

DIVERSITY AND SOCIAL JUSTICE

Department of Counseling Psychology
Lewis & Clark College

CPSY 550

Spring, 2013

“Service is no substitute for action, though it might as well be the prelude to action. It is right and good that we seek to help the less fortunate, but we must remember that assuaging the condition of the poor is not the same as working to remedy the root causes of poverty. We can contribute well to food pantries, raise funds for worthy causes through bake sales and the like, but patriotism- to country and humankind- prompts us to undertake more radical action. Charity is a matter of personal attributes; justice a matter of public policy. Charity seeks to alleviate the effects of justice; justice seeks to eliminate the causes of it. Charity in no way affects the status quo, while justice leads inevitably to political confrontation.” Wm. Sloan Coffin.

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COURSE INFORMATION

Time: Friday, 1:00-4:15pm
Location: York 116
Credits: 3 credit hours
Pre-requisites: CPSY 502 or CPSY 503, CPSY 513

COURSE DESCRIPTION

Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

REQUIRED TEXTS

Rothenberg, P.S. (2009). *Race, Class, and Gender in the United States: An Integrated Study* (8th edition).

Rastogi, M. & Weiling, E. (2005). *Voices of color: First person accounts of ethnic minority therapists*. Thousand Oaks: Sage Publications.

Additional readings as outlined in the syllabus

COURSE OBJECTIVES

- To press beyond individual experience to articulate and comprehend larger and systemic race, class, and gender inter-relationships and hierarchies
- Gain a better understanding of the interplay between dominant power structures, subgroup identities, and subjectivity, (i.e. agency and empowerment)
- Work effectively in groups, structured, and non-structured environments
- Have fun while learning ☺

GROUND RULES. (Adapted from those by Margaret Andersen, University of Delaware).

Given the nature of this course, the following rules are intended to promote an atmosphere which will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. The class can agree to revise them and add others, but all students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions.

1. Acknowledge that oppression exists in our society.
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race, ethnicity, and gender. This is true for both majority and minority group members.
3. While we cannot be blamed for the misinformation that we have learned, we can and will be held responsible for repeating misinformation after we have learned otherwise.
4. We will actively pursue information about racial, ethnic, and cultural groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
5. We will share information and ideas with members of the class and we will never demean, devalue, or “put down” people for their experiences.
6. We each have an obligation to combat actively the myths and stereotypes about diverse populations so that we can break down the barriers, which impede group cooperation.
7. We will assume that all of us, regardless of our racial identity, nationality, sex, class or cultural background, have been influenced by the racism, sexism, and heterosexism of our society and that individuals can actively change.
8. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.
9. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one’s own perspective is the

only or the best way to see and think.

COURSE POLICIES

Email Policy

I maintain a 48-hour response policy for all email communications not including weekends. If you do not receive an email response within 48 hours of your email being sent, assume that I did not receive your email unless I respond noting otherwise. **In very rare circumstances (i.e., emergencies) will an email receive a response between 5pm Friday and 8am Monday.** Note: Questions regarding assignments are not typically considered emergencies.

Attendance and Participation

Attendance: You are expected to attend every class. Because this course only meets once a week, missing one class can be detrimental to your overall success in the course as a whole. **More than two absences (excused or not) will result in you failing the course.**

Absences and Tardiness: Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, sudden illness, etc.) will be handled on a case-by-case basis. Please notify me in the event of an absence. Additionally, it is important that you be on time for class. This is a professional program, and the expectation is that you treat it as such.

Participation: You are expected to actively participate in class discussions, as this is a community of learners in which we all contribute. Participation not only adds to the quality of discussions, but also demonstrates that the class is completing assigned readings and understanding the material. When you do not participate, other students are forced to pick up your slack.

Late assignments

All assignments will be due at the start of class on the dates outlined in the syllabus. Late assignments will be penalized 10% of the points available for each 24-hour interval that they are late. Assignments > 1 week late will not be accepted unless you have medical or other valid documented reasons for the delay. In short, all assignments are outlined in the syllabus, are not subject to change, thus providing you with all the information and ample time to plan your schedules accordingly to ensure that all assignments are completed thoroughly and in a timely fashion.

