THIRD EDITION

CULTURE AND IDENTITY

Instructor’s Manual
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SECTION I: Self in Context

Discussion and Essay Questions

These questions can be used as a springboard for classroom discussion and for essay questions in exams or quizzes. Below are the questions based on sections of the book, followed by possible short sentences and statements based on the text. These could constitute the minimum for accurate answers to the questions and can be helpful in creating an answer key.

1) “Culture is a powerful organizing of people’s lives.” Explain this sentence.

Personal identity is cultural identity. How we view ourselves and who we are as individuals cannot be separated from when, where, and how we grew up; as such, identity is lived discourse. How adults behave, love, work, and make decisions is related not only to their individual psychological development but also to how their individual development intersects with the political, geographical, sociological, and historical factors that precede and surround their lives. Culture is one of the most influential determinants of identity.

2) When it comes to the development of the self, explain the importance of how others perceive us in our developmental processes.

Identities are shaped through social interactions. As we grow up, we begin to understand that our peers have perceptions of us, and we begin to incorporate others’ perceptions us. Others’ perceptions may differ from self-perceptions, and that influences how we perceive ourselves. Also, our need for acceptance from others increases. As our development continues, we incorporate into our sense of who we are not only how we perceive ourselves but also how we think others perceive us.

3) To fully understand a person’s psychological development, it is not enough to look at individual psychological developmental explanations. Why?

Although it is true that individual psychological explanations are important and that people do have the freedom to choose their fate to some extent, these individual dimensions are not enough to understand human behavior, motivation, and change. People do not wake up one day and decide to act in a certain way. Historical, sociological, anthropological, political, and geographical explanations are needed to
make sense of a person’s life choices, life cycle events, and patterns of individual or relational behavior. We also need to understand social identity.

4) What is oppression, and how does it affect identity and psychological functioning?

There are many forms of oppression. When individuals experience personal, interpersonal, cultural, or institutional oppression, they are deprived of resilient autonomy, and that, in turn, influences individual development and identity. Oppression can damage individual identity development when it becomes internalized.

5) Why is it important for clinicians to understand the concept of resilience?

To develop preventive tools; to move from a deficit focus to a focus on strengths, competence, and survivorship; to help empower people to overcome oppression; and to promote growth. Part of the job of a multiculturally competent clinician involves helping clients become aware of the resources they have utilized to survive.

6) What are the personal protective factors underlying resilience?

Attachment, nurturing, and support; self-efficacy and self-esteem; capacity for emotional self-regulation; availability of emotional and cognitive processing; problem-solving capacity; social competence; and help-seeking behavior.

**Presentation Suggestions**

These suggestions can be used for students’ research papers or oral presentations.

1) Effect of oppression on mental health outcomes
2) Clinical interventions for using resilience in individual and family treatment
3) Comparison of identity development models: White, African American, Latino, Asian, etc. What do they have in common? How do they differ?
4) Cultural dimensions in childhood development of Latino children
5) Cultural dimensions in African American adolescent development
SECTION II: Race and Ethnicity
Discussion and Essay Questions

Short sentences and statements follow the questions. These could constitute the minimum for accurate answers to the questions and can be helpful in creating an answer key.

1) Explain the difference between race and ethnicity.

Race has been a distinguishing cultural factor and the basis for oppression. Race has been based on phenotypical differences in skin color, facial features, and hair, and it has been extended to include judgments on intelligence and other psychological characteristics. Race needs to be understood as a product of sociopolitical considerations. The purity of race is a myth. Ethnicity is a broader concept that affords more depth of analysis than race. Focusing on ethnicity allows for inclusion of various groups categorized within racial groups. Ethnicity stems from a group’s history and heritage, leading to shared values and assumptions. Ethnicity can be seen as an aspect of a person’s social identity that is a part of an individual’s self-concept that derives from his or her knowledge of membership in a social group.

2) Why do we say that racial and ethnic identity processes are not static?

The racial and ethnic identity process is dynamic and recursive, and individuals may move fluidly back and forth through various stages as a result of experiences, personal growth, and self-awareness.

3) Describe the main implications for professionals of the concepts of race and ethnicity.

It is important to understand how race and ethnicity issues influence clients, how to assess experiences of oppression and marginalization, and how race and ethnicity intersect with other cultural factors. Also, it is important to understand the unique experiences of the development and functioning of biracial individuals.

4) After reading Butch’s story, discuss the challenges of counseling biracial individuals.

