Associates (Eds.), *Children of Color: Psychological Interventions with Minority Youth*. San Francisco: Jossey-Bass, pp. 224-250.

Earl Shorris (1992). *Latinos: A Biography of the People*. New York: W.W. Norton, pp. 146-177.

Melba J.T. Vasquez (1994). Latinas. In Lillian Comas-Díaz & Beverly Greene (Eds.), *Women of Color: Integrating Ethnic and Gender Identities in Psychotherapy*. New York: Guilford, pp. 114-138.

Monday, May 14th: Lab-Team Meetings

Wednesday, May 16th: Specific issues in lesbian and gay mental health and treatment.

Required Reading:

Brian McNaught (1988). *On Being Gay: Thoughts on Family, Faith and Love*.

New York: St. Martins Press, pp. xi - 77.

Nanette K. Gartrell (1994). Boundaries in lesbian therapist-client relationships. In Beverly Greene & Gregory Herek (Eds.), *Lesbian and Gay Psychology: Theory, Research and Clinical Applications*. Thousand Oaks, CA: Sage Publications, pp. 98-117.

Althea Smith (1997). Cultural diversity and the coming out process. In Beverly Greene (Ed.), *Ethnic and Cultural Diversity Among Lesbians and Gay Men*. Thousand Oaks, CA: Sage Publications, pp. 279-300.

Optional Reading:

Marcy Adelman (Ed.) (1986). *Long Time Passing: Lives of Older Lesbians*. Boston: Alyson Publications.

Jeffner Allen (Ed.) (1990). *Lesbian Philosophies and Cultures*. Albany, N.Y.: State University of New York Press.

Mary Borhek (1993). *Coming Out to Parents: A Two-Way Survival Guide for Lesbians and Gay Men and Their Parents*. Cleveland, OH: Pilgrim Press.

Don Clark, Ph.D. (1987). *Loving Someone Gay (Therapist's Reflections)*. Berkeley: Celestial Arts.

Cynthia Daugherty (1992). Therapy issues with lesbian and gay male couples. *Colorado Psychological Association Bulletin*, 25 (10), 1-3.

Judy Grahn (1984). *Another Mother Tongue: Gay Words, Gay Worlds*. Boston: Beacon Press.

Brian McNaught (1988). *On Being Gay: Thoughts on Family, Faith and Love*. New York: St. Martin's Press.

Paul Monette (1992). *Becoming a Man: Half a Life Story*. New York: Harcourt Brace Jovanovich.

Randy Shilts (1987). *And the Band Played On: Politics, People and the AIDS Epidemic*. New York: St. Martin's Press.

Randy Shilts (1993). *Conduct Unbecoming: Gays and Lesbians in the Military*. New York: St. Martin's Press.

Abraham Verghese (1994). *My Own Country: A Doctor's Story of a Town and its People in the Age of AIDS*. New York: Simon & Schuster.

Thursday, May 17th: Specific issues in the mental health and treatment of Jewish American children and adults.

Required Reading:

McGoldrick, pp. 611-645.

Optional Reading:

Claude Lanzmann (1985). *Shoah: An Oral History of the Holocaust*. New York: Pantheon Books.

Letty Cottin Pogrebin (1991). *Deborah, Golda, and Me: Being Female and Jewish in America*. New York: Doubleday.

Wiesel, Elie (1960). *Night*. New York: Avon.

Monday, May 21st: Lab-Team Meetings

Wednesday, May 23rd: Specific issues in the mental health and treatment of racially mixed children and adults.

Required Reading:

1) Christine M. Chao (1995). A bridge over troubled waters: Being Eurasian in the U.S. of A. In Jeanne Adleman & Gloria Enguñados (Eds.), *Racism in the Lives of Women: Testimony, Theory and Guides to Antiracist Practice*. New York: Harrington Park Press, pp. 33-44.

Marguerite A. Wright (1998). *I'm Chocolate, You're Vanilla: Raising Healthy Black and Biracial Children in a Race-Conscious World*. San Francisco: Jossey-Bass, pp.175-238.

Deborah A. Ramirez (1995). Multiracial identity in a color-conscious world. In Maria P.P. Root (Ed.), *The Multiracial Experience: Racial Borders as the New Frontier*. Thousand Oaks, CA: Sage Publications, pp. 49-62.

Optional Reading:

Maria P.P. Root (Ed.) (1992). *Racially Mixed People in America*. Newbury Park, CA: Sage Publications.

Maria P.P. Root (Ed.) (1995). *The Multiracial Experience: Racial Borders as the New Frontier*. Thousand Oaks, CA: Sage Publications.

Thursday, May 24th: Review and reflection.

Monday, May 28th: No class; Memorial Day

Wednesday, May 30th: Team presentation.

Thursday, May 31st: Team presentation.

Monday, June 4th: Class wrap-up, evaluation and potluck celebration.