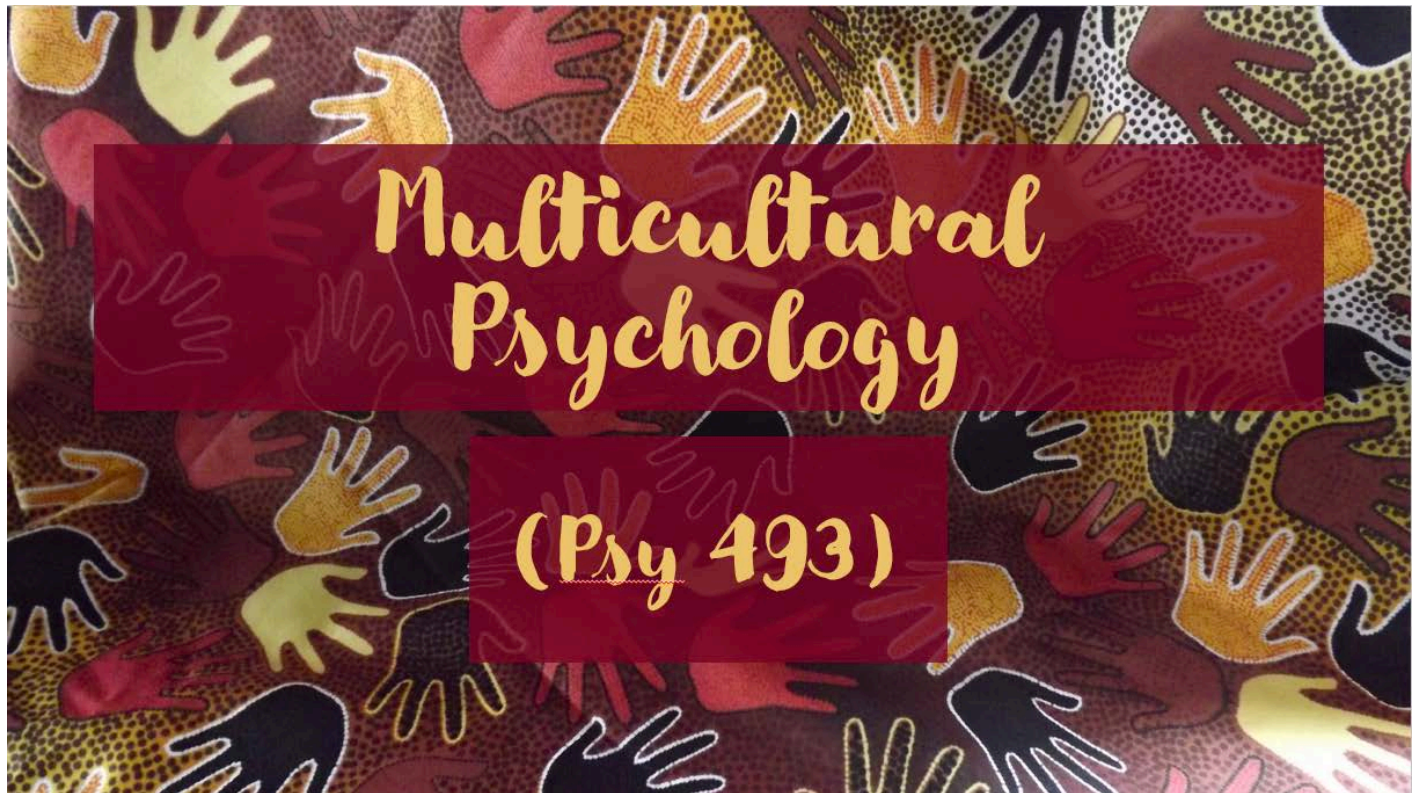


Jump to: [Due dates](#); [Materials by week](#); [Topic schedule](#)



**Multicultural Psychology (Psy 493w)**  
**Mon/Wed 10:20-11:40pm ET in Berkey Hall 104**

**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=YnN3cEhlWlBGczVlQ0E0cUVwWko3Zz09>

**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). We will actively discuss current events in the US and the world. 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.

