



PSYC 435: Multicultural Psychology

Department of Psychology
University of Tennessee
Spring 2015

Course Information

CRN/Section: 26608/002

Class times: Tuesdays and Thursdays, 3:40 PM – 4:55 PM

Location: Room 216 Perkins Hall (PER) (Note: Beginning on Thursday, February 19th, students will meet in intergroup dialogue groups, locations TBA)

Instructor: Joseph R. Miles, Ph.D.

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or by appointment

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Office Address: 410G Austin Peay

Office Hours: Tuesdays, 10:30 AM – 12:30 PM

Required Text and Readings

Mio, J. S., Barker, L. A., & Tumambing, J. S. (2012). *Multicultural psychology: Understanding our diverse communities* (3rd ed.). New York, NY: Oxford University Press.

Additional required readings: References are listed after the Course Schedule at the end of this syllabus. All readings will be available through the PsycINFO database (see <http://www.lib.utk.edu/databases/>), on reserve at the UTK library, or on the course Blackboard site at Online@UTK.edu.

Brief Course Description

This course is an introduction to multicultural psychology theory, research, and practice. It aims to develop students' multicultural competence (i.e., knowledge, awareness, and skills) in order to prepare them to live and work with individuals from diverse socio-cultural backgrounds. It also aims to increase students' understanding of, and commitment to, social justice in their personal and professional lives. Topics covered include: ability, age, ethnicity, gender, nationality, race, religion, sex, sexual orientation, spirituality, socioeconomic status, and other forms of diversity in American society; intersectionality; socialization; various forms of privilege and oppression; intergroup conflict and communication; and advocacy. These

topics will be addressed as they relate to multiculturally competent and ethical education, research, clinical practice, and advocacy work in psychology (and allied fields).

Course Format

The course will use both a traditional lecture/discussion format and **intergroup dialogue**. Intergroup dialogue is a small group intervention that brings together individuals from social identity groups with a history of tension/conflict (e.g., people of color and White people; women and men), with the goals of raising consciousness regarding social identities and related social issues, developing critical knowledge of social systems that serve to perpetuate the status quo of inequality, building increased capacities for sustained communication across groups, and strengthening individual and collective capacities to promote social justice (see Zúñiga, Nagda, & Sevig, 2002).

The entire class will meet together as a whole on both Tuesdays and Thursdays for the first six weeks of the semester. Beginning Week 7 (February 19th), the entire class will meet together as a whole on Tuesdays (in PER 216), and in seven separate intergroup dialogue groups on Thursdays (locations TBA).

The intergroup dialogues associated with this course will be co-facilitated by advanced doctoral students in the Counseling Psychology program at UTK, under the supervision of Dr. Miles. The dialogues are designed to compliment the traditional lecture/discussion format of the course, and will give students an opportunity to explore issues (e.g., social identities, socialization, privilege, oppression, intergroup relations, and social justice) related to one area of diversity covered in the course (e.g., gender, race, religion, sexual orientation) in a more in-depth and personal manner.

In addition, intergroup dialogues are, themselves, an intervention utilized by many psychologists (and others) as they work toward social justice. For example, dialogue techniques may be incorporated into other social and psychological interventions, such as group psychotherapy (see Chen, Thombs, & Costa, 2003), and psychologists serve as intergroup dialogue facilitators at colleges and universities across the country. Thus participating in intergroup dialogue will provide students with an experiential learning component that will help them to understand the theory and practice of intergroup dialogue as an intervention designed to address issues related to diversity and social justice, which they can incorporate into their professional roles as psychologists (or other allied professionals).

Course Objectives

As described above, the objectives of the course are designed to help students build their multicultural competence (i.e., knowledge, skills, and awareness) in psychology and allied fields. Therefore, by the end of this course, students should:

- **Be able to describe key concepts, principles, and overarching themes in multicultural psychology.** This includes:
 - Having increased *knowledge* of the historical backgrounds, cultural values, and worldviews of individuals from different socio-cultural groups, and of the diversity *within* these socio-cultural groups.

