

## DOCUMENT RESUME

ED 457 507

CG 031 294

AUTHOR Bauman, Stephanie SanMiguel; Bauman, Robert A.  
TITLE Understanding the African-American Experience: An Interdisciplinary, Multimedia Approach.  
PUB DATE 2001-08-00  
NOTE 10p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).  
PUB TYPE Information Analyses (070) -- Speeches/Meeting Papers (150)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS Audiovisual Aids; \*Blacks; Counseling; Cultural Pluralism; Curriculum Development; Higher Education; History; Psychological Studies; Psychologists; \*Racial Identification; Resilience (Personality); \*Social Experience  
IDENTIFIERS \*African Americans; \*Du Bois (W E B); Multicultural Counseling

## ABSTRACT

Psychological and historical perspectives on what W.E.B. Du Bois described as "double-consciousness" or "twoness" offer distinct yet complementary viewpoints of the African American experience. A counseling psychologist and an American historian examined the issue of African American identity using an interdisciplinary teaching approach. The incorporation of print and audiovisual media helps reveal the African American experience of oppression, along with the development of identity and the demonstration of resilience. Knowledge of African American history and familiarity with psychological models of cultural identity development are prerequisite to increased therapist cultural sensitivity and multicultural counseling skills. (Contains 33 references.) (Author/JDM)

Understanding the African-American Experience:  
An Interdisciplinary, Multimedia Approach  
Stephanie SanMiguel Bauman and Robert A. Bauman  
Washington State University, Tri-Cities

Poster session presentation at the 109<sup>th</sup> Annual Convention of the American Psychological Association, San Francisco, CA.

Correspondence concerning this teaching activity for the psychology classroom should be addressed to Stephanie SanMiguel Bauman, Department of Educational Leadership and Counseling Psychology, Washington State University Tri-Cities, 2710 University Drive, Richland, WA 99352 or sbauman@tricity.wsu.edu

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

S. BAUMAN

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

### Abstract

Psychological and historical perspectives on what W.E.B. Du Bois described as “double-consciousness” or “twoness” offer distinct, yet complementary viewpoints of the African-American experience. Thus, using an interdisciplinary teaching approach, a counseling psychologist and an American historian examine the issue of African-American identity. The incorporation of print and audiovisual media helps reveal the African-American experience of oppression, along with the development of identity and the demonstration of resilience. Knowledge of African-American history and familiarity with psychological models of cultural identity development are prerequisite to increased therapist cultural sensitivity and multicultural counseling skills.

## Understanding the African-American Experience:

### An Interdisciplinary, Multimedia Approach

The issues of cultural groups historically underserved by mental health professionals have been explored in the literature for almost three decades. In turn, for at least a decade, ethical and accreditation standards have strongly encouraged the incorporation of multicultural issues into the counseling and psychology training curriculum. The literature exploring the teaching of multicultural issues in psychology, however, remains relatively nascent (Reynolds, 1995).

In order to provide a specific example of an approach to teaching about the African-American experience, this poster session describes an ongoing, collaborative effort that uses an interdisciplinary, multimedia approach to help students learn about identity and African-Americans. The material was developed for a graduate level course on multicultural counseling which addresses the issues of racial/ethnic and other minority populations in the United States. The teaching activity requires at least two three-hour class periods.

### Framework for Interdisciplinary Teaching

#### *Finding a Colleague and Collaborator*

Our teaching activity evolved from a collaboration between a counseling psychologist who teaches a graduate level course on counseling diverse populations and an American historian who teaches undergraduate level courses on United States history from the Civil War to the present including a course on the Civil Rights Movement. In some cases, like this one, a potential collaborator can be someone you already know but have never worked with. In other instances, finding a colleague with expertise that complements yours may take some investigating and networking. In our experience, campus events that promote diversity (e.g., events connected to Black History Month) are an enjoyable way to meet colleagues with shared interests in multicultural issues.

