Texas A&M University - Central Texas
COUN 5311 Social and Cultural Issues - Fall 2019

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. David J. Schlosz, PhD, LPC, NCC
Class Time: Online
Email: @tamuct.edu

COURSE INFORMATION

Course overview and description:
The study of the interaction of social/cultural groups in America, problems of minorities and ethnic groups, problems related to gender and age, problems within family systems and contemporary sources of positive change.

STUDENT LEARNING OUTCOMES:

1. Students will identify multicultural and pluralistic trends; characteristics, attitudes, beliefs, and experiences of (and among) diverse groups.
2. Students will write about cultural self-awareness and an understanding of the historical, political, and institutional influences on the oppression of diverse populations.
3. Students will locate community resources and identify public policies that affect the quality and accessibility of mental health services and enable effective advocacy for and treatment of diverse populations.
4. Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. Students will examine the counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination toward diverse people.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course: (IIG2: Social and cultural diversity) Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Activity</th>
<th>SLO’s</th>
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<tbody>
<tr>
<td>Common Core for all students:</td>
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<tr>
<td>a. Professional roles, functions, and relationships with other human service providers, including strategies for</td>
<td>CIA Project</td>
<td>SLO3</td>
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<td>interagency/inter-organization collaboration and communications (IIF1b)</td>
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<tr>
<td>b. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)</td>
<td>CIA Project</td>
<td>SLO3</td>
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<tr>
<td>c. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)</td>
<td>Presentation</td>
<td>SLO1</td>
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<tr>
<td>d. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)</td>
<td>Presentation</td>
<td>SLO1</td>
</tr>
<tr>
<td>e. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (IIG2d)</td>
<td>Diversity Interview</td>
<td>S:O4</td>
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<tr>
<td>f. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b)</td>
<td>Presentation</td>
<td>SLO1</td>
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<td>g. the effects of power and privilege for counselors and clients (IIF2e)</td>
<td>Presentation</td>
<td>SLO1</td>
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<tr>
<td>h. help-seeking behaviors of diverse clients (IIF2f)</td>
<td>Presentation</td>
<td>SLO2</td>
</tr>
<tr>
<td>i. strategies for identifying and eliminating barriers and processes of intentional and unintentional oppression and discrimination (IIF2h).</td>
<td>Diversity Interview</td>
<td>SLO4</td>
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<tr>
<td>j. A general framework for understanding differing abilities and strategies for differentiated interventions. (IIF3h)</td>
<td>Diversity Interview</td>
<td>SLO4</td>
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<tr>
<td>k. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (IIF4g).</td>
<td>CIA Project</td>
<td>SLO3</td>
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<tr>
<td>l. ethical and culturally relevant strategies for addressing career development (IIF4j).</td>
<td>CIA Project</td>
<td>SLO3</td>
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<tr>
<td>m. a systems approach to conceptualizing client (IIF5b).</td>
<td>CIA Project</td>
<td>SLO3</td>
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<tr>
<td>n. ethical and culturally relevant strategies for establishing and maintain in-person and technology-assisted relationships. (IIF5d).</td>
<td>Presentation</td>
<td>SLO1</td>
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<tr>
<td>o. counselor characteristics and behaviors that influence the counseling process (IIF5f).</td>
<td>Presentation</td>
<td>SLO2</td>
</tr>
<tr>
<td>p. ethically and culturally relevant strategies for designing and facilitating groups (IIF6g).</td>
<td>Presentation</td>
<td>SLO1</td>
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</table>
q. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m)  
Presentation  
SLO1

r. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (IIF8a)  
Diversity Interview  
SLO4

s. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and or program evaluation (IIF8j)  
Presentation  
SLO1

**Standards for Clinical Mental Health Counseling (CMHC) track**

1. cultural factors relevant to clinical mental health counseling (CMHC:VC2j);  
Diversity Interview  
SLO4

4. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC:VC2b); and  
CIA Project  
SLO3

5. legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i)  
CIA Project  
SLO3

**Required Text**


Various articles will also be assigned for reading throughout the course as determined by the instructor.

