



Social Justice and Diversity in Psychology

Psy 992 Sect. 604; Fall 2020

online synchronous course

Tuesdays 11:30-2:20pm on Zoom (Meeting ID: 978 0262 1240; Passcode: 650792)

Direct link: <https://msuhipaa.zoom.us/j/97802621240?pwd=MUdXKy83Q0tXKzd6QkwzS0xUa3IxQT09>

Instructor: Prof. Buchanan email via Desire2Learn class website
**Put "Psy 992" in the subject line of emails to ensure prompt response.
Office hours: Online via [Zoom](#) Thursdays 12:00-12:50 pm and by appointment (the zoom link is in your D2L Calendar)

Course Description:

This is an introductory course on social justice and diversity. The goal of the class will be to explore the ways in which social justice, privilege, and diversity influence, and are influenced by, our personal 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 particularly 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 these topics and to use the information responsibly as scholars and members of society. Rather than trying to cover a little bit on everything, the class lens, or framework through which we will look at these issues, is through race/culture with a focus on 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 against 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.



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”.

Our Course & COVID-19:

We are also in a unique situation given COVID-19's impact on our country, higher education in general, and each of us individually. It is likely that some of us will become ill or be caring for someone who becomes ill with COVID-19 this semester. We will all be coping with the strain of this pandemic and its impact on our day-to-day lives. I urge you to show grace to yourself and those around you (in person and virtual) and to engage in daily self-care (see IVAT ZEN DEN Free self-care tools, 25 Science-Backed Ways to Take Better Care of Yourself, and the self-care section of our class' D2L for ideas).

This semester will be a trial run as the first time I am offering the class online. This has required a lot of changes. Some of these changes I anticipated, others were a surprise to me—and I am sure there will be more changes to come that I haven't even considered!

Bottom line: This is a challenging time and challenging course material. Take good care of yourself! In the end, I hope the class will live up to its reputation of being personally and intellectually challenging in a way that is personally and intellectually rewarding.

Course Goals:

- Address several of the Core Competency Benchmarks for Professional Psychology:
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

Competency #3. Ethical Legal standards and policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3A. Knowledge of ethical, legal and professional standards and guidelines.

3B. Awareness and applications of ethical decision making.

Competency #6. Scientific knowledge and methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

6A. Scientific Mindedness

6B. Scientific Foundation of Psychology

6C. Scientific Foundation of Professional Practice.

Competency #7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

7A. Scientific Approach to Knowledge Generation.

Representative Topics:

- How race intersections with other salient identities
- Social Justice & Power
- Engaging research and scholarship that is consistent with diversity and social justice ideals
- Anti-Black Racism
- Privilege; ways we embrace or avoid its presence in our lives
- Implicit bias & Microaggressions
- Matrices of dominance and oppression

Assignments and Evaluation:

You will **not** be evaluated based on agreement with me, your classmates, or traditional liberal or conservative views, nor some measure of change 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 research could integrate a new element of social justice or diversity.

Finally, 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.

Things to Know:

- **D2L:** Readings, assignment descriptions, announcements, a copy of the syllabus, hyperlinks to related materials, and other useful odds and ends 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.
- **Adaptability:** 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.
- **Cheating/Plagiarism:** Don't do it! Academic integrity is one of your greatest resources, if you cheat or are academically dishonest in any way, you will receive a failing grade for the course and I will pursue university-wide action, including expulsion. The university policies regarding academic integrity can be found at: <https://www.msu.edu/unit/ombud/academic-integrity/index.html>
- **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 and 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. 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. I have requested that several of the texts we use be made 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.