5) Discuss how gender, as a dimension, has affected the storytellers’ identity development in this section (female for Julie, Betsy, and Maribel and male for Butch).
Presentation Suggestions

1) Research-based conclusions regarding help-seeking behavior according to race and ethnic background
   a. Voluntary or mandated?
   b. Continue or drop out?
   c. Reasons for seeking or avoiding help?
   d. Gender differences in help-seeking behavior?
   e. Immigration status differences in help-seeking behavior?
   f. Social class differences in help-seeking behavior?
2) Effect of client/counselor ethnic match in help-seeking behavior
3) Research-based samples of counselor behavior that have been shown to increase retention in counseling of mandated clients
4) Assessments and interventions based on racial/ethnic identity development stages
5) Best clinical intervention strategies for biracial individuals with mental health diagnosis

Julie's Story Video Clips

- Early Cultural Socialization (2:43)
- Pre-encounter, Pre-awareness Attitudes (3:33)
- Cultural Confusion- Initial Encounter (2:56)
- Experiences with Racism (6:16)
- Cultural Immersion: Anger and Revenge (8:28)
- Internalization: Integrating Racial Identity Into Self-Concept (7:41)
Podcasts

Butch’s Story: Who Am I?
Developing racial identity can be complicated for individuals because they must balance self-perceptions, stereotypes and biases, and socialization processes. Racial identity development is more difficult for people with multiple or mixed racial backgrounds. Butch’s story describes this complex process, which occurs with people of mixed racial heritage. The listener should pay close attention to the negotiation process that must occur with each component of Butch’s racial background, including acceptance from various racial groups, pressures to accommodate to particular racial groups, and intragroup oppression from racial groups.

Maribel’s Story: When Are You Going to Have Kids?
Ethnicity is associated with nationality and country of origin. Examining ethnicity provides clues about individuals’ values, beliefs, and behaviors and often yields more information than race, particularly on intragroup differences. This is critical in working with clients of Asian or Latino descent. In this story, Maribel, a Puerto Rican, describes growing up in a poor, Spanish-speaking household; moving around the country; and feeling like a minority everywhere she went. She talks about what she feels was her double life, her pride in her educational accomplishments, and the price she paid for her acculturation and her gender role shifts. As you listen, notice how she experienced the frequent moves of her family as she was growing up and how the exposure to racism affected not only her blended identity but also her decision to become better educated to increase her social status options. Also, notice the losses that came with her gains and how she manages her American identity blended with her identity as a Puerto Rican.

SAGE Journal Articles


### Relevant Sources


Relevant Films

- *Preschool in Three Cultures* (55 min., Yale University Press).
  This video companion to the book of the same name presents a typical day in a Japanese, a Chinese, and an American preschool and provides a unique perspective on each from the teachers and staff of these schools. Students can easily identify instances of individualism and collectivism in this video.

  This ABC News program follows a high school principal’s investigation of his own DNA ancestry and ethnic identity.

- *Divided We Stand* (49 min., Films for the Humanities & Sciences).
  This BBC production examines the logic behind theories linking race and intellectual abilities.

- *Intelligence* (75 min., National Film Board of Canada).
  This film explores definitions of intelligence based on encounters with a large variety of people and other living things.

  This video uses interviews with scientific experts, authors, and experienced others to challenge the validity of genetic definitions of race.

- *Banana Split* (37 min., NAATA).
  This experimental video explores interracial dating patterns and issues of biracial identity.

- *Just Black?* (57 min., Filmakers Library).
  A series of interviews with young people of multiracial backgrounds that examine issues of friendships, family, dating, and identity.

  This award-winning video examines the experiences of poet Fred Wah and six other Canadians of multiethnic backgrounds.

- *None of the Above* (23 min., Filmakers Library).
  Filmmaker Erika Surat Andersen explores her own mixed ethnic background and the experiences of others of different mixed ancestry in order to investigate being racially unclassifiable in today’s race-conscious society.

- *A Question of Color* (56 min., California Newsreel).
  This documentary explores the interplay between racism and self-concept in terms of “color consciousness” about hair, skin color, and facial features among African Americans.
• **Two Lies** (25 min., Women Make Movies).
  A Chinese woman undergoes surgery to make her eyes appear less Asian and, she believes, more attractive—a decision that is challenged by her teenage daughter.

