College of Education  Department of Counseling and Higher Education

Counseling Program

**COUN 2620: Diversity and Cultural Awareness (section 002)**

**Fall 2025**

**Course Syllabus**

**Ashley Marshall, MS, LPC, 200RYT, EMDR-T, CCTS-I (she/her)**

AshleyMarshall4@my.unt.edu

**Office Hours**: By appointment only. I’d be happy to meet you virtually or in-person at a time that works best for you.

**Supervising Instructor: A**metis Bassir, PhD, LPC-S (TX), LPC (CO), RP

Clinical Assistant Professor

Undergraduate Program Coordinator

Department of Counseling and Higher Education

**Office:** Welch Street Complex 2, Room 120

**Office Phone:** 940-565-2913

**Email:** [ametis.bassir@unt.edu](mailto:ametis.bassir@unt.edu)

**Class Meetings:** Tuesday & Thursdays 11:00AM - 12:20PM

**Class Location:** GAB 114

Welcome to Diversity and Cultural Awareness! My name is Ashley Marshall and I am a doctoral student in the UNT Counseling and Higher Education Department. Please call me Ashley. I’m excited to be your instructor for this course! Diversity and Awareness is rooted in exploration and cultural humility. Together, we will examine how our identities, experiences, and worldviews shape the way we understand ourselves and others. My goal is to create a space where you feel safe enough to get uncomfortable, because that’s often where the deepest learning happens!

This class may bring up strong feelings, and that’s totally normal. Growth often involves both reflection and challenge. You are always welcome to reach out to me, whether you have questions, need support, or just want to talk through what you’re experiencing. We are in this learning journey together!

Again, I am so excited to create a space with you all that is respectful, challenging and centered in cultural humility!

**Catalog Description**

Didactic, experiential, and applied learning opportunities to prepare students to understand differences and commonalities within diverse cultures. Students learn how cultural identity influences personal and world views, perceptions of experience, and styles of communication. With a focus on developing intra- and interpersonal awareness, students cultivate attitudes and practice skills necessary for relating constructively with diverse individuals in a variety of work settings.

**Core Category:** Discovery.

**Credit Hour(s):** 3

**Prerequisite(s)**: None

**Objectives of the Course**

**Upon successful completion of this course, students will be able to:**

* 1. Discuss how their own cultural experiences influence their worldview, expectations, and communication styles.
  2. Explain the ways in which various identities influence a person’s sense of self, worldview, and life experiences.
  3. Recognize stereotypes, prejudice, and discrimination and discuss how these phenomena impact one’s sense of self and perceptions of others.
  4. Compare and contrast trends in worldview, values, and communication styles among, African American, Asian American, American Indian, European American, and Latinx American individuals; men and women; sexual orientations; religions; abilities, ages; and individuals within various SES categories.
  5. Facilitate appropriate discussions regarding cultural differences with individuals who are culturally different from themselves.
  6. Address challenges related to both individual and distributive justice.

###### **Methods of Instruction**

###### This integrative, discussion-based course is designed to be highly interactive and experiential. Students will be invited to participate in numerous ways such as role-plays, discussions, and experiential activities. Class readings will be supplemented with classroom lectures, experiential activities, discussions, videos, guest speakers, and student presentations. Please see the instructor as soon as possible if you have unique needs or concerns with any aspect of this course. If at any time, you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time.

###### **Sharing & Confidentiality**

In this course, each student is required to reflect on one’s own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others’ personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one’s continued wellbeing and development as a professional in training and a person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact UNT’s Counseling & Testing at (940) 565-2741 or seek personal counseling at your own expense.

**Due to the possibility that course content might bring up uncomfortable feelings (see above for crisis related concerns), you are encouraged to reach out to the instructor during office hours to discuss material or discussions that might require further support.**

**Required Texts**

Bucher, R. D. & Bucher, P. L. (2015). *Diversity consciousness: Opening our minds to*

*people, cultures, and opportunities* (4th ed.). Upper Saddle River, NJ: Prentice

Hall.

Diller, J. V. (2015). *Cultural diversity: A primer for the human services* (5th ed.).

Belmont, CA: Wadsworth.