#### *Identifying and Exploring a Key Concept*

A recurring theme in African-American literature, poetry, film and music is that of identity. W.E.B. Du Bois in a selection from *The Souls of Black Folk* edited by Hamilton (1975) reflects, "One ever feels his twoness,--an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose

dogged strength alone keeps it from being torn asunder” (p. 21). He continues, “The history of the American Negro is the history of this strife.... He simply wishes to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows, without having the doors of Opportunity closed roughly in his face” (p. 21).

For the teaching activity, each of us developed didactic material from our discipline to explore the concept of African-American identity. Topics covered by the historical approach include:

- ◆ Slavery and Individual and Collective Resistance (1619-1865)
- ◆ Reconstruction: The First Taste of Freedom (1865-1877)
- ◆ Segregation in the South and the African-American Response (1880s-1910s)
- ◆ Sowing the Seeds for the Civil Rights Movement: The Black Response to Racism (1920s-WWII)
- ◆ Overturning Segregation: The Nonviolent Direct Action Civil Rights Movement (1955-1965)
- ◆ The Black Power Movement (1965-1970s)
- ◆ Fighting Institutional Racism and Economic Inequalities (1970s-Present).

The historical approach sensitizes students to the historical and contemporary realities of racism and efforts to thwart African-American culture. It also underscores the resilience of African Americans.

In turn the psychological approach covers:

- ◆ Definitions of Racism, Oppression and Privilege
- ◆ Cultural (Black, Minority, White, Cultural Sensitivity) Identity Development and the Issue of Trust in the Therapeutic Relationship
- ◆ Recognition of Developmental Competencies in People of Color

The psychological approach builds on the historical approach to enhance students’ understanding of the worldview of clients who are African-American. Indeed, the review and discussion of historical events/processes reveal a basis for suspicion and mistrust of European Americans, as well as the evolution of coping strategies that attest to the resilience of African-Americans. Thus, within the context of a history of oppression, a “paranorm” in which an African-American client shows suspicion and mistrust of White

society may indicate effective reality testing, an informed understanding of racism, and the presence of an adaptive and protective mechanism to avoid physical and psychological harm (Sue & Sue, 1990). A client's stage of minority identity development may also impact their comfort with a therapist of a similar or dissimilar background (Atkinson, Morten & Sue, 1998). We maintain that knowledge of African-American history and familiarity with psychological models of cultural identity development are prerequisite to the multiculturally competent counseling with African-American clients.

#### *Providing Links Through Multimedia*

The following songs, films, documentaries, and poems are integrated into our lectures and discussions in order to underscore key concepts and provide links between the historical approach and the psychological approach to identity:

##### *Music.*

*Downhearted Blues* (Austin & Hunter, 1923)

*Strange Fruit* (Allan, 1939)

*Respect* (Redding, 1965)

##### *Videorecordings.*

*The Color of Fear* (Lee, 1994).

*Eyes on the Prize* (Blackside, 1986).

*Jazz* (Burns, & Novick, 2000).

*Raisin in the Sun* (Susskind, Rose & Petrie, 1961).

*True Colors* (Lucasiewicz, 1991).

##### *Poetry by Langston Hughes (Rampersad, 1994).*

*Harlem [2]*

*I, Too*

*Merry Christmas*

*Mother to Son*

*The Negro Speaks of Rivers*

*The Weary Blues*

*Youth*

#### *Developing Assignments*

Teaching strategies for a multicultural counseling curriculum include reading assignments, writing assignments, modeling/observational learning, introspection and research (Ridley, Mendoza, & Kanitz, 1994). Judiciously selected assignments advance the purposes of multicultural training. These purposes include increasing the multicultural awareness or sensitivity of the participants, examining the issue of diversity

from a sociopolitical perspective, or building a repertoire of multiculturally competent counseling skills (D'Andrea & Daniels, 1991; Reynolds, 1995).

