BOSTON COLLEGE

DIVERSITY CHALLENGE

What to Do about Race and Culture and Violence

FRIDAY & SATURDAY
OCTOBER 19 & 20, 2012

THE TWELFTH IN AN ANNUAL SERIES OF CONFERENCES SPONSORED BY THE INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE CAROLYN A. AND PETER S. LYNCH SCHOOL OF EDUCATION
The Institute was founded in 2000 at Boston College by Dr. Janet E. Helms to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society generally. The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through the Diversity Challenge conference. The theme of Diversity Challenge 2012 is: *What to Do about Race and Culture and Violence.*

Whether from the perspective of the victim or the perpetrator, individual persons or entire cities, within the borders of the United States or outside of them, images of violence assail us on a daily basis. Dramatic images of violence in various countries include wars, politicians’ demonization of disenfranchised groups, and military and police assaults against political dissidents. Yet missing from our imagery is the portrayal of everyday violence that occurs in the lives of people simply because they are members of disfavored racial and/or ethnic cultural groups as defined by society. Such violence may occur at the person level in the form of micro-aggressions or assaults focused on individuals, or at the institutional level in the form of laws or social policies, or as assaults on one culture by a more dominant culture. Violence of any kind may be experienced directly or only witnessed. Either type of experienced violence may have implications for education, mental health services, and social policy. Nevertheless, very little is known about the consequences of violence in whatever form to individuals, families, or communities of Color or non-dominant ethnic cultures. For that matter, there is no focus on the consequences of violence to White people as White people per se rather than as universal symbols of everyone’s experiences.

Violence may be intrapersonal, either in the form of doing harm to oneself or by internalizing other people’s assaults; it may be interpersonal, which includes intimate partner violence and child abuse and exploitation; as well as systemic, which includes bullying in schools, racial harassment in work settings, and put downs in everyday life. Although physical and mental violence may be experienced by anyone, historically, African Americans, Latino/Latina Americans, Asian/Pacific Islander Americans, Native Americans (ALANAs), and related immigrant groups, as well as a variety of ethnic cultural and immigrant groups have experienced violence, focused on maintaining their disenfranchised status in society on multiple intersecting levels. However, mental health practitioners, researchers, teachers, media, and policy makers have often failed to recognize violence stimulated by racial or cultural factors as unique and in need of focused interventions for educating or treating individuals effectively, as well as for eradicating the catalysts for violence.

Advocacy efforts focused on revealing experiences of violence and outcomes for ALANAs and immigrants seemingly have not risen to the forefront of practitioners’ and researchers’ attention. Existing evidence suggests that ALANA and immigrant women experience high levels of physical violence from their partners, but do not seek and receive treatment or other types of support due to mental health stigmas and immigration barriers. Moreover, ALANAs’ efforts to deal with violence may be met with faulty legal, mental health, and educational services due to stereotypes of victims as well as perpetrators. Thus, it is important to identify, recognize, investigate, and include racial and cultural perspectives of service providers and researchers across a wide variety of societal domains as one considers the experiences of the victims and perpetrators of violence and the racial and cultural contexts in which such experiences occur.

This year’s Diversity Challenge, *What to Do about Race and Culture and Violence,* focuses on some of the complex health, mental health, and educational issues that might be improved or alleviated with more explicit integration of research, practice, and policy.
expressed in the world. Expressions of spirituality. She enjoys experiencing the unity in diversity found in the many ways spirituality is expressed in the world.

Multicultural Counseling Integrating Spirituality into Multicultural Counseling

Mary Fukuyama, Ph.D.

Dr. Fukuyama has spent the past 30 years as a counseling psychologist, supervisor, and trainer at the University of Florida Counseling and Wellness Center. She is a clinical professor and teaches a graduate course on spirituality and multicultural counseling for mental health professionals. She has co-authored two textbooks, Integrating Spirituality into Multicultural Counseling with Todd Sevig, and Consciousness Raising: A Primer for Multicultural Counseling with W. Max Parker. Her research interests include the qualitative study of multicultural expressions of spirituality. She enjoys experiencing the “unity in diversity” found in the many ways spirituality is expressed in the world.