COURSE REQUIREMENTS

Informed Class Participation (45 points, up to 3 points per class): Discussions of social justice, position of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions will be employed. The

essential components to informed class participation are spirited class attendance, insightful contributions to class discussions that are grounded in your careful consideration of the required readings. **The class will be developed as a community of collaborative learners where each will be an active in agent in their own learning experiences. Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of clinical work. You can't participate if you are not present.** Active participation is essential and will be evaluated in the following way:

Excellent (3 points) - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating the discussion or using a lot of words to say little.

Satisfactory (2 points) - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimal acceptability (1 point)- Passive participation including being present, awake, alert, attentive, but not actively involved.

Unsatisfactory - Uninvolved including being absent, late, present but not attentive, sleeping, reading the newspaper, making irrelevant contributions that inhibit the progress of the discussion.

Analysis Paper (100 points): Instances of Personal and Institutional Discrimination (3-6 pages in length). Due **January 25, 2013**

Write about one incident in your life in which you were in power/privilege or the victim of discrimination or prejudice and one in which you were the perpetrator of discrimination or prejudice.

Social Justice Quilt (100 points; 30 points for the visual and 70 points for the presentation). “The quilt is used symbolically for the feelings about race and ethnicity that cover us while we sleep, comfort us against the cold, and are folded and neatly put away during various seasons of the year. They may be pieced together using one small scrap at a time, sometimes cut into beautiful designs from fancy materials, at other times cut into old shapes from plain, ordinary, well-worn fabric, and stitched by a machine instead of by hand. Regardless of any or all of these origins, they are bound with small stitches, bordered, have padded insulation, and are backed with substantial material. We think of them as so necessary to survival that we give them to babies, and often pack them when going on lone and desolate journeys. Some are tattered and torn from overuse, others are carted out for display, company, or special occasions; but we each own one” (Milo, 1995). For this project, students will use everyday objects (e.g., magazine cut-outs, photos) to create a “social justice quilt” that represents the most salient aspects of your

identity (e.g., race/ethnicity, gender, sexual orientation, ability status) and history of personal advocacy that shape how they view social justice theory, the nature of human challenges and resilience, and the reasons they have chosen a helping profession.

Students will consult with the instructor prior to beginning the assignment to ensure their presentations draw on the appropriate readings from the course. Students will sign up for a date on the first day of class to present their social justice quilts to the class. You may need to read ahead since your presentation may be schedule prior to the relevant readings. Presentations should be kept to 20 minutes.

Blog entries (120 points; 20 points each): You are required to complete 6 Blog entries on Moodle. Each entry should consist of a thorough response to the week's question and should answer the question posed. We will use Blog entries to help facilitate discussion, and to facilitate on-going engagement with the course concepts and themes. While your Blog entries are informal responses, please follow proper netiquette when posting to our weblog (i.e., no flaming, and adhere to the same rules online as you would in real life). If you do not have a home computer please use one of the many campus computers to complete your Blog entries. I cannot accept handwritten Blog entries. Blog entries are due on Thursday by 5pm the week on which the readings will be discussed (in other words before class). **Due January 10, 17, 24; Feb. 28; March 14; and April 11.**

SNAP Food challenge (30 points)

Poverty has been called the ‘great equalizer’ in that it does not discriminate between, race, ethnicity, age, gender, religion, sexual orientation, or any other category of difference. “The Supplemental Nutrition Assistance Program makes a difference in the lives of millions Americans across the country” who without this vital support might find it more challenging to feed themselves and their families. However, research shows that the amount budgeted for individuals (about \$4 per day) still poses threat of hunger. Your assignment for one week is to the SNAP/food stamp challenge. For the week of February 3rd-9th I challenge you to live on a food budget of \$28 for the week. In other words, ANYTHING you eat needs to be accounted for the by this \$28. You will submit a 500 word reflection about your experience in Moodle. The written reflection is due **February 15.**

Facilitation of class discussion (75 points)

In groups of 3-4, you will facilitate one of the courses discussions. This is not meant to be a group presentation. Rather, this is an opportunity for you to guide your peers through a series of readings, engage them in dialogue, and help one another make clinical application of the material. If visuals are provided they should be supplemental. You should be prepared to have questions that generate discussion where necessary, but the ideal is that you help facilitate the organicity of course dialogue. Thus, this will require that you have a thorough understanding of the readings.

