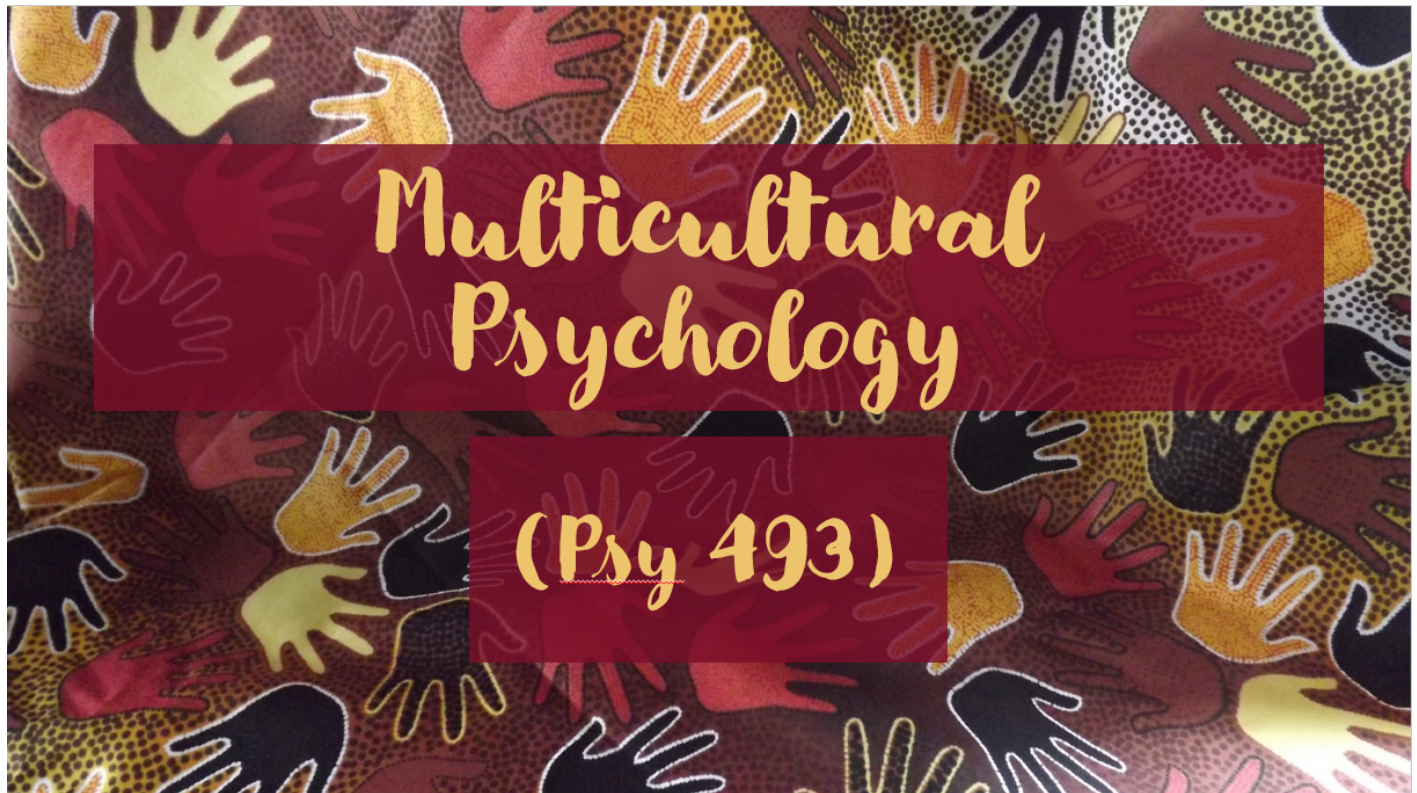


Jump to: [Due dates](#); [Materials by week](#); [Topic schedule](#)



**Multicultural Psychology (Psy 493w)**  
**Mon/Wed 8:30-9:50pm ET in Snyder Hall C204**

**Instructor:** **Prof. Buchanan** (Please email from the Desire2Learn (D2L) class website only)  
\*\*Put "Psy 493W" in the subject line of emails to ensure prompt response.  
**Office hours: Tuesdays at 2pm and by appointment**  
Online via [Zoom](#) Meeting ID: 234 667 5022 Passcode: Thrive!  
<https://us02web.zoom.us/j/2346675022?pwd=YnN3cEhIWlBGczVlQ0E0cUVwWko3Zz09>

**Course Description:**

This is an introductory course on multicultural psychology. The goal of the class will be to explore how our identities, experiences, and perspectives affect our daily experiences, research interests, and engagement in academic and non-academic settings. This class is intended to be deeply personal and experiential (in contrast to classes that permit academic engagement that is detached and purely intellectual). You will be challenged to think critically at every stage of this class and if successful, you will confront aspects of yourself (your beliefs, behaviors, and needed areas of growth), your individual, familial, and group legacies of privilege and disadvantage, and your personal commitments to social justice, advocacy, and social change.

Members of our class represent a range of disciplines and specialty areas and have vastly different levels of familiarity with these topics. For some, this material is new and very difficult, for others, the information is familiar and not overly challenging. The class is designed for those with relatively little exposure to these topics. If this material is familiar, I encourage you to challenge yourself by applying it

in new ways and with new groups to expand your growth and development throughout the semester.

**Course Foci:**

It is a constant struggle to cover all of the topics that are important in a class such as this one. I finally accepted that we simply cannot do so because we need several classes to be knowledgeable about multicultural psychology and to use the information responsibly as scholars and members of society.



Rather than trying to cover a little bit on everything, we will primarily examine topics with a **focus on race/ethnicity/culture and Anti-Black racism in the United States.**

In the US, race is a central force that dictates almost all areas of our lives. Understanding how this impacts our experiences, worldviews, and larger societal/political forces provides the foundation for understanding other -isms (sexism, classism, heterosexism, etc) and their interconnections. Given the nation's current state of unrest, protests of police brutality against Black men, women, and children, and the impact of the #BlackLivesMatter movement, having a better understanding of the legacy that

has brought us to this point is critically important. **AND we are in this class during a historic election that has been fraught with racial tensions!**

What this means is, **we will focus primarily on race, culture, and anti-Black racism in the US. We will use this as the center of a wheel with spokes linking these issues to sexism, intersectionality, social class, global economics, etc.** We will cover a variety of issues, from many perspectives, but this will be our 'home base.'

**Course Goals & Objectives:**

- Explore diverse perspectives in psychology and how they influence, and are influenced by, psychology.
- Use race/ethnicity as our center to explore privilege, domination, power, their intersections with various "-isms" (e.g., sexism, racism, heterosexism, classism, ableism), and their relationship to psychology and related fields of study.
- Challenge each participant (myself included) to understand our individual and collective "spaces" in the world (as a member of a particular class, gender, race/ethnicity, etc.) and how this impacts our thinking, daily interactions, and work with others, as well as our research, scholarship, community/organizational partnerships, and psychological and/or clinical work.
- Enhance academic writing skills with an emphasis on APA format and understanding the expected quality, style, and scientific rigor expected for publishing academic work in psychology and related fields.

- Address several of the Core Competency Benchmarks for Professional Psychology related to diversity and social justice:

**Competency #2. Individual and Cultural Diversity:** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

**2A. Awareness of Self** as Shaped by Individual and Cultural Diversity and Context (Cultural diversity -- e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status)

**2B. Awareness of Others** as Shaped by Individual and Cultural Diversity and Context

**2C. Awareness of the Interaction of Self and Others** as Shaped by Individual and Cultural Diversity and Context

**2D. Awareness of, appropriate use of, and sensitivity to scientific, theoretical, and contextual issues** based on Individual and Cultural Diversity and Context in all aspects of professional work

### ***Representative Topics:***

- Anti-Black Racism
- Intersectionality
- Social Justice
- Academic Writing & APA Format
- Matrices of dominance and oppression
- Implicit bias & Microaggressions
- Privilege and the ways we embrace or avoid its presence in our lives

### ***Assignments and Evaluation:***

You will not be evaluated based on whether or not you agree with me, your classmates, or traditional liberal or conservative views. You will not be evaluated on whether or not you show changed thinking over the semester. I have no investment in convincing you to adopt a particular viewpoint or coercing changes in your beliefs.

You will be evaluated on the extent to which you demonstrate understanding of the readings, complete class activities, thoughtfully evaluate course material, and participate respectfully in class. Given these requirements, there is no reason why everyone cannot receive a 4.0 in this class.