FEATURED INVITED SPEAKERS

Robert T. Carter, Ph.D.

Alison Crosby, Ph.D.

Guerda Nicolas, Ph.D.

Janet E. Helms, Ph.D.

Mary Fukuyama, Ph.D.

Dr. Carter is Professor of Psychology and Education in the Department of Counseling and Clinical Psychology at Teachers College. His research and scholarship focuses on issues of race and culture. He is internationally known for his work on White and Black racial identity. Dr. Carter has applied analyses of race, racial identity, and culture to psychotherapy process and outcome, legal issues, organizational development, health disparities, disaster mental health and preparedness, and educational equity. He has published more than 75 journal articles and book chapters, and he has authored or edited seven books. Dr. Carter’s most recent area of inquiry is on the stressful and potentially traumatic effects of racial discrimination. Among Dr. Carter’s most notable works are: The Influence of Race and Racial Identity in the Psychotherapy Process (1995) and Racial Identity Development Theory: Applications to Individual, Group and Organizations (with Thompson, 1997).

Dr. Crosby’s research focuses on anti-racist feminist contestations of ongoing histories of militarized, colonial, and imperial violence, and in particular, how we understand survivors’ multifaceted struggles for voice and subjectivity. She has engaged in activist-orientated research in Guatemala for the past twenty years, including, and most recently, a participatory action research project with indigenous women survivors of sexual violence during the armed conflict in that country. She is currently developing a new collaborative comparative project on memorialization struggles by ‘communities of the sorrowing’ in Guatemala and Sri Lanka.

Dr. Nicolas is an associate professor at University of Miami, School of Education and Human Development and Affiliated Faculty with ISPRC. She obtained her doctoral degree in clinical psychology from Boston University. She completed her predoctoral training at Columbia University Medical Center and her postdoctoral training at the New York State Psychiatric Institute/Columbia University, Department of Child Psychiatry. As a multicultural (Haitian American) and multilingual (Spanish, French, and Haitian Creole) psychologist, her research is reflective of her background and interests. Her current research focuses on the integration of race and culture and well-being for ethnically diverse and immigrant communities. Some of the projects that she is currently working on include: spirituality across the life span among ethnic minorities, culturally effective mental health intervention for ethnic minority adolescents, with a specific focus on Immigrant children, adolescents, and families. In addition, she conducts research on social support networks of Caribbean populations with a specific focus on Haitians. Dr. Nicolas has published several articles and book chapters, including her most recent book Social Networks and the Mental Health of Haitian Immigrants, Nicolas, DeSilva, & Donnelly, (Caribbean Studies Press, Coconut Creek, Florida).

Dr. Helms has served on the editorial boards of Psychological Assessment and the Journal of Counseling Psychology and is on the Counsel of Research Elders of the Journal of Cultural Diversity and Ethnic Minority Psychology. She has written over sixty empirical and theoretical articles and four books on the topics of racial identity and cultural influences on assessment and counseling practice. Her books include A Race Is a Nice Thing to Have (Microtraining Associates) and Using Race and Culture in Counseling and Psychotherapy: Theory and Process with Donelda Cook (MA: Allyn & Bacon).

Janet Helms has been instrumental in the development of the concept of multidimensionality of race and its applications in research, assessment, teaching, and intervention. She has been a leader in the development of instruments to assess the multidimensionality of race, including the Multidimensionality of Race Scale (MRSS) and the Multidimensionality of Race Inventory (MRI). Her current research focuses on the integration of race and culture and well-being for ethnically diverse and immigrant communities. Some of the projects that she is currently working on include: spirituality across the life span among ethnic minorities, culturally effective mental health intervention for ethnic minority adolescents, with a specific focus on Immigrant children, adolescents, and families. In addition, she conducts research on social support networks of Caribbean populations with a specific focus on Haitians. Dr. Nicolas has published several articles and book chapters, including her most recent book Social Networks and the Mental Health of Haitian Immigrants, Nicolas, DeSilva, & Donnelly, (Caribbean Studies Press, Coconut Creek, Florida).