• **Despair** (56 min., Filmmakers Library).
  This documentary presents multiethnic perspectives on the experience and treatment of depression.

• **Multicultural Counseling** (Vol. 1, 28 min., Insight Media).
  Seven vignettes focus on a variety of issues that arise when the client and counselor are culturally different. Volume 1 (Ethnic Issues) addresses situations involving race and ethnicity.

• **The Politics of Love: In Black and White** (28 min., California Newsreel).
  This documentary provides a balanced approach to the joys, challenges, and social implications of interracial romance among college students.

• **American Sons** (41 min., NAATA).
  Interviews with Asian American men raise provocative issues about the impact of racism.

• **Blue Eyed** (93 min., California Newsreel).
  A summation of Jane Elliott’s work in antiracism training, including a demonstration of Elliot’s powerful simulation, which involves dividing a group of participants into those with brown eyes and those with blue eyes.

• **Can You See the Color Gray?** (54 min., University of California Extension).
  Children and young adults respond to questions about race/ethnicity and prejudice.

• **Color Adjustment** (33 min., California Newsreel).
  Marlon Riggs’s examination of 40 years of racial myths and stereotypes on American television.

• **Ethnic Notions** (56 min., California Newsreel).
  Marlon Riggs’s classic examination of the stereotyped images of African Americans used by White society to justify racism.

• **Skin Deep** (53 min., California Newsreel).
  Filmmaker Francis Reid follows a diverse group of students through a racial awareness workshop in this powerful film.

• **True Colors** (19 min., Coronet/MTI Film and Video).
  In this segment from the newsmagazine *PrimeTime*, cameras follow two men, one White and one Black, as they attempt to purchase goods, rent an apartment, and find a job. The results provide a clear demonstration of the subtlety of “modern racism” and the prevalence of White privilege in the United States.

• **Understanding Prejudice** (50 min., Films for the Humanities & Sciences).
  Provides an overview of the phenomenon of prejudice, including historical perspectives, key terms, and forms of prejudice.
SECTION III: Immigration and Acculturation

Discussion and Essay Questions

Short sentences and statements follow the questions. These could constitute the minimum for accurate answers to the questions and can be helpful in creating an answer key.

1) What are some of the main policy questions that immigrants pose to federal, state, and municipal governments?

How many immigrants should the United States admit? Should the United States continue the present policy of one general quota, or should future immigration be restricted to specific nations or races? On what criteria should these policy decisions be based? How should these policy decisions be enforced? Should undocumented immigrants be given a path to citizenship?

2) What characterized the older models of acculturation?

A forced-choice approach to acculturation. People were thought to either acculturate or not. Adopting the new identity implied relinquishing the old one, and assimilating completely and losing the prior identity was seen as the only option.

3) What characterizes current acculturation theories?

Current acculturation processes including hybrid, alternation, or bicultural models. People who immigrate need to redefine their cultural identities, but outcomes vary according to multiple factors, including pressures to not acculturate that may come from members of one’s own family, level of education, and exposure to discrimination in the host society. Also, immigrants can acculturate in one dimension (speak English) but not another (retain patriarchal gender role socialization). Unlike prior generations, biculturalism is currently considered a positive outcome for the first and second generation.

4) What is acculturative stress? Give examples.
The stress that immigrants may experience during the demanding transitions from one culture to another—for example, learning a new language, adopting new cultural values and customs, and learning new codes of social behavior. Ethnic minorities can suffer from anxiety or depression as a result of acculturative stress.

5) Explain the relationship between social class, ethnicity, racism, and acculturation. Give examples.

The integration or marginalization of the immigrant in the host society depends on factors other than the personal characteristics of the immigrant and is a reflection of the accepting or rejecting the attitude of the host society’s people and institutions. Exposure to prejudice, discrimination, nativism, and xenophobic attitudes affect acculturation and acculturative stress.

6) What are some of the main issues clinicians need to take into account when working with immigrants? What needs to be assessed?

Assessment of age, reasons for and method of migration, issues of loss, documentation status, challenges of language acquisition, and experiences in host society. Assessment of acculturation process and acculturative stress.

7) What are some of the main differences in terms of the clinical issues facing first- versus second-generation immigrants?

First generation: language acquisition issues, dramatic redefinition of identity, acculturative stress, differences of geographic origin, loss issues, and experiences of contact with host society. Second generation: intergenerational conflicts, gender socialization differences, acculturation differences from other family members, biculturalism or hybridization, and maintenance or rejection of language of origin.

