INSTRUCTOR: Richard Q. Shin, Ph.D.
OFFICE: ED 3234
EMAIL: rqshin@umd.edu
COURSE TIME & ROOM: Tuesday 10:00am – 1:00pm; EDU 2101
OFFICE HOURS: by appointment

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

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

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

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

REQUIRED READINGS: Journal articles are available through the university research portal. Those that are not available on line will be distributed in class at least one week prior to the date they are due. Books for the book club requirement should be purchased as soon as possible.

EVALUATION CRITERIA: The course is graded A to F. Late assignments will not be accepted. Poorly written assignments, papers, or tests will receive lower grades regardless of the content; it is suggested that spelling, grammar, and punctuation always be checked. In addition to expecting regular class attendance and informed class participation, course grades will be based on the following:

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<th>Component</th>
<th>Percentage</th>
<th>Grading Scale</th>
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<tr>
<td>(a) Research Proposal</td>
<td>50%</td>
<td>A 90-100</td>
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<tr>
<td>(b) Personal Awareness Paper &amp; Presentation</td>
<td>20%</td>
<td>B 80-89</td>
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<tr>
<td>(c) Media Literacy Presentation</td>
<td>15%</td>
<td>C 70-79</td>
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<tr>
<td>(d) Book Club</td>
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<td>D 60-69</td>
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A grade of incomplete is available only for work which has been of passing quality throughout the term in circumstances in which there is good reason the work cannot be completed and with the approval of the instructor. Students should discuss anticipated obstacles in a timely fashion (not at the end of the term).

(a) RESEARCH PROJECT AND PROPOSAL: You will prepare a research proposal that incorporates multicultural constructs and is relevant to your own program of research. The proposal should include a rationale for the study and highlight the contribution of the proposed study, a clear statement of research hypotheses or questions, a description of study methods study limitations. A final report will be written in APA style (6th edition). In addition, you will provide a formal 45-minute presentation (approximately 30 minutes of presentation and 15 minutes of Q & A) of findings in class. Additional information about this project will be provided in class.

(b) PERSONAL AWARENESS PAPER & PRESENTATION: In order to increase personal awareness of your own cultural background, you will write a “Roots Reflection.” This is an opportunity to explore your own cultural identity, social privileges and experiences of oppression by investigating your family’s unique history. In a 3-5 page double-spaced paper, reflect upon your cultural roots along with your social locations. Be sure to address how your various social locations have resulted in privilege as well as marginalized social status. In your presentations, you will indicate whether you had discussions about race, gender, class, sexual orientation, and (dis)ability in your families of origin. For example, “Traditional gender roles were strongly reinforced in my family” OR “Homosexuality was rarely discussed in my family. When the topic came up, it was mostly talked about in a negative way.” Try to creatively represent your roots with a song, picture, personal item, poem, drawing, etc. The only presentation aid that you will
not be able to use is a computer. You will display your roots presentation and describe it to your peers in a 10-minute presentation. You will turn in a 3-5 page typed paper describing your cultural roots and your reaction to the assignment (e.g., what did you learn?).

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

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

Books:

White Like Me by Tim Wise
The New Jim Crow by Michelle Alexander

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

ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS: In compliance with and in the spirit of the Americans With Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.
MULTICULTURAL STATEMENT: The CHSE department is committed to creating a multicultural training environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.

CourseEvalUM Fall 2012: Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
**COURSE SCHEDULE**

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<thead>
<tr>
<th>DATE</th>
<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
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<td>9/2</td>
<td>Course overview</td>
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<td>Introductions/getting to know each other</td>
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<td>Review syllabus and course requirements</td>
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<td>Core concepts</td>
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<td>9/9</td>
<td>Operationalizing multicultural counseling/psychology</td>
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<td>Social Justice &amp; Intersectionality</td>
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<td>9/23</td>
<td>Racial and Ethnic Identity</td>
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**ASSIGNMENT DUE: PERSONAL AWARENESS PAPER & PRESENTATION**

9/30

**Institutional Racism & Microaggressions**


10/7

**Xenophobia, Acculturation, & Acculturative Stress**


10/14

**Classism**


**ASSIGNMENT DUE: BOOK CLUB #1 (White Like Me)**

**10/21 Sexism & Patriarchy**


**10/28 Homophobia & Heterosexism**


**11/4 Sex/Gender Binary**

Smith, L. C., & Shin, R. Q. (2012). Moving counseling forward on LGBT Issues:


**11/11**

*(Dis)ability*


**ASSIGNMENT DUE: BOOK CLUB #2 (The New Jim Crow)**

**11/18**

Research Presentations (3)

**11/25**

Research Presentations (3)

**12/2**

Research Presentations (3)

**12/9**

Research Presentations (2)

Course wrap-up