- Having increased *knowledge* of issues facing members of diverse socio-cultural groups, including experiences of privilege and oppression (at multiple levels); Having developed a “critical consciousness” as to the ways in which hierarchical social systems and institutions perpetuate the status quo of inequality.
 - Having increased *knowledge* of issues related to diversity and multiculturalism as related to the various professional activities of psychologists (i.e., clinical practice, education and training, research, and social advocacy).
 - Having increased *awareness* regarding their own social identities, socialization, and experiences with privilege and/or oppression.
 - Having increased *awareness* as to how their own social identities, socialization, privilege and/or oppression, socio-cultural heritage, worldview, values, biases, and prejudices relate to multicultural interactions, research, clinical work, and advocacy in which they may engage.
- **Be able to apply or describe applications of multicultural psychology theory and research.** This includes:
 - Having increased *skills* in multiculturally competent education, research, clinical work, and advocacy (e.g., **demonstrating psychological information literacy, the ability to apply ethical standards and evaluate psychological science and practice, and the ability to write critical reflections and reviews of psychological research**).
 - Having increased *skills* for being an ally/advocate for social justice in their personal lives and professional roles as educators, researchers, and clinicians.
 - Having increased *skill* in sustained and productive intergroup communication (i.e., intergroup dialogue).

(Note: Objectives listed in bold are intended to reflect the American Psychological Association’s *Student Learning Goals and Outcomes* for undergraduate psychology majors)

Course Environment and Expectations

As described above, this course will make use of a variety of teaching and learning modalities, including lectures, class discussions, intergroup dialogues, in-class experiential exercises, in-class short-writing assignments, and multimedia (e.g., films, audio clips).

Given the content of the course, collaborative learning is expected, as catalyzed by interactions with others in the course. As such, **students are expected to attend every class, to be on time to class, to have completed the required readings for each class, and to participate fully in class discussions and activities.**

Additionally, the instructor, intergroup dialogue co-facilitators, and the students will share in the responsibility of creating and maintaining an environment that is conducive to learning for all students. Given the course content, we will borrow Lynn Weber Cannon’s (1990) “ground rules” for “fostering positive race, class, and gender dynamics in the classroom.” These include:

- 1. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.**

2. **Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically misinformed about our own group and about members of other groups. This is true for members of privileged and oppressed groups.**
3. **Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.**
4. **Agree not to "blame victims" for the condition of their lives.**
5. **Assume that people - both the groups we study and the members of the class- always do the best they can.**
6. **Actively pursue information about our own groups and those of others.**
7. **Share information about our groups with other members of the class, and never demean, devalue, or in any way "put down" people for their experiences.**
8. **Agree to combat, actively, the myths and stereotypes about our own groups and other groups so that we can breakdown the walls that prohibit group cooperation and group gain.**
9. **Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agree not to repeat the remarks.**

These guidelines come directly from:

Cannon, L. W. (1990). Fostering positive race, class, and gender dynamics in the classroom. *Women's Studies Quarterly*, 18, 126-134.

Also...

- **Please refrain from conducting private conversations (verbal or written) during class.**
- **Please turn off cell phones, and put away outside work, laptops, and unrelated reading materials.**

Course Requirements and Assignments

As described above, this course is designed to help students increase their knowledge, skills, and awareness with regard to multicultural psychology. The course requirements and assignments are designed with these objectives in mind.

Specifically, exams will allow students to exhibit their developing *knowledge* base with regard to multicultural psychology, attendance and participation will allow students to exhibit their developing *skills* in multicultural psychology (e.g., research skills, counseling skills, advocacy skills) and intergroup dialogue, the scholarly journal article review will allow students to exhibit their psychological *information literacy* and their *skills* in evaluating psychological science from a multicultural perspective, and participation in intergroup dialogue and the reflection journal will allow students to develop their growing self-*awareness* with regard to multicultural issues.

Scholarly Journal Article Review (20% of final grade)

Students will select an *empirical* article from a *peer-reviewed* journal through the PsycINFO database (we will review how to do this in class) and write a review from a multicultural perspective. Reviews should include the full reference to the article (in APA 6th ed. style), plus two additional parts: a summary of the article (including the research questions/hypotheses, methodology, sample, findings, and conclusions), and a critique of the article from a multicultural perspective. That is, given what students have learned in the course about multicultural psychology, they are to discuss the article's strengths and weaknesses. We will discuss this assignment in greater detail in class, including how to access peer-reviewed journal articles through PsycINFO. There will be a location to post the reviews on Blackboard, under "Assignments." **Journal article reviews will be due the Tuesday after Spring Break (March 24th), and should be posted to Blackboard before the start of class (i.e., by 3:40 PM).**

Exams (40% of final grade - 20% for each of two exams)

Two exams will be given. Each exam will consist of a combination of multiple choice and short essay questions.