8) Based on reading the stories, discuss the variety of issues that may prompt people to emigrate from their countries of origin.

To flee political persecution, to find work, to reunite with family members, to escape poverty, and to receive an education.
Presentation Suggestions

1) Differences between refugees, asylum seekers, and documented and undocumented immigrants
2) Effect of language barriers on counseling outcomes/effectiveness
3) Effective interventions when language is a barrier
4) Research-based interventions that are shown to decrease domestic violence among first-generation immigrants
5) Research-based interventions that are shown to increase parenting skills in first-generation immigrants
6) First-generation versus second-generation immigrants use or abuse of alcohol and drugs
7) Gender issues (gender expectation, gender role strain, gender role shifts, etc.) in immigrants of the first generation compared to immigrants of the second generation
8) Effects of acculturative stress on mental health of immigrants

Eugene’s Story Video Clips

- Social Class Change (3:54)
- Forced Expatriation and Change (1:43)
- Coping With Loss (3:17)
- Cultural Values, Language, and Identity (2:13)
- Immigrant’s Ambivalence (0:20)
- Gender Socialization (1:40)
- Social Class Differences (1:54)
- Re-evaluation of Gender Socialization (3:53)
- Re-evaluation of Religious Socialization (2:05)
- Ethnicity and Identity (5:34)
SAGE Journal Articles


### Relevant Sources


### Relevant Films

- **You Must Have Been a Bilingual Baby** (46 min., Filmakers Library). David Suzuki narrates this video dealing with the process of bilingual language acquisition, forms of bilingual education, and the “bilingual brain” of interpreters.

- **Fear and Learning at Hoover Elementary** (53 min., Transit Media). Fourth-grade-teacher-turned-filmmaker Laura Simon interweaves the stories of a 9-year-old student from El Salvador and two teachers of different backgrounds in an examination of the potential impact of California Proposition 187, which denies public education to undocumented immigrants.

- **Doubles: Japan and America’s Intercultural Children** (58 min., Doubles Film Library). Regge Life’s documentary, based on a series of moving interviews with people of Japanese and American parentage. Provides a variety of different cultural and generational perspectives.

- **Between Two Worlds: The Hmong Shaman in America** (30 min., Filmakers Library). A classic film about Hmong refugees who bring traditional healing practices to urban America.

- **Multicultural Counseling** (Vol. 2, 44 min., Insight Media). Seven vignettes focus on a variety of issues that arise when the client and counselor are culturally different. Volume 2 (Diversity Issues) deals with religion and gender.

- **Seven Nights and Seven Days** (58 min., Filmakers Library). This film documents a healing ceremony involving trance states that is effectively used in Senegal to treat a case of postpartum depression.
• **And Thereafter: A Korean “War Bride” in an Alien Land** (56 min., Filmakers Library). This video presents a heartbreaking account of the life of 76-year-old Young-Ja Wike, one of 10,000 Korean women who married American soldiers. This film was screened at several international film festivals.

• **Heart of the Dragon, Part 10. Mediating** (57 min., PBS/Ambrose Video). A look at the mediation process used to resolve a dispute between a married couple in the People’s Republic of China.

• **Learning to Hate** (39 min., Films for the Humanities & Sciences). In this second film in the *Beyond Hate* set, Bill Moyers uses examples from a variety of cultures to explore the formation of intergroup attitudes. The video includes appearances from Nelson Mandela, Elie Wiesel, Jimmy Carter, and others.

• **Natives: Immigrant Bashing on the Border** (25 min., Filmakers Library). This multifestival film exposes a shocking level of anti-immigrant sentiment among Americans living along the California–Mexico border.

• **The Way Home** (92 min., New Day Films). Eight ethnic councils of women come together to discuss issues of oppression in the United States.

• **a.k.a. Don Bonus** (55 min., NAATA). A video diary documenting the acculturation experiences of 18-year-old Sokly Ny (Don Bonus) and his family, who settled in the United States after escaping the Khmer Rouge in Cambodia.

• **The Aliens: Being a Foreign Student** (35 min., Intercultural Press). Interviews with six Dartmouth students from diverse backgrounds explore the challenges of adjusting to international study in the United States.

• **Becoming American** (58 min., New Day Films). This film documents the intense culture shock experienced by a Laotian family from a farming background as they transition from a refugee camp in Thailand to a new home in Seattle.