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**Teresa LaFromboise, Ph.D.,** Stanford University, Associate Professor of Education. Dr. LaFromboise is concerned with helping ethnic minority students survive acculturation pressure, cultural adjustment, discrimination, major life transitions and other stresses that are so typical, and so often neglected, in children and adolescents. She is a counseling psychologist with clinical and teaching experience in a wide variety of university and American Indian reservation settings. She is the developer of the American Indian Life Skills Development Curriculum of problem-based lessons aimed at increasing social emotional competence and reducing the risk of suicide among American Indian adolescents. Proven successful with high school students, this curriculum is being extended to younger students and evaluated in a multi-site effectiveness study. Dr. LaFromboise is also investigating cultural, social, and psychological indicators of adolescent risk behavior.

**M. Brinton Lykes, Ph.D.,** Boston College, Professor and Department Chair for the Department of Counseling, Developmental, and Educational Psychology, and Associate Director for the Center for Human Rights and International Justice at Boston College. Dr. Lykes has written extensively on social suffering and the psychosocial consequences for survivors of war, placement, and terror. She has engaged with communities in participatory action research projects in Nicaragua, Guatemala, and South Africa, working primarily with women and children survivors of political violence. After spending six months in Argentina studying psychodrama, Dr. Lykes was able to reconnect with her childhood love of the arts. In 1991, Lykes and collaborators in a number of different countries received a grant to study how the use of the arts could allow children to tell their stories in a way that might help them deal with the some of the impact of state-sponsored violence. Much of Lykes' work has dealt with silence. She has explored the ways in which silence works to isolate and paralyze communities and supports the "official story" of governments in the context of political violence and repression. All of Brinton Lykes’ work has sought to disturb this silence.

**Anthony A. Peguero, Ph.D.,** Virginia Tech, Assistant Professor of Sociology and Research Affiliate at the Center for Peace Studies and Violence Prevention at Virginia Tech. Dr. Peguero’s research interests include youth violence and juvenile justice; race, ethnicity, and immigration; stratification and inequality; schools and education; and Latino/a sociology. He serves on the editorial board for the Journal of Youth Violence and Juvenile Justice and the Crime and Deviance Section of Sociology Compass. Dr. Peguero is also a member of the Racial Democracy, Crime, and Justice Network which holds the goals of advancing research on the intersection of race, crime and justice and of promoting racial democracy within the study of these issues by supporting junior scholars from under-represented groups.

**M. Gabriela Torres, Ph.D.,** Wheaton College, Assistant Professor of Anthropology. Dr. Torres’s research focuses on issues of gender, violence, and ethnicity within the context of Guatemala’s history of armed conflict and centuries’ old repression of indigenous peoples. She has studied the historical context preceding the current attention to feminicide, and in 2010 published an award-winning article based on this work and co-authored with David Carey Jr, Precursors to Femicide: Guatemalan Women in a Vortex of Violence. Her current work explores issues of class and insecurity in urban Guatemala, art, and labor in the framing of Guatemala’s dead, and women’s violence against women in post-war Guatemala. Dr. Torres received the Faculty Appreciation Prize at Wheaton College this past spring, a college-wide honor awarded to the most influential faculty member for that year. Prior to coming to Wheaton College, Dr. Torres was a Post-doctoral Research Fellow in the Department of Sociology and Anthropology at the University of Windsor in Ontario, Canada. She completed her Ph.D. in Social Anthropology at York University in Toronto and an M.A. degree in Applied Anthropology at the Latin American Faculty of Social Sciences in Quito, Ecuador.

**Irma Alicia Velasquez Nimatuj, Ph.D.,** Support Mechanism for Indigenous Peoples, Executive Director. As an anthropologist and journalist, Dr. Velasquez Nimatuj has been in the vanguard of the struggle for respect for economics, social and political rights of the Indigenous people of Guatemala. Dr. Velasquez Nimatuj is the first K’iche’ woman with a doctorate in Social Anthropology in Guatemala. As a journalist, she has acquired multiple awards nationally for her written and graphic publications. She has published two books, Indigenous People, State and the Struggle for Land in Guatemala: Strategies of survival and negotiations in the face of global inequality (The Association for the Advancement of Social Sciences, 2008) and The Small Indigenous Commercial Bourgeoisies of Guatemala: Social, Racial and Gender inequalities (Social and Jurisdiction Services (SERJUS), 2002). She received a Ph.D. and an M.A. in Social Anthropology from the University of Texas at Austin. During her dissertation research, she was a Social Science Research Council Scholar.

