

SYLLABUS

CPY 538
Multicultural and Social Justice Counseling
Fall 2013

Kathryn L. Norsworthy, PhD
Cornell Social Sciences 239
PH: 407 646-2132
Office hours: M & Th.: 2 – 4 PM or by appointment
Email: knorsworthy@rollins.edu

Class meetings: Mondays, 6:45 – 9:45 PM**

** Please note that there will be a couple of evenings that go a few minutes longer than 9:45 when we need to complete a group process with guest participants before leaving, particularly on **October 21 and November 11**.

Graduate Catalog Description: This course is designed to address the social and political context of counseling individuals, families, and groups with diverse identities and social locations. Other areas of investigation include the intersections of race, ethnicity, class, gender, sexual orientation, age, physical ability, and the impact of oppression. Intercultural communication patterns and multicultural counseling theory and practice are emphasized, along with the role of the counselor as an advocate, ally, and agent of social change. Prerequisite: CPY 525 or permission.

ADDITIONAL COURSE DESCRIPTION INFORMATION

Welcome!

A significant step toward world peace and the elimination of human suffering involves the cultivation of a deep respect and appreciation for the ways we as human beings are similar and different. As counselors we actively engage in understanding and transforming ourselves while also supporting clients in their own transformation processes. Our ethical code calls upon us to use our knowledge and skills to address the social/political conditions that contribute to human suffering. Generally speaking, we tend to connect around our similarities, yet we often harbor suspicion, fear, and even hate when confronted with "the other." Skillful and effective work as a counselor involves a lifelong commitment to the cultivation of acceptance, and even appreciation, for human difference-the development of a "beginner's mind" in approaching every interaction within the therapeutic context. Our commitment extends to ending suffering caused by the unskillful acts of individuals and by systemic and structural inequality.

This semester we will focus on the cultivation of mindfulness as an approach for working with the broad spectrum of clients who come to us trusting that we will competently and ethically offer our services. Mindfulness is a philosophical model and a set of practices devoted to the development of moment to moment awareness and the expansion of equanimity-the ability to remain "all in one piece," calm and emotionally accessible, when confronted with a range of experiences. This is especially important 1) when a client is sharing difficult or intense emotional material or presents as "different", therefore, potentially threatening to the counselor or 2) when we as counselors need to "hold" ambiguity and "not knowing."

Within the framework of mindfulness, we will begin to explore human differences as well as common ground. We will develop personal and professional competencies for working with culturally diverse populations, emphasizing a counseling for liberation. Liberation counseling aims to support clients in accessing/developing "voice" as well as their strengths, resources, inner wisdom, and skills within contexts of relationships, communities, cultures, and societies.

A multicultural and social justice model of counseling recognizes the importance of putting awareness and knowledge into action, in our own personal, social, and counseling relationships, as well as the importance of social activism and advocacy on the part of the counselor and often, the client, when activism would be therapeutic. Therefore, each student will develop and implement action plans based on your own self-discoveries and learning this semester.

As your professor, my hope is that we will make a commitment to really listen and understand the common humanity and diverging points of view that will be expressed over the course of the semester and to put the learning into action. In so doing, we can create and mindfully work to maintain a "place of safety and support" for the powerful processes in which we will engage. I welcome you to this learning community.

REQUIRED READINGS and FILM VIEWINGS

1. Texts (Bookstore)

Rothenberg, P.S. (Ed.) (2010). *Race, class, and gender in the United States: An integrated study* (9th Ed.). New York: St. Martins Press. ISBN-10: 142921788X. \$67.00 (Soft cover)

Sue, D.W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th Ed.). New York: John Wiley & Sons. ISBN-10: 0470086327. \$107.25 (Hard cover)

2. Films (DVDs on reserve at Olin Library Circulation Desk; All of them except "Accessory to Murder" may also be obtained from Netflix, Blockbuster, etc.)