• **Black to the Promised Land** (95 min., First Run/Icarus Films). This documentary explores the effects of intercultural contact as it follows 11 African American teens on a three-month sojourn on an Israeli kibbutz.

• **Cold Water** (48 min., Intercultural Press). Twelve international students studying at Boston University discuss their experiences with cross-cultural adaptation and culture shock.

• **Crosstalk** (50 min., Films for the Humanities and Sciences). This film illustrates common intercultural communication failures in business through a look at the difficulties faced by Americans of Korean and Chinese ancestry.

• **Foreign Talk** (11 min., NAATA). Portrays an intercultural interaction between a Chinese American woman and two African American men in a commuter train.
A Great Wall (100 min., Pacific Arts Video).
In this entertaining video, a Chinese American family visits relatives in China and encounters a variety of intercultural communication challenges.
SECTION IV: Religion and Spirituality

Discussion and Essay Questions

Short sentences and statements follow the questions. These could constitute the minimum for accurate answers to the questions and can be helpful in creating an answer key.

1) What are the main differences between the concept of religion and the concept of spirituality?

Spirituality: related to universal human needs (e.g., need for transcendence, communal spirit, and relationship to higher power) and related to resiliency, coping, and strength to tolerate suffering.
Religion: related to organized practice and specific belief systems; includes the practice of rituals based on doctrinal ideas.

2) Name negative and positive stereotypes associated with Christians, Jews, Muslims, Hindus, Native Americans, and Buddhists.

Answers vary.

3) What are some aspects of the relationship between religion and ethnicity and culture?

How families deal with tragedy, loss, and life cycle transitions can be a reflection of their cultural background, which can be expressed in religious rituals or traditions. For physical or mental illness, some cultural groups will seek out and retain the services of religious leaders, healers, and faith healers associated with ethnic and religious backgrounds, regardless of social class. The same religion can have different characteristics in different cultural groups in the same or in different countries.

4) What are the paradoxes associated with religious traditions in the United States?

In spite of the fact that the majority of Americans report that religion is important in their lives, traditionally, counselors and therapists have not felt comfortable addressing issues of religion and spirituality during the delivery of professional services.

5) In terms of religion or spirituality, what are some of the important issues in a clinical situation?
Important to assess religious socialization, identity and commitment of clients, whether religion is a source of support or of distress, and how clients fulfill their spiritual needs; important to increase level of comfort of clinician to have conversations around the subject of religion.

6) Why is religious commitment generally associated with well-being?

It teaches people how to cope in times of stress; it gives meaning to life; and it provides solace, rituals, context, strength, and support.

7) What advice do you have for counselors to help them increase their level of comfort in dealing with religion and spirituality in a clinical situation, and how would you advise the clinician to avoid violating the rules of not imposing values adopted by most ethical standards?

Answers vary.

8) How would you advise a clinician to deal with strong differences between religious beliefs in the client–counselor dyad?

Answers vary.

9) In what ways can religious affiliation constitute a source of oppression?

Answers vary.

10) What are some strategies available to clinicians to help clients who are experiencing a serious religious-identity crisis?

Answers vary.

Presentation Suggestions

1) Research-based interventions for clients who show doubts about their faith following traumatic events
2) Clinical interventions utilizing spirituality for nonreligious clinicians working with religious clients
3) Research-based interventions for interfaith families
4) Research the effects or influence of spirituality on health outcomes
5) Research on the utility of spirituality for coping
6) Religious-identity development influence on career decisions and mate selection

Podcasts

Bob's Story: The Good Christian Son
In Bob’s story, we hear about how he views himself in terms of his cultural identity and the shifts that occurred in his religious life as a result of family relationships, his move from the South to the Northeast, and his rethinking about his role in society and in his family. He also talks about what influenced his first career choice as a minister in an evangelical Christian church and what accounted for the choice of his second career as a teacher. As you listen, pay attention to his shifts in personality traits and in his understanding of his religious affiliation and other shifts in his cultural identity.

SAGE Journal Articles


**Relevant Sources**

Relevant Films

- *Yidl in the Middle: Growing Up Jewish in Iowa* (56 min., New Day Films). In this autobiographical account, filmmaker Marlene Booth examines how she negotiated the multiple identity groups associated with being an Iowan, a Jew, and a woman.
- *Tales From Arab Detroit* (45 min., New Day Films). This video richly documents images from an immigrant Arab American community to show the interweaving of tradition and current trends.
SECTION V: Social Class

Discussion and Essay Questions

Short sentences and statements follow the questions. These could constitute the minimum for accurate answers to the questions and can be helpful in creating an answer key.