**John Westefeld, Ph.D.,** University of Iowa, Professor in the Division of Psychological and Quantitative Foundations. Dr. Westefeld has served as Past President of APA Division 17, Counseling Psychology (2009-2010) and Director of the Ph.D. Program in Counseling Psychology at Auburn University (1983-1991). He has presented and published extensively on issues of suicide and suicide assessment, and men’s health. He has published such works with an integration of gender and spirituality, creating models and methods for prevention and intervention. A few of his recent works include a Microtraining video, “Suicide” (2009) and a co-authored chapter, Suicide Prevention, in the Handbook of Counseling Psychology (2008), and Assessment of Suicide Among Racial and Ethnic Groups: Theory, Research, and Practice (2008).
DIVERSITY CHALLENGE 2012 REGISTRATION
Please complete form, detach, and return by October 12, 2012 or register online at www.bc.edu/isprc

PLEASE TYPE OR PRINT YOUR FULL NAME & ORGANIZATION AS IT WILL APPEAR ON YOUR BADGE:

Today’s date

Last Name (please print)          First Name          Highest Degree Earned

Title or Profession

Organization

Mailing Address:  □ Home    □ Work

City          State          Zip Code

Work Phone          Home Phone

Email

Are you a presenter?    □ Yes    □ No

How did you hear about the Challenge?
□ Professional Newspaper/Newsletter (____________________________________)
□ Organizational listservs (____________________________________)
□ Institute for the Study and Promotion of Race and Culture (ISPRC) Brochure
□ ISPRC Website
□ ISPRC Email
□ Word-of-mouth
□ Other ____________________________

The pre-conference registration deadline is October 12, 2012. See the following table for early-bird registration fees by September 21, 2012. Registration by telephone is not available. Please mail this registration form with a check for the registration fee made out to Boston College, or pay with a credit card at our website, www.bc.edu/isprc. All fees must be submitted in US Dollars.

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<thead>
<tr>
<th>REGISTRATION STATUS</th>
<th>REGISTRATION POSTMARKED on or before 09/21/12</th>
<th>REGISTRATION POSTMARKED on or after 09/22/12</th>
<th>REGISTRATION ON-SITE cash or checks only</th>
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<tr>
<td>Regular Attendeer</td>
<td>$210</td>
<td>$230</td>
<td>$250</td>
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<tr>
<td>Current Student</td>
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<tr>
<td>Current Boston College Student</td>
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<td>$105</td>
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<tr>
<td>Boston College Faculty</td>
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Onsite Registration is by cash or check only. No credit cards will be accepted for Onsite Registration. Group rates are also available.

DIVERSITY CHALLENGE LUNCHEON AND RECEPTION

Included in the registration fee is a continental breakfast on both days of the conference and refreshments at the closing reception on Saturday evening. A gourmet sandwich buffet will be available each day of the conference for a fee of $15 per day.

Please indicate if you plan to attend:

Friday Luncheon ($15):    □ Yes    □ No    Closing Reception (no fee):    □ Yes    □ No
Saturday Luncheon ($15):    □ Yes    □ No    Check here for vegetarian meals:  □

**Please note that visitors may park in Boston College’s Beacon Street garage for cost $25 on Friday and $5 per exit on Saturday.

Please inform us of any special accommodations you will need to participate fully in the conference:
PAYMENT FORM

Fill in Registration Fee: ____________

Friday Lunch Fee $15: ____________

Saturday Lunch Fee $15: ____________

Total Payment: ____________

For payment by check, make check payable to Boston College:

Name on Check: ________________________________________________ Check Number: ________________

Send completed registration and payment information to:

Boston College
Institute for the Study and Promotion of Race and Culture
Campion Hall 318
140 Commonwealth Avenue
Chestnut Hill, MA 02467-3813

Register online and pay with a credit card at www.bc.edu/isprc

CANCELLATION POLICY

If you register, but are subsequently unable to attend, please call 617-552-2482, as soon as possible. For cancellations after October 5, 2012, a $40 handling fee per registration will be withheld from your refund.

