

PSYC 5370: Ethnic and Cultural Diversity in Psychology

Instructor: Monnica Williams, Ph.D.

Co-Instructor: Angela Haeny, Ph.D.

Regular Class Meeting Times: Monday Noon-2:30 pm (dates 1/28/19-4/29/19)

Location: Bousfield A105

How to Reach Dr. Williams:

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Office Location: Bousfield 167

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Goals of the Course:

This course will introduce students to important concepts as they relate to culture, race, and ethnicity in psychology. We will delineate contemporary theories and research, with an emphasis on how different cultural groups within interact within a single social structure (multiculturalism). Critical thinking will be emphasized in order to examine, analyze, and evaluate issues pertinent to cultural diversity as it applies to individuals and groups in American society and related research. Additionally, students will become familiar with the empirical literature as it relates to the science and practice of multicultural psychology, with a clinical psychology emphasis, and gain an appreciation of the experience of oppressed and stigmatized groups. Students will be evaluated through weekly assignments, in-class activities, and discussion of culturally sensitive topics.

Course Objectives:

After taking this course, students will be able to describe the importance of cultural competence in psychology, apply concepts learned to their own research studies and interventions, and integrate knowledge of the ethnic minority experience into their work.

Schedule of Topics:

Week	Date	Topic
1	1/28/19	Introduction: Culture and Why is it Important?
2	2/4/19	Cross-Cultural Issues
3	2/11/19	Talking About Race and Whiteness
4	2/18/19	Relationships Across Race and Ethnicity: Becoming Multicultural
5	2/25/19	Racial and Ethnic Identity
6	3/4/19	Pathological Stereotypes and Bias
7	3/11/19	Racism and Prejudice
8	3/18/19	<i>Spring Break</i> (no class)
9	3/25/19	Culturally-Informed Research Design
10	4/1/19	Cultural Differences in Worldviews and Religion
11	4/8/19	Culturally Issues in Psychological Assessment
12	4/15/19	Cultural Sensitive Counseling
13	4/22/19	Culture and Psychopathology
14	4/29/19	Review and Synthesis

Required Texts:

- Williams, M. T., Rosen, D. C. & Kanter, J. W. (2019). *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings*. Oakland, CA: New Harbinger Books. ISBN: 978-1-68403-196-2
- Articles listed will posted on HuskyCT.

Prerequisites:

This is an advanced course for graduate students in clinical psychology. Students should be familiar with psychology, research concepts, and writing papers in APA style. It is the responsibility of the student to ensure that have met all requirements. Students in other departments/programs may participate with instructor permission.

Grading:

Total points will be calculated by summing participation (10%), weekly assignments (65%), thought questions (13%), final synthesis paper (7%), other (5%), and final exam (15%) for a total of (100%, 1000 points total). In order to receive full participation points, students must be present in class. Course grades will be determined as follows:

Total points	Grade
94-100	A
90-93	A-
86-89	B+
83-85	B
80-82	B-
76-79	C+
73-75	C
70-72	C-
66-69	D+
63-65	D
60-62	D-
59 and lower	F

Assignments:

Throughout the semester, there will be weekly assignments that are designed to push you out of your comfort zone and help you engage with the material. These may involve interactions with others, self-reflection, and sharing in class. These assignments are intended to facilitate a shift in thinking from an ethnocentric to a multicultural perspective. Students will complete written assignments, some of which will be based on activities performed outside of the classroom, and these should incorporate all the weekly readings and outside readings as necessary.

It should be clear from your papers that you have thoroughly read and digested all the assigned readings. You should cite all assigned readings in your paper whenever possible. You can expect to get about an 80% if you meet the bare minimum requirements of the assignment without showing evidence of challenging yourself. More points will be given for taking risks and moving out of your comfort zone. To get a perfect score, you will have to show that you can engage in fearless self-reflection, synthesize all material, and properly apply all assigned readings to the topic at hand (and, of course, use perfect APA formatting!)

Assignments should be the student’s original work and not have been utilized for prior courses. All assignments must be posted on HuskyCT by 9 pm the night before class AND turned in at the end of class the next day (unless indicated otherwise). If you opt to revise your assignment after class, please note on your paper assignment that I should grade the HuskyCT version, otherwise I will grade the paper copy. Assignments should be 1.5 spaced, with 12 pt type, using 1-inch margins and stapled. Do not turn in unstapled assignments. Use APA format for all assignments (don’t assume all the readings on the syllabus are in perfect APA format!). Page limits do not include references. Details about how to complete each assignment will be provided in class and/or HuskyCT.