1) Explain the meaning of the following statement: “Social class is one of the least visible dimensions in American society.”

Though providers work with clients of different social classes, they are generally not trained to address issues of social class with them or to think of their clients’ issues as related to the social class dimension. The myth of America as a classless society contributes to that invisibility. Also, clinicians are not generally trained to assess social class socialization of their clients.

2) Describe the characteristics of the dominant discourses with respect to social class. Give an example of how the dominant discourse can affect clients.

One of the characteristics of the dominant discourses about social class is the tendency to deny that there are class differences or inequalities in American society. Another characteristic is that when class differences or inequalities are acknowledged, they tend to be attributed to personal character flaws (lack of motivation or lower capabilities), not to the societal conditions that create and maintain inequalities. Examples vary, but students might mention that when dominant discourses are accepted and not resisted, they affect how clients perceive themselves.

3) Why is it important for clinicians to assess and explore issues of social class? Give examples.

Because social class affects functioning, worldview, lifestyle, behaviors, life expectancy, access to resources, risks for illnesses, life cycle sequences, and expectations, among others. Social class is an important dimension of intragroup differences (i.e., may be a more important factor than ethnicity). The intersection of social class with other variables is also important to consider. It is important to help clients understand that their social class socialization affects their identity and functioning. Examples vary.

4) Explain the relationship between social class and race or ethnicity. Give examples.
Poverty is associated with ethnic or racial minorities. Middle class or ruling class with White or dominant values. What constitutes middle class for one ethnic group may be viewed as representing poverty for another. There are multiple meanings of the concept of middle class that vary according to ethnic groups. Examples vary.

5) Explain the relationship between social class and education or work. Give examples.

Career aspirations and career expectations are different concepts and are influenced by social class. Social class socialization shapes career expectations and career aspirations in all social class levels. Historical shifts regarding work and education affect social class self-concept (to what class a person thinks they belong or thinks they ought to belong). Examples vary.

6) Explain the relationship between social class and social justice and give examples.

Because so many providers of social work services work with the poor, it is important to understand what other avenues for intervention exist, in addition to psychological interventions. It is important for providers to be aware of the sociopolitical implications of some of the policies (e.g., school funding) and institutions (e.g., schools) with which the poor come into contact in their everyday lives. It is imperative that providers develop the capacity to engage in prevention, advocacy work, and social activism to affect policies, programs, and legislation. Examples vary.

7) Give examples of the dangers of failing to take a social justice perspective in clinical work.

Clinicians who do not develop a social justice perspective run the risk of engaging in victim-blaming attitudes and overusing social control tactics and may fail to develop the capacity for advocacy and prevention work.

8) Why is it said that counseling and psychotherapy usually reflect a middle-class bias?

Because providers expect their clients to be verbal and self-reflective, with an attitude that reflects self-agency, self-awareness, and self-improvement, which are middle-class values. Often, people who are economically deprived do not feel that they have any control, self-agency, and self-determination. Providers tend to prefer clients who embrace middle-class values and tend to expect people from other classes to adopt the values of the middle class.
9) Describe and give examples of the five social class categories and the limitations of such categorization.

Underclass, working poor, salaried workers, managerial/professional workers, and nonruling capitalist class. Examples vary. Limitations are that it is a stratified and hierarchical categorization and that a social class cannot be viewed independent of its relationship to the others.

10) After reading the stories, discuss answers to these questions:
   a. Why do the poor stay poor?
   b. What are the possible consequences for identity development of drastic social class changes (upward or downward)?

   Answers vary.

11) Give examples of classism in the clinician and its possible consequences for the treatment process

   Answers vary.

Presentation Suggestions

1) Effect of social class on mate selection
2) Effect of social class on career selection
3) Effect of social class on parenting
4) Explain the underutilization of therapy services and dropout as a social class issue.
   Example: How are middle-class values and psychotherapy aligned, and how does that alignment impact the utilization of services by low-SES clients?

Podcasts

Anthony's Story: Radical to Bohemian to Suit Me
Our social class status distinguishes us from other people, yet it is sometimes so invisible that, although differences between us are recognized, we do not attribute them to class.
Anthony’s story is one of changes within social class. The reader should note the effect that change in social class status has not only on his self-concept and identity but also on his social activities and interpersonal relationships.