**\*** Occasional supplemental readings will be assigned in advance. The instructor will provide links.

**Attendance & Class Participation**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the instructor prior to being absent, so you and the instructor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the instructor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our   
community.

**Students who have more than 2 absences throughout the semester will receive a 1.25 point deduction on their final grade up to 10 points (a full letter grade if everything else has received full points). Every additional absence will result in an additional reduction a letter grade.** The above policy is intended to allow for reasonable accommodation in case of illness, family emergencies, or transportation problems. Individuals who choose to use non-penalized absences for other situations risk not having allowable absences available when needed. **Accommodations will only be made in situations when all absences are severe, extenuating, and documented. Students are responsible for ALL material and assignments covered on days they are absent.** In the event of an absence, please contact a classmate to get pertinent class notes, handouts, etc. Please refrain from texting, emailing, or communicating on the internet during class time. Should you need to make an important phone call or respond to an emergency please step out of class quietly.

Class participation points are determined by attendance, punctuality, engagement of in class discussions, and participation during in-class exercises. This class will be highly experiential therefore active engagement is critical for success in this course. The counseling profession is one requiring skill to stay open and engaged with clients and class participation will be designed to help students identify and strengthen these skills.

Students will gain the most from this class by being present and participating fully in all classes, discussions, and activities. Students are expected to come to class prepared and having completed readings in advance. Students are expected to attend all scheduled classes during this semester. However, circumstances may arise, and absences are sometimes unavoidable. Please notify the instructor of absences in advance, if possible.

**Lateness/leaving early**: Class will begin promptly at the scheduled time and end at the scheduled time. The instructor may choose to document late arrivals and early departures as 1/2 absences.

**Observation of Religious Holy Days**: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Course Assignments/Assessments**

(Assignments will also be posted on Canvas)

1. Class Attendance & Participation 10 points
2. In the News 30 points
3. Challenging Experience 20 points
4. Cultural Self-Analysis Paper 20 points

**E.** Service/Advocacy Group Project 20 points

**Total** **100 points**

**Final Grade: A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below**

**A. Class Attendance & Participation:**

Class will take place in-person, and students are expected to show up to class on time and be present during the whole class period. Students are expected to come prepared by having read and reflected on the reading assignments, timely submission of course assignments, and active engagement with instructors and peers. Additional reading assignments not included on the syllabus may be assigned throughout the semester and provided by the instructor. Class participation points are determined by attendance, punctuality, engagement of in class discussions, and participation during in-class activities. Students will be respectful of the opinions and experiences of their peers. **Assessment is ongoing and will be evaluated using the following criteria**:

**Excellent (9-10)** – Student proactively participates in class by initiation, original ideas/insight, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration (This does NOT mean dominating discussion – or using a lot of words that say a little).

**Satisfactory (8-8.9)** – Reactive participation: Supportive and follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than in-depth thought.

**Minimally Acceptable (7-7.9)** – Passive participation: Present and awake but not involved and invested.

**Unsatisfactory (0-6)** – Uninvolved or detracts from the learning environment.

1. **In the News & Checking Facts:**

To increase awareness of cultural elements in today's society, you will monitor the news and **select one news story with cultural themes to present to the class**. The article can be relevant to any topic covered in class such as socioeconomic status, race, ethnicity, age, gender, religion, spirituality, physical ability, etc. You will lead a brief discussion surrounding the article as it relates to class relevant topics (maximum 7 minutes). You will turn in a written summary of the information (should include points below) to the professor prior to the class period. Please include relevant citations and links. Signs up will take place within the first few weeks of class.

You are then required to find secondary information regarding the topic of your selected article. This may include statistical information behind the topic, current research that is relevant and applicable to the topic, or notable implications for counselors. Aim to pull from reputable sources such as peer-reviewed journals, government studies, or independent research firms. If you use an independent research firm, you must check to see who funds this research and review how this affects the information presented. You may also choose to evaluate the source of the article and its record for unbiased/biased information. The purpose of this assignment is to have you begin to address these difficult topics confidently, from a fact-based perspective, in addition to tying action to issues. In addition, the purpose includes helping you to become a critical consumer of news and information. If your article of choice happens to have statistical information included, following the cited source and collecting more information as to its trustworthiness and veracity would be applicable, as well. **Get creative! See the Rubric**

1. Summarize the event described in the news article and ***why you selected it***.
2. How does the article reflect themes from the course such as privilege, oppression, social (in)justice, advocacy, or the eradication of oppression? ***What can you and your classmates learn from this article?***
3. Review the secondary information you found regarding the topic (or the statistical information included in the article) and discuss its source/veracity/implications, etc.