- Accessory to Murder: Society's Complicity in the Death of Ryan Skipper
- The Namesake
- Malcolm X (Denzel Washington).

Please attend two relevant films during the Global Peace Film Festival. See <http://www.peacefilmfest.org> for schedule (See Blackboard section "Course Documents" for URL link).

You Tube videos (See Blackboard section, Course Documents, for URL links):

A girl like me (Kiri Davis): <http://www.youtube.com/watch?v=YWyI77Yh1Gg&feature=related>

Tough Guise (Jackson Katz): <http://www.youtube.com/watch?v=3exzMPT4nGI>

Killing Us Softly 4 (Jean Kilbourne): http://www.youtube.com/watch?v=PTlmho_RovY&feature=related

Other video (MSNBC) (See Blackboard section, Course Documents, for URL link)

Keith Olbermann: Gay marriage is a question of love: <http://www.msnbc.msn.com/id/27650743/>

3. Blackboard

Supreme Court Invalidates Key Part of Voting Rights Act:

<http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html?pagewanted=all>

Supreme Court Bolsters Gay Marriage with Two Major Rulings

<http://www.nytimes.com/2013/06/27/us/politics/supreme-court-gay-marriage.html?pagewanted=all>

Brown, L. S. (2008). *Cultural competence in trauma therapy*. Washington DC: American Psychological Association. Pages 3 – 111.

Frame, M.W. (2003). *Integrating religion and spirituality into counseling*. Pacific Grove, CA: Brooks/Cole. (Excerpts)

Hermann, M.A. & Herlihy, B.R. (2006). Legal and ethical implications of refusing to counsel homosexual clients, *Journal of Counseling and Development*, 84, 414-418

Lott, B. (2012). The social psychology of class and classism. *American Psychologist*, 67(8), 650-658.

Norsworthy, K. L. with Khuankaew, O. (2006). Bringing social justice to international practices of counseling psychology. In R. L. Toporek, L. Gerstein, N. Fouad, G. Roysircar, & T. Israel, *Handbook of social justice in counseling psychology: Leadership, vision, and action*. Thousand Oaks, CA: Sage, 421-441.

Norsworthy, K. & Khuankaew, O. (2004). Women of Burma speak out: Workshops to deconstruct gender-based violence and build systems of peace and justice. *Journal of Specialists in Group Work*, 29(3), 259-283.

Sherover-Marcuse, R. (2000). Working assumptions and guidelines for alliance building. In M. Adams, W. J. Blumenfeld, R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for Social Justice*. pp. 486-487.

Schlosser, L.Z. (2003). Christian Privilege, *Journal of Multicultural Counseling & Development*, 31, 44-51.

Siegel, R.D., Germer, C.K., & Olendzki, A. (2008). Mindfulness: What is it? Where does it come from? In F. Didonna (Ed.), *Clinical Handbook of Mindfulness*. New York: Springer.

Worthington, R., L., Savoy, H.B., Dillon, F.R., & Vernaglia, E.R. (2002b). Heterosexual identity development: A multidimensional model of individual and social identity. *The Counseling Psychologist*, 30, 496-531.

4. Please download 2005 ACA Code of Ethics: www.counseling.org

COURSE OBJECTIVES

(As outlined by the 2009 CACREP Standards and program description)

I. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

1. Provide an understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (Standard II.G.1.i).

II. SOCIAL AND CULTURAL DIVERSITY

2. Students will understand of cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
 - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (II.G.2.a);
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (II.G.2.b);
 - c. theories of multicultural counseling, identity development, and social justice (II.G.2.c);
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies (II.G.2.d);
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (II.G.2.e); and
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (II.G.2.f).

III. CLINICAL MENTAL HEALTH COUNSELING:

Students will:

1. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CMHC-C.8).
2. Understand how living in a multicultural society affects clients who are seeking clinical mental health counseling services (CMHC-E.1).
3. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client (CMHC-E.2).
4. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CMHC-E.3).
5. Understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CMHC-E.4).
6. Understand the implications of the concepts internalized oppression and institutional racism, & the historical and current political climate regarding immigration, poverty, & welfare (CMHC-E.5).
7. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CMHC-F.3).