In the past, reading assignments have underscored the didactic material and stimulated discussion. Student response has been especially strong in regard to excerpts from Moody's (1968) autobiography *Coming of Age in Mississippi* and McIntosh's (1995) personal account of white privilege, a corollary aspect of racism. Other assignments have included a personal essay on individual student's own cultural identity, annotated bibliographies of articles on multicultural counseling from professional journals, and case conceptualization and treatment plans generated from case vignettes.

### Discussion

Our interdisciplinary, multimedia approach to understanding the African-American experience reflects three years of collaboration and remains a work in progress. As a teaching activity for the psychology classroom, it offers a number of advantages. The didactic information on African-American history and on psychological models of cultural identity development is broad enough to be used with students with varying degrees of historical knowledge and levels of cultural sensitivity. The multimedia components along with the assignments provide opportunities for personal and group reflection. Another advantage is that the approach models openness to learning and to consulting with knowledgeable colleagues. As instructors, we find that the interdisciplinary, multimedia approach broadens our knowledge base and introduces each of us to new and invaluable teaching resources. Finally, we believe the framework could be successfully adapted to teach students about other racial/ethnic minority groups in the United States.

## Bibliography

### *Print Media*

- Atkinson, D. R., Morten, G., & Sue, D. W. (1998). *Counseling American minorities: A cross-cultural perspective*. Boston: McGraw Hill.
- Chafe, W. H. (1981). *Civilities and civil rights*. Oxford: Oxford University Press.
- Cross, W. E. (1995). The psychology of Nigrescence: Revising the Cross Model. In J. G. Ponterotto, J. M. Casas, L.A. Suzuki, & C. M. Alexander (Eds.). *Handbook of multicultural counseling* (pp. 93-122). Thousand Oaks, CA: Sage.
- D'Andrea, M., & Daniels, J. (1991). Exploring the different levels of multicultural counseling training in counselor education. *Journal of Counseling and Development*, 70, 143-150.
- Douglass, F. (1997). *Narrative of the life of Frederick Douglass*. New York: Penguin Putnam.
- Du Bois, W. E. B. (1971). *Black reconstruction in America, 1860-1880*. New York: Atheneum.
- Du Bois, W. E. B. (1973). *The souls of black folk*. New York: Kraus-Thomson.
- Franklin, J. H. (1969). *From slavery to freedom: A history of Negro Americans*. New York: Vintage Books.
- Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H. P., Crnic, K., Wasik, B. H., & Vasquez Garcia, H. (1996). An integrative model for the study of developmental competencies in minority children, *Child Development*, 67, 1891-1914.
- Genovese, E. D. (1974). *Roll, Jordan, roll*. New York: Random House.
- Hamilton, V. (Ed.). (1975). *The writings of W. E. B. Du Bois*. New York: Thomas Y. Cromwell.
- Helms, J. E. (1995). An update of Helm's White and people of color racial identity models. In J. G. Ponterotto, J. M. Casas, L.A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 181-198). Thousand Oaks, CA: Sage.
- Lee, W. L. (1999). *An introduction to multicultural counseling*. Philadelphia: Taylor & Francis.



- Lewis, D. L. (1981). *When Harlem was in vogue*. New York: Alfred A. Knopf.
- Lewis, D. L. (1993). *W.E.B. DuBois: Biography of a race*. New York: Henry Holt.
- McIntosh, P. (1995). White privilege and male privilege: A personal account of coming to see correspondence through work in Women's Studies. In M. Adams and L. Marchesani (Eds.). *Social diversity and social justice: Selected readings*. Dubuque, IA: Kendall Hunt Publishing.
- Moody, A. (1968). *Coming of Age in Mississippi*. New York: Dell.
- Pinterits, E. J. & Atkinson, D. R. (1998). The diversity video forum: An adjunct to diversity sensitivity training in the classroom. *Counselor Education and Supervision*, 37, 203-216.
- Rampersad, A. (Ed.). (1994). *The collected poems of Langston Hughes*. New York: Alfred A. Knopf.
- Reynolds, A. L. (1995). Challenges and strategies for teaching multicultural counseling courses: In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, and C. M. Alexander (Eds.). *Handbook of multicultural counseling* (pp. 312-330). Thousand Oaks, CA: Sage.
- Ridley, C. R., Mendoza, D. W., & Kanitz, B. E. (1994). Multicultural training: Reexamination, operationalization, and integration. *The Counseling Psychologist*, 22, 227-289.
- Robnett, B. (1997). *How long? How long?: African American women in the struggle for civil rights*. New York: Oxford Press.
- Sciarra, D. T. (1999). *Multiculturalism in counseling*. Itasca, IL: F. E. Peacock Publishers.
- Sue, D. W., & Sue, D. (1990). *Counseling the culturally different: Theory and practice*. New York: John Wiley & Sons.
- Weisbrot, R. (1991). *Freedom bound: A history of America's civil rights movement*. New York: Penguin Books.