Reflection Journal/Final Paper (20% of final grade)

Students will be expected to keep a self-reflective journal on the course Blackboard site throughout the semester. The self-reflective journal is designed to help students reflect on their own strengths and growth edges, develop learning goals, reflect on their experiences in their intergroup dialogue, and evaluate their learning with regard to multicultural psychology. Prompts for the reflection journals are listed under their respective due dates in the course schedule below. Students are expected to submit their journals by the due dates, as listed in the Course Schedule (below) in order to keep students on track with this assignment. At the end of the semester, students will compile all of their journal entries (using due dates as headings to demarcate each separate entry) and submit them as a single final paper, designed to reflect their critical thinking and learning across the semester. **This final paper is due on the last day of class (April 23rd), and should be posted to Blackboard before the start of that class (i.e., by 3:40 PM).** Evidence of specific knowledge, skills, and awareness gained in the course, as well as higher-level critical thinking (as a guide, see Bloom's Taxonomy at the end of this syllabus), will be used as grading criteria for the final paper. Missing or late weekly entries will lower the final grade on this paper, so be sure to complete each weekly entry on time. ***Late reflection journals/final papers will not be accepted.***

Attendance and Participation (20% of final grade)

As a course designed to increase students' multicultural competence, exploration of diverse perspectives and experiential learning are crucial for student learning, and the success of this class. Additionally, it is disruptive to the class, especially the intergroup dialogues, if one or more students attend class on an irregular basis, arrive late, or leave early. As such, attendance and participation are course requirements.

Participation will be broadly defined to allow for a variety of learning and personality styles. It includes coming to class *on time*; being prepared for class (e.g., having completed readings and assignments); and taking an active part in class discussions, experiential activities, and intergroup dialogues.

Throughout the semester short, unannounced, writing assignments may be given to assess student learning, and to encourage attendance, participation, and reflection on course content. When writing assignments are given, they will account for the total attendance/participation points for the day. **No make-up writing assignments will be given.**

Students will receive attendance/participation points for each class. **The lowest three grades will be dropped in order to account for unexpected and unavoidable absences (e.g., illness, family emergency). All additional absences will affect your grade – so please plan accordingly!**

If you have any questions regarding participation, please contact the instructor as soon as possible.

Final Grade Break Down

Attendance and Participation	20%
Scholarly Journal Article Review	20%
Exam 1	20%
Exam 2	20%
Reflection Journal/Final Paper	20%
Total	100%

Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69
A 94-96	B 84-86	C 74-76	D 64-66
A- 90-93	B- 80-83	C- 70-73	D- 60-63
			F < 60

Extra Credit

This course includes an intergroup dialogue component as a supplement to the traditional lecture/discussion portion of the course. Because this is a relatively new addition to this course, we are interested in evaluating the processes involved in intergroup dialogue, and the impact, if any, that it has on student learning in PSYC 435.

Therefore, at the beginning of the semester, after each intergroup dialogue class session, and at the end of the semester, students will receive an email with a link to a survey asking about their experiences in their beliefs and opinions regarding issues related to multicultural psychology and intergroup relations, and about their experiences in their intergroup dialogue group. One reminder email will also be sent to all students following each initial email.

Students will have the opportunity to complete each survey in exchange for .1818% extra credit on their final grade for the course. There will be twelve opportunities to complete surveys (once at the beginning, middle, and end of the semester, and eight briefer surveys after each of eight intergroup dialogue sessions). Therefore, there is a total of 2.00% extra credit for the course. Students will receive credit *only* if the survey is completed within the week between

intergroup dialogue sessions (i.e., a survey regarding a dialogue session *must* be completed before the next dialogue session in order to receive extra credit). Students will have one week in which to complete the surveys at the beginning, middle, and end of the semester in order to receive credit. **Extra credit will not be given for surveys completed after these deadlines.**

The data collected from this survey is for the purposes of evaluating the processes and outcomes of intergroup dialogue, and will have no impact on students' grades in the course. Students will each be assigned a unique identifying code number that they will enter to complete the survey, and their names will not be directly associated with the survey data. A key connecting the codes to student names will be kept separately from the data in order for extra credit to be assigned. At the end of the semester, the key will be destroyed. Additionally, data will not be examined until after the course has ended and grades have been turned in.