**SAGE Journal Articles**


**Relevant Sources**


**Relevant Films**

- *Guns, Germs, and Steel* (Two-disc DVD set, 165 min., PBS Video). This film, based on the Pulitzer Prize–winning book by Jared Diamond, explores the global distribution of natural resources as the basis for differences in power across societies.
- *H-2 Worker* (68 min., First Run/Icarus Films). This award-winning documentary exposes the exploitation of Jamaican “guest workers” in the Florida sugar industry and provides a jarring illustration of inequality in the distribution of global resources.
- *American Tongues* (56 min., Center for New American Media). This entertaining film explores language-related attitudes and bias, focusing on regional, ethnic, and social class differences within the United States.
• *Fast Food Women* (28 min., Appalshop Films). This documentary examines the lives and working conditions of women who work in fast food restaurants in eastern Kentucky.


• *Unequal Education* (40 min., Films for the Humanities & Sciences). Bill Moyers compares the daily school life of two middle school students in New York City to explore issues of inequality.
SECTION VI: Sexual Orientation

Discussion and Essay Questions

Short sentences and statements follow the questions. These could constitute the minimum for accurate answers to the questions and can be helpful in creating an answer key.

1) Define sexual orientation, biological sex, gender identity, and gender expression.

Sexual orientation is romantic, sexual, or emotional attraction to another person. Biological sex involves the physical sexual characteristics with which we are born. Gender identity is the psychological sense of being male, female, or transgender. Gender expression is the behavioral expression of either the gender identity or the sexual orientation.

2) Define gender socialization.

It is the result of a complex biological, psychological, and social construction. People are not only born men and women anatomically and physiologically but learn to become men and women through gender role expectations.

3) Explain the current controversy regarding the origin of sexual orientation.

Scientists do not know what “causes” heterosexuality and homosexuality. Authors disagree as to whether that is an important question or whether it is a reflection of homophobia. The dichotomous thinking (someone is either heterosexual or not) masks the complexity of the subject of sexual orientation. It may be best understood as a continuum. The controversy has profound political implications.

4) Define homophobia and internalized homophobia. Give examples.

It is the oppressive stigmatization, discrimination, or marginalization of people because of their sexual orientation if they deviate from heterosexuality, considered to be the norm. Internalized homophobia can result in self-hatred, shame, and self-deprecating behaviors, including drug use or abuse, suicidal ideation, or other self-destructive attitudes.
5) Explain the main issues around coming out.

Coming out needs to be understood as a process. It involves coming into an identity for oneself and coming out to others as two distinctive processes. It is related to level of sexual identity development, but there are multiple trajectories. The culture and ethnicity of the person may present additional challenges to the coming-out process. Coming out can lead to victimization and marginalization. Clinicians need to be aware of its consequences.

6) What are some of the most important issues that clinicians need to assess when counseling gays and lesbians?

HIV, substance abuse, suicidality, coming-out challenges, homophobia, internalized homophobia, level of sexual identity development, resiliency factors, human rights issues, and social support.

7) What are some additional issues that need to be assessed when working with gay and lesbian youth?

Risk of homelessness, rejection by parents and siblings, bullying in schools, and isolation.

8) Describe interventions that would be helpful with gay and lesbian clients.

Helping a client with his or her coming-out process (if appropriate) to self and others with education and preparation; helping families with grief and acceptance; helping clients learn how to cope with and counteract homophobia; and helping clients seek out gay-friendly people and role models and develop a family of friends.

9) Define gender variance.

Transgender expression: People whose gender identity (internal sense of being male or female) or gender expression (their behavior) differs from the sex with which they were born. Intersex: People who are born with atypical or mixed external genitalia or internal reproductive attributes. Gender variance and sexual orientation are not related concepts.
10) Discuss the issues to be assessed when working with individuals who present with gender variance.

Gender identity disorder, secrecy, medical advocacy, lack of harmony between biological sex and gender expression, grief and loss, and harassment.

Presentation Suggestions: Social Sexual Orientation

1) Research-based findings on counseling effectiveness of sexual orientation client–counselor match. Barriers to effectiveness? Ways to increase effectiveness?
2) Relationship between sexual orientation and help-seeking behavior
3) Assessment and interventions based on sexual identity development stages
4) Review challenges of the coming-out processes for immigrants or ethnic minorities.

