



College of Education • Department of Counseling and Higher Education  
Counseling Program

**COUN 2620: Diversity and Cultural Awareness**  
**Fall 2023**  
Course Syllabus

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**Faculty Instructor:** Kimberly Parker, MS, LPC, LCDC  
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**Office Hours:** 9:30-10:30am on Mondays, Wednesdays, and Fridays (by appointment)  
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**Class Meetings:** Tues/Thurs 8:00am – 9:20am  
**Class Location:** Language Building 204

**UNT Land Acknowledgements**

Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol. I would like to open our semester by acknowledging that the land on which we gather is the occupied/unceded/seized territory of the Wichita, Caddo, Comanche, and Cherokee tribes. These tribes have stewarded this land throughout the generations, and I would like to pay our respects to elders, both past and present.

### **Welcome to COUN 2620**

Dear Students,

My name is Kimberly Parker, and it is my distinct privilege to be your guide on this captivating journey into the realms of diversity and cultural awareness.

Throughout the semester, our voyage will be characterized by a balanced blend of didactic, experiential, and applied learning opportunities. These carefully curated components have been thoughtfully integrated to equip you with a nuanced understanding of the diverse fabric that shapes our world. Our explorations will encompass the influences of cultural identity on personal and global perspectives, as well as the intricacies of communication styles and the shaping of individual experiences.

A glance at what lies ahead in the Cultural Diversity Awareness course reveals the following focal points:

- **Engaging Content:** Our learning materials are designed to captivate your interest and stimulate deep inquiry into the subject matter.
- **Interactive Learning:** A hallmark of our approach is interactive engagement, fostering an environment where your insights and queries fuel collective learning.
- **Cultivating Reflection:** Guided moments of self-reflection will empower you to recognize how cultural identity shapes your worldview and interactions.
- **Embracing Respectful Discourse:** Our classroom serves as a sanctuary for open dialogue, where diverse viewpoints are celebrated, and respect reigns supreme.
- **Holistic Assessment:** Expect a varied range of assessments that encourage you to apply your learning, thus ensuring a comprehensive grasp of the concepts explored.

With a sense of genuine anticipation, I eagerly await the privilege of embarking on this journey of enlightenment alongside each of you. The rich tapestry of your personal experiences, backgrounds, and unique insights is integral to the tapestry of learning we will co-create.

### **Catalog Description**

Didactic, experiential, and applied learning opportunities prepare students to understand differences and commonalities within diverse cultures. Students learn how cultural identity influences personal and worldviews, 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.

**Prerequisite(s):** None.

**Credit Hours (s):** 3

**Core Category:** Discovery.

### Goal of the Course

**Learning objectives:** Upon successful completion of the course, students will be able to:

- a. Discuss how their own cultural experiences influence their worldview, expectations, and communication styles.
- b. Explain the ways in which various identities influence a person's sense of self, worldview, and life experiences.
- c. Recognize stereotypes, prejudice, and discrimination and discuss how these phenomena impact one's sense of self and perceptions of others.
- d. 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.
- e. Facilitate appropriate discussions regarding cultural differences with individuals who are culturally different from themselves.
- f. Address challenges related to both individual and distributive justice.

### Methods of Instruction

This course is designed to be highly interactive, and students will be invited to participate in numerous ways. Class discussion will be supplemented with written and experiential activities, discussions, videos, and student presentations. Students are encouraged to meet with the instructor as soon as possible if they have special needs or accommodations through the Office of Disability Access (ODA), and/or problems with any aspect of this course. Specific methods of instruction include lectures, discussion, experiential and reflective activities, poetry, and film/video.

### Required Texts

Diller, J. V. (2019). *Cultural diversity: A primer for the human services* (6th ed.). Belmont, CA: Wadsworth.

Johnson, A. (2017). *Privilege, power, and difference* (3rd ed.). McGraw-Hill Professional.