The assignments in this class are intended to be thought-provoking, personally relevant, engaging, and a break from traditional methods of assessment. Assignments are frequent and short to facilitate the primary goal of the course--to help each person delve deeply into the ways these topics impact them as a person and a scholar. For example, you will participate in interactive learning activities and journal about your experiences, critique videos and images from mainstream popular culture, and discuss ways in which your current and past experiences have shaped your perspectives on the topics we will cover.

### ***Things to Know:***

- **D2L:** Readings, assignment descriptions, announcements, a copy of the syllabus, hyperlinks to related materials, and other useful items can be found on the D2L website for this class (d2l.msu.edu). You are responsible for any and all items posted on this page. Please check it often for new material, class announcements, postings from other students, etc.

- **Flexibility:** Flexibility will be essential in a class such as this one. If the class comes up with new ideas for assignments, topics, class discussion, etc. the course may be altered accordingly in order to enhance our learning experience and adapt to real-world events.
- **Advanced Writing:** Basic writing skills are expected for this course. Simple errors in writing, such as spelling mistakes, grammatical errors and basic sentence structure are not the focus of this course. Given that everyone should have taken the introductory writing requirements, I assume you are proficient in these domains; therefore, errors of this nature will have a severe and negative affect on your grade across all assignments including reflection papers and in class writing. As such, it is strongly recommended that you consult with the Writing Center (<http://writing.msu.edu/>), proofread, spellcheck, and have another person read your papers before turning them in for a grade whenever possible.
- **A Final Note:** You may have attended a workshop or activity with me where you did one of the activities that we will do as part of this class. That is okay! I will ask that you do them again for the purpose of this class because you are likely to have slightly different responses and new realizations.

### ***Limits to Confidentiality:***

Please be aware that class materials are generally considered confidential pursuant to the University's student record policies. However, all University employees, including instructors, cannot maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or health and safety considerations of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- **Suspected child abuse/neglect, even if this maltreatment happened when you were a child,**
- **Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and**
- **Credible threats of harm to oneself or to others.**

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual or not. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling Center (<http://www.counseling.msu.edu/students>).

### ***Accommodations:***

Please let me know if accommodations will be helpful as soon as possible. I will do my best to make the appropriate arrangements. If you are registered with the university's RCPD office, please email an electronic copy of your VISA as soon as possible.

### ***Required Texts:***

This semester I am not requiring specific texts. Instead, I am attempting to make all of the material available online via D2L. Whenever possible, I will provide links to course materials that you can access if you are logged in to your MSU account and go to [lib.msu.edu](http://lib.msu.edu). Not all of the materials are available as stable links to accessible PDFs. The MSU library system is working on this and may not be able to do

this for each chapter/text. I will update D2L materials as they become available. I apologize in advance if there are readings that are not yet available in this manner. Please contact me if there are problems accessing or reading any of the material.

***Online tools (please create accounts if needed so you will be able to use them right away):***

- **Desire2Learn (D2L):** To reduce the chance of lost or delayed emails, only email me through the D2L email. This is also how I will email the class. Be sure to **set your D2L settings so D2L emails come to your main MSU email**--otherwise you could miss time-sensitive information about our class.
  - D2L will have the requirements and materials needed for each week. The first three weeks of content are open at the start of class and content for each week opens two weeks early on Mondays at 12:01AM.
  - At the end of the semester, you will be able to download the course with all the materials for the entire semester in one place. Be sure to also download and keep a copy of all syllabi from all of your classes. You may need them to demonstrate the training or material covered for licensure, certifications, etc.
- **Google Drive:** Access google drive with your MSU account. There will be documents that you will access on Google Drive through D2L. We will also have assignments that you will copy from and post to Google Drive. For these assignments, be sure to share the documents so "Anyone with the link can edit" before you send the link to me and/or your classmates so you can get feedback and a grade on the materials.
- **Zoom:** (please create your MSU zoom account at [zoom.msu.edu](https://zoom.us/join/MSU) and install it on your devices). This will allow you to schedule meetings with your group members and see me in virtual office hours.

**Course Requirements:**

***Working groups:***

Each of you will be in smaller groups on D2L of 4-6 students. Many assignments and reflections will be shared with your group and you will comment on one another's work and writings throughout the semester. Hopefully, this will reduce the workload (e.g., reading and responding to assignments between 4-6 people instead of the whole class of 20-25).

You can find your workgroup contacts under Communications-Groups. If you want to email the group, select your group, go back to the top and hit "email." You can also use the first discussion post as a general area to chat as a group.

***Readings:***

Except for the first day of class, the assigned **readings should be read before class on the day listed**. You should also bring copies of, or be able to access, the materials we will cover to class.

***Attendance and participation: (3 pts each class).***

**Attendance:** It is important that each student attend every class and participate in all classes/discussions. I also realize there will be times you may not be able to attend for one reason or

another. Therefore, each student is allowed one “free day” where s/he is absent without explanation. All other absences will require documentation of circumstances that prohibit your attendance. Absences will only be excused if extenuating circumstances apply and some excuses require you to submit documents to the dean who will then contact me to state that they are excused (e.g., absences related to grief or hospitalization).

**Active Participation:** This is a unique class where not only your presence, but also your active participation are essential to its success and your personal learning and growth. There are some times when I will prepare a lecture for portions of the class period, but active discussion, reflections, and debate of critical issues will be expected from all class members for each class. I may provide questions to consider or write about in class and be prepared to discuss, you may have short pre-class assignments designed to help you think about critical issues and come prepared to talk. If there are concepts from the readings that you do not understand or with which you do not agree, come prepared with questions and comments to share with the class! The 2 lowest participation scores are automatically dropped.

**Attendance and Participation points:**

- 0 = Absent/Late
- 1 = Present, but little to no participation
- 2 = Present, acceptable participation & engagement
- 3 = Present, excellent participation & engagement.

**Weekly Reflections: 10 points each** (Details in the D2L Assignment Instructions folder).

Each week, unless stated otherwise, you will write a discussion post reflecting on the class materials for the upcoming week (4 pts each). You must also respond to at least 2 of your classmates’ posts (3 pts each). You should **post your reflection by 12:00 noon ET on Fridays** and **reply to 2+ classmates by 11:59 PM ET on Mondays**. If you cannot reply to 2 classmates because too few people in your group posted a reflection on time, reply to your own post saying *“I could only reply to 1 classmate because others did not post by the due date .”* This will time stamp your response and ensure that you do not lose points if your classmates did not post on time.

Written posts should be ~2 paragraphs in length and reflect your thoughts, reactions, questions, etc. to the material for the week. As a writing course, I will expect your reflections to be polished and well-written. It is a good idea to write them in MS Word or Google docs first and then paste them into your discussion board. Comments must address the readings and class material and should demonstrate having read and integrated thoughts across the week’s materials (as opposed to talking about just one item). Reflections can additionally include your thoughts about ancillary course materials and past discussions in addition to reflections on the course material for the week.

You can only complete 1 personal reflection and 2 responses per week for credit. However, I encourage you to read and reply to as many of your group member’s reflections as possible. The 2 lowest reflection scores are automatically dropped.

**Salient Circles Diagram & Presentation with write-up (Due 9/4 by 8am): 50 points** (Details in the D2L Assignment Instructions folder). 50 points for your diagram presentation and write-up).

**Powerlines (Activity due 9/30, Group Member replies due 10/3): 30 points** (Details in the D2L Activities

and Assignments folder).

You will modify a Power Lines Activity on Google Slides, answer questions about your decisions related to the power people have, and post questions for your group members to answer on your Power Lines. You will also review your group members' Power Lines and answer questions they leave for the group on the last slide of their Power Lines Activity. 15 points for your original powerline activity and 15 points for the questions and answers between group members across all of the group members' powerlines.

**Electronic Editing (Due 10/28): 20 points** (Details in the D2L Activities and Assignments folder).

Learning to write includes understanding how to edit papers (your own and others'). Group papers and editing electronically will be of increasing importance, especially if you plan to go to graduate school. We will have a short lecture and videos on electronic editing, then you will have to review a paper and make edits and comments electronically. Edits should address grammar problems, APA formatting, and academic style. Edits must be done using the comments and track changes functions in MS Word (or equivalent). **Editors must put their name in a comment on the first page of the paper they are editing to get credit.**

**Dollar Street Project (Activity due 11/11, Group Member replies due 11/14) Gapminder.org: 50 points** (Details in the D2L Activities and Assignments folder).

This activity is designed for you to examine wealth and poverty around the world and to reflect on your assumptions about "how the other half lives."

**Dear Congress Letter (Due 12/4): 50 points** (Details in the D2L Activities and Assignments folder).

This assignment will give you an opportunity to speak up on a social issue of importance to you and begin to act on it to create change.

**Impromptus:** (points will vary). As a rule, these will be short assignments designed to facilitate thinking and on a topic.