**Course Structure and Requirements**

**Intersectionality essay: 20 points** Students will write an essay describing themselves from an intersectional perspective. These papers are personal and confidential and will not be shared with classmates. Students are welcome to be as creative as they choose. I am looking for evidence of self-awareness and awareness of obstacles and cultural biases.

**Diversity and your Practice essay: 10 points**  
Please answer the following questions:

1. What type of clients will you enjoy working with most? Why
2. What type of clients will you enjoy working with least? Why?
3. Is there anything about you that will make it difficult to work with a particular type of client?  
4. What might you do about this?

**Final Presentation (30 points)** Students are encouraged to consider ethical and multicultural considerations of effective counseling practice based on your selected culture. Students must submit a video recorded in MP4 format that allows classmates to experience elements of the cultural group to which the presentation is pertaining. Presentations are expected to last approximately 10 minutes. You will also present a resource list for your colleagues to help them pursue further knowledge and understanding. You will need to do research information about this population and include that information in your presentation.

**Multicultural Newsworthy Items and Critiques (40 points)** We as individuals do not exist in a vacuum. Life happens as we grow and change. In order to ensure that we become global and responsible citizens, each student will be required to complete 4 Multicultural Newsworthy Items and Critiques over the course of the semester. Each summary will be 1-2 pages and will summarize the topic or topics covered in the article. Summaries will also include a critique of the information presented. Submissions will be made through canvas.

**Reflection on Readings (70 points):** These are like journal activities and are entries that you complete between classes. These entries represent an on-going dialogue regarding your self-awareness, honest reactions and struggles that you may be experiencing to readings, discussions, and in-class experiences. Journal entries should be at least one written page. There will be seven required entries – one per week. Submissions will be made through canvas. **These submissions are NOT meant to be course, assignment, or instructor evaluations. Please note that if your submissions are of this nature they will count for 0 points.**

**Diversity Interview (30 points):** Each student will conduct (1) interview. You will interview someone who identifies differently from you in at least two ways. Consider gender, race, ethnicity, sexual orientation, gender identity, age, disability status, socioeconomic status, immigration status, religion, etc. Describe the content of the interview. Use the identity models we discuss to speculate on what stage of identity development you and your interviewee might fall. Describe your reactions to the person you interviewed, emphasizing insight you gained from this experience. You will need to submit a paper between 3-5 pages. **You will need to get prior instructor approval.** Submissions will be made through canvas. Please use APA formatting and guidelines.

**Culturally Advocacy Project (CAP) (50 points):** Students will be required to propose and participate in a semester long cultural advocacy project. This project is composed of two parts. **The first part is the Research Phase.** The goal of the first phase is to research a culture that is different than your own in at least two identifiable ways. The **second phase is Direct Advocacy.** The goal of the second phase is to develop an advocacy product that you can use to directly advocate for members of the community you chose. Students will need to submit a 4-6 page reflection paper. Of specific focus of the paper is what the counselor-in-training noticed about
him/herself throughout the experience, including thoughts, feelings, beliefs, fears, etc. Self-awareness and depth of personal journey through this experience are the focus of the minority experience. Students will also compile a list of community organizations and/or programs that support and advocate for equity with the clients for whom they may serve. Additionally, students will need to develop artifacts for that are significant to their experiences during the project.

**Students will need to submit a proposal for this assignment to the professor prior to beginning this project. This meets the Multicultural Competency/Advocacy Social Justice Competency component of the CMHC Program Portfolio.** Submissions will be made through canvas.

**Book Reports (30 points):** In addition to the assigned readings, you will be expected to complete supplemental reading pertaining to diverse populations or relating to sociocultural considerations. Students will select two books from the autobiographies (or get approval to use another autobiography of a diverse person) from Appendix A or B. Book reports will need to be at least 3 pages. Submissions will be made through canvas.