Expectations:

- Integrate readings and experiences to lead an engaging discussion

- Create insights into the topics
- Encourage discussion of different views
- Attend each class session
- Read all assigned readings
- Be prepared to facilitate discussion each week, with prepared questions or comments
- Provoke students' critical assessment of social justice history, philosophy, reality, and action through discussion
- Support inclusion of all students in discussion

COURSE SCHEDULE

I am grateful to the many women and men who dare to create theory from the location of pain and struggle, who courageously expose wounds to give us their experience to teach and guide, as a means to chart new theoretical journeys (hooks, 1994, p. 74)

Week 1- January 11 Introductions; Race, Class and Gender

RCG in the US

Part I: 1, 11

Other Readings:

Andersen & Hill Collins (2013). *Why race, class, and gender still matter.* (pp.1-15).

Wise, T. (1999). *The kids are all white: Riots, pathology, and the real meaning of color blindness* (pp. 1-4)

Week 2 – January 18 Whiteness: What is it? Why study it?

RCG in the US

Part I: 3

Part II: 3, 8

Other Readings:

Lipsitz, G. (1998). *The possessive investment in whiteness* (pp. 1-23)

Ponterotto, Utsey, & Pedersen (2006). European American Racial Identity Development, Mental Health, and Prejudice.(pp. 88-108) In *Preventing Prejudice: A guide for counselors, educators, and parents.*

Spanierman et al (2008). *Psychosocial costs of racism to white counselors: predicting various dimensions of multicultural counseling competence.* (pp. 75-88)

Wise, T (2012). Race, class, violence, and denial: Mass murder and the pathologies of privilege.

Steele, S. (2006). White guilt. In *White Guilt: How Blacks and Whites together destroyed the promise of the Civil Rights era.*

Hooks, b. (1996). *Representing whiteness in the black imagination*. (pp. 338-346);

Week 3 – January 25 To be ‘raced’ in America

RCG in the US

Part II: 1, 2, 4

Part IV: 13

Part VI: 9

Other Readings:

Sue et al (2007). *Racial microaggressions in everyday life: Implications for clinical practice*.

Kwan, Kwong-Liem Karl. "Models of Racial and Ethnic Identity Development: Delineation of Practice Implications." *Journal of Mental Health Counseling* July 2001: 269. *Academic OneFile*. Web. 30 Dec. 2012

Bonilla-Silva, Lewis, & Embrick (2004). "I did not get that job because of a Black man" *The story lines and testimonies of color blind racism*. (pp. 555-581)

Bush (2011). *White, Black, and places 'in between'*. (pp. 47-93)

Fung, K. "Geraldo Rivera: Trayvon Martin's hoodie is as much responsible for [his] death as George Zimmerman" Huff Post. Posted March 25, 2012.

Sirota, D. (2012). *Time to profile white men?*

Wise, T. (2001). *School shootings and white denial*.

Week 4 – February 1 Affirmative Action, Immigration and Other Attempts to legislate equality

FACILITATORS: _____

RCG in the US

Part III: ALL; Part IV: 10; Part VII: 1-10, 18, 23

Other Readings:

President LBJ's Commencement Address at Howard University, June 1965. (pp. 1-8)

Liptak, A. (2012). *Justices Take up Race as a Factor in College Entry*

Thomas, R.R. *From affirmative action to affirming diversity*. Harvard Business Review, March-April 1990.

Leonhardt, D. *Rethinking affirmative action*. The New York Times. Published October 3, 2012.

US Immigrant ruling rejects state overreach.