**Retain all class materials!**

Please keep all your class materials for this class in an easily accessible manner. I suggest scanning hand-written papers and saving all your work to a cloud-based server or emailing them to yourself as a backup.

### **Grading procedures:**

- Course material and grades will be posted to the class website on Desire2Learn (<https://d2l.msu.edu>). You are responsible for any and all items posted on the course website. Please check it often for new material, class announcements, changes, etc.
- Late assignments will receive a 10% deduction for each day it is late. You are welcome and encouraged to turn in assignments early!
- Total points earned will be divided by the total points for the class, which will vary based on the number of impromptu writings, etc. This percentage will be translated into your final grade (see

chart below). As such, you are not being graded on a curve; it is possible for every student in the class to receive an "A/4.0".

- I **automatically round any percentage ending in a 4.5 or a 9.5**. For example, an 84.5 would become an 85% and an 89.5 would become a 90%.

- Grading Scale:

|               |                 |
|---------------|-----------------|
| 4.0 = 90-100% | 2.0 = 70-74%    |
| 3.5 = 85-89%  | 1.5 = 65-69%    |
| 3.0 = 80-84%  | 1.0 = 60-64%    |
| 2.5 = 75-79%  | 0.0 = below 60% |

**Online writing resources:**

- **MSU Writing Center:** <https://writing.msu.edu/>
- **The Purdue Writing Lab:** <http://owl.english.purdue.edu/>
- **APA Style:** <https://apastyle.apa.org/instructional-aids/tutorials-webinars>
- **What's New in the Seventh Edition:**  
<https://apastyle.apa.org/instructional-aids/whats-new-7e-guide.pdf>  
This guide provides an overview of key changes in the *Publication Manual of the American Psychological Association, Seventh Edition*.
- **Academic Writer Tutorial: Basics of Seventh Edition APA Style**  
[https://extras.apa.org/apastyle/basics-7e/?\\_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/](https://extras.apa.org/apastyle/basics-7e/?_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/)  
This free tutorial is designed for those who have no previous knowledge of APA Style. It shows users how to structure and format their work, recommends ways to reduce bias in language, identifies how to avoid charges of plagiarism, shows how to cite references in text, and provides selected reference examples.

**Multicultural Psychology  
Topic Schedule**

| <b>WK #</b>                                                             | <b>Dates</b> | <b>Topic</b>                                                                      |
|-------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------|
| <b>Section 1: Introduction to this Class, Ourselves, and Each Other</b> |              |                                                                                   |
| WK 1                                                                    | 8/26         | Introductions, Syllabus overview, & What is Multicultural Psychology              |
| WK 2                                                                    | 9/2          | How to Engage this Class & Why Anti-Black Racism Matters                          |
| WK 3                                                                    | 9/9          | History and the Present                                                           |
| WK 4                                                                    | 9/16         | Self, Identity, & Privilege                                                       |
| <b>Section 2: Privilege and Oppression: An Introduction</b>             |              |                                                                                   |
| WK 5                                                                    | 9/23         | The Structure of Privilege & Oppression                                           |
| WK 6                                                                    | 9/30         | Intersectionality, Privilege & Oppression                                         |
| WK 7                                                                    | 10/7         | How Privilege and Oppression are embedded in systems and invisible to individuals |
| WK 8                                                                    | 10/14        | " " (continued)                                                                   |
| <b>Section 3: Contextualizing Privilege and Oppression</b>              |              |                                                                                   |
| WK 9                                                                    | 10/21        | Halloween, Blackface & Silence as Complicity                                      |
| WK 10                                                                   | 10/28        | Institutional and Structural Nature of Privilege & Oppression: Housing & Wealth   |
| WK 11                                                                   | 11/4         | Privilege, the Confederate Flag & Racism                                          |
| WK 12                                                                   | 11/11        | Poverty & Criminal Justice as examples                                            |
| WK 13                                                                   | 11/18        | Color Blindness, Implicit Bias, Microaggressions & Ingroup Favoritism             |
| <b>Section 4: Challenging Privilege &amp; Interrupting Oppression</b>   |              |                                                                                   |
| WK 14                                                                   | 11/25        | Fostering Allyship & Agency                                                       |
| WK 15                                                                   | 12/2         | Forging a Future: Advocating, Agitating, & Liberating                             |
| WK 16                                                                   | 12/9         | Final Reflections                                                                 |

| Graded Assignment Due Dates |              |                                                                                                                                                                                                                   |
|-----------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week # &<br>Class Dates     | Due<br>Dates | What to turn in and where to put it                                                                                                                                                                               |
| WK 1: 8/26 & 8/28           |              | <b>Introductions, Syllabus overview, &amp; What is Multicultural Psychology</b>                                                                                                                                   |
|                             | 8/26         | <input type="checkbox"/> Post an introduction to your group in D2L-Discussions<br><input type="checkbox"/> Review syllabus & start readings for the upcoming week's reflection papers                             |
|                             | 8/30         | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                                                                                                    |
| WK 2: 9/2 & 9/4             |              | <b>How to Engage this Class &amp; Why Anti-Black Racism Matters</b>                                                                                                                                               |
|                             | 9/2          | No Class-Holiday                                                                                                                                                                                                  |
|                             | 9/3          | <input type="checkbox"/> Reply to group reflections in D2L-Discussions (1 day later than normal due to the holiday)                                                                                               |
|                             | 9/4          | <input type="checkbox"/> Salient Circles Paper w/ Diagram Due on D2L-Assignments by 8am<br><input type="checkbox"/> Be prepared to present your Salient Circles diagram in class.                                 |
| WK 3: 9/9 & 9/11            | 9/6          | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                                                                                                    |
|                             |              | <b>History and the Present</b>                                                                                                                                                                                    |
|                             | 9/9          | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                                                                                            |
| WK 4: 9/16 & 9/18           | 9/13         | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                                                                                                    |
|                             |              | <b>Self, Identity, &amp; Privilege</b>                                                                                                                                                                            |
|                             | 9/16         | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                                                                                            |
| WK 5: 9/23 & 9/25           | 9/20         | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                                                                                                    |
|                             |              | <b>The Structure of Privilege &amp; Oppression</b>                                                                                                                                                                |
|                             | 9/23         | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                                                                                            |
| WK 6: 9/30 & 10/2           | 9/27         | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                                                                                                    |
|                             |              | <b>Intersectionality, Privilege &amp; Oppression</b>                                                                                                                                                              |
|                             | 9/30         | <input type="checkbox"/> Reply to group reflections in D2L-Discussions<br><input type="checkbox"/> Post your Powerlines assignment on Google Drive and put the link to it in the Powerlines Discussion by 12pm ET |
|                             | 10/3         | <input type="checkbox"/> Reply to group members' Powerlines on Google Drive by 12PM ET                                                                                                                            |
|                             | 10/4         | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                                                                                                    |

| Graded Assignment Due Dates     |              |                                                                                                                                            |
|---------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Week # &<br>Class Dates         | Due<br>Dates | What to turn in and where to put it                                                                                                        |
| <b>WK 7: 10/7 &amp; 10/9</b>    |              | <b>How Privilege and Oppression are embedded in systems and invisible to individuals</b>                                                   |
|                                 | 10/7         | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                     |
|                                 | 10/11        | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                             |
| <b>WK 8: 10/14 &amp; 10/16</b>  |              | <b>How Privilege and Oppression are embedded in systems and invisible to individuals (continued)</b>                                       |
|                                 | 10/14        | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                     |
|                                 | 10/18        | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                             |
| <b>WK 9: 10/21 &amp; 10/23</b>  |              | <b>Halloween, Blackface &amp; Silence as Complicity</b>                                                                                    |
|                                 | 10/21        | <input type="checkbox"/> No Class-Holiday                                                                                                  |
|                                 | 10/22        | <input type="checkbox"/> Reply to group reflections in D2L-Discussions (1 day later than normal due to the holiday)                        |
|                                 | 10/25        | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                             |
| <b>WK 10: 10/28 &amp; 10/30</b> |              | <b>Institutional and Structural Nature of Privilege &amp; Oppression: Housing &amp; Wealth</b>                                             |
|                                 | 10/28        | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                     |
|                                 |              | <input type="checkbox"/> Submit your Electronic Editing Assignment in D2L-Assessments-Assignments by 12pm ET                               |
|                                 | 11/1         | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                             |
| <b>WK 11: 11/4 &amp; 11/6</b>   |              | <b>Privilege, the Confederate Flag &amp; Racism</b>                                                                                        |
|                                 | 11/4         | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                     |
|                                 | 11/8         | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                             |
| <b>WK 12: 11/11 &amp; 11/13</b> |              | <b>Poverty &amp; Criminal Justice as examples</b>                                                                                          |
|                                 | 11/11        | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                     |
|                                 |              | <input type="checkbox"/> Post your Dollar Street Project on Google Drive and put the link to it in the Dollar Street Discussion by 12pm ET |
|                                 |              | <input type="checkbox"/> Take the Gapminder quiz (just for fun)                                                                            |
|                                 | 11/14        | <input type="checkbox"/> Reply to group members' Dollar Street Project on Google Drive by 12pm ET                                          |
|                                 | 11/15        | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                             |