#### Audiovisual Media

- Allan, L. (1939). Strange fruit. [Recorded by B. Holiday]. On *The Billie Holiday songbook* [CD]. New York: Verve. (1986)

Austin, L., & Hunter, A. (1923). *Downhearted blues*. [Recorded by B. Smith].  
On *The complete recordings, vol. 1*. [CD]. New York: Columbia/Legacy. (1991)

Blackside, Inc. (Producer). (1986). *Eyes on the prize: America's Civil Rights years, Episode 1: Awakenings (1954-56)*. [Videorecording]. Alexandria, VA: PBS Video Distribution.

Burns, K. (Producer/Director), & Novick, L. (Producer). (2000). *Jazz*.  
[Videorecording]. Burbank, CA: Warner Home Video.

Lee, M. W. (1994). *The color of fear*. [Videorecording]. Oakland, CA: Stir-Fry Productions.

Lucasiewicz, M. Producer (1991). *True colors*. [Videorecording]. Northbrook, IL: Coronet/MTI/film & Video.

Redding, O. (1965). *Respect*. [Recorded by A. Franklin]. On *I never loved a man (the way I love you)* [Record]. New York: Atlantic. (1967)

Susskind, D. (Producer), Rose, P. (Producer), & Petrie, D. (Director). (1961). *Raisin in the Sun*. [Motion picture]. United States: Columbia Pictures.



U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



## REPRODUCTION RELEASE

(Specific Document)

### I. DOCUMENT IDENTIFICATION:

Title: <i>Understanding the African-American Experience: An Interdisciplinary, Multimedia Approach</i>	
Author(s): <i>Stephanie SanMiguel Bauman and Robert A. Bauman</i>	
Corporate Source:	Publication Date: <i>Presented August 2001</i>

### II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
<div>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY  _____  _____  TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</div> <div>1</div>	<div>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY  _____  _____  TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</div> <div>2A</div>	<div>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY  _____  _____  TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</div> <div>2B</div>
<div>Level 1 <input checked="" type="checkbox"/></div> <div>Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.</div>	<div>Level 2A <input type="checkbox"/></div> <div>Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only</div>	<div>Level 2B <input type="checkbox"/></div> <div>Check here for Level 2B release, permitting reproduction and dissemination in microfiche only</div>

Documents will be processed as indicated provided reproduction quality permits.  
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign  
here, →  
please

Signature: <i>Stephanie San Miguel Bauman</i>	Printed Name/Position/Title: <i>Stephanie SanMiguel Bauman, Ph.D.</i>
Organization/Address: <i>Washington State Univ, Tri-Cities 2710 University Drive Richland, WA 99352</i>	Telephone: <i>509-372-7363</i> E-Mail Address: <i>sbauman@tricity.wsu.edu</i>
	FAX: <i>509-372-7555</i> Date: <i>11/14/01</i>

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of these documents. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: **ERIC Counseling & Student Services  
University of North Carolina at Greensboro  
201 Ferguson Building  
PO Box 26171  
Greensboro, NC 27402-6171**