IV. MINDFULNESS:

Students will understand and apply mindfulness practices in clinical work, self-development and self care.

CLASS ACTIVITIES

This “immersion” class will be devoted to guided group discussion, mini-lectures on specific topics, experiential exercises, videos, and student projects and presentations, all geared toward raising consciousness and increasing competency in multicultural counseling/advocacy. Many activities aim to increase your knowledge about a range of identities and cultural groups and their contexts within U.S. society and internationally. Portions of the class and outside assignments are devoted to facilitating your development as a counselor and ally for clients from diverse groups.

Course requirements include the following:

1. **Participation.** Due to the process-oriented, experiential nature of this course, your presence and participation are vital and essential to the success of the class! If you are going to be absent please call your professor prior to class so that the group can be informed that you will absent from the evening’s activities. **Turn off cell phones, refrain from texting, and use computers ONLY for note-taking.**

CRITICAL CONSIDERATIONS FOR CLASS/GROUP PARTICIPATION.

How does your presence and participation contribute to safety within the group, the empowerment of yourself and others, mutuality, and power-sharing? How many times do you speak and for how long? How well do you invite others to share their perspectives? Do others in the group know you well enough to feel safe in your presence? Are you integrating multicultural and social justice perspectives, demonstrating respect for differences, and validating the experiences of others without diminishing your own presence, participation, and unique perspectives? Are you assuming responsibility as a co-facilitator as well as a participant and learner? Are you clear about your own and others’ boundaries related to disclosure, and do you respect the limits established by others in the group? (Many of these considerations also apply in your work with clients.)

2. **Weekly journal.** You will submit a **weekly** journal, consisting of two parts:

Part A: Reflections. Each week, reflect on your thoughts, feelings, and experiences in relation to the previous week’s class, the course readings, and your outside activities connected to the course content. You might also want to talk about your process of becoming aware of privilege, power, oppression, and social location as a developing counselor, friend, parent, partner, etc. Include how you see yourself changing as you journey through this course. If you have read any current news about the theme of the week, discuss.

This section of the journal will be evaluated based on the substance of your reflections and your having met the assignment requirements. Credit will be given for self-awareness, personal growth, thoughtful reflection, and relevance to the material under study. You should submit a **MINIMUM of two double spaced typed pages PER WEEK** for this section. **(Continued on Page 6)**

Part B: Action/implementation of course learnings. Based on the learning, discovery, and transformation you are experiencing throughout the semester, describe your weekly **actions** connected to implementing what you are learning. Your action section can, for example, focus on your efforts to learn more about through increased contact with members of groups who are different than you. You can include your efforts to be an ally to members of target groups. You **MUST** also focus your action plan on **implementation of the learnings from the class; for example**, actions you are taking in various situations or contexts (e.g. changing some of the ways you are raising your children or interacting with your partner or co-workers) based on your own efforts at raising your own awareness and consciousness about privilege, oppression, cultural values, ways, etc. Your actions can be individually, family, and/or socially based and/or can involve participation in group social action.

The content of Part B will be highly influential in the grading process and needs to be a **minimum of one half page (in addition to Part A)**. This section will be evaluated based on your **ACTIONS** as described above in relation to demonstrated implementation of ideas from course readings/class activities, etc. Credit will be given for evidence of **implementation and action**. **This section is NOT what you plan to do in the future or solely about internal changes; it is about what you are actually doing NOW, during and outside this class, and how it is working/not working/need refinement, etc.**

3. Videotaped group discussions – Five assignments

Form a group of 4 people. Read the assigned readings, make **legible, organized** notes, and schedule a time to meet for 1 ½ - 2 hours to discuss what you have read. Videotape the meeting and **turn in the video with the reading checklist and your discussion notes** on the designated due date. Make sure I can see and hear everyone's contributions to the discussion.