### Graded Assignment Due Dates

| Week # &<br>Class Dates         | Due<br>Dates | What to turn in and where to put it                                                                                                          |
|---------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WK 13: 11/18 &amp; 11/20</b> |              | <b>Color Blindness, Implicit Bias, Microaggressions &amp; Ingroup Favoritism</b>                                                             |
|                                 | 11/18        | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                       |
|                                 | 11/20        | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                               |
| <b>WK 14: 11/25 &amp; 11/27</b> |              | <b>Fostering Allyship &amp; Agency</b>                                                                                                       |
|                                 | 11/25        | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                       |
|                                 | 11/27        | No Class-Holiday                                                                                                                             |
|                                 | 11/29        | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                               |
| <b>WK 15: 12/2 &amp; 12/4</b>   |              | <b>Forging a Future: Advocating, Agitating, &amp; Liberating</b>                                                                             |
|                                 | 12/2         | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                       |
|                                 | 12/4         | <input type="checkbox"/> Submit your Dear Congress Letter in D2L-Assessments-Assignments by 12pm ET                                          |
|                                 | 12/6         | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                               |
| <b>WK 16: 12/9 Finals Week</b>  |              | <b>Final Reflections</b>                                                                                                                     |
|                                 | 12/9         | Mon 8:30AM-9:45AM Come to class prepared to share reflections on the class and what you have learned, regrets & promises<br>Snyder Hall C204 |

### Details week by week

**Week 1    8/26 & 8/28    Introductions, Course & Syllabus overview**

- Introductions, Syllabus Review
- Power of Vulnerability
- Hopes & Fears

#### ***Due this week***

- 8/26
- ☐ Post an introduction to your group in D2L-Discussions
  - ☐ Review syllabus & start readings for the upcoming week's reflection papers

8/30

- ☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

### **Readings**

- Class syllabus
- What is multicultural Psychology

<http://psychology.iresearchnet.com/counseling-psychology/multicultural-counseling/multicultural-psychology/>

- Be Inclusive Every Day: 23 Ideas to increase inclusion

<https://d2l.msu.edu/d2l/le/content/1074117/viewContent/9559781/View>

### **Upcoming assignment to check out**

#### **Salient Circles due 9/4**

- Activity\_Salient Circles w\_example

<https://d2l.msu.edu/d2l/le/content/1074117/viewContent/9579497/View>

**Week 2      9/2 & 9/4      What is Multicultural Psychology, How to engage this class, & Why Anti-Black Racism Matters**

### **Due this week**

9/2      No Class-Holiday

9/3      ☐ Reply to group reflections in D2L-Discussions (1 day later than normal due to the holiday)

9/4      ☐ Salient Circles Paper w/ Diagram Due on D2L-Assignments by 8am

☐ Be prepared to present your Salient Circles diagram in class.

9/6      ☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

### **Readings**

- Ford, C. W. (2000). Develop Cross-Cultural Communication Skills. In Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.). (2000). *Readings for diversity and social justice* (2nd ed.). Psychology Press.

<http://catalog.lib.msu.edu/record=b3675944~S39a>

- Chapter 1: How to Engage Constructively in Courses That Take a Critical Social Justice Approach In Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press.

<http://ezproxy.msu.edu/login?url=https://ebookcentral.proquest.com/lib/michstate-ebooks/r>

[eader.action?docID=4988008&ppg=30](#)

### **Videos**

- I can't do this anymore... (15 min)

<https://youtu.be/YXS8zZtZtaY>

- Black Lives Matter: Campaigning for Racial Justice (3 min)

<https://www.pbslearningmedia.org/resource/eotp16-soc-blm/wgbh-world-channel-black-lives-matter-campaigning-for-racial-justice/>

*While watching:* Look for answers to these questions while watching the video. Watch the video more than once as needed.

- What previous era in American history is Michaela Angela referring to when she says in the opening of the video that Barack Obama's presidential campaign "awoke the spirit of American youth in a way that was similar to what we had seen..."
- In what ways is it made clear that some people characterize Black Lives Matter as a struggle that extends beyond U.S. borders?

*After watching:*

- What are some examples from the video that support the idea that activism is a collaborative effort and not the work of just one person taking a risk?
- Does being an activist require engaging in disruptive behavior? Why or why not?

### **Encouraged, but not required**

- Understanding Anti-Black Racism Through Film (8:11)

<https://youtu.be/vF-tm033O10>

- Chapter 2: Critical Thinking and Critical Theory. In Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press.

<http://ezproxy.msu.edu/login?url=https://ebookcentral.proquest.com/lib/michstate-ebooks/rader.action?docID=4988008&ppg=30>

## **WK 3 9/9 & 9/11 History and the Present**

### **Due this week**

9/9

☐ Reply to group reflections in D2L-Discussions

9/13

☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

### **Readings**

- 1619 Project: A Brief History of Slavery That You Didn't Learn in School, by Mary Elliott and Jazmine Hughes

<https://www.nytimes.com/interactive/2019/08/19/magazine/history-slavery-smithsonian.html>

- 1619 Project: What the Reactionary Politics of 2019 Owe to the Politics of Slavery, by Jamelle Bouie.

[https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676332/ITOF?u=msu\\_main&sid=ITOF&xid=4c920069](https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676332/ITOF?u=msu_main&sid=ITOF&xid=4c920069)

- 1619 Project: America holds onto an undemocratic assumption from its founding: That some people deserve more power than others, by Jamelle Bouie

<https://www.nytimes.com/interactive/2019/08/14/magazine/republicans-racism-african-americans.html>

### **Writing exercises**

- Complete the first 7 sections of the Basics of 7th Ed APA Style.

[https://extras.apa.org/apastyle/basics-7e/?\\_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/](https://extras.apa.org/apastyle/basics-7e/?_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/)

- Overview
- Paper Elements
- Paper Format
- Paper Organization
- Academic Writing Style
- Grammar and Usage
- Bias-Free Language

- How to do electronic edits: Track Changes and Comments (Video 4:20)

<https://youtu.be/m7tmsWN6uH0>

### **Videos**

- 1619 Project: 400-year Anniversary of the start of Slavery in America (14:45)

<https://www.youtube.com/watch?v=yayOUiQFkOY&list=PLXvgzq-qaJtArII8FT0vxOwGPfIQZ53Sr&index=51>

- Life Aboard a Slave Ship | History (5:00)  
<https://www.youtube.com/watch?v=PmQvofAiZGA>
- Empathy for Black People in America - Dr. Joy Degruy (11:54)  
<https://www.youtube.com/watch?v=yayOUiQFkOY&list=PLXvgzq-qaJtArII8FT0vxOwGPfIQZ53Sr&index=51>
- Most Black Kids Can't Swim. It's Not Just A Stereotype — It's History (3:25)  
[https://www.youtube.com/watch?v=KdCc0G4g\\_9U](https://www.youtube.com/watch?v=KdCc0G4g_9U)
- Black teen speaks out after woman charged with attacking him at pool (4:21)  
[https://www.youtube.com/watch?v=QvxuNH\\_Hr6s](https://www.youtube.com/watch?v=QvxuNH_Hr6s)
- Black Kids Are Twice As Likely To Die By Suicide Than White Kids (6:39)  
<https://www.youtube.com/watch?v=TwvpRCPcQ1I&list=PLXvgzq-qaJtArII8FT0vxOwGPfIQZ53Sr&index=49>

***Encouraged, but not required***

- Why So Many Black People In The U.S. Can't Swim (10:56)  
[https://www.youtube.com/watch?v=zjC2Ucpr\\_E&list=PLXvgzq-qaJtArII8FT0vxOwGPfIQZ53Sr&index=47](https://www.youtube.com/watch?v=zjC2Ucpr_E&list=PLXvgzq-qaJtArII8FT0vxOwGPfIQZ53Sr&index=47)
- Black People Can't Swim | Ep. 8 | That's Racist (5:44)  
<https://www.youtube.com/watch?v=C7JHEO1MACs>
- 1619 Project: 1619, by Jake Silverstein  
[https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676315/ITOF?u=msu\\_main&sid=ITOF&xid=f0c33cbe](https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676315/ITOF?u=msu_main&sid=ITOF&xid=f0c33cbe)
- 1619 Project: Our founding ideals of liberty and equality were false when they were written. Black Americans fought to make them true  
<https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>

**WK 4 9/16 & 9/18 Self, Identity & Privilege**

***Due this week***

9/16

☐ Reply to group reflections in D2L-Discussions

9/20

☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

### Readings

- Ch. 1 Know your Racial Identity. In Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

<https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/reader.action?docID=5820417&ppg=23>

- Ch. 2 Explore your Internalized Racism. In Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

<https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/reader.action?docID=5820417&ppg=43>

- Young (2004). Five faces of oppression (PDF on D2L)

### Videos

- I grew up in poverty. Here's why I recognize my white privilege | Tom Rietz | TEDxDePaulUniversity (Length = 13.31 minutes).