Podcasts

Karen’s Story: Midlife Growing Pains
Karen writes about her 14-year marriage to Steve, the discovery of her attraction to another woman, and the steps she took after that discovery. She tells us about her subsequent relationships, her unfortunate encounters with violence and homophobia, and how she dealt with her family of origin and the work-related issues of her coming out. As you listen, notice the fluctuations in her identity awareness.

SAGE Journal Articles


• Singh, A., & Mckleroy, V. S. (2011). “Just getting out of bed is a revolutionary act”: The resilience of transgender people of color who have survived traumatic life events. Traumatology, 17(2), 34–44.

Relevant Sources


**Relevant Films: Sexual Orientation**

• *Beauty Before Age: Growing Older in Gay Culture* (22 min., New Day Films). An award-winning documentary that explores attitudes held by a diverse group of gay men about the process of aging.

• *Assault on Gay America* (60 min., PBS Video). *Frontline*’s Forrest Sawyer interviews experts on sexual prejudice, as well as the friends, family members, and accused killer of Billy Jack Gaither, who was murdered in a violent hate crime in Alabama in 1999.

• *It’s Elementary: Talking About Gay Issues in School* (78 min., New Day Films). An award-winning documentary that provides the perspective of schoolchildren on the issue of whether and how gay issues should be addressed in the schools. Teachers and students discuss how to respond to and avoid teaching gay stereotypes (study guide available).
Relevant Films: Gender

- **Sexism in Language: Thief of Honor, Shaper of Lies** (20 min., Films for the Humanities & Sciences).
  This video analyzes sexism in everyday language use, including song lyrics, newspaper reports, and conversation.
  This film examines dramatic changes in gender roles in China through the story of four generations of women in the Jiang family.
- **Man Oh Man** (18 min., New Day Films).
  Explores the socialization of boys in American culture.
- **Still Killing Us Softly** (30 min., Cambridge Documentary Films).
  Jean Kilbourne uses print media in the United States and Canada to explore images of women and the effect of these images on men.
- **Gender and the Interpretation of Emotion** (25 min., Films for the Humanities & Sciences).
  A look at empirical research on gender differences in the perception of emotional expression.
- **Our Honor and His Glory: Honor Killing** (28 min., Filmmakers Library).
  Documents two cases of honor killings, in which women are murdered by male relatives for tarnishing the family’s moral reputation.
- **Paradise Bent** (50 min., Filmmakers Library).
  An exploration of the lives of Samoan fa'aafafines, boys who are raised as girls, and how their traditional role has been impacted by Westernization.
- **Dreamworlds** (55 min., Kinetic Films).
  Presents a jarring content analysis of images of women in music videos. Contains some disturbing images from the film *The Accused*. 
SECTION VII: Disability

Discussion and Essay Questions

1) Why is it important for counselors and therapists to be knowledgeable regarding disability issues?

Almost one fifth of the U.S. population has some form of disability. Most counselors do not receive training in the different kinds of disabilities or the effect of disabilities on mental health and functioning. This lack of training may lead to the marginalization of persons with disabilities in the counseling profession.

2) Discuss the four theoretical models to understand disability. What is the benefit of the sociopolitical model?

The biomedical model, the functional model, the environmental model, and the sociopolitical or minority models. They each have strengths and weakness. One benefit of the sociopolitical model of disability is the recognition of the importance of the individual defining and integrating the disability into his or her self-concept and identity. For many, disability is one of several important identity components. Disability is integrated in a manner that is similar to racial/ethnic and gender identity, beginning with an awareness of the disability and a passive acceptance of societal views on the disability, which may mimic the medical model. Individuals progress to acceptance, embracing the disability as a positive and valued feature of the self.

3) What are the intersectionality issues regarding disability?

Disability may be only one of the dimensions characterizing the identity of an individual, as ability status interacts with race, ethnicity, gender, social class, and immigration status. Also, individuals who are disabled and also from diverse cultural backgrounds may experience discrimination based on more than one dimension of identity.

Presentation Suggestions

1) Best interventions for helping clients with disabilities deal with grief, loss, and discrimination
2) Best interventions for fostering resilience for persons and families with disabilities
3) Effect of disability on career aspirations and career choice
SAGE Journal Articles


Relevant Sources


Relevant Films: Disability

- *Iris*
- *Fifty First Dates*
- *The Other Sister*
- *Rain Man*
- *A Beautiful Mind*
- *The Theory of Everything*
- *Frida*