Several readings are drawn from:

1. (2000). In *Readings for Diversity and Social Justice* (2nd ed.).
2. (2013). In Adams, M., Blumenfeld, W. J., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.), *Readings for Diversity and Social Justice* (3rd Ed.). New York: Routledge.
3. (2014). C. V. Johnson & H. L. Friedman (Eds.), *The Praeger Handbook of Social Justice and Psychology* (Vol. 1-3). Santa Barbara, CA: Praeger.
4. (2016). In Rothenberg, P. S. (Ed.), *White Privilege: Essential readings on the other side of racism* (5th Ed). New York: Worth Publishers.
5. Johnson, A. G. (2017). *Privilege, Power & Difference* (3rd ed.). Boston: McGraw Hill.

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

- **Poll Everywhere:** will allow you to simply go to my profile to respond when activities are available at <https://pollev.com/nicolebuchan516> so you do not need an account if you do not want one.
- **Zoom:** (please create your MSU zoom account at zoom.msu.edu and install on the devices). This will allow you to schedule meetings with your group members and come to virtual office hours.
- **Google Jamboard:** as MSU students, you should have access via a link that I can send out for specific jamboards.

Course Requirements:

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. Many of the materials will need to be turned in with for your final portfolio at the end of the semester and you will not be able to receive full credit on your portfolio if items are missing.

Attendance and participation: (3 pts each class).

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

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

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 times when I will prepare a lecture for portions of the class period, but much of the class time will be dedicated to discussion, reflections, and debate of critical issues 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!

In-class assignments & Out-of-class impromptu assignments: (points will vary).

As a rule, these will be short assignments designed to facilitate thinking and discussion on a topic.

Weekly Reflections: (2 pts each). (Post to the class **D2L discussion forum** for the entire class to read by 11:59 PM EDT every Sunday).

These should be ~2 paragraphs and reflect your thoughts, reactions, questions, etc. to the class material that we will discuss in the upcoming class. Comments on readings are required and should demonstrate having read and integrated thoughts across several readings (as opposed to just one). Reflection papers can include your thoughts about ancillary course materials and past discussions in addition to reflections on the course material for the week.

You must also read one another’s reflection papers prior to class, be prepared to continue discussion from one another’s papers, and reply to one another’s reflection papers within the discussion thread when inspired to do so.

You must turn in a reflection paper every week starting September 20th through December 13th.

0=“unacceptable or incomplete”, 1=“acceptable”, 2=“good”

Journal writings: (1 point each).

These will not be shared with the class. I will read the journal entries, but they will not be graded on

content. Instead they will be graded as complete (1 pt) or not complete (0 pts). Journal entries can be hand-written, but you should retain copies or submit typed versions. Each entry should have your name, date, and be labeled as week 1-14. These will be turned in at once at the end of the semester in your final portfolio.

Journal entries should be thoughtful and reflect your personal integration of the material into your understanding of your life, history, future, interactions with others, scholarship, etc. They can be as short as a paragraph, but have no maximum limits. I encourage you to only share what you are comfortable having me know, but I do hope that you will openly share “the good, the bad, and the ugly” to help you reflect on and me understand your journey through the course. This would also be a great time to share which readings, videos, activities, and discussions were most impactful for you over the week (and which were less so).

You are required to write one journal entry every week of the semester, even if we do not have class, but they will be turned in at once at the end of the class with your portfolio. Other than checking they have been done, **I will not review their content until grades have been turned in.** It is my hope that this will allow you to write freely, knowing you will not be graded on their content, and I will only know what was written after all other course material has been graded.

Salient Circles Diagram & Presentation with write-up: (50 points).

Turn in to D2L by 11AM EDT on 9/22/2020 and present in class on 9/22/2020. See detailed description on D2L.

Research proposal presentation: 50 points (details on D2L). Presentations 10/20/2020 and 10/27/2020.

Research proposal infusing diversity and/or social justice into a project you are already working on, have access to, or can initiate in the near future. Give a presentation of your idea for the class and discussion/feedback. Turn in your powerpoint presentation to D2L assignments folder by 11AM EDT on 10/20/2020 (regardless of which day you are presenting)

Final portfolio: (additional details forthcoming). Due 12/16/2020 by 12:45 PM EDT to D2L assignments folder.