**Grading Criteria Rubric and Conversion**

**Grade Distribution Portfolio:**

- Discussion board posts: 30 points (5 each)
- Intersectionality essay: 20 points
- Diversity and your Practice essay: 10 points
- Diversity Interview: 50 points
- Final Presentation: 60 points
- Cultural Advocacy Project: 60 points
- Reflection on readings: 70 points (10 points each)
- Book Reports: 60 points (30 points each)
- Multicultural Newsworthy Items and Critiques: 40 points (10 points each)
- Total: 400

**Points necessary for corresponding grades:**

- A: 360+ pts
- B: 320-359.9 pts
- C: 280-329.9 pts

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**INSTRUCTOR POLICIES.**

**Student-instructor interaction:**

In the event that you need to contact me via e-mail, please include “**COUN 5311**” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “**COUN 5311 – Attendance.**” I check my email once a day and as such, I will respond to e-mail requests within **48 hours during the work week (excluding holidays).**

**Office Hours:**
Students are always welcome to come and express concerns and needs with me. My office hours vary. Please email me for an appointment.

**Attendance:**

Your attendance and participation in the classroom is extremely important to your learning. As such attendance you will be given one free absence. Each subsequent absence will result in the loss of a letter grade every time you are absent from class.

**Mode of instruction and course access:**

This course meets online and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].

**Late Assignments and Make-up Work**

Late work will be evaluated on a case by case basis. In the event that a student is allowed to submit an assignment late, the assignment will lose one letter grade each day it is late. Make up work may be assigned at the instructor’s discretion.

**Grade Disputes**

*Conversations regarding grades and assignments are welcomed. It is strongly recommended* that grade disputes follow the 24/7 rule. This means that students are *highly encouraged* to wait 24 hours from the time of receiving a graded assignment to schedule an appointment. This also means that students are *highly encouraged* to schedule an appointment within 7 calendar days of receiving the grade on an assignment.

**Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

**COURSE OUTLINE AND CALENDAR**

<table>
<thead>
<tr>
<th>WEEK ENDING</th>
<th>TOPICS COVERED</th>
<th>CHAPTERS COVERED</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>6/7 Sunday</td>
<td>Introductions, Advocacy, Multiculturalism, and Social Justice</td>
<td>Chapter 1</td>
<td>Intersectionality essay</td>
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<td>Diversity and your Practice essay</td>
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<td>Reflection on readings</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Assignment</td>
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<td>6/14 Sunday</td>
<td>Becoming a Culturally Relevant Therapist and Cultural Assessment</td>
<td>Chapters 2-3</td>
<td>Reflection on readings&lt;br&gt;&lt;b&gt;Multicultural Newsworthy Item and Critique 1&lt;br&gt;Discussion board&lt;/b&gt;</td>
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<tr>
<td>6/21 Sunday</td>
<td>Making Meaningful Connections</td>
<td>Chapters 4-5</td>
<td>Reflection on readings&lt;br&gt;&lt;b&gt;Multicultural Newsworthy Item and Critique 2&lt;br&gt;Book Report 1 due&lt;br&gt;Discussion board&lt;/b&gt;</td>
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<tr>
<td>6/28 Sunday</td>
<td>Building Counseling Relationships</td>
<td>Chapters 6</td>
<td>Reflection on readings&lt;br&gt;Diversity Interview due&lt;br&gt;&lt;b&gt;Discussion board&lt;/b&gt;</td>
</tr>
<tr>
<td>7/5 Sunday</td>
<td>Culturally Responsive Services&lt;br&gt;Culturally Relevant Assessment</td>
<td>Chapters 7-8</td>
<td>Reflection on readings&lt;br&gt;&lt;b&gt;Multicultural Newsworthy Item and Critique 3&lt;br&gt;Discussion board&lt;/b&gt;</td>
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<tr>
<td>7/12 Sunday</td>
<td>Culturally Relevant Diagnosis&lt;br&gt;Culturally Relevant Therapy</td>
<td>Chapters 9-10</td>
<td>Reflection on readings&lt;br&gt;&lt;b&gt;Multicultural Newsworthy Item and Critique 4&lt;br&gt;CAP DUE&lt;br&gt;Discussion board&lt;/b&gt;</td>
</tr>
<tr>
<td>7/19 Sunday</td>
<td>Culturally Diverse Interventions</td>
<td>Chapters 11-12</td>
<td>Reflection on readings&lt;br&gt;</td>
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**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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**TECHNOLOGY REQUIREMENTS AND SUPPORT**

*This course will use the A&M-Central Texas Instructure Canvas learning management system.*

Logon to [A&M-Central Texas Canvas](https://tamuct.instructure.com).