This assignment will be evaluated on adherence to assignment guidelines, quality of content, depth of insight and thoughtfulness, demonstration of knowledge integration and application of class material.

1. **Challenging Experience Project**

Identify a new experience that would challenge your views, perceptions, beliefs, or behavior regarding culture. These experiences are intended to assist you in exploring your personal limits and expanding your perspectives about cultural identity. You are welcome to conduct these experiences alone, with your partner, or with other students.

Following the challenging experience, students are to write a three-page minimum reaction and reflection paper using the following outline:

*Section A*: Activity Description – Describe the activity (minimum 1/2 to one page)

*Section B*: Reaction Analysis – Identify and analyze your reaction to the experience (minimum one page); AND

*Section C*: Reflection and Discussion – Reflect and discuss what you learned about yourself with respect to cultural awareness.

**D. Cultural Self-Analysis Paper:**

Students will write *4 - 6 pages* (double spaced, APA 7th format) exploring their own cultural identities and the ways in which those identities shape their worldview, relationships, expectations, experiences, and communication styles. Students can choose to include expressive arts components/pictures or something that represents who they are as cultural beings. **Students will turn in the paper via Canvas by November 11, 2025**

**E. Service/Advocacy Group Project:**

Students will compose a group of five members and develop a service/advocacy and social justice project. The project must include a population that they are passionate about and develop a service/advocacy proposal for how they would serve that population. Consider the needs, barriers, disparities, and cultural considerations of that population. Each group will research on the selected population and prepare a power point presentation that highlights their proposed service and relevance for that group. Group members will present their findings in class. Each group will create a presentation for 20-30 minutes discussing the points given below. **This project may not be an assignment from another course. Students must submit their group decisions (selected topic, group members, presentation date, etc.) and gain approval from the instructor by September 11, 2025.** Students will have the opportunity for two allotted in-class working days.

**Please see the following for formatting:**

1. Begin with why the group selected the population/concern
2. Discuss brief history of population/concern
3. Current statistics related to the population/concern (if applicable)
4. Mental Health disparities or considerations for this population
5. Proposed service initiative for selected population/rationale
6. Include aspects of Social Justice and how you will advocate for the population
7. Conclude with what you took away from learning more about the population/concern
8. **Include in-text citations and references in APA 7th edition format**

**The above should answer the following questions:**

**The Three Domains:**

**Self- Examples:** What work do you need to do as an individual? What kind of advocacy/action can you do as an individual? What kind of information or education do you need to learn? How can you get informed? What are your first steps?

**Institution- Examples:** Identify institutions (i.e., UNT, particular communities, local organizations, student organizations, fraternities/sororities, professional organizations, schools) and reflect on how they can take action to advocate for your chosen community (be specific). What kind of policies do they need to implement? How can they reach these populations/serve this cause? What resources must they have? How can they be more accessible?

**Society-Examples:** What can society do to help? How can local leaders or politicians help? What kind of changes need to occur as a society to advocate for this population? Must include a minimum of 3 scholarly sources.

**Other Requirements and Special Note of Instruction**

**Expectations**

Students are expected to submit assignments to Canvas no later than the due date assigned (**11:59 PM**) or unless stated otherwise. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized .5 points for *each day* they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit.

Cell phones and other electronic devices must be silenced during class for the respectful learning of all, unless otherwise requested/approved. Students who need to respond to an emergency call may leave the class with minimal disruption.

**Syllabus Addendum**

**Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity.  Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course.  Further sanctions may apply to incidents involving major violations.  The policy and procedures are available at: [Academic Integrity Policy (PDF)](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

**AI**

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. **Using GenAI to complete any part of an assignment will be considered a violation of academic integrity**, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity policy](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the class and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct.  The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [UNT Policy 07.012 Code of Student Conduct](https://policy.unt.edu/sites/policy.unt.edu/files/07.012_CodeOfStudConduct.Final8_.19.format_0_0.pdf).