Final points may vary based on changes made throughout the class). It will include most elements completed throughout the class—so keep everything! Examples of portfolio content:

✓	Points	Assignment
	30	Expanded Final Reflections Paper
		Reflect on your experience during the class as a whole rather than a particular week’s class material)
		Include a brief discussion of your Race and Weapons IAT scores from the beginning and the end of the semester

		Include reflections on your Salient Circles and if there are pieces that you would display differently now	
	5	Race IAT #1 (w/Name, date, and labeled as the 1st Race IAT)	
	5	Race IAT #2 (w/Name, date, and labeled as the 2nd Race IAT)	
	5	Weapons IAT #1 (w/Name, date, and labeled as the 1st Weapons IAT)	
	5	Weapons IAT #2 (w/Name, date, and labeled as the 2 nd Weapons IAT)	
	0	Copy of your original Salient Circles write up and diagram	
	14	Journal Entries (14 entries for each week of the class w/name, date, and entry #)	
	64	Total Points (May vary based on changes made throughout the class)	

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 assignments in early!
- Total points earned will be divided by the total points for the class, which will vary based on the number of in class 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 a grade of “A”.
- I have written my computer program to **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#/
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.

Note:

On the following pages you will find a *tentative* schedule. A specific topic or content may change for a given week or day. I also plan to make some changes based on who enrolls in the course (for example, if we have students from the School Psychology program, I will make changes in the readings to address the interests and needs of these students). We may also have opportunities for outside speakers to present, which may require changes to the syllabus and/or readings.

Throughout the semester, I may post additional videos or articles that I have found through journals or newspapers. You may also send videos/articles/information for me to post for the class. Unless stated otherwise, these are for you to enjoy at your leisure rather than assignments. When something is assigned for class, an announcement will be made to the entire class.

You will also find that there are many resource guides collected from a variety of sources, additional readings, videos, etc. These are there for your personal interest and enjoyment. Feel free to download as many of these as you would like for your personal files.

Social Justice and Diversity in Psychology

Date	Topic & Readings
WK 1 9/15	COURSE OVERVIEW & INTRODUCTIONS Read for today's class: <ul style="list-style-type: none">• First day, just bring you! Due this week: <ul style="list-style-type: none">• Journal entry for final portfolio• Weapons IAT #1 (Save results page w/your name & date as a PDF for your portfolio)• Race IAT #1 (Save results page w/your name & date as a PDF for your portfolio)• Reflection paper
WK 2 9/22	SELF, IDENTITY, & DIVERSITY Read for today's class: <ul style="list-style-type: none">• Ford, C. W. (2000). Develop Cross-Cultural Communication Skills (pp. 130-132). (1)• Adams (2013). Conceptual Frameworks (pp. 1-5). (2)• Tatum (2013). The Complexity of Identity: "Who am I?" (pp.5-8). (2)• Kirk & Okazawa-Rey (2013). Identities and Social Locations: Who am I? Who are my people? (pp. 8-14). (2)• Nagayama Hall, G. C., Yip, T., & Zárate, M. A. (2017). On becoming multicultural in a monocultural research world: A Conceptual approach to studying ethnocultural diversity. <i>American Psychologist</i>, 71, 40-51.• Review Implicit Associations Test Journal Assignment and Salient Circles Assignment in the Activities & Assignments content folder on D2L Read 1 of the following for today's class (SKIM the second): <ul style="list-style-type: none">• Case, K.A. (2017). Insider without: Journey across the working-class academic arc. <i>Journal of Working-Class Studies</i>, 2, 16-35.• Gray, K. L. & Chapple, R. L. (2017). #TenureTrackHustle: Examining Academic Poverty of First-Generation Women of Color From an Intersectional Standpoint. <i>Journal of Working-Class Studies</i>, 2, 5-15. Due this week: <ul style="list-style-type: none">• Salient Circles write up and diagram• Salient Circles class presentation• Journal entry for final portfolio• Reflection paper