<https://www.youtube.com/watch?v=xp8YYVxleVQ&list=PLXvgzq-qaJtD6GzUVOMn7TprYV4-MT4QL&index=12>

- Let's talk about Trump, trust funds, power, and privilege...

<https://www.youtube.com/watch?v=PH4m0ZWGD-4&list=PLXvgzq-qaJtD6GzUVOMn7TprYV4-MT4QL&index=19&t=3s>

- Being nice is not going to end racism - Dr. Robin DiAngelo | Big Think (Length = 9.08 minutes).

<https://www.youtube.com/watch?v=9Jin7ISV85s>

- This is the paradigm shift that could stop racism | Robin DiAngelo | Big Think (Length = 4.19 minutes).

<https://www.youtube.com/watch?v=FZil6ae5hBo&list=PLXvgzq-qaJtD6GzUVOMn7TprYV4-MT4QL&index=6>

### Upcoming assignments worth reviewing now

- Powerlines Assignment (Due 9/30, responses due 10/3)

<https://docs.google.com/presentation/d/10RzJvrzsq0h-E9E28L9HZBH5b9b-RpkqMSUK-8ijYOO/edit?usp=sharing>

- Electronic Editing Assignment (Due 10/28)

<https://docs.google.com/document/d/1JgnB5er82FX9VQ7ClfqTHa81A5VGYGER/edit>

***Encouraged, but not required***

- Debunking The Most Common Myths White People Tell About Race | Think | NBC News

<https://www.youtube.com/watch?v=wjHg65JORi8>

- Young, I. M. (2014). Five Faces of Oppression (full chapter).

<https://www.sunypress.edu/pdf/62970.pdf>

- The Faces of Oppression. University of Florida.

<https://counseling.ufl.edu/resources/bam/module3-2/>

**WK 5 9/23 & 9/25 The Structure of Privilege & Oppression**

***Due this week***

9/23 ☐ Reply to group reflections in D2L-Discussions

9/27 ☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

***Readings***

- Chapter 3: Culture and Socialization. From, Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*.

<http://ezproxy.msu.edu/login?url=https://ebookcentral.proquest.com/lib/michstate-ebooks/rader.action?docID=4988008&ppg=64>

- Chapter 5: Oppression and Power. From, Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*.

<http://ezproxy.msu.edu/login?url=https://ebookcentral.proquest.com/lib/michstate-ebooks/rader.action?docID=4988008&ppg=89>

- McIntosh, P. (2009). White Privilege: An Account to Spend.

<https://www.whitworth.edu/cms/media/whitworth/documents/administration/diversity-equity--inclusion/peggy-mcintosh-white-privilege-an-account-to-spend.pdf>

- McIntosh, P. (1988). Unpacking the invisible knapsack. *Gender Through the Prism of Difference*, 235-238. (PDF on D2L)

- Wildman, S. & Davis, A. (2016). Making Systems of Privilege Visible. In *White privilege: Essential*

*readings on the other side of racism* (pp. 7-143). New York, USA: Worth Publishers.

<https://www.wisconsinrticenter.org/wp-content/uploads/2019/02/1B.Making-Systems-of-Privilege-Visible.pdf>

### **Videos**

- The US medical system is still haunted by slavery

<https://www.youtube.com/watch?v=IfYRzxeMdGs&list=PLXvgzq-gaJtArII8FT0vxOwGPfIQZ53Sr&index=48>

- What Does Race Have to Do With COVID-19? (8.48 mins)

<https://youtu.be/12xAxX1Xvpk>

### **Pick at least one of these to watch!**

- Beyond the Needle: Ep11 Reducing Disparities & Preventive Medicine's Impact on COVID-19 (Part 1)

<https://youtu.be/hHX-xV42MHA>

- Beyond the Needle: Ep11 Reducing Disparities & Preventive Medicine's Impact on COVID-19 (Part 2)

<https://youtu.be/uk4e-FekxtI>

- Why Are So Many Native Americans Dying From Coronavirus? (9.44 mins)

[https://youtu.be/\\_FToPpU7qCw](https://youtu.be/_FToPpU7qCw)

- Why Are So Many More Black People Dying From Coronavirus? (9.50 mins)

[https://youtu.be/4q7\\_dg\\_PGiU](https://youtu.be/4q7_dg_PGiU)

### **Writing exercises**

- Complete the middle 7 sections of the Basics of 7th Ed APA Style

[https://extras.apa.org/apastyle/basics-7e/?\\_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/](https://extras.apa.org/apastyle/basics-7e/?_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/)

- Punctuation
- Lists
- Italics
- Spelling
- Capitalization
- Abbreviations

- Number Use

***Upcoming assignments worth reviewing now***

- Powerlines Assignment (Due 9/30, responses due 10/3)

<https://docs.google.com/presentation/d/10RzJvrzsQ0h-E9E28L9HZBH5b9b-RpkqMSUK-8ijYQQ/edit?usp=sharing>

- Electronic Editing Assignment (Due 10/28)

<https://docs.google.com/document/d/1JgnB5er82FX9VQ7ClfqTHa81A5VGYGER/edit>

***Encouraged, but not Required***

- What Is White Privilege, Really? From Learning for Justice

<https://www.learningforjustice.org/magazine/fall-2018/what-is-white-privilege-really>

- Rothman, J. (2014). The Origins of "Privilege." *The New Yorker*.

<https://www.newyorker.com/books/page-turner/the-origins-of-privilege>

- Villarosa, L. (2019, August 18). How False Beliefs in Physical Racial Difference Still Live in Medicine Today. *The New York Times Magazine*, 56(L).

<https://www.nytimes.com/interactive/2019/08/14/magazine/racial-differences-doctors.html>

[https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676329/ITOF?u=msu\\_main&sid=ITOF&xid=10ca252e](https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676329/ITOF?u=msu_main&sid=ITOF&xid=10ca252e)

- Interlandi, J. (2019, August 14). Why doesn't the United States have universal health care? The answer begins with policies enacted after the Civil War. *The New York Times Magazine*

<https://www.nytimes.com/interactive/2019/08/14/magazine/universal-health-care-racism.html>

[https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676319/ITOF?u=msu\\_main&sid=ITOF&xid=4ece6e0b](https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676319/ITOF?u=msu_main&sid=ITOF&xid=4ece6e0b)

- Part 1: Dr. William Carter Jenkins Opening Session American Public Health Association

<https://youtu.be/BragfuSDoow>

- Part 2: Dr. William Carter Jenkins Opening Session American Public Health Association

<https://youtu.be/9RSV4AGufwk>

**WK 6 9/30 & 10/2 Intersectionality, Privilege & Oppression**

***Due this week***

- |      |                                                                                                                                         |
|------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 9/30 | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                  |
|      | <input type="checkbox"/> Post your Powerlines assignment on Google Drive and put the link to it in the Powerlines Discussion by 12pm ET |
| 10/3 | <input type="checkbox"/> Reply to group members' Powerlines on Google Drive by 12PM ET                                                  |
| 10/4 | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                          |

**Lecture:** What is Intersectionality (Buchanan & Wiklund, 2021)

***Readings***

- DiAngelo, R. J. (2006). My class didn't trump my race: Using oppression to face privilege. *Multicultural Perspectives*, 8(1), 51-56. DOI: 10.1207/s15327892mcp0801\_9  
<https://robindiangelo.com/wp-content/uploads/2016/01/ClassTrumpRace.pdf>
- Chapter 10: Understanding Intersectionality Through Classism. In Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press.  
<http://ezproxy.msu.edu/login?url=https://ebookcentral.proquest.com/lib/michstate-ebooks/rader.action?docID=4988008&ppg=183>
- Buchanan, N. T. & Wiklund, L. O. (2021). Intersectionality Research in Psychological Science: Resisting the Tendency to Disconnect, Dilute, and Depoliticize. *Research on Child and Adolescent Psychopathology*, 49, 25-31. <https://doi.org/10.1007/s10802-020-00748-y>  
<http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1007/s10802-020-00748-y>
- Buchanan, N. T., Rios, D., & Case, K. A. (2020). Intersectional cultural humility: Aligning critical inquiry with critical praxis in psychology. *Women & Therapy*, 34(3-4), 235-243.  
<https://doi.org/10.1080/02703149.2020.1729469>  
<https://doi-org.proxy2.cl.msu.edu/10.1080/02703149.2020.1729469>