Policy on Academic Honesty

Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. Students are advised to read the official University Academic Standards of Conduct, which discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission. Students will be held to the standards set forth in the University Honor Statement:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, this affirming my own personal commitment to honor and integrity.

Failure to abide by the honor statement or otherwise engage in academic dishonesty may result in failure of the course.

Disability Policy

Any student who feels she or he may need an accommodation based on the impact of a disability should contact the instructor privately at the beginning of the semester to discuss specific needs. The Office of Disability Services (located in Dunford Hall; 865- 974-6087) can help to coordinate reasonable accommodations for students with documented disabilities.

Course Schedule

NOTE: Assigned readings should be completed *before* class on the dates listed below. Self-reflective journal assignments are due *before* class on the dates listed below.

Week 1

- **Thursday, January 8: *Introduction to the Course***

Week 2

- **Tuesday, January 13: *What is Multicultural Psychology?***
 - **Assigned Readings:**

- Course Text Chapter 1: *What is Multicultural Psychology?*
 - Additional Reading 1: Guthrie, *Even the rat was White* (Chapter 4).
- **Thursday, January 15: *Worldviews***
 - **Dr. Miles will be at a conference, so there will be no class. However, you are still accountable for the assigned reading, and for turning in your first Reflection Journal prior to the scheduled class time.**
 - **Assigned Readings:**
 - Course Text Chapter 3: *Cultural Differences in Worldviews*
 - **Reflection Journal Assignment Due (post to Blackboard *before* class time):**
Respond to the following (in approx. 2 – 4 pages, double spaced):
 - What have been your prior experiences with multiculturalism and diversity?
 - What are your personal strengths with regard to multiculturalism and diversity?
 - What are your areas for learning/growth with regard to multiculturalism and diversity?
 - What is one learning or performance goal you have for yourself in this course?

Week 3

- **Tuesday, January 20: *Multicultural Psychology: Research***
 - **Assigned Readings:**
 - Course Text Chapter 2: *Multicultural Issues Involving Research and Testing*
- **Thursday, January 22: *Communication***
 - **Assigned Reading:**
 - Course Text Chapter 4: *Cultural Differences in Communication*

Week 4

- **Tuesday, January 27: *Social Class and Classism***
 - **Assigned Readings:**
 - Additional Reading 2: Toporek, *Social Class, Classism, and Social Justice*
- **Thursday, January 29: *Social Class and Classism***
 - **Assigned Readings:**
 - Additional Reading 3: Liu et al., *Using Social Class in Counseling Psychology Research*

Week 5

- **Tuesday, February 3: *Sex, Gender, and Gender Identity; and Sexism and Transgender Oppression***
 - **Assigned Readings:**
 - Additional Reading 4: Lorber, *“Night to His Day”: The Social Construction of Gender*
 - Additional Reading 5: Eagly et al., *Feminism and Psychology: Analysis of a Half-Century of Research on Women and Gender*
 - **Recommended Reading:** APA, *Guidelines for Psychological Practice with Girls and Women*

- **Thursday, February 5: Sex, Gender, and Gender Identity; and Sexism and Transgender Oppression**
 - **Assigned Readings:**
 - Additional Reading 6: Good, Thomson, & Brathwaite, *Men and Therapy: Critical Concepts, Theoretical Frameworks, and Research Recommendations*
 - Additional Reading 7: Tebbe & Moradi: *Anti-transgender prejudice: A structural equation model of associated constructs*

Week 6

- **Tuesday, February 10: Sexual Orientation and Heterosexism**
 - **Assigned Readings:**
 - Additional Reading 8: Bohan, *The (Uncertain) Meaning of Sexual Orientation; Heterosexuality, Gender, and Heterosexism/Homophobia*
- **Thursday, February 12: EXAM 1**