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

### Assignments

A. Attendance/Participation	10 points
B. Reflection Journals (4 total)	20 points
C. In the News & Checking Facts	10 points
D. Pre/Post Assessments (2 total)	10 points
E. Cultural Identity & Biases Project	15 points
F. Cultural Humility Project	15 points
G. Service Learning/Advocacy Group Project	20 points

**Total: 100 points**

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

- A. **Attendance/Participation – Contributions to class discussions (10 points)** – Students will present to class prepared and ready to engage with the professor and their peers. Students will engage in a collaborative style relationship with the professor and their peers to engage in more balanced classroom environment. Students will be respectful of the opinions and experiences of their peers.

**Attendance** – Students will gain the most from this course by being present and participating fully in all classes and assignments. Per university policy, students may miss up to **three classes during this semester without consequence**. Additional absences will result in the following: 4 absences = lowered half of one letter on final grade, 5 absences = 1 letter grade reduction in final grade, 6 absences = 2 letter grade reduction in final grade. Students who have more than 6 absences will receive an F (Fail) for nonattendance.

The above policy is intended to allow for reasonable accommodation in case of illness, family emergencies, or transportation issues. Students 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 signing the daily roster and reading 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.

- a. **Lateness/leaving early:** Class will begin promptly at the scheduled time and end at the scheduled time. Students will be given a 5-minute grace period. The instructor may choose to document late arrivals (grace period considered) and early departures as 1/2 absence.
- b. **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.

- B. **Reflection Journals (4 total, 5 points each, 20 points total)** – Students will complete four reflection journals. **Journals are due at 11:59pm on their due dates**. Students can choose to discuss their biggest takeaways from class, what they want to learn in subsequent classes, topics that require clarification or a deeper understanding, or something that they might be struggling with regarding course related topics. Students are also encouraged to share about how current events are connected to course materials. Acceptable formats include 1–2-page written journals or 5–7-minute vlogs. Students can also use other creative abilities (music, song, dance, etc.) to express themselves via video recording. All journals can be submitted on Canvas. \*\*\* See CANVAS for instructions for journal reflection #1, which will be a discussion post.
- C. **In the News & Checking Facts (20 points)** – To increase awareness of cultural elements today, 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!

- a) Summarize the event described in the news article and why you selected it.
- b) 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?
- c) 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.

- D. Pre-Post Multicultural Self and Other Awareness (10 points total- 5 points each)** – Students will complete the Cultural Competence Self-Assessment Checklist. This is a tool and not an exam/test. You will not be evaluated for the responses that you select. You will not be critiqued for areas that show there is opportunity for growth. Full points will be awarded for completion. You can access the tool here: <https://www.avma.org/sites/default/files/2022-02/DiversityCulturalCompetenceChecklist.pdf>

**After completing the assessment, students will turn in a 2–3-page paper or a 5-to-7-minute vlog via Canvas by 11:59 pm on Tuesday, August 29, 2023, and Tuesday, December 29, 2023 (see CANVAS for more details).**

- E. Cultural Identity & Biases Project (15 points)** – Students will explore their own cultural identities and the way those identities shape their worldview, relationships, expectations, experiences, and communication styles. To engage in this process, students will be given a list of questions from the text, *Cultural Humility: Engaging Diverse Identities in Therapy* (Hook et al., 2017). Students will use these questions to engage in an interview process with one of their peers. Thereafter, students will share their takeaways from this experience, using a format of their choice. Acceptable formats of this paper include a written paper, a 20-minute vlog, sand tray recording, other expressive arts (recorded), or any other creative outlet (if approved by the professor). Students will also make sure to highlight one goal they have for themselves, and their continued growth related to cultural humility. **Students will turn in the project via Canvas by 11:59 pm on Thursday, September 28, 2023.**
- F. Cultural Humility Project (15 points)** – Students will review the list of identities/cultures that will be covered throughout the class and select the identity/culture that they lack the most information about or the identity that they might hold bias towards. Students will find and watch a movie that highlights this population and reflect on the following: their initial thoughts towards this identity/culture, their current thoughts on their chosen population, and areas for growth in how they view this population. Students will also share how their findings from their Cultural Identity Project influenced their responses. Acceptable formats of this paper include a written paper, a 20-minute vlog, sand tray recording, other expressive arts (recorded), or any other creative outlet (if approved by the professor). Students will also seek approval for their movie choices (see additional resources below). **Students will turn in the project via Canvas by 11:59 pm on Thursday, November 2, 2023.**