***Videos***

- Structural & Political Intersectionality - Dr. Kimberle Crenshaw  
<https://www.youtube.com/watch?v=yWa63FLEysU&list=PLXvgzq-qaJtD6GzUVOMn7TprYV4-MT4QL&index=6x>
- "A Backlash Against Our Existence": Laverne Cox Speaks Out on Violence Against Trans Women of

Color

<https://youtu.be/7nQaKtYt9zE>

- Laverne Cox Talks about Intersectionality at Harvard

<https://youtu.be/jY3F1plxHMA>

***Encouraged, but not required***

- Laverne Cox on Transphobia in the LGBT community | Bent Lens | In Conversation

<https://youtu.be/huDiU8R0KhY>

- The Intersectionality Training Institute (look around their website)

<https://www.intersectionalitytraining.org/>

- Settles, I. H., & Buchanan, N. T. (2014). Multiple groups, multiple identities, and intersectionality. In V. Benet-Martínez & Y.-Y. Hong (Eds.), *The Oxford handbook of multicultural identity* (pp. 160–180). Oxford University Press.

<http://ezproxy.msu.edu/login?url=https://www-oxfordhandbooks-com.proxy2.cl.msu.edu/view/10.1093/oxfordhb/9780199796694.001.0001/oxfordhb-9780199796694-e-017>

***Upcoming assignments worth reviewing now***

- Electronic Editing Assignment (Due 10/28)

**WK 7 10/7 & 10/9    How Privilege and Oppression are embedded in systems and invisible to individuals**

***Due this week***

- |       |                                                                                                                |
|-------|----------------------------------------------------------------------------------------------------------------|
| 10/7  | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                         |
| 10/11 | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions. |

***Lecture Privilege Part 1***

- Power & Privilege: Part 1

<https://youtu.be/NQlucxl8TdY>

***Readings***

- Buchanan, N. T. & Settles, I. H. (2019). Managing (in)visibility and hypervisibility at work. *Journal*

of *Vocational Behavior*, 113, 1-5.

<https://doi-org.proxy2.cl.msu.edu/10.1016/j.jvb.2018.11.001>

- Fryberg, S. A., & Eason, A. E. (2017). Making the invisible visible: Acts of commission and omission. *Current Directions in Psychological Science*, 26(6), 554-559.

<https://doi-org.proxy2.cl.msu.edu/10.1177/0963721417720959>

- Phillips, L. T., & Lowery, B. S. (2018). Herd invisibility: The psychology of racial privilege. *Current Directions in Psychological Science*, 27(3), 156-162.

<https://doi-org.proxy2.cl.msu.edu/10.1177/0963721417753600>

- Settles, I. H., Warner, L. R., Buchanan, N. T., & Jones, M. K. (2020). Understanding psychology's resistance to intersectionality theory using a framework of epistemic exclusion and invisibility. *Journal of Social Issues*, 76(4), 796-813. <http://dx.doi.org/10.1111/josi.12403>

<http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1111/josi.12403>

## Videos

- "The Author's Attic with Dr. Jennifer C. Mueller: What is colorblind racism?"

<https://youtu.be/BKY4nrRuJ-8>

- The Origin of Race in the USA (10.15 mins)

<https://www.youtube.com/watch?v=CVxAlmAPHec>

- Jim Crow and America's Racism Explained (17.44 mins)

[https://www.youtube.com/watch?v=2\\_gOtZ--4WE](https://www.youtube.com/watch?v=2_gOtZ--4WE)

- What the Nazis Learned from Jim Crow: Dr. Isabel Wilkerson on the U.S. Racial Caste System (18.05 mins)

<https://www.youtube.com/watch?v=o3C1HltZI8k>

- The Racist Origins of U.S. Law (13.14 mins)

<https://www.youtube.com/watch?v=FFebp7GZeHY&t=181s>

- The Homophobic Origins of U.S. Law (11.37 mins)

<https://www.youtube.com/watch?v=GQ3oXdhjYs>

## Writing exercises

- Complete the final sections of the Basics of 7th Ed. APA Style

[https://extras.apa.org/apastyle/basics-7e/?\\_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/](https://extras.apa.org/apastyle/basics-7e/?_ga=2.129044556.1375025406.1599523440-710825912.1587836143#/)

- Tables; Figures
- In-text citations
- Paraphrasing & Quotation
- Reference List Entries
- Order & Format of the Reference List
- Other Parts of APA Style
- Related Resources

- Watch, How to do electronic edits: Track Changes and Comments

<https://youtu.be/m7tmsWN6uH0>

***Encouraged, but not required***

- Dr. Robin DiAngelo discusses 'White Fragility' (85 mins)

<https://www.youtube.com/watch?v=45ey4jgoxeU&t=2843s>

- Taboo Subject of Class in America - Dr. Nancy Isenberg author of White Trash: A 400-Year Untold History of Class in America (17.17 mins)

<https://www.youtube.com/watch?v=xrFDWNLhQ1c>

- How to Use Track Changes in Microsoft Word

<https://www.youtube.com/watch?v=m-K0FIZPwCM&list=PLTcwfTvXiBsihBpXIZqu1fboLKYZ-mIBb>

- Microsoft Word 2016: Track Changes with Comments

<https://www.youtube.com/watch?v=oK8E0lpxz0s>

***Upcoming assignments worth reviewing now***

- Electronic Editing Assignment (Due 10/28)

**WK 8 10/14 & 10/16      How Privilege and Oppression are embedded in systems and invisible to individuals (continued).**

***Due this week***

- 10/14 ☐ Reply to group reflections in D2L-Discussions
- 10/18 ☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

### **Lecture Privilege Part 2**

- Power & Privilege: Part 2 [https://www.youtube.com/watch?v=5\\_QwEQOxYxU](https://www.youtube.com/watch?v=5_QwEQOxYxU)

### **Readings**

- Eberhardt, J. L. (2005). Imaging race. *American Psychologist*, 60(2), 181-190.  
<https://doi.org/10.1037/0003-066X.60.2.181>  
<http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1037/0003-066X.60.2.181>
- Okonofua, J. A. & Eberhardt, J. L. (2015). Two Strikes: Race and the Disciplining of Young Students. *Psychological Science*, 26(5):617-624. doi:10.1177/0956797615570365  
<http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1177/0956797615570365>
- Buchanan, N. T., Perez, M., Prinstein, M., & Thurston, I. (2021). Upending Racism in Psychological Science: Strategies to Change How Our Science is Conducted, Reported, Reviewed, and Disseminated. *American Psychologist*, 76(7), 1097–1112. <https://doi.org/10.1037/amp0000905> (Public Access: <https://psyarxiv.com/6nk4x>)
- Goodman, D. The costs of oppression to people from privileged groups.  
<https://static1.squarespace.com/static/589fa7aaa5790a7c3fba1f34/t/5aedff7688251b5dc43f03af/1525546870501/Diane+Goodman-Costs+of+Oppression+to+People+from+Privileged+Groups.pdf>
- Goodman, The Joy of Unlearning Privilege/Oppression: What People from Privileged Groups Have to Gain. Adapted from: Diane J. Goodman (2011). *Promoting Diversity and Social Justice: Educating People from Privileged Groups* 2nd ed., Routledge.  
<https://dianegoodman.com/wp-content/uploads/2020/05/JoyofUnlearningOppressionforPeopleFromPrivilegedGroups.pdf>

### **Encouraged, but not required**

- Goodman, D. (2015). What's a Nice White Girl to Do in an Unjust World Like This?: Guideposts on my social justice journey, in *Everyday White People Confront Racial and Social Injustice: 15 Stories*, E. Moore, M. Parks & A. Michael (Eds.). Stylus Publishing.  
<https://dianegoodman.com/wp-content/uploads/2020/05/WhatIsANiceWhiteGirl-1.pdf>

***Upcoming assignments worth reviewing now***

- Electronic Editing Assignment (~~Due 10/28~~) Extended to 11/7 due to faculty illness

**WK 9 10/21 & 10/23      Halloween, Blackface & Silence as Complicity**

***Due this week***

- 10/21    ☐ No Class-Holiday
- 10/22    ☐ Reply to group reflections in D2L-Discussions (1 day later than normal due to the holiday)
- 10/25    ☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

***Lecture***

- Imagining Halloween: Performances of Privilege, Oppression, and Social Justice

<https://youtu.be/sEwagDNOZus>

***Readings***

- Mueller, J. C., Dirks, D., & Picca, L. H. (2007). Unmasking racism: Halloween costuming and engagement of the racial other. *Qualitative Sociology*, 30(3), 315-335.