Week 5 – February 8 Introduction to class and classism: the visibly invisible great divider

FACILITATORS: _____

RCG in the US

Part I: 10

Part II: 9

Part VIII: 7

Other Readings:

Liu et al (2004). *A new framework to understand social class in counseling. The social class worldview mode and modern classism theory.* (pp.95-122)

Hooks, b. (2000). *Coming to class consciousness* (pp. 24-37). In *Where we stand: Class matters.*

Hooks, b. (2000) *White poverty* (pp.111-120). In *Where we stand: Class matters*

Jacobs and Morone (2013). *Health and wealth: Our appalling health inequality reflects and reinforces societies other gaps.*

Week 6 February 15 Class Matters cont.

FACILITATORS: _____

RCG in the US:

Part IV: 17, 18

Part V: ALL

Other Readings:

Wilkerson (2005). *Angela Whitiker's climb.* (pp. 202-233)

Lewin (2005). *Up from the Holler: Living in two worlds, at home in neither.* (pp.63-72)

Week 7 February 22 Gender, Sex, and Sexuality

FACILITATORS: _____

RCG in the US:

Part I: 5, 6; Part II: 6, 7, Part VI: 14, 15,18, 20, 21; Part IX: 3,

Other Readings:

Hare-Mustin & Marecek (1988). *The meaning of difference: Gender theory, postmodernism, and psychology.* (pp. 455-464).

Week 8 March 1 Heterosexism and feminism

FACILITATORS: _____

RCG in the US:

Part I: 7, 8; Part VI: 8, 25, Part IX: 1, 2

Other Readings:

Bowman & King (2003). *Gender, feminism, and multicultural competencies.* (pp.59-71)

Week 9 March 8 Competencies for Counseling the Culturally Diverse

FACILITATORS: _____

RCG in the US:

Part IX: 4

Voices of Color:

Section I:

Rivas, L.A., Delgado-Romero, E.A., & Ozambela, K.R. *Our stories: Convergence of the language, professional, and personal identities of three Latino therapist* (pp. 23- 42)

Derrick, J.M. *When Turtle met rabbit: Native family systems* (pp. 43-63)

Other Readings:

CNPAAEMI (2003). *Psychological Treatment of Ethnic Minority Populations* (pp. 1-31)

AMCD Multicultural Counseling Competencies

ALGBTIC Competencies for Counseling LGBTQIA Individuals

Week 10 March 15 Counseling the Culturally Diverse

FACILITATORS: _____

Voices of Color

Section II:

Kelly, S. & Boyd-Franklin, N. *African American women in client, therapist, and supervisory relationship: The parallel processes of race, culture, and family* (pp. 67-89)

Lee, L.J. Taking off the mask: *Breaking the silence - The art of naming racism in the therapy room* (pp. 91-115)

Ali, S.R. et al. *When racism is reversed. Therapist of color speak about their experience with racism from clients, supervisees, and supervisor* (pp. 117-133)

Charles, L.L *Stories from Urban and Rural landscapes: The development of a cultural identity* (pp.169-187)

Week 11 March 22 Counseling the culturally diverse

Voices of Color

Section III

Maker, A.H., Mittal, M., & Rastogi, M. *South Asians in the United States: Developing a systemic and empirically based mental health assessment model* (pp. 233-254)

Sullivan, M.A. *Kum Ba Yah: The relevance of family systems theory for clinicians and clients of African descent* (pp. 277- 295)

Domenech-Rodriguez, M & Wieling, E. *Developing culturally appropriate, evidence-based treatments for interventions with ethnic minority populations* (pp. 313-333)

Cardona, J.R.B., Wampler, R.S., Busby, D.M. *Acculturation versus cultural identity: the need for new cultural lenses in mental health professions* (pp. 335-358)

Other Readings:

Liu et al (2007). *White middle-class privilege: Social class bias and implications for training and practice* (pp. 194-206)

Bartoli, E. & Pyati, A. (2009). Addressing clients' racism and racial prejudice in individual psychotherapy: therapeutic considerations. *Psychotherapy theory, research, practice and training*, 46 (2), 145-157.

Week 12 March 29 Spring Break

Week 13 April 5 Class Presentations
Week 14 April 12 Class Presentations
Week 15 April 19 Class Presentations