If you turn in the weekly assignment late you will receive only partial credit. Assignments that are more than one week late will not be graded. Any student who is unhappy with their score on an assignment must bring it to the attention of the professor within 3 days of the grade being posted. After that time, no changes will be made for any reason. If any request is made to re-grade an assignment, the whole assignment will be re-graded strictly, and your score may go up or down.

Participation:

This is a discussion-based, interactive course. Participation include sharing your thoughts, being respectful to others, and being on time. If you fail to participate in class, you will not receive participation points for that day. In addition, your grade for some assignments is based on your presentation of it in class, which cannot be made up, regardless of the reason for missing class. There will be extra credit opportunities during the semester, which can be used to recoup points for missing class discussion if you inform me in advance by email and have a good reason for not being there to participate (i.e., a conference, severe illness). Students should contact a classmate and ask them to take notes or record the class for them if they are unable to be participate. Failing to participate in 3 or more classes for any reason will result in a failing grade.

In the event of inclement weather and/or unexpected university closing, the class may instead be delivered online via HuskyCT.

Contact with Professor:

Any email sent to me must be sent from your uconn.edu email address. Email is the best and quickest means of contact. All assignments are to be turned in via HuskyCT. Do not email them, they will not count. Do not assume I have received any email from you unless you receive a confirmation email back. Students are expected to check their university email daily for important information class announcements. They should also regularly check HuskyCT to monitor their grades.

When possible, please let notify me in advance if you are planning to come to office hours. Other times may be arranged by appointment. The material presented in this course can be challenging. Students are encouraged to meet individually with me, especially if they find any of the material difficult, confusing, or upsetting. Students should arrange to meet with me at least once halfway through the course to provide mid-semester feedback on how they are experiencing the class; this is required to pass the class.

Expectations Concerning Student Conduct:

I expect all participants in this class to show respect for everyone so that we can maintain a safe and pleasant learning atmosphere. Laptop computers and cell phones are not permitted as these are distracting to other students. Students who receive cell phone calls or emails during class are showing a lack of respect for their fellow students and professors and interfering with teaching. Persistent offenders will be warned and possibly subject to disciplinary procedures. Similarly, students who ridicule statements by others, or who are argumentative or hostile during class discussions, create a difficult learning environment and will not be tolerated. The ability to communicate professionally and show respect to other students and the professor is a requirement

for this class, and failure to do so will result in points being deducted from the student's final grade (up to a 200 point deduction for repeated unbecoming behavior).

Statement on Academic Honesty:

It is expected that the work you do in this course will be your own. On written assignments, you are expected to use your own words and thoughts. When you are paraphrasing from another source, please give a citation using APA style. That means you give the author(s) and year of publication in parentheses at the end of the sentence in which the paraphrase took place. If you are quoting directly, please enclose the quotation in quotation marks and give the proper citation and the page number. When you use citations, also include a reference list with the full citation. Failure to abide by these rules means that you are plagiarizing. Please note that this rule includes web site material and the instructor's lecture slides. You will receive no credit for plagiarized materials (a zero on the assignment), and you also may be subject to disciplinary action and/or a failing grade in the class.

Changes in the Syllabus:

If any changes are made in the syllabus, the class will be notified. The instructor reserves the right to alter the syllabus because of unforeseen circumstances or because more time is needed on a particular topic. In such an event, a notice or update will be posted to HuskyCT.

Students with Special Needs:

Students with disabilities requiring reasonable modifications to complete assignments successfully and otherwise satisfy course requirements are encouraged to contact the instructor as early in the semester as possible to plan any needed accommodations. Students will be asked to provide a letter from the Disability Resource Center to assist in planning any necessary modifications.

Sexual Misconduct:

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support. Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University.

Assignments & Reading

Important: See Husky CT for details of all homework assignments.