<http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1007/s11133-007-9061-1>

- Kenney, T. (2018, November). Brazilian Woman Sparks Outrage After Dressing Son as a Slave for School Halloween Costume. *Atlanta Black Star*.

<https://atlantablackstar.com/2018/11/01/brazilian-woman-sparks-outrage-after-dressing-son-as-a-slave-for-school-halloween-costume/>

- Alony, E. (2021, March) How 'The Karen' Became the name of White Privilege. *Parentology: Parenting in the digital age*.

<https://parentology.com/how-karen-became-the-name-of-white-privilege/>

- Amy Cooper Falsely Accused Black Bird-Watcher in 2nd 911 Conversation

<https://www.nytimes.com/2020/10/14/nyregion/amy-cooper-false-report-charge.html>

***Videos***

- Amy Cooper Made 2nd Call To 911 About Black Birdwatcher, Prosecutors Say

<https://youtu.be/L3662COVmn8>

- The Long, Painful Legacy Of Blackface In America

<https://youtu.be/9soZnDf0P7E>

- Asian Americans face rise in racist incidents

<https://youtu.be/dkgefC99l-M>

***Encouraged, but not required***

- Abiodun, S. J. (2019). "Seeing Color," A Discussion of the Implications and Applications of Race in the Field of Neuroscience. *Frontiers in Human Neuroscience*.

<https://www.frontiersin.org/articles/10.3389/fnhum.2019.00280/full>

- Meet the Black Southerners Confronting Their Racist Town

<https://youtu.be/ekXAaquKojQ>

- Blackface: A cultural history of a racist art form

<https://youtu.be/pqID-eZm1ck>

***Upcoming assignments worth reviewing now***

- Electronic Editing Assignment (~~Due 10/28~~) Extended to 11/7 due to faculty illness

**WK 10 10/28 & 10/30**

**Institutional and Structural Nature of Privilege & Oppression: Housing & Wealth**

***Due this week***

10/28 ☐ Reply to group reflections in D2L-Discussions

11/1 ☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

***Readings***

- Chapter 3: (Re)learn the History of Racism. In Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

<https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/reader.action?docID=5820417&ppg=59>

- Chapter 8: Understanding the Structural Nature of Oppression Through Racism. In Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice*

*education*. Teachers College Press.

<http://ezproxy.msu.edu/login?url=https://ebookcentral.proquest.com/lib/michstate-ebooks/rader.action?docID=4988008&ppg=148>

- Kruse, Kevin M. (2019, August). "A traffic jam in Atlanta would seem to have nothing to do with slavery. But look closer. ..." *The New York Times Magazine*, , p. 48(L). *Gale General OneFile*,

<https://www.nytimes.com/interactive/2019/08/14/magazine/traffic-atlanta-segregation.html>

o <https://link-gale>

[com.proxy2.cl.msu.edu/apps/doc/A596676309/ITOF?u=msu\\_main&sid=ITOF&xid=cc18d35c](https://com.proxy2.cl.msu.edu/apps/doc/A596676309/ITOF?u=msu_main&sid=ITOF&xid=cc18d35c).

- Lee, T. (2019, August 18). How America's Vast Racial Wealth Gap Grew: By Plunder. *The New York Times Magazine*, 82(L).

<https://www.nytimes.com/interactive/2019/08/14/magazine/racial-wealth-gap.html>

[https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676333/ITOF?u=msu\\_main&sid=ITOF&xid=8aff1b50](https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676333/ITOF?u=msu_main&sid=ITOF&xid=8aff1b50)

## **Videos**

- A Shocking New Look at the 2008 Housing Crisis | Amanpour and Company

<https://youtu.be/YVooxOEFWLs>

- Couple says wife's race affected home appraisal (5.04 mins)

<https://youtu.be/g3YGp4l4qGA>

- Debunking the Myth of the Middle Class | Amanpour and Company (18.05 mins)

<https://youtu.be/ZLEoqwrbT8k>

## **Pick at least 1 to watch**

- He tweeted hate at her. She sued. Then she met him (4.28 mins)

[https://youtu.be/TtjOZI\\_wQOE](https://youtu.be/TtjOZI_wQOE)

- Former White Supremacist Dedicates His Life to Fighting Racism

<https://youtu.be/9TrJGYJlL9E>

- Former neo-Nazi removes swastika tattoos after unlikely friendship (3.04 mins)

<https://youtu.be/njXZUH5hv0w>

***Upcoming assignments to check out***

- Electronic Editing Assignment (~~Due 10/28~~) Extended to 11/7 due to faculty illness

**WK 11 11/4 & 11/6 Privilege, the Confederate Flag & Racism**

***Due this week***

- |      |                                                                                                                |
|------|----------------------------------------------------------------------------------------------------------------|
| 11/4 | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                         |
| 11/7 | <input type="checkbox"/> Submit your Electronic Editing Assignment in D2L-Assessments-Assignments by 12pm ET   |
| 11/8 | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions. |

***Readings***

- (Article Text) You Want a Confederate Monument? My body is a Confederate Monument  
<https://www.nytimes.com/2020/06/26/opinion/confederate-monuments-racism.html>
- Chapter 4: Prejudice and Discrimination. In Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press.  
<http://ezproxy.msu.edu/login?url=https://ebookcentral.proquest.com/lib/michstate-ebooks/reader.action?docID=4988008&ppg=79>
- Chapter 4: Grieve and Name Racism. In Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.  
<https://ebookcentral-proquest-com.proxy2.cl.msu.edu/lib/michstate-ebooks/reader.action?docID=5820417&ppg=75>

***Videos***

- Let's talk about the Confederate flag and the New South.... Beau of the Fifth Column  
<https://www.youtube.com/watch?v=FMIOCj7a3tI&t=42s>

***Encouraged, but not required***

- Stone Ghosts In The South: Confederate Monuments And America's Battle With Itself

<https://www.youtube.com/watch?v=mslDM8MyGqg>

- Stonewall Jackson's Great-Great-Grandsons Call for Removal of Confederate Monuments

<https://www.youtube.com/watch?v=FkRCFogDmGU>

***Upcoming assignments to check out***

- Dollar Street Project on Google Drive

**WK 12 11/11 & 11/13      Poverty & Criminal Justice as examples**

***Due this week***

- |       |                                                                                                                                            |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 11/11 | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                                                     |
|       | <input type="checkbox"/> Post your Dollar Street Project on Google Drive and put the link to it in the Dollar Street Discussion by 12pm ET |
|       | <input type="checkbox"/> Take the Gapminder quiz (just for fun)                                                                            |
| 11/14 | <input type="checkbox"/> Reply to group members' Dollar Street Project on Google Drive by 12pm ET                                          |
| 11/15 | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.                             |

***Readings***

- Voigt, R., Camp, N. P., Prabhakaran, V., Hamilton, W. L., Hetey, R. C., Griffiths, C. M., ... & Eberhardt, J. L. (2017). Language from police body camera footage shows racial disparities in officer respect. *Proceedings of the National Academy of Sciences*, 114(25), 6521-6526.

<https://www.pnas.org/content/pnas/114/25/6521.full.pdf>

- Stevenson, B. (2019, August 18). Slavery gave America a fear of black people and a taste for violent punishment. Both still define our criminal-justice system. *The New York Times Magazine*, 80(L).

[https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676316/ITOF?u=msu\\_main&sid=ITOF&xid=a81d284d](https://link-gale-com.proxy2.cl.msu.edu/apps/doc/A596676316/ITOF?u=msu_main&sid=ITOF&xid=a81d284d)

<https://www.nytimes.com/interactive/2019/08/14/magazine/prison-industrial-complex-slavery-racism.html>

- Hasset-Walker, C. (2020, June 2). The racist roots of American policing: From slave patrols to traffic stops. *The Conversation*.