**G. Service Learning/Advocacy Group Project (5 points-proposal, 15 points-project, 20 points total)**

Students will complete this project in groups of 3-4. Students will select an opportunity/training/advocacy project and volunteer at least 3 hours of their time. 1) Students will complete an hour's log documenting the days, times, and service activities. 2) Student will provide a picture of their volunteer/advocacy activity. 3) Students will engage in group presentations to share more about their experience and include the following when presenting:

- a. Why you selected the population/concern
- b. Discuss brief history of population/concern
- c. Current statistics related to the population/concern (if applicable)
- d. Mental health disparities or considerations for this population
- e. Proposed advocacy initiative for selected population/concern and your rationale
- f. Social justice implications
- g. Takeaways for your peers and how they might advocate for this population/concern – align with ACA's [Advocacy Competencies](#) – individual/community/public – see below for starter considerations:
  - i. **Individual/Self:** 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?
  - ii. **Community/Institution:** 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?
  - iii. **Society:** 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.

**Students will turn in the items 1-2 via Canvas by 11:59 pm on Tuesday, December 5, 2023 and present in groups on their pre-selected dates. Please note, the proposal is due on Thursday, September 14, 2023, by 11:59pm.** All group members must submit the proposal; however, the document can be the same for all group members. Please see CANVAS for more details about the proposal.

### **Notice Regarding Written Assignments**

In this course, all written assignments are expected to follow the guidelines of the American Psychological Association (APA) format, specifically the 7th edition released in October 2019. This format ensures consistency, clarity, and professionalism in academic writing. Please adhere to the following instructions for formatting your written assignments:

**1. Title Page:**

- a. Include a title page for each written assignment.
- b. Center the title of the assignment on the first line.
- c. Below the title, include your name, the course name and number, the instructor's name, and the date.

**2. Margins and Spacing:**

- a. Use 1-inch margins on all sides of the page.
- b. Double-space the entire document, including the title page, main text, and references.
- c. Font and Size:
- d. Use a readable font such as Times New Roman or Arial.
- e. Use 12-point font size for all text, including headings.

**3. Headings:**

- a. Organize your paper with appropriate headings to enhance clarity and structure.
- b. Use levels of headings (e.g., Level 1, Level 2) as needed.

**4. In-Text Citations:**

- a. Whenever you reference or quote a source, include an in-text citation with the author's last name and publication year.
- b. Place the citation within parentheses at the end of the relevant sentence or passage.
- c. Example: (Smith, 2021)

**5. References:**

- a. Include a References page at the end of your assignment.
- b. List all sources you cited in your paper, arranged alphabetically by the authors' last names.
- c. Follow the APA guidelines for formatting various types of sources (books, articles, websites, etc.).
- d. Include the author's name, publication year, title, source, and other necessary information.

**6. Page Numbers:**

- a. Number all pages consecutively, starting from the title page.
- b. Place the page number in the top-right corner of each page, one-half inch from the top edge.

**7. Quotations:**

- a. Use quotation marks for direct quotations.
- b. Include the page number(s) for direct quotations from a specific location in the source.

**8. Grammar and Spelling:**

- a. Proofread your assignment carefully for correct grammar, spelling, and punctuation.

Please note that these instructions are based on the 7th edition of the APA Publication Manual. **For more detailed guidance, consult the official APA Publication Manual or refer to reliable online resources.** Properly formatted assignments contribute to clear communication and professional presentation, both of which are valued in academic and professional contexts. If you have any questions regarding APA formatting, feel free to reach out to me or utilize available resources.