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

**Canvas Support**
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

**Technology Support.**

For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu](http://hdc.tamu.edu)

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with Canvas, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**Drop Policy.**

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf).

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the
university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.
Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCONline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

Appendix A: Autobiography book list


**APPENDIX B:**

**MULTICULTURAL READING LISTS: BOOK REVIEW**

**Supplementary Book List**

**Asian/ Asian American Perspectives**

Chu, L. *Eat A Bowl of Tea*  
Endo, S. *Silence*  
Kikumura, A. *Through Harsh Winters*  
Kim, R.A. *Lost Names*  
Kingston, M.H. *The Woman Warrior*  
Lee, J.F.J. *Asian American Experience in the United States*  
Okada, J. *No-No Boy*  
Lin, Y.T. *Moment in Peking*  
Ronyoung, K. *Clay Walls*  
Steward, M. *Ambitious Violence*
COUN 5311-110. Social and Cultural Issues

Social and Cultural Issues
Summer 2020

Takaki, R. Strangers from a Different Shore

African American Perspectives
Angelou, M. I Know Why the Caged Bird Sings
Angelou, M. The Heart of a Woman
Chestnut, J. L. Black in Selman: The Uncommon Life of J. L. Chestnut Jr. Delpit, Other People’s Children
Dyson, M.E. Race Rules
Gaines, E.L. This Too Shall Pass, Just As I Am, or Invisible Life
hooks, b. A Killing Rage, Black Looks: Race and Representation
Hurston, Z.N. Their Eyes Were Watching God
King, M.L. Where Do We Go From Here? Chaos or Community
Haley, A. The Autobiography of Malcolm X
Morrison, T. The Bluest Eye
Giovanni, N. Racism 101
Walker, A. Possessing the Secret of Joy
McMillan, T. Mama
West, C. Race Matters
Woodson, C.G. The Mis-education of the Negro

Hispanic Perspectives
Baker, H.A. Three American Literatures
Moraga, C. & Anzaldua, G. This Bridge Called My Back: Writings By Radical Women of Color
Steinbeck, J. Tortilla Flat
Esquivel, L. Like Water for Chocolate

Native American Indian Perspectives
Arden, H. Wisdom Keepers
Brown, D. Buried My Heart at Wounded Knee
Clements, S. In the Moon When the Deer Lose Their Horns Crow Dog, M. & Erdoes, R. Lakota Woman
Edmonds, M. Voices of the Wind
Kroeber, T. Ishi in Two Worlds
Kupferer, H. Ancient Drums, Other Moccasins
Lerner, A. Dancing of the Rim of the World
Moon, W.L.H. Blue Highways: Journey into America Neihardt, J.G. Black Elk Speaks
Seals, D. Sweet Medicine
Storm, H. Seven Arrows
Swann, B. Smoothing the Ground
Herbert, Soul Catcher
Carter, F. The Education of Little Tree

Latin American Perspectives
Alvarez, J. How the Garcia Girls Lost Their Accents
Cisneros, S. My Wicked Wicked Ways of House on Mango Street
Llosa, M.V. Aunt Julia and the Script Writer
Munoz, C. Youth, Identity, Power
Romo, R. History of a Barrio: East Los Angeles
Thomas, P. Down These Mean Streets
Yarmas, M. The Hispanic World of John Steinbeck

Feminist and Other
Dewes, (1995). This fine place so far from home.
Sexton, M., & Howe, F. With wings: An anthology of literature by and about women with disabilities.

Syllabus Receipt Confirmation and Compliance Statement

I, __________________________ (full name) have received, read, and agreed to comply with the attached syllabus. I agree to be held to all policies, procedures, and standards listed above. I also understand that the instructor has the discretion to change the syllabus with prior notice.