<https://theconversation.com/the-racist-roots-of-american-policing-from-slave-patrols-to-traffic-stops-112816>

- (2020). Criminal Justice Facts. *The Sentencing project*.  
<https://www.sentencingproject.org/criminal-justice-facts/>
- Chung (2019). Policy Breach: Felony Disenfranchisement-Primer. *The Sentencing project*.  
<https://www.sentencingproject.org/publications/felony-disenfranchisement-a-primer/>
- Cox (2020) The language of incarceration.  
<http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1177/2632666320940859>

### **Videos**

- History Of Policing: How Did We Get Here?  
<https://www.npr.org/2020/07/08/888174033/video-history-of-policing-how-did-we-get-here>

### **Encouraged, but not required**

- The Half Has Never Been Told: Slavery and the Making of American Capitalism (Video)  
[https://youtu.be/dP\\_Rn8lnPCo](https://youtu.be/dP_Rn8lnPCo)
- Language Guide for Communicating About Those Involved in the Carceral System  
[https://docs.google.com/document/d/10\\_XWnlhfftDma3GoWmn5A\\_iE0bU0TYnkjRVu9\\_FT6eE/edit](https://docs.google.com/document/d/10_XWnlhfftDma3GoWmn5A_iE0bU0TYnkjRVu9_FT6eE/edit)
- Martin, M. & Blain, K (2020, June 13). The History Of Policing And Race In The U.S. Are Deeply Intertwined. *NPR*  
<https://www.npr.org/2020/06/13/876628302/the-history-of-policing-and-race-in-the-u-s-are-deeply-intertwined>
- Throughline: American Police  
<https://www.npr.org/2020/06/03/869046127/american-police>

### **Upcoming assignments to check out**

- Dear Congress Letter

**Due this week**

- 11/18 ☐ Reply to group reflections in D2L-Discussions
- 11/20 ☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

**Readings**

- Tool: Recognizing Microaggressions and the Messages They Send (Adapted from D. Sue)
- Sleek, S. (2018). The bias beneath: Two decades of measuring implicit associations. *APS Observer*, 31(2), 11-14.
- Hewer, M. (2018). How Scientists Are Blocking Bias in the World at Large. *APS Observer*, 31(2), 21-23.
- Williams, M. T. (2020). Psychology cannot afford to ignore the many harms caused by microaggressions. *Perspectives on Psychological Science*, 15(1), 38-43.  
<https://doi.org/10.1177/1745691619893362>
- Everett, J. A. C, Faber, N. S. & Crockett, M. (2015). Preferences and beliefs in ingroup favoritism. *Frontiers in Behavioral Neuroscience*, 9, 1-21.  
<https://www.frontiersin.org/articles/10.3389/fnbeh.2015.00015/full>
- Mueller, J. C. (2017). Producing colorblindness: Everyday mechanisms of white ignorance. *Social problems*, 64(2), 219-238. <https://doi.org/10.1093/socpro/spw061>  
<https://academic.oup.com/socpro/article-abstract/64/2/219/3058571?redirectedFrom=fulltext>
- Responding to Microaggressions and Bias-Ideas List  
<https://dianegoodman.com/wp-content/uploads/2021/05/Responding-to-Microaggressions-and-Bias-Goodman332.pdf>

**Videos**

- How microaggressions are like mosquito bites • Same Difference  
<https://youtu.be/hDd3bzA7450>
- What does my headscarf mean to you? Yassmin Abdel-Magied·TEDxSouthBank  
[https://www.ted.com/talks/yassmin\\_abdel\\_magied\\_what\\_does\\_my\\_headscarf\\_mean\\_to\\_you?utm\\_campaign=tedspread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)
- Excising a Virus of the Mind. TEDxMSU (2017) Dr. NiCole T. Buchanan

<https://youtu.be/LeqEnrvk4-M>

- Ingroup bias (Definition & Examples)

[https://youtu.be/A\\_MqKZxQiMI](https://youtu.be/A_MqKZxQiMI)

- How To Tell Someone They Sound Racist

<https://youtu.be/b0Ti-gkJiXc>

**Upcoming assignments to check out**

- Dear Congress Letter

**WK 14 11/25 & 11/27      Fostering Allyship & Agency**

**Due this week**

- 11/25    ☐ Reply to group reflections in D2L-Discussions
- 11/27    No Class-Holiday
- 11/29    ☐ Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

**Readings**

- Be an Advocate for Psychology How to Speak Up for the Issues That Matter to You. *American Psychological Association*.  
<https://www.apa.org/advocacy/guide>
- Anderson, M., Toor, S., & Smith, A. (2018). Activism in the Social Media Age. *Pew Research Center*  
<https://www.pewresearch.org/internet/2018/07/11/public-attitudes-toward-political-engagement-on-social-media/>
- Wise, T. (2005). Membership has its privileges: Thoughts on acknowledging and challenging whiteness. In *White privilege: Essential readings on the other side of racism*, 2, 119-122.
- Collins, P. (2013). Toward a new vision: Race, class and gender. In *Readings for diversity and social justice (3rd Ed., pp. 606-612)*. New York: Routledge.
- Goodman, D. (2015). What's a Nice White Girl to Do in an Unjust World Like This?: Guideposts on my social justice journey, in *Everyday White People Confront Racial and Social Injustice: 15 Stories*, E. Moore, M. Parks & A. Michael (Eds.). Stylus Publishing.

<https://dianegoodman.com/wp-content/uploads/2020/05/WhatIsANiceWhiteGirl-1.pdf>

### **Videos**

- Why you must stand up for psychological science

<https://www.youtube.com/watch?v=n24sTYqpqDM#action=share>

- Getting called out: How to apologize video

<https://youtu.be/C8xJXKYL8pU>

### **Encouraged, but not required**

- Beyond the March: Advocating for Psychological Science

[https://www.youtube.com/watch?v=\\_BOYvYNbSCc#action=share](https://www.youtube.com/watch?v=_BOYvYNbSCc#action=share)

- APA (2014). Psychologist's Guide to Federal Advocacy (see p. 15-end)

<https://www.apa.org/advocacy/guide/federal-guide.pdf>

- School Psychology Unified Anti-Racism Statement and Call to Action. NASP.

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/school-psychology-unified-anti-racism-statement-and-call-to-action>

### **Upcoming assignments to check out**

- Dear Congress Letter

## **WK 15 12/2 & 12/4 Forging a Future: Advocating, Agitating, & Liberating**

### **Due this week**

- |      |                                                                                                                |
|------|----------------------------------------------------------------------------------------------------------------|
| 12/2 | <input type="checkbox"/> Reply to group reflections in D2L-Discussions                                         |
| 12/4 | <input type="checkbox"/> Submit your Dear Congress Letter in D2L-Assessments-Assignments by 12pm ET            |
| 12/6 | <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions. |

### **Readings**

- Davaney, S. (2020, August 6). Jari Jones: "My Activism Has A Lot To Do With Me Surviving". *Vogue*

<https://www.vogue.co.uk/arts-and-lifestyle/article/jari-jones-activism>

- Adams, M. E., Bell, L. A. E., & Griffin, P. E. (2007). *Teaching for diversity and social justice*.

Routledge/Taylor & Francis Group.

- Spheres of Influence appendix 4B
- Action Continuum-range of ways to challenge issues appendix 6H
- Harro, B. (2013). The cycle of liberation. In Adams, M., Blumenfeld, W. J., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.), *Readings for Diversity and Social Justice* (3<sup>rd</sup> Ed.). New York: Routledge. pp. 618-625
- Love, B. J. (2013). Developing a liberatory consciousness. In Adams, M., Blumenfeld, W. J., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.), *Readings for Diversity and Social Justice* (3<sup>rd</sup> Ed.). New York: Routledge. pp. 601-605.

### **Videos**

- The Danger of Silence | Clint Smith | TED (4:23)  
<https://youtu.be/NiKtZglmdlY>
- Generation Z is Changing the World! | James Thompson | TEDxKids@SMU  
<https://youtu.be/oV0sCFfK-uQ>
- Stonewall Forever: A documentary about the past, present and future of Pride  
<https://youtu.be/GjRv7dJTync>

### **Encouraged, but not required**

- Worksheets Considerations for Action Plans  
<https://d2l.msu.edu/d2l/le/content/1074117/viewContent/9896518/View>
- Worksheet Action Planning Questions worksheet  
<https://d2l.msu.edu/d2l/le/content/1074117/viewContent/9896519/View>
- Theory of Change  Logic Model  Foundation for Social Impact Measurement  
<https://youtu.be/cg4J1g0IVHg>
- Adwoa Aboah & Three Fellow Activists On Activism And Community | Speaking Up | British Vogue  
<https://youtu.be/R66yslletbA>

### **WK 16 12/9 & 11/6 Final Reflections**

**Due this week**

- 12/6 ☐ Post your Reflection paper sharing your thoughts on this class as a whole, what you have learned this semester and what you plan to do to continue your growth and activism for social justice and multiculturalism.
- 12/9 ☐ Mon 8:30AM-9:45AM Come to class prepared to share reflections on the class and what you have learned, regrets & promises  
Snyder Hall C204
- 12/9 ☐ Reply to group reflections in D2L-Discussions