Week 7

- **Tuesday, February 17: Theoretical and Conceptual Foundations for Intergroup Dialogue**
 - **Assigned Reading:**
 - Additional Reading 9: Bell, *Theoretical Foundations*
 - Additional Reading 10: Hardiman, Jackson, & Griffin, *Conceptual Foundations*
- **Thursday, February 19: Intergroup Dialogue 1: Coming Together; What is "Dialogue?"**
 - **NOTE:** Beginning this Thursday, you will meet in your assigned intergroup dialogue group each Thursday, location TBA
 - **Self-Reflective Journal Assignment Due (post before class):** Respond to the following:
 - How do you feel about your ability to engage in sustained, respectful, productive intergroup communication?
 - How do you feel about the abilities of your classmates to engage in sustained, respectful, productive intergroup communication?
 - What are your strengths with regard to your ability to engage in sustained, respectful, productive intergroup communication?
 - What are your areas for growth with regard to your ability to engage in sustained, respectful, productive intergroup communication?
 - What are your hopes regarding your upcoming intergroup dialogue experience?
 - What are your fears or concerns regarding your upcoming intergroup dialogue experience?
 - What are your expectations regarding the overall outcome of your intergroup dialogue?
 - **Assigned Readings:**
 - Additional Reading 11: Flick, *Inside the Understanding Process*
 - Additional Reading 12: Zúñiga, Nagda, & Sevig, *Intergroup Dialogues: An Educational Model for Cultivating Engagement Across Differences*

Week 8

- **Tuesday, February 24: Sexual Orientation and Heterosexism**
 - **Assigned Readings:**
 - Additional Reading 13: Shelton & Delgado-Romero, *Sexual Orientation Microaggressions: The Experience of Lesbian, Gay, Bisexual, and Queer Clients in Psychotherapy*
 - **Recommended Reading:** APA, *Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients*
- **Thursday, February 26: Intergroup Dialogue 2: Exploring Commonalities and Differences; Social Identities and Socialization**
 - **NOTE:** You will meet in your assigned intergroup dialogue group, location TBA
 - **Assigned Readings:**
 - Additional Reading 14: Tatum, *The Complexity of Identity: "Who Am I?"*
 - Additional Reading 15: Harro, *The Cycle of Socialization*
 - **Self-Reflective Journal Assignment Due (post before class):** Respond to the following:
 - What was the most important thing that happened in your intergroup dialogue on February 19?
 - Why was this important for you?

Week 9

- **Tuesday, March 3: Race, Ethnicity, and Racism**
 - **Assigned Reading:**
 - Additional Reading 16: McAuliffe et al., *Race*
- **Thursday, March 5: Intergroup Dialogue 3: Exploring Commonalities and Differences; Privilege and Oppression**
 - **NOTE:** You will meet in your assigned intergroup dialogue group, location TBA
 - **Assigned Readings:**
 - Additional Reading 17: Johnson, *Privilege, Power, and Difference*
 - **Self-Reflective Journal Assignment Due (post before class):** Respond to the following:
 - What was the most important thing that happened in your intergroup dialogue on February 26?
 - Why was this important for you?

Week 10

- **Tuesday, March 10: Race, Ethnicity, and Racism**
 - Course Text Chapter 6: *Stereotyping, Prejudice, Discrimination, and Racism*
 - **Self-Reflective Journal Assignment Due (post before class):** Respond to the following:
 - What was the most important thing that happened in your intergroup dialogue on March 5?
 - Why was this important for you?
- **Thursday, March 12: Intergroup Dialogue: "Hot Topics"**
 - **NOTE:** You will meet in your assigned intergroup dialogue group, location TBA
 - **Assigned Readings:** TBA

Week 11

- **Tuesday, March 17: SPRING BREAK**
- **Thursday, March 19: SPRING BREAK**

Week 12

- **Tuesday, March 24: *Immigrant Status; Ability Status and Ableism; Age and Ageism***
 - **Assigned Readings:**
 - Course Text Chapter 5: *Immigrants, Refugees, and the Acculturation Process*
 - **Self-Reflective Journal Assignment Due (post before class):** Respond to the following:
 - What was the most important thing that happened in your intergroup dialogue on March 12?
 - Why was this important for you?
- **Thursday, March 26: *Intergroup Dialogue: "Hot Topics"***
 - **NOTE:** You will meet in your assigned intergroup dialogue group, location TBA
 - **Scholarly Journal Article Review Due**
 - **Assigned Readings:** TBA