REFUNDS WILL NOT BE POSSIBLE AFTER OCTOBER 12, 2012.

ABOUT DIVERSITY CHALLENGE

REGISTRATION AND CHECK-IN WILL BE IN THE MURRAY ROOM OF THE YAWKEY CENTER.

The Institute for the Study and Promotion of Race and Culture at Boston College is affiliated with:

• Teachers College, Columbia University Winter Roundtable, New York, NY
• University of Miami, Miami, FL
• Antioch New England, Multicultural Center for Research and Practice, Keene, NH
• Microtraining Associates, Hanover, MA

Books written by Invited Presenters and Guest Speakers will be available for purchase during Diversity Challenge.

Next Year’s Conference:

October 2013: Race, Culture, Health, or Mental Health

For information please contact:

Institute for the Study and Promotion of Race and Culture
Boston College, The Carolyn A. and Peter S. Lynch School of Education
Campion Hall Room 318, 140 Commonwealth Avenue, Chestnut Hill, MA 02467

Email us at isprc@bc.edu or visit our website at http://www.bc.edu/isprc

Campus map, hotel recommendations, and directions are available on our website.
**FRIDAY OCTOBER 19, 2012**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tr>
<td>8:15-9:00</td>
<td>Continental Breakfast / Registration</td>
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<tr>
<td>9:00-9:15</td>
<td>Welcome / Announcements</td>
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<tr>
<td>9:30-11:00</td>
<td>Concurrent Session 1</td>
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<tr>
<td>11:00-11:10</td>
<td>Break</td>
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<tr>
<td>11:10-11:15</td>
<td>Opening Remarks</td>
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<td>11:15-12:45</td>
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<td>12:45-1:45</td>
<td>Poster Session 1 Luncheon</td>
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<td>2:00-3:30</td>
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<td>Break</td>
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<td>3:45-5:15</td>
<td>Invited Panel</td>
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**SATURDAY OCTOBER 20, 2012**

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<tr>
<td>8:15-9:00</td>
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<td>9:00-9:15</td>
<td>Welcome / Announcements</td>
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<td>11:00-11:10</td>
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<td>Remarks</td>
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<td>12:45-1:45</td>
<td>Poster Session 2 Luncheon</td>
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<td>2:00-3:30</td>
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<td>3:30-3:45</td>
<td>Break</td>
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<td>3:45-5:15</td>
<td>Invited Panel</td>
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<tr>
<td>5:30-7:00</td>
<td>Closing Celebration and Reception (Entertainment &amp; Refreshments)</td>
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**REGISTRATION AND CHECK-IN WILL BE IN THE MURRAY ROOM OF THE YAWKEY CENTER.**

*Over 90 Presentations, Including . . .*

- Before their Time: Mothers Facing the Murder of their Sons
- Economic Consequences of Rape: Disparate Impact for Survivors of Color and Immigrants
- Bullying of Ethnically Diverse Youths
- Arab American Survivors of Sexual Violence: Taking Culture into Account
- Truth or Dare? In Psychotherapy with a South Asian Perpetrator of Violence
- Violence and Survival Among Gay and Lesbian Arabs in the Middle East
- Healing Violence Through Native American Narratives: A Nexus of Narrative Approaches
- Clinical Interventions with Gang Adolescents and their Families: Lessons from the Field

Continuing education credits for psychologists, mental health counselors, and social workers are pending approval. Professional development points (PDPs) for teachers/school administrators will be offered at Diversity Challenge 2012.
THE 12TH ANNUAL
DIVERSITY CHALLENGE
What to Do about Race and Culture and Violence

FRIDAY & SATURDAY, OCTOBER 19 & 20, 2012
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CHESTNUT HILL, MASSACHUSETTS