1. What is culture and why is it important?

Class:

- Introduction and overview
- Definitions and ground rules
- What do you want to learn and why?
- Lecture: Why culture is important
- Discuss upcoming homework assignment (cultural perspectives)

2. Cross-Cultural Issues

Reading due:

1. American Psychological Association [APA]. (2017). Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
2. APA Presidential Task Force on Immigration. (2011). *Crossroads: The Psychology of Immigration in the New Century*, Executive Report. Washington DC: American Psychological Association.
3. Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlare, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, 2(4), 221.
4. *Any additional reading required to properly prepare for your presentation*

Homework due:

- Using relevant literature, prepare a presentation about the pros and cons of a controversial cultural attitude or practice (2 pages). See HuskyCT for more information, choices of topics, and suggested articles. [40 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Present and discuss controversial cultural attitude/practice
- Discussion about readings
- Discuss upcoming homework; short video clip about Whiteness

3. Taking about Race & Whiteness

Reading due:

1. Cardemil, E. V. & Battle, C. L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice*, 34, 278–286.

2. McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In S. Plous (Ed.), *Understanding prejudice and discrimination*. New York, NY: McGraw-Hill.
3. DiAngelo, R. (2011). White Fragility. *The International Journal of Critical Pedagogy*, 3 (3), 54-70.
4. Boatright-Horowitz, S. L. & Soeung, S. (2009). Teaching White privilege to White students can mean saying good-bye to positive student evaluations. *American Psychologist*, 64(6), 574-575.

Homework due:

- Talk to someone you know of a different race about cultural differences. Ask the other person about their experience and share information about your experience. Pick someone who grew up in the US. Describe any feelings of discomfort and areas of connection. Write about it and what you learned. Incorporate class readings 1-3 (2 pages). [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss homework about racial/cultural differences discussion
- Discussion about readings

4. Relationships Across Race and Ethnicity: Becoming Multicultural

Reading due:

1. Okech, J. E. A., & Champe, J. (2008). Informing culturally competent practice through cross-racial friendships. *International Journal for the Advancement of Counselling*, 30, 104–115.
2. McKinney, K. D. (2006). 'I Really Felt White': Turning Points in Whiteness Through Interracial Contact. *Social Identities*, 12 (2), 167-185.
3. Neville, H., Worthington, R., & Spanierman, L. (2001). Race, Power, and Multicultural Counseling Psychology: Understanding White Privilege and Color Blind Racial Attitudes. In Ponterotto, J., Casas, M, Suzuki, L, and Alexander, C. (Eds.), *Handbook of Multicultural Counseling*. Thousand Oaks, CA: SAGE.
4. Kanter, J. W., & Rosen D. C. (2016, August 20). Connecting: Forging Real Relationships with People of Color. In M. T. Williams Ph.D. (ed), *Culturally Speaking*. Psychology Today. <https://www.psychologytoday.com/us/blog/culturally-speaking/201608/connecting-forging-real-relationships-people-color>
5. Williams, M. T. (2019, January 16). How White feminists oppress Black women: When feminism functions as White supremacy. Chacruna. <https://chacruna.net/how-white-feminists-oppress-black-women-when-feminism-functions-as-white-supremacy/>

Homework due:

- Create a diagram of your friendship support network, including the people that you would most readily call on if you needed help. On your map, please indicate the following: 1) intimacy of relationship; 2) your friends' race; 3) ethnicity; 4) gender; 5) SES; 6) sexual orientation; and 7) religion. You have artistic license to create your map (using

words, symbols, and/or any organizing framework) that best works for you. Write about your experience creating the map, and your reflections on your friendship map regarding the dimensions of diversity represented and how this has informed your understanding of cultural differences (1 page + map). [40 points]

- Write 2 thoughtful discussion questions about each of the readings. Read 1-3, and either 4 or 5 [10 points]

Class:

- Review and discuss homework
- Discussion of readings

5. Racial and Ethnic Identity

Reading due:

1. Sue, D.W. & Sue, D. (2016). Racial/Cultural Identity Development in people of color: Therapeutic implications, Chapter 11. In Sue, D.W. & Sue, D. (Eds.), *Counseling the Culturally Diverse: Theory and Practice* (7th ed.) Hoboken, NJ: Wiley.
2. Sue, D.W. & Sue, D. (2012). White Racial Identity Development: Therapeutic implications, Chapter 12. In Sue, D.W. & Sue, D. (Eds.), *Counseling the Culturally Diverse: Theory and Practice* (6th ed.) Hoboken, NJ: Wiley.
3. Ethnic Identity Development Models Overview (cheat sheet):
http://www.racialequitytools.org/resourcefiles/Compilation_of_Racial_Identity_Models_7_15_11.pdf
4. Miville, M. L., Constantine, M. G., Baysden, M. F., & So-Lloyd, G. (2005). Chameleon changes: An exploration of racial identity themes of multiracial people. *Journal of Counseling Psychology*, 52(4), 507-516. doi:10.1037/0022-0167.52.4.507