Use the following guidelines for the discussion:

1. Each person should make notes on each article/chapter/film and **bring** the notes to the discussion. Do not bring the book and do not come without notes.
2. Discuss each article separately or pair a very short piece with a relevant longer article. Identify which article(s) you are discussing each time you move on to the next one.
3. Use the following process for discussing each reading or film:
 - a. What are the themes of the reading or film? Explain.
 - b. Specifically what perspectives do the authors present related to each theme? Elaborate.
 - c. What do you think/feel about one or two of the perspectives expressed by the author(s)? What experiences or other information can you add to broaden and deepen the conversation?
 - d. How does the film or reading relate to the counseling field and process?

Suggestions: Initially, and for the bulk of the conversation, stay focused on the content of the reading(s)/film(s) and the points and perspectives the authors were presenting. Avoid long descriptions of examples or your own experiences. It is OK to bring in short examples, but you will run out of time if you do this too much and for too long. Your job is to show that you have read the articles by discussing the content and clearly demonstrating that you understand the concepts and ideas presented by the authors. **(Continued on Page 7)**

4. Make sure that each person contributes substantially to the discussion, rather than only making statements like “I agree, I disagree.....
5. Please do not exceed the time limit!

You can use the facilities in the Cornell Clinic on the weekends. On Friday, Saturday or Sunday get a key from Campus Safety. Be sure to do a test to make sure your equipment is working and taping. **Your group will NOT receive credit if equipment wasn't working or you don't have a video recording.**

4. **Social Justice Group project** (Due December 2)

The purpose of this assignment is to provide an opportunity for you to engage in a social action/advocacy project and to learn more about the lives, social and political issues, diverse and common experiences, etc. of a particular group holding a target group identity or social location by “standing with” them in a social justice activity.

The steps for the project are as follows:

1. Identify a community holding a particular social identity/location or culture (different from anyone's in your group) with whom you would like to ally for this project. Choose a community from those discussed in Chapters 19 – 21 in the Sue and Sue book. It will be helpful to find out about various community activities or events that are already scheduled and in which you can participate as an ally to the community with whom your group will partner.
2. Attend one or more events/activities that offer the opportunity for you as group members to partner as allies with members of your selected community while engaging in a social justice project or activity.
3. Each group member will have an in-depth discussion with at least one person holding the identity/social location of the community with whom you are collaborating (each group member needs to talk with a different person). The purpose of the discussion is to foster deeper understanding between the person with whom you are sharing and you, to discuss each of your locations in the relationship and the implications in your lives (for example, the way privilege and oppression play out in your lives in connection with the identity/social locations you hold, divergent and convergent values and worldviews you each hold and how these connect to your identities, social locations, individual differences, etc.). The discussion needs to be guided by what you have learned this term.
4. The group members will identify and read four additional readings from the counseling literature (other than the chapter in Sue and Sue) that connect to the social identity/location/culture of the group with whom you are collaborating.
5. The group will identify and view one well-done film that fairly and accurately portrays some aspects of the lives of the group with whom you are collaborating (You might ask for suggestions from those with whom you are partnering). This would be a film that could serve as a resource for future clients from this social group or for teaching/community awareness.
6. Meet as a group during and upon completion of the project to debrief and discuss what you did and learned through this process. Plan an interesting way to convey some of key learnings/discoveries to your peers in the class.
7. Each group will take 30 minutes during the last class to discuss your project and some key discoveries from it. Please be sure to discuss what you learned about working “in solidarity

with” and in “collaboration with” others – “accompanying” them in their struggles - (rather than paternalistically and from a “colonizing” stance). Include important counseling considerations.

*Some groups have chosen to include video or other media materials as part of their discussions. Make the discussion creative and engaging!!!!

**Note: Due to the short time for each presentation, please do not invite members of the community to class. It would be a disservice to them to have them come and not have adequate time to speak.