**ADA Accommodations**

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your instructor a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it’s important to provide ODA notice to your instructor as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

**EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>.  This is the main electronic contact for all course-related information and/or material.

**Emergency Notifications and Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources_0>.  UNT’s Student Advocate can be reached through e-mail at [SurvivorAdvocate@unt.edu](http://SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.  You are not alone.  We are here to help.

**Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**COURSE SCHEDULE**

(Instructor holds discretion to modify course schedule, as applicable)

|  |  |  |
| --- | --- | --- |
| **Week** | **Class Content** | **Readings/Assignments** |
| **WEEK #1** | **Introduction, Syllabus Overview, & Classroom Agreements.** |  |
| **8/18** | **Introduction, Syllabus Overview, & Classroom Norms & Agreements** |  |
| **8/21** | Review of any proposed changes or suggestions on syllabus & discussion of classroom agreements and expectations. |  |
| **WEEK #2** | **Diversity and Mental Health** |  |
| **8/26** | What is Diversity? What is Mental Health? | **Bucher Ch. 1** |
| **8/18** | Developing Diversity Consciousness | **Bucher Ch. 4** |
| **WEEK #3** | **Cultural Competence, Humility, and Differences** |  |
| **9/2** | Culturally Competence & Cultural Humility | **Diller Ch. 2** |
| **9/4** | Understanding Culture and Cultural Differences | **Diller Ch. 5** |
| **WEEK #4** | **Consciousness & Success** |  |
| **9/9** | Diversity Consciousness and Success | **Bucher Ch. 2** |
| **9/11** | Barriers to Success | **Bucher Ch. 3**  **Due: Group Project Proposals** |
| **WEEK #5** | **Communication, Racism, Prejudice, & White Privilege** |  |
| **9/16** | Communicating in a Diverse World | **Bucher Ch. 5** |
| **9/18** | Racism, Prejudice, and White Privilege | **Diller Ch. 4** |
| **WEEK #6** |  |  |
| **9/23** | Working with Culturally Diverse Clients | **Diller Ch. 3** |
| **9/25** | **In-Class Working Day** |  |
| **WEEK #7** |  |  |
| **9/30** | Bias in Service Delivery | **Diller Ch. 8** |
| **10/2** | Intersectionality/Mid-Semester Check-In | **CATCH UP!** |
| **WEEK #8** | **Specified Culture** |  |
| **10/7** | Latino/a/e Culture | **Diller Ch. 11**  **Questions, Thoughts, Feedback on class** |
| **10/9** | In-Class Working Day | **Group Projects** |
| **WEEK #9** | **Specified Culture** |  |
| **10/14** | Native American Culture | **Diller Ch. 12** |
| **10/16** | Ableism & Ageism | **Supplemental Reading: TBD**  **Supplemental Readings: TBD** |
| **WEEK #10** | **Specified Culture** |  |
| **10/21** | African American Culture | **Diller Ch. 13** |
| **10/23** | Colorism | **Group Project** |
| **WEEK #11** | **Specified Culture** |  |
| **10/28** | Asian American Culture | **Diller Ch. 14** |
| **10/30** | South Asian American Culture | **Diller Ch. 16** |
| **WEEK #12** | **Specified Culture, Genocide** |  |
| **11/4** | Arab and Muslim American Culture | **Diller Ch. 15** |
| **11/6** | Genocide | **Diller Ch. 10** |
| **WEEK #13** | **Gender & Sexual Orientation** |  |
| **11/11** | Gender and Sexual Orientation | **Supplemental Readings: TBD**  **Due: Cultural Self-Analysis Paper** |
| **11/13** | **Self-Care & Trauma** | **Challenging Experience Due** |
| **WEEK #14** | **Class & Group Presentations** |  |
| **11/18** | Spirituality and Socioeconomic Class | **Supplemental Readings: TBD** |
| **11/20** | **Group Presentations 1, 2 &3** | **Group Project due prior to presentation** |
| **WEEK #15** | **HOLIDAYS** |  |
| **11/24-11/30** | **NO CLASS** |  |
| **WEEK #16** | **Group Presentations/Class Closure** |  |
| **12/2** | Group Presentations 3, 4 & 5 |  |
| **12/4** | Group Presentation 6 & 7  Class Closure Activity |  |
| **WEEK #17** | *FINALS WEEK* |  |
| **12/5-12/12** | *FINAL OPENS!* | **Good luck, you worked so hard!** |