Homework due:

- Assess your own ethnic and racial identity and your stage of development. Discuss any feelings of shame, embarrassment, and/or stigma about your ethnic/racial/cultural group and your membership in it (past or present). Also discuss feelings of pride and belonging. Make an identity collage featuring all of your different identities, including race, and describe the collage (1-2 pages + collage). Upload your paper and your collage to HuskyCT. If your collage is made of things you can't upload, take a picture and upload that instead. [50 points]
- Write 2 thoughtful discussion questions about each of the readings (1,2, & 4). [8 points]

Class:

- Review and discuss homework: Present your collage to the class
- Discussion of readings

6. Pathological Stereotypes and Bias

Reading due:

1. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(4), 271-286.
2. Kanter et al. (2019). Using Contextual-Behavioral Science to Understand Racism and Bias, Ch. 6. In M.T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings*. Oakland, CA: New Harbinger Books. [in press]
3. Williams, M. T., Kanter, J. K., Skinta, M. D., Martin-Willett, R., Mier-Chairez, J., Debreaux, M., & Rosen, D. C. (unpublished manuscript). *After Pierce and Sue: A revised racial microaggressions taxonomy*.
4. Lee, S., Wong, N.A., & Alvarez, A. N. (2009). The model minority and perpetual foreigner: Stereotypes of Asian Americans. In N. Tewari & A. N. Alvarez (Eds.), *Asian American Psychology: Current Perspectives, 1st ed.* (pp. 69-84). Psychology Press.

Homework due:

- Take the IAT with an ethnic or racial group. Explain your choice of groups and the findings. Reflect on the meaning of the result, and include all applicable readings (1.5 page). [40 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss homework about IAT
- Lecture/Discussion: Video about microaggressions in the therapeutic relationship
- Discuss readings

7. Racism and Prejudice

Reading due:

1. Gaertner, S. L., & Dovidio, J. F. (2005). Understanding and Addressing Contemporary Racism: From Aversive Racism to the Common Ingroup Identity Model. *Journal of Social Issues, 61*(3), 615-639. [read to page 626, remainder is optional]
2. Williams, M. T. (in press). Microaggressions: Clarification, evidence, and impact. *Perspectives on Psychological Science*.
3. Smith, W. A., Allen, W. R., & Danley, L. L. (2007). Assume the Position . . . You Fit the Description: College Students Experiences and Racial Battle Fatigue Among African American Male College Students. *American Behavioral Scientist, 51*, 551-578.
4. Williams, M. T., Metzger, I., Leins, C., & DeLapp, C. (2018). Assessing racial trauma within a DSM-5 framework: The UConn Racial/Ethnic Stress & Trauma Survey. *Practice Innovations, 3*(4), 242-260. doi: 10.1037/pri0000076

Homework due:

- Explore the experience of discrimination with a psychotherapy client of color using the UnRESTS. Do not select someone who is a recent immigrant. Write about your experience and incorporate the assigned readings (2 pages). [40 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Extra Credit:

- Discuss any racial microaggressions you may have committed or experienced in your life. How did you feel, and what was the effect? Choose something that had an emotional impact on you or the other person. Incorporate the assigned readings (1.5 pages). [15 points]

Class:

- Review and discuss homework about the UnRESTS and microaggressions
- Discuss reading

8. Spring Break

Extra Credit:

- Identify up to 10 microaggressions in the following article [10 points]:
O'Donahue, W. T. & Cumming, N. A. (2008). Diversity fiddles while practice burns, Chapter 10. *Eleven Blunders That Cripple Psychotherapy In America* (pp. 263-290). Routledge.