To be turned in on December 2 when you discuss your project:

- 1. A complete packet of materials for your group’s presentation, including handouts provided to class members, media, etc. Please do an annotated bibliography of the 4 readings and the film AND a summary of the major learnings and discoveries from completing the project (Turn in one packet per group)**
- 2. Each group member will write a final ten page** (minimum) paper describing:**
 - a. your contributions to the group project (one page or less)**
 - b. what you learned by completing this project, particularly about yourself and about working in solidarity with the group with whom you collaborated. Comment on your learnings and discoveries about “working across difference”. Refer back to course readings, activities, & discussions (six to seven pages at minimum)**
 - c. your final reflections on your journey through the course this term, including reflections on your growth and important insights about multicultural/social justice counseling and alliance/solidarity work (two to three pages at minimum).**

****This paper will be in-lieu of a final exam, so make it good :).**

5. Rollins Community Activities:

Review the schedule for the Global Peace Film Festival, www.peacefilmfest.org. Please attend the screening of the film **Billy & Alan: In Life, Love and Death, Equality Matters**.

Choose and attend one additional film that appears to have direct relevance to this class. Most films are shown twice during the festival. For your Sept. 26th journal, Part A, provide the names of the two films, a brief description of each, two of your most important learnings from *EACH* film, and how you can apply the learnings to your future work as a mental health counselor.

6. **Exam.** You will have a take-home exam due on **October 14**.

EVALUATION CRITERIA

Journals	20%
Video discussions	25%
Group project/paper	30%
Exam	25%

GRADING SCALE (Points)

A	94-100	B+	87-89	B-	80-83	C	74-76
A-	90-93	B	84-86	C+	77-79	C-	70-76

ATTENDANCE, PARTICIPATION, ASSIGNMENT DUE DATES, TESTS, & INCOMPLETES

Class attendance, punctuality, and participation are essential. Regarding attendance, students who miss two classes (two weeks of class) will receive a letter grade deduction for the second missed class. Students missing more than two classes or substantial parts of more than two classes should drop the class and take it at a later date. Students who are chronically late will receive grade penalties. **PLEASE TURN OFF CELL PHONES, REFRAIN FROM TEXTING, AND USE COMPUTERS ONLY FOR NOTE-TAKING. DOING SO SIGNALS THE REQUISITE MATURITY AND READINESS TO ENTER THE PROFESSION.**

Assignments and tests: Students will receive full credit for all assignments turned in on time. Chronically turning in the written assignments late will compromise your grade. If you need to turn in an assignment late, you must make arrangements with me **prior** to the due date. A new due date will be set, and no further extensions will be granted. On the occasion that a student has two outstanding assignments on the day another assignment is due, s/he will be advised to drop the class and take it in a future term when circumstances are more favorable for keeping up with the work. Tests need to be taken with the class the day it is scheduled.

Incompletes: I do not assign incomplete grades when students simply do not turn in assignments by the last day of class. Incompletes are strongly discouraged and in the event that it is warranted, the student must initiate the process verbally and in writing **before** the last day of class, following the policies and procedures outlined in the graduate catalog and the student handbook.

Reminder: It is likely that we will all be disclosing thoughts and feelings that are personal in nature during the semester. Attending this class signifies a contract to respect one another's vulnerabilities and to avoid discussing specific classmates' disclosures outside class (particularly with people not in the class) unless you are talking directly with that person. It is fine to discuss what you are learning in general terms as long as identifying information is not disclosed.

Also, most students completing this class are emotionally impacted by the experience. We will be checking in during class to see how everyone is doing. Please feel free to consult with me along the way if you need further clarification or to process your experiences. **And have fun!**

ACCOMMODATIONS

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 37289 or call 407-646-2354 for an appointment.

ACADEMIC HONESTY

As graduate students I am sure that you know that your codes of ethics and other college policies prescribe that all of your work should be your own; that plagiarism and using others' ideas without appropriate citation is unacceptable; and that you need to follow the academic honesty policies outlined in the graduate catalog. Rollins has a college-wide honor code. Graduate Studies in Counseling also adheres to this code.