By adhering to the 7th edition of the APA format, you will enhance the quality and credibility of your written assignments. Your attention to detail and adherence to APA format will demonstrate your commitment to academic integrity and effective communication. **Please note, excessive misuse of APA formatting will result in grade reduction.**

### **Other Requirements and Special Note of Instruction**

#### **Canvas**

We will be using Canvas as a course management tool this semester. Students may access the course using their EUID and password via <http://learn.unt.edu> or links on <http://my.unt.edu>. Once within Canvas, students will be able to view announcements, download and print copies of materials, access assigned readings, and submit assignments.

#### **Expectations**

Students are expected to turn in assignments no later than 11:59pm on the day they are due. 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 1 point for *each day* they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit (unless a later deadline is agreed upon).

#### **Electronics**

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

#### **Sharing and 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 a courageous and 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 human being.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions, 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.**



## **SYLLABUS ADDENDUM**

### **Succeed at UNT:**

- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

### **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: <http://vpaa.unt.edu/academic-integrity.htm>.

### **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 classroom 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 [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

### **Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### **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. 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](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT's Student Advocate, and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto: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).

# TENTATIVE COURSE SCHEDULE

\* Represents dates for non-class meetings

Week	Class Content	Readings/Assignments
<b>WEEK #1</b>	<b>Introduction, Syllabus Overview, &amp; Classroom Agreements.</b>	
8/22	Introduction, Syllabus Overview, & Classroom Norms & Agreements	
8/24	Review of any proposed changes or suggestions on syllabus & discussion of classroom agreements and expectations. & Grounding Exercises	<b>Due: Journal Reflection 1- Introduction</b>
<b>WEEK #2</b>	<b>Why Diversity Awareness?</b>	
8/29	Bias in Service Delivery	Diller, Ch. 8 <b>Due: Pre-Assessment</b>
8/31	Mental Health Issues	Diller, Ch. 9 <b>Drop with a "W" begins 9/2</b>
<b>WEEK #3</b>	<b>Cultural Competence, Humility, and Differences</b>	
9/5	Culturally Competence & Cultural Humility	Diller, Ch. 2
9/7	Understanding Culture and Cultural Differences & "The Color of Fear"	Diller, Ch. 5 <b>Due: Journal Reflection 2</b>
<b>WEEK #4</b>	<b>Getting Off the Hook</b>	
9/12	Denial and Resistance	Johnson, Ch. 8
9/14	What Can We Do?	Johnson, Ch. 9 <b>Due: Group Project Proposals</b>
<b>WEEK #5</b>	<b>Communication, Racism, Prejudice, &amp; White Privilege</b>	
9/19	Making Privilege and Oppression Happen	Johnson, Ch. 4
9/21	Use class time to conduct interviews or work on group project ☺	NA
<b>WEEK #6</b>		
9/26	Racism, Prejudice, and White Privilege	Diller, Ch. 3
9/28	How Systems of Privilege Work	Johnson, Ch. 7 <b>Due: Cultural Identity &amp; Biases Project</b> <b>Last day to change to pass/no pass 9/29</b>
<b>WEEK #7</b>		
10/3	Colorism & Mid-Semester Check-in	<b>Supplemental Readings: TBD</b>
10/5	Intersectionality ( <b>Guest Speaker- Rebecca Werts</b> ) & Working with Culturally Diverse Clients	Diller, Ch. 4 <b>Due: Journal Reflection 3</b>