Meetings with Instructors:

- Note: you should have met individually each of the instructors well before spring break! [20 points]

9. Culturally Informed Research Design

Readings due:

1. Gil, E.F., & Bob, S. (1999). Culturally competent research: an ethical perspective. *Clinical Psychology Review, 19*(1), 45-55.
2. Wadsworth, L.P., Morgan L.P., Hayes-Skelton, S. A., Roemer, L., & Suyemoto, K. L. (2016). Ways to boost your research rigor through increasing your cultural competence. *The Behavior Therapist, 39* (3), 76-92. [2 parts]
3. Suite, D. H., La Bril, R., Primm, A., & Harrison-Ross, P. (2007). Beyond misdiagnosis, misunderstanding and mistrust: relevance of the historical perspective in the medical and mental health treatment of people of color. *Journal of the National Medical Association, 99*(8), 879–885.
4. Williams, M. T., Tellawi, G., Wetterneck, C. T., & Chapman, L. K. (2013). Recruitment of ethnoracial minorities for mental health research. *The Behavior Therapist, 36* (6), 151-156.

Homework due:

- Consider research studies you have designed or been a part of. How were they biased? How could they have been done better with cultural considerations in mind? Incorporate the assigned readings (2 pages). [40 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Discuss homework and respond to classmates
- Discuss class readings

10. Cultural Differences in Worldviews and Religion

Reading due:

1. Richards, P. S., Keller, R., & Smith, T. B. (2004). Religious and spiritual diversity in the practice of psychotherapy. In T. B. Smith (Ed.), *Practicing Multiculturalism: Affirming Diversity in Counseling And Psychology* (pp. 276-293). Boston: Allyn & Bacon.
2. Moodley, R., & Sutherland, P. (2010). Psychic retreats in other places: Clients who seek healing with traditional healers and psychotherapists. *Counselling Psychology Quarterly*, 23(3), 267-282. doi:10.1080/09515070.2010.505748
3. Kagawa-Singer, M., & Blackhall, L. J. (2001). Negotiating cross-cultural issues at the end of life: 'You got to go where he lives'. *JAMA: Journal of The American Medical Association*, 286(23), 2993-3001. doi:10.1001/jama.286.23.2993
4. Smith, J., Puckett, C., & Simon W. (2015). *Indigenous Allyship: An Overview*. Office of Aboriginal Initiatives, Wilfrid Laurier University.

Homework due:

- Visit a place of worship (alone) where everyone is a different race/ethnicity than you. Describe your experience. Incorporate assigned reading #1 and others if applicable (2 pages). Take a picture of yourself at the venue and submit with your assignment. [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]
- Provide mid-semester feedback on the course [10 points]

Class:

- Review and discuss homework
- Discuss readings

11. Cultural Issues in Assessment

Readings due:

1. Cofresí, N. I. & Gorman, A. A. (2004). Testing and assessment issues with Spanish-English bilingual Latinos. *Journal of Counseling & Development*, 82(1), 99-106.
2. Miller, K. E., Martell, Z.L., Pazdirek, L., Caruth, M., & Lopez, D. (2005). The Role of Interpreters in Psychotherapy with Refugees: An Exploratory Study. *American Journal of Orthopsychiatry*, 75, 1, 27-39.

3. Thaler, N.S., Thames, A.D., Cagigas, X. E., & Norman, M. A. (2015). IQ Testing and the African American Client. In L. T. Benuto & B. D. Leany (Eds.), *Guide to Psychological Assessment with African Americans*. New York: Springer. ISBN: 978-1-4939-1003-8.
4. Graham, J., Williams, M. T., & Rosen, D. C. (2019). Culturally responsive assessment and diagnosis for clients of color. In M. T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings*. Oakland, CA: New Harbinger Books.

Homework due:

- Think about types of people you usually avoid. Find 3 pictures on the internet that typify these types of individuals. Through a process of introspection, reflect on why you avoid them. In your real life, find someone that exemplifies each of the pictures and strike up a conversation (5-15 minutes each). Predict how you think it will go in advance, and then write about what actually happened. Which of your predictions were accurate and which were inaccurate? Incorporate relevant concepts and constructs (e.g., racial identity, acculturation, microaggressions, etc.) discussed in class. You should note any cross-cultural and within-culture dynamics taking place (3 pages). [40 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss case study homework
- Discuss readings
- Short video demonstrating cultural issues in the therapeutic relationship

12. Culturally Sensitive Counseling

Reading due:

1. Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice*, 40(4), 354-360.
2. Miller, A., Williams, M. T., Wetterneck, C. T., Kanter, J., & Tsai, M. (2015). Using functional analytic psychotherapy to improve awareness and connection in racially diverse client-therapist dyads. *The Behavior Therapist*, 38(6), 150-156.
3. Gray, J. S., & Rose, W. J. (2012). Cultural adaptation for therapy with American Indians and Alaska natives. *Journal of Multicultural Counseling and Development*, 40(2), 82-92. doi:10.1002/j.2161-1912.2012.00008.x
4. Oshin, L. A., Ching, T. H. W., & West, L. M. (2019). Supervising therapist trainees of color. In M. T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings*. Oakland, CA: New Harbinger Books.

Homework due:

- Create a mock-therapy video administering the entire DSM-5 CFI plus one supplementary module. Chose a 5 minute clip to show in class highlighting a cultural issue. Quality is important, and captioning is encouraged. Make sure the faces of all parties are visible! In

your write-up, describe the cultural issue you chose to highlight and why. Also describe your experience as the clinician or client. Incorporate the assigned readings where applicable (1-2 pages). [50 points]

- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss homework: Present your video and discuss it

13. Culture and Psychopathology

Readings due:

1. Chapman, L. K., DeLapp, R., & Williams, M. T. (2018). Impact of race, ethnicity, and culture on the expression and assessment of psychopathology. In D. C. Beidel, B. C. Frueh, & M. Hersen (Eds.), *Adult Psychopathology and Diagnosis, 8e* (pp. 131-156). John Wiley & Sons, Inc. ISBN: 978-1-119-38360-4.
2. Williams, M. T., Sawyer, B., Ellsworth, M., Singh, R., & Tellawi, G. (2017). Obsessive-Compulsive Spectrum Disorders in Ethnoracial Minorities: Attitudes, Stigma, & Barriers to Treatment. In J. Abramowitz, D. McKay, & E. Storch (Eds.), *Handbook of Obsessive-Compulsive Disorder Across the Lifespan*. Wiley.
3. Ching, T. H. W., Lee, S., Chen, J., So, R., & Williams, M. T. (2018). A model of intersectional stress and trauma in Asian American sexual and gender minorities. *Psychology of Violence, 8*(6), 657-668. doi: 10.1037/vio0000204
4. Choose at least one article from *Current Psychiatry Reviews* (2016), Vol. 12, Issue 2. <http://benthamsience.com/journals/current-psychiatry-reviews/>

Homework due:

- Choose a mental disorder featured in *Current Psychiatry Reviews* (2016), 12(2), and discuss racial, ethnic, or cultural differences. Use at least 2 empirical research articles in addition to the assigned readings (2.5 pages). Students should each choose a different article. [40 points]
- Write 2 thoughtful discussion questions about each of the readings. [8 points]

Class:

- Present on your article and disorder in class. See handout on HuskyCT for instructions about presenting an article.

14. Review and Synthesis: Multicultural Potluck

Readings due:

1. Steketee, A. B. (2019). White parents raising Black kids. In M. T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings*. Oakland, CA: New Harbinger Books.
2. Williams, M. T. & Kanter, J. W. (2019). Promoting diversity and inclusion on college campuses. In M. T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based*

Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings. Oakland, CA: New Harbinger Books.

3. Bowleg, L. (2013). "Once You've Blended the Cake, You Can't Take the Parts Back to the Main Ingredients": Black Gay and Bisexual Men's Descriptions and Experiences of Intersectionality. *Sex Roles*, 68, 754–767. doi: 10.1007/s11199-012-0152-4

Homework:

- Select a dish that is significant to your cultural group. Explain why it is significant and bring the dish to class (0.5 paragraph). [20 points]
- Write 2 thoughtful discussion questions about each of the readings. [8 points]

Final Paper:

- Reflect on your own unearned privilege and the social forces that have facilitated your pursuit of graduate studies. How has your race, ethnicity, and culture played a role (for better or worse)? Be sure to address your privilege. Reflect on what you've learned this semester and how your worldview has changed. Include examples and relevant sources (4 pages). [70 points]

Class:

- Bring an ethnic dish to share. Describe the origins of your dish and why it is important to you.
- Review and discuss your final paper: Reflections on unearned privilege
- Enjoy the potluck!

15. Final Stuff

Final exam/project: Date TBA (150 points)