EDCP 697
MULTICULTURAL ISSUES IN COUNSELING PSYCHOLOGY
FALL 2017

INSTRUCTOR: Richard Q. Shin, Ph.D.
OFFICE: ED 3228
EMAIL: rqshin@umd.edu
COURSE TIME & ROOM: Tuesday 4:00 – 6:45pm; EDU 2101
OFFICE HOURS: by appointment

COURSE DESCRIPTION AND OBJECTIVES: This course is designed to provide an overview of key multicultural-social justice issues as they relate to the field of counseling psychology. Students will gain a foundational knowledge of how systems of power and domination permeate virtually all aspects of contemporary U.S. society. Students will also learn how issues of social justice and equity affect counseling psychologists and the field of psychology in general. Students’ current knowledge of the social, political, and historical forces that affect clients from marginalized and devalued groups will be expanded. To maximize learning in this course, students will need to: 1) take risks; 2) actively participate in constructive, but sometimes difficult dialogues; and 3) critically examine your own social locations based on race, class, gender, sexual orientation, (dis)ability, and other key identity categories.

The primary objectives of this course are: 1) to increase students’ knowledge and understanding of the experiences and histories of various cultural and historically marginalized groups within the U.S.; 2) to increase students' awareness of their own developmental needs, strengths, cultural background, biases, and worldview; 3) to increase students’ ability to develop appropriate intervention strategies; 4) to increase familiarity with the multicultural psychology and social justice research literature; and 5) to increase students’ skills in applying multicultural concepts in research, practice, and other professional domains. Ultimately, the goal is for you to understand the social-cultural contexts of human development and behavior and to be able to effectively apply the knowledge base of your discipline in a culturally-responsive manner that promotes systemic social justice.

INSTRUCTIONAL METHOD: Class time will be devoted primarily to discussions, videos, presentations, counseling demonstrations, role-plays, and group work. Students are asked to complete the assigned readings prior to coming to class and be prepared to actively engage in discussions.

TEACHING APPROACH: My approach to teaching is informed by the principles of postmodern theory and critical pedagogy. As such, one of my primary goals is to create a space where my knowledge of topics and issues related to multicultural psychology is not privileged over the knowledge that you all bring to the course. My hope is that we can co-construct a classroom environment where we will feel free to reflect upon complex issues and dynamics, learn from events and interactions that occur throughout the semester, and collectively work against the rigid societal norms and structures constraining all of us. As the course instructor, I will try to facilitate the creation of an atmosphere in which we can explore personal views, experiences, and concerns. I encourage you to take risks of disclosing and experiencing
discomfort, to challenge yourself to personal exploration, and to stretch yourself since these growth experiences are important to becoming a multiculturally competent psychologist.

REQUIRED READINGS: Journal articles are all uploaded on our Elms space. If necessary, additional readings will be emailed to the class at least one week prior to the date they are due. Books for the book club requirement should be purchased as soon as possible.

EVALUATION CRITERIA: The course is graded A to F. In addition to expecting regular class attendance and informed class participation, course grades will be based on the following:

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

A grade of incomplete is available only for work which has been of passing quality throughout the term in circumstances in which there is good reason the work cannot be completed and with the approval of the instructor. Students should discuss anticipated obstacles in a timely fashion (not at the end of the term). All written assignments will be accepted in person or through email.

(a) SOCIAL ACTION PROJECT: To start developing the knowledge, skills, and awareness necessary to engage in collective efforts for cultural and social transformation, you will participate in a social action project focused on a social justice issue relevant to psychologists. As a group, you will develop a social action project that focuses on a particular social injustice facing a marginalized population (LGBT persons, poor and working class families, individuals with (dis)abilities, etc.). Students are encouraged to explore the agencies, schools, and communities proximal to where you work and live to identify potential projects. Your group will develop a plan of action to confront this issue at multiple systemic levels (individual, institutional, societal) and implement at least one intervention by the end of the semester. You are encouraged to be creative, utilizing multiple levels of resources to develop this project. Some time will be devoted at the beginning of every class meeting to check in and discuss how the social action projects are coming along. At the end of the semester, your group will submit a 10-15-page paper describing the project and present the project to the class in a 10-15-minute presentation. One option for the social action project is to continue the work of the 2016 class. These students developed a proposal for the counseling psychology program to increase its emphasis on advocacy. The students who developed this project will visit our class on 9/5/17 to share their thoughts about the experience as well as their suggestions for how the project could be moved forward.