Rollins College Academic Honor Code

The Philosophy of the Academic Honor Code

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

The Honor Pledge

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, Rollins College students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own.

Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.

Material submitted electronically should contain the pledge; submission implies signing the pledge.

COURSE OUTLINE/SCHEDULE

Aug. 26	Introductions/Course overview Why this course/these issues? The code of ethics Multicultural counseling competencies	Mindfulness article; 2005 ACA Code of Ethics; (Download: www.counseling.org); Sue & Sue: Ch. 1
Sept. 9	Social justice counseling and therapy Social construction of difference Cultural identity development The Namesake (on reserve at Olin) Journal 1 due	Sue & Sue: Ch. 2, 3, & 4 Rothenberg: Part I (see checklist on BB , “Course Documents” section, for assigned reading list); The Namesake (DVD on reserve) You tube: A girl like me (See BB): http://www.youtube.com/watch?v=YWyI77Yh1Gg&feature=related
Sept. 16	Cultural identity development (Cont’d) Worldviews as organizing principles Journal 2 due (GPFf entries)	Sue & Sue: Ch. 11-12; Global peace film festival (2 films)
Sept. 23	Difference and dimensions of difference Stereotyping, prejudice, oppression, privilege Journal 3 due	Sue & Sue: Ch. 5,6, & 7 Rothenberg: Parts II, III (see Rothenberg checklist handout on BB , Course Documents section, for assigned reading list);
Sept. 30	Counselors as allies Journal 4 due	Rothenberg, Part IX: pg. 672-678 Sherover-Marcuse (2001) Norsworthy w/ Khuankaew, 2006 Sue & Sue: Ch. 8 & 9
Oct. 7	Review and overflow session Journal 5 due	All readings and media from previous weeks
Oct. 14	Exam due (no class meeting)	
Oct. 21	Race, ethnicity, culture, immigration, and oppression Journal 6 due Video # 1 with reading checklist & notes due	Rothenberg: Parts I-IV, VI, VII, & VIII (See checklist BB) Sue & Sue: Ch. 14-18 New York Times article (BB): http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html?pagewanted=all

Oct. 28	Gender and oppression International focus on gender	Rothenberg: Parts I, IV, VI, VII, & VIII (See checklist BB); Norsworthy & Khuankaew, 2004 (BB); Sue & Sue: Ch. 24; You tube: Tough Guise & Killing Us Softly 3 (see BB)
Nov. 4	Class and oppression Experiential exercises Journal 8 due Video #3 with reading checklist & notes due	Rothenberg, Parts II, IV, V, VI, VIII (See checklist BB); Sue & Sue: Ch. 25
Nov. 11	Sexual orientation and oppression Journal 9 due Video #4 with reading checklist & notes due	Rothenberg: Parts I, II ,IV, VI, VII, & VIII (See handout) Hermann & Herlihy (2006) (BB); Worthington et al (2002) (BB); Sue & Sue: Ch. 22; Film: Accessory to Murder (on Reserve at Olin Library) Video: Olbermann: Gay marriage is a question of love (BB) New York Times article (BB):
http://www.nytimes.com/2013/06/27/us/politics/supreme-court-gay-marriage.html?pagewanted=all		
Nov. 18	Spirituality, indigenous systems, and oppression People with disabilities and oppression Journal 10 due Video # 5 with reading checklist & notes due	Rothenberg: pp. 505 – 507; Schlosser (2003); Frame (2003); Sue and Sue: Ch. 10 & 26;
Nov. 25	Multicultural/social justice counseling applications	Sue & Sue, Ch. 8, 9, &13 Brown (2008)
Dec. 2	Group projects Group project handout packets due (One packet per group – copies for peers) Project papers due (One per person) – See outline for paper in syllabus Closing ritual/wrap up	All readings from course