Week 13

- **Tuesday, March 31: *Religion, Spirituality, and Religious Oppression***
 - **Assigned Reading:**
 - Additional Reading 18: Eriksen, Jackson, and Weld, *Religion and Spirituality*
 - **Self-Reflective Journal Assignment Due (post before class):** Respond to the following:
 - What was the most important thing that happened in your intergroup dialogue on March 26?
 - Why was this important for you?
- **Thursday, April 2: *Intergroup Dialogue: "Hot Topics"***
 - **NOTE:** You will meet in your assigned intergroup dialogue group, location TBA
 - **Assigned Readings:** TBA

Week 14

- **Tuesday, April 7: *Multicultural Psychology: Clinical Practice***
 - **Assigned Readings:**
 - Course Text Chapter 9: *Culture and Mental Health*
 - **Self-Reflective Journal Assignment Due (post before class):** Respond to the following:
 - What was the most important thing that happened in your intergroup dialogue on April 2?
 - Why was this important for you?
- **Thursday, April 9: *Intergroup Dialogue: From Dialogue to Action***
 - **NOTE:** You will meet in your assigned intergroup dialogue group, location TBA
 - **Assigned Readings:**
 - Additional Reading 19: Collins, *Toward a New Vision: Race, Class, and Gender*

Week 15

- **Tuesday, April 14: Exam 2**
 - **Self-Reflective Journal Assignment Due (post before class):** Respond to the following:
 - What was the *most* important thing that happened in your intergroup dialogue on April 9?
 - Why was this important for you?
- **Thursday, April 16: *Intergroup Dialogue: From Dialogue to Action***
 - **Assigned Readings:**
 - Additional Reading 20: Johnson, *What Can We Do?*
 - Additional Reading 21: Kivel, *What Does an Ally Do?*

Week 16

- **Tuesday, April 21: *Multicultural Psychology: Social Justice Advocacy***
 - **Assigned Reading:**
 - Additional Reading 22: Speight & Vera, *Social justice and counseling psychology: A challenge to the profession*
 - **Self-Reflective Journal Assignment Due:** Respond to the following:
 - What was the most important thing that happened in your intergroup dialogue on April 16?
 - Why was this important for you?
- **Thursday, April 23: *Where Do We Go From Here? Intergroup Dialogue and Course Wrap-Up***
 - **Assigned Readings:**
 - Course Text Chapter 10: *Where Do We Go From Here? Building Multicultural Competence.*
 - **Reflection Journal/Final Paper Due (post before class):** As a final post and conclusion, please respond to the following:
 - What was the most important thing that happened in your intergroup dialogue over the course of the semester?
 - Why was this important for you?
 - What was successful or went well in your intergroup dialogue this semester?
 - What was unsuccessful or do you wish would have been different in your intergroup dialogue this semester?
 - Did your hopes and/or fears for your intergroup dialogue come true? Why or why not?
 - Were your expectations for your intergroup dialogue confirmed? Why or why not?
 - Did you meet your learning goal for PSYC 435 this semester? Why or why not?

Additional readings

(Available on Reserve, at the UTK Library, or through Blackboard at Online@UTK)