**Additional Resources**

**Books:**

1. How to Be an Antiracist by Ibram X Kendi
2. Stamped From the Beginning by Ibram X Kendi
3. So You Want To Talk About Race by Ijeoma Oiuo
4. The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander
5. White Tears, Brown Scars by Ruby Hamad
6. Sister Outsider by Audre Lorde
7. Black Feminist Thought by Patricia Hill Collins
8. Borderlands/La Frontera: The New Mestiza by Gloria Anzaldúa
9. This Bridge Called my Back: Writings by Radical Women of Color by Cherríe Moraga and Gloria Anzaldúa
10. Eloquent Rage: A Black Feminist Discovers Her Superpower by Brittney Cooper
11. White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo
12. We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love (I highly recommend this for all MHP)
13. Fearing the Black Body: The Racial Origins of Fatphobia by Sabrina Strings
14. Exile and Pride by Eli Clare

* Talks about the intersections of LGBTQ+ Liberation, Disability Justice, and Environmental Justice

1. The Fat Studies Reader edited by Esther Rothblum and Sondra Solovay

* Specifically the chapter written by Paul Ernsberger titled "Does Social Class Explain the Connection Between Weight and Health”

1. Disability as Diversity Developing Cultural Competence by Erin E. Andrews
2. My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending Our Hearts & Bodies by Resmaa Menakem
3. Eliminating Race-Based Disparities in Mental Health by Monnica T. Williams
4. Restorative Yoga for Race-based Stress & Trauma by Gail Parker

[https://www.drgailparker.com/book](http://SurvivorAdvocate@unt.edu)

1. Why All the Black Kids Sitting Together in the Cafeteria by Beverly Daniel Tatum

* Education discrimination bias

1. Nobody: Casualties of America’s War on the Vulnerable from Ferguson to Flint and Beyond by Marc Lamont Hill

* Police Violence and Mass Incarceration

1. The Color of Law by Richard Rothstien

* Segregation and Housing Discrimination

1. Unapologetic: A Black, Queer and Feminist Mandate for Radical Movement by Charliene A Carruthers
2. How the Irish Became White by Noel Ignatiev
3. Cool Pose, The Dilemma of Black Manhood in America By Richard Majors and Janet Mancini Billson
4. Men’s Gender Role Conflict, Psychological Costs, Consequences, and an Agenda for Change – James O’Neil

**Websites:**

Black Therapists Rock

https://www.blacktherapistsrock.com/

BEAM (Black Emotional and Mental Health Collective)

https://www.beam.community

The Trevor Project

[https://www.thetrevorproject.org](http://www.spot.unt.edu)

Inclusive Therapists

[https://www.inclusivetherapists.com/](https://eagleconnect.unt.edu)

Panel discussions-Racial Injustice and Trauma: How Therapists Can Respond Sessions:

https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos\_email\_sqlanding?fbclid=IwAR2yiPe-IGyfJ9c3KWCZYkvgcAheTJVJr3g4FKpkOiX9v6zjE1Fz9yrUH6w

I’m Gay- Eugene Lee Yang

[https://www.youtube.com/watch?v=qpipLfMiaYU](https://studentaffairs.unt.edu/survivor-advocate?v=qpipLfMiaYU)

Why I’m Coming Out as Gay (if you see the top video, see this one too)

[https://www.youtube.com/watch?v=QruHsyt8paY](http://vpaa.unt.edu/academic-integrity.htm?v=QruHsyt8paY)

**Podcasts:**

NPR Code Switch

Intersectionality Matters!

About Race

Seeing White

Musings of a Modern Muslim

**Documentaries and Films:**

13th

I am Not Your Negro

When They See Us

If Beale Street Could Talk

The Mask You Live In

Crip Camp

Disclosure Trans Lives On Screen

Immigration Nation