<b>WEEK #8</b>	<b>Specified Culture</b>	
10/10	Latinx Culture	Diller, Ch. 11 Questions, Thoughts, Feedback on class
10/12	Use class time to work on group project ☺	NA
<b>WEEK #9</b>	<b>Specified Culture</b>	
10/17	Native American Culture (Guest Speaker-pending)	Diller, Ch. 12
10/19	Ableism & Ageism	<b>Supplemental Readings: TBD</b>
<b>WEEK #10</b>	<b>Specified Culture</b>	
10/24	African American Culture	Diller, Ch. 13
10/26	In-Class Working Day	NA
<b>WEEK #11</b>	<b>Specified Culture</b>	
10/31	Asian American Culture	Diller, Ch. 14
11/2	South Asian American Culture	Diller, Ch. 16 Due: Cultural Humility Project
<b>WEEK #12</b>	<b>Specified Culture, Genocide</b>	
11/7	Arab and Muslim American Culture	Diller, Ch. 15
11/9	Genocide	Diller, Ch. 10 Due: Journal Reflection 4 Last day to drop course(s) with "W" 11/10 & First day to request "I" 11/11
<b>WEEK #13</b>	<b>Gender &amp; Sexual Orientation</b>	
11/14	Gender and Sexual Orientation (Guest Speaker-James West)	<b>Supplemental Readings: TBD</b>
11/16	Spirituality and Socioeconomic Class	<b>Supplemental Readings: TBD</b>
<b>WEEK #14</b>	<b>Holiday Break</b>	
11/21	No Class- University Closed	NA
11/23	No Class- University Closed	NA
<b>WEEK #15</b>	<b>Group Presentations</b>	
11/28	Group Presentations 1 & 2	Due: Service Learning/Advocacy Group Project
11/30	Group Presentation 3 & 4	NA
<b>WEEK #16</b>	<b>Group Presentations &amp; Class Closure</b>	
12/5	Group Presentation 5	Due: Post Assessment & SPOT
12/7	Closing Meeting	NA

*\*\*Instructor reserves the right to utilize December 12<sup>th</sup> and 14<sup>th</sup> (finals weeks) for class meetings. Dates on the calendar are subject to change depending on class needs and scheduling conflicts. Topics may change according to class discussions\*\*\**

### Group Norms

- 1) Do call others in. Do not call others out in an aggressive manner.
- 2) Do have an open mind. Don't be closed minded.
- 3) Do listen to others. Don't talk over others.
- 4) Do engage in class discussions. Don't overpower the discussion.
- 5) Do share your story (if you feel led to do so). Do not take on someone else's story.
- 6) Do Not Tokenize!
- 7) Do validate other experiences. Do not invalidate other experiences.
- 8) Do not be selective in your advocacy. Be attentive for EVERY topic.
- 9) Build a safety plan (Triggers, supports/safe people, calming activities, how can I take care of myself in the moment, resources for after, how to facilitate healthy resolution in the moment/one-on-one/with a mediator).

### 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 Oluo
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 Cherrie 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
15. 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"
16. Disability as Diversity Developing Cultural Competence by Erin E. Andrews
17. My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts & Bodies by Resmaa Menakem
18. Eliminating Race-Based Disparities in Mental Health by Monnica T. Williams
19. Restorative Yoga for Race-based Stress & Trauma by Gail Parker  
<https://www.drgailparker.com/book>
20. Why All the Black Kids Sitting Together in the Cafeteria by Beverly Daniel Tatum
  - Education discrimination bias
21. Nobody: Casualties of America's War on the Vulnerable from Ferguson to Flint and Beyond by Marc Lamont Hill
  - Police Violence and Mass Incarceration
22. The Color of Law by Richard Rothstien
  - Segregation and Housing Discrimination

23. Unapologetic: A Black, Queer and Feminist Mandate for Radical Movement by Charlene A Carruthers

**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>

Inclusive Therapists

<https://www.inclusivetherapists.com/>

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](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>

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

<https://www.youtube.com/watch?v=QruHsyt8paY>

**Podcasts:**

1. NPR Code Switch
2. Intersectionality Matters!
3. About Race
4. Seeing White
5. Musings of a Modern Muslim

**Documentaries and Films:**

1. 13th
2. I am Not Your Negro
3. When They See Us
4. If Beale Street Could Talk
5. The Mask You Live In
6. Crip Camp
7. Disclosure Trans Lives On Screen
8. Immigration Nation