- 1 Guthrie, R. V. (2004). Psychology and race. In R. V. Guthrie, *Even the rat was White: A historical view of psychology* (2nd ed.) (pp. 88-110). Boston, MA: Pearson Education.
- 2 Toporek, R. L. (2013). Social class, classism, and social justice. In W. M. Liu (Ed.), *The Oxford handbook of social class in counseling* (pp. 21-34). New York, NY: Oxford University Press.
- 3 Liu, W. M., Ali, S. R., Soleck, G., Hopps, J., Dunston, K., & Pickett, T. (2004). Using social class in counseling psychology research. *Journal of Counseling Psychology, 51*, 3-18.
- 4 Lorber, J. (2013). "Night to his day": The social construction of gender. In M. A. Adams, W. J., Blumfeld, C. R. Castañeda, H. W., Hackman, M. L. Peters, & X. Zúñiga. *Readings for diversity and social justice* (3rd ed.) (pp. 323-329). New York, NY: Routledge.
- 5 Eagly, A. H., Eaton, A., Rose, S. M., Riger, S., & McHugh, M. C. (2012). Feminism and psychology: Analysis of a half-century of research on women and gender. *American Psychologist, 67*, 211-230.
- 6 Good, G. E., Thomson, D. A., & Brathwaite, A. D. (2005). Men and therapy: Critical concepts, theoretical frameworks, and research recommendations. *Journal of Clinical Psychology, 61*, 699-711.
- 7 Tebbe, E. N., & Moradi, B. (2012). Anti-transgender prejudice: A structural equation model of associated constructs. *Journal of Counseling Psychology, 59*, 251-261.
- 8 Bohan, J. S. (1996). *Psychology and sexual orientation: Coming to terms*. New York: Routledge. (pp. 13-36 only)
- 9 Bell, L. A. (2013). Theoretical foundations. In M. A. Adams, W. J., Blumfeld, C. R. Castañeda, H. W., Hackman, M. L. Peters, & X. Zúñiga. *Readings for diversity and social justice* (3rd ed.) (pp. 21-26). New York, NY: Routledge.
- 10 Hardiman, R., Jackson, B. W., & Griffin, P. (2013). Conceptual foundations. In M. A. Adams, W. J., Blumfeld, C. R. Castañeda, H. W., Hackman, M. L. Peters, & X. Zúñiga. *Readings for diversity and social justice* (3rd ed.) (pp. 26-35). New York, NY: Routledge.
- 11 Flick, D. L. (1998). Inside the understanding process. In D. L. Flick, *From debate to dialogue: Using the understanding process to transform our conversations* (pp. 15-37). Boulder, CO: Orchid Publications.
- 12 Zúñiga, X., Nagda, B. A. & Sevig, T. D. (2002). Intergroup dialogues: An educational model for cultivating engagement across differences. *Equity and Excellence in Education, 7-17*.
- 13 Shelton, K., & Delgado-Romero, E. (2011). Sexual orientation microaggressions: The

experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology*, 58, 210-221.

- 14 Tatum, B. D. (2013). The complexity of identity: "Who am I?" In M. A. Adams, W. J., Blumfeld, C. R. Castañeda, H. W., Hackman, M. L. Peters, & X. Zúñiga. *Readings for diversity and social justice* (3rd ed.) (pp. 6-9). New York, NY: Routledge.
- 15 Harro, B. (2010). The cycle of socialization. In M. A. Adams, W. J., Blumfeld, C. R. Castañeda, H. W., Hackman, M. L. Peters, & X. Zúñiga. *Readings for diversity and social justice* (2nd ed.) (pp. 45-51). New York, NY: Routledge.
- 16 McAuliffe, G., Gómez, E., & Grothaus, T. (2008). Race. In G. McAuliffe (Ed.), *Culturally alert counseling: A comprehensive introduction* (pp. 105-143). Thousand Oaks, CA: Sage.
- 17 Johnson, A. G. (2006). Privilege, oppression and difference. In A. G. Johnson, *Privilege, power, and difference* (2nd ed.) (pp. 12-39). Boston, MA: McGraw Hill.
- 18 Eriksen, K., Jackson, S. A., & Weld, C. (2008). Religion and spirituality. In G. McAuliffe (Ed.), *Culturally alert counseling: A comprehensive introduction* (pp. 506-568). Thousand Oaks, CA: Sage.
- 19 Collins, P. H. (2013). Toward a new vision: Race, class, and gender as categories of analysis and connection. In M. A. Adams, W. J., Blumenfeld, C. R. Castañeda, H. W., Hackman, M. L. Peters, & X. Zúñiga. *Readings for diversity and social justice* (3rd led.) (pp. 606-611). New York, NY: Routledge.
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Bloom's Taxonomy: The Evaluation of Critical Thinking in Reflection Journal/Final Papers

Bloom's Taxonomy of learning objectives will be used to evaluate the critical thinking and level of learning shown in your reflection journal/final paper. The taxonomy begins with lower levels of learning (e.g., remembering) and progresses up to higher levels (e.g., creating):

Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying: Carrying out or using a procedure through executing, or implementing.

Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

Evaluating: Making judgments based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

(From: Anderson & Krathwohl, 2001, pp. 67-68)

While you do not have to show all of these components in every journal, you will not get full points for including for evidence of learning at just one of these levels. So, for example, just remembering a fact from the book is not sufficient for full credit (as this does not reflect a very high level of learning); nor is just evaluating something (as jumping to this higher level does not show how you arrived at your evaluation, or that you understand the content that you are evaluating). The journal/final paper assignment is designed to help you to engage with the material in a critical way, from remembering specific content through higher order learning levels (e.g., evaluating).