Papers should contain:
1. Identification of a target for advocacy
2. A clear statement of the problem
3. A discussion of systemic issues that perpetuate the problem
4. A discussion of possible solutions
5. A description of your group’s action plan. Groups are expected to develop implementable strategies to put in place during the semester that will directly impact and attempt to remedy the problem identified.
6. A reference list

(b) PERSONAL AWARENESS PAPER & PRESENTATION: In order to increase personal awareness of your own cultural background, you will write a “Roots Reflection.” This is an opportunity to explore your own cultural identity, social privileges and experiences of oppression by investigating your family’s unique history. In a 10-page (maximum) double-spaced paper, reflect upon your cultural roots along with your social locations. Be sure to address how your various social locations have resulted in privilege as well as marginalized social status. In your paper, you should also share your reactions to the assignment (e.g., What did you learn? Did you experience any strong emotions during the assignment?). In your presentations, you will indicate whether you had discussions about race, gender, class, sexual orientation, and (dis)ability in your families of origin. For example, “Traditional gender roles were strongly reinforced in my family” OR “LGBT issues were rarely discussed in my family. When the topic came up, it was mostly talked about in a negative way.” Try to creatively represent your roots with a song, picture, personal item, poem, drawing, etc. The only presentation aid that you will not be able to use is a computer. You will display your roots presentation and describe it to your peers in a 10-minute presentation.

Note: It is common for this assignment to trigger strong emotions. Please do not feel the need to compromise your boundaries for the purpose of doing well on the assignment. Know that I am most concerned about your well-being and will respect any limitations you have around exploring these issues.

(c) MEDIA LITERACY PRESENTATION: In this assignment, you are asked to find examples of the theoretical (racism, sexism, classism, heterosexism, and ableism) issues as they are occurring in the larger world around us. At one point in the semester, you will be responsible for bringing in an artifact from the media (television, youtube, movie clip, news article, music video, magazine ad, commercial, etc.) to present to the class and facilitate a group critique. Using concepts and theories from class lectures and readings, you will help your peers identify the ways in which your artifact reinforces systems of privilege and oppression in our society. Please do your best to use an artifact that you uncover from your life as opposed to simply googling “sexist commercials.” If you decide to present an audio or video clip, it should last up to 5 minutes. The group critique should last approximately 10 minutes. You may email me before your presentation week to receive feedback about the appropriateness of the artifact you have chosen to analyze. Please sign up for a different topic for each presentation.

(d) BOOK CLUB: In addition to the weekly assigned readings, you will be reading and
discussing two critical consciousness-raising books. Book club discussions will occur at two different points throughout the semester. Please make sure to have the assigned book read before each discussion and be prepared to contribute in the following ways: 1) share 2-3 ways that the book was impactful in terms of your personal awareness/consciousness; 2) identify 1-2 specific passages that were impactful as well as talk about how the book has affected your personal and professional perspectives; 3) share how the book will impact your future career as a counseling psychologist; and 4) share thoughts/suggestions for taking action against some of the injustices addressed in the book.

Books:

1. Between the World and Me
2. Hunger

ACADEMIC INTEGRITY: It is expected that your work will be characterized by academic integrity and honesty. You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions about proper documentation or any other issues pertaining to academic integriy, please consult appropriate resources (e.g., APA Publication manual).

ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS: In compliance with and in the spirit of the Americans With Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.

MULTICULTURAL STATEMENT: The CHSE department is committed to creating a multicultural training environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.

CourseEvalUM: Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
### *COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Course overview</td>
</tr>
<tr>
<td></td>
<td>Introductions/getting to know each other</td>
</tr>
<tr>
<td></td>
<td>Review syllabus and course requirements</td>
</tr>
<tr>
<td></td>
<td>Core concepts</td>
</tr>
<tr>
<td>9/05</td>
<td>Multicultural Counseling Competencies &amp; Social Justice</td>
</tr>
<tr>
<td>9/12</td>
<td>Critical Consciousness</td>
</tr>
<tr>
<td>9/19</td>
<td>Intersectionality</td>
</tr>
<tr>
<td></td>
<td>Shin, R., Welch, J., C., Kaya, A. E., Yeung, J. G., Obana, C. A., Sharma. R.,</td>
</tr>
</tbody>
</table>

9/26

(Dis)ability

Loja, Ema; Costa, Maria Emília; Hughes, Bill; Menezes, Isabel; Disability, embodiment and ableism: Stories of resistance. *Disability & Society, Vol 28(2), Mar, 2013* pp. 190-203.


10/03

Racial and Ethnic Identity


ASSIGNMENT DUE: PERSONAL AWARENESS PAPER & PRESENTATION

10/10

Racism & Microaggressions I


**10/17**

**Racism & Microaggressions II**


**10/24**

**Xenophobia, Acculturation, & Acculturative Stress**


**10/31**

**Classism**


**ASSIGNMENT DUE: BOOK CLUB #1**
11/07 **Sexism & Patriarchy**


11/14 **Homophobia & Heterosexism**


11/21 **No Class—Working Day**

11/28 **Sex/Gender Binary**


ASSIGNMENT DUE: BOOK CLUB #2

12/5

Social Action Project Presentations
Course wrap-up & Potluck

ASSIGNMENT DUE: Social Action Project Paper