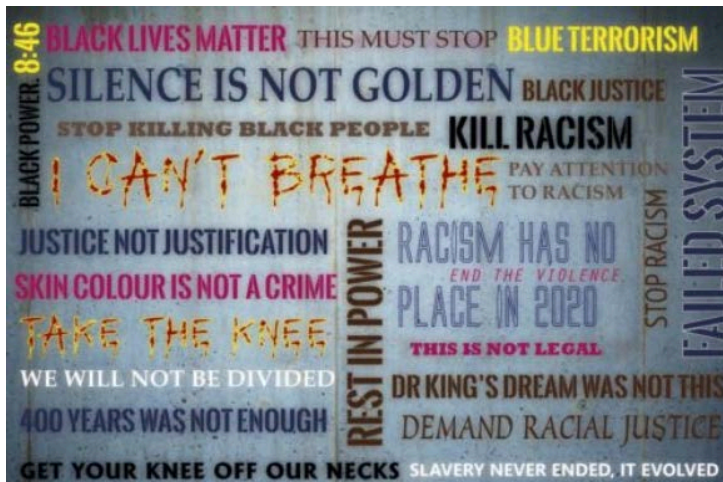


Figure SEQ Figure \\* ARABIC 1: Word Cloud Black Lives Matter from  
HYPERLINK "<https://www.lsst.ac/news/stop-systemic-racism/>"  
<https://www.lsst.ac/news/stop-systemic-racism/>

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 political context 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
- Advocacy and Allyship
- 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:***

- **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.
- **Sharing class materials without permission:** It is important that we can take risks, share thoughts, and discuss openly while respecting one another's privacy and growing our trust with one another. As such, **recordings of the class, lecture notes, other materials created by the instructor, and screenshots of the class (including online discussions) should not be uploaded to other online environments.** Using class material and information without expressed permission from the instructor (and potentially other students), recordings, lecture notes or other material may violate the rights of other students and the MSU Student Rights and Responsibilities Policy (<https://ossa.msu.edu/srr>).
- **Not attending or participating in class:** Anyone enrolled in class that has not attended by the fourth class of the semester will receive an administrative drop for non-attendance (meaning they will no longer be enrolled in the class). If a student is disengaged in class to the point where it is negatively impacting their grade, I may submit an EASE report to the academic advisor to make sure the student is receiving support to be successful.
- **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>
- **AI Generated Content:** The assignments you turn in for this class must be 100% original content that you have written, developed, presented on your own and without the use of AI. If there is a circumstance where you want to use AI generated content, you must get written permission from the instructor (for each incident) and it must be clearly identified and cited in the materials. **Presenting any AI generated content as your own will be considered cheating/plagiarism.**
- **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):***

- **Internet Content:** We will have readings and videos from social media and other public sources. Sometimes these sources will use phrases and words that may be surprising or uncomfortable (e.g., profanity, slang, etc).
- **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.
  - 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](http://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.
  - 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:** There will be documents that you will access on Google Drive through D2L. You will need to **access this content via your official MSU email** and account. 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). **The 2 lowest attendance scores are automatically dropped.**

**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!

#### **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, which also means you have two times you can choose not to write a reflection post without penalty.**

**Salient Circles Diagram & Presentation with write-up (Due 9/3 by 8am): 50 points** (Details in the D2L Assignment Instructions folder). 50 points for your diagram presentation and write-up).

**Powerlines (Activity due 9/29, Group Member replies due 10/2): 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 10/27 by 12pm): 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 11/10 by 12pm, Group Member replies due 11/13 by 12pm) 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 12/3 by 12pm): 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](#)
- [The Purdue Writing Lab](#)
- [APA Writing Style](#)
- [Guide to What's New in the Seventh Edition:](#)

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](#)

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	8/25	Introductions, Syllabus overview, & What is Multicultural Psychology
WK 2	9/1	How to Engage this Class & Why Anti-Black Racism Matters
WK 3	9/8	History and the Present
WK 4	9/15	Self, Identity, & Privilege
<b>Section 2: Privilege and Oppression: An Introduction</b>		
WK 5	9/22	The Structure of Privilege & Oppression
WK 6	9/30	Intersectionality, Privilege & Oppression
WK 7	10/6	How Privilege and Oppression are embedded in systems and invisible to individuals
WK 8	10/13	" " (continued)
<b>Section 3: Contextualizing Privilege and Oppression</b>		
WK 9	10/20	Halloween, Blackface & Silence as Complicity
WK 10	10/27	Institutional and Structural Nature of Privilege & Oppression: Housing & Wealth
WK 11	11/3	Privilege, the Confederate Flag & Racism
WK 12	11/10	Poverty & Criminal Justice as examples
WK 13	11/17	Color Blindness, Implicit Bias, Microaggressions & Ingroup Favoritism
<b>Section 4: Challenging Privilege &amp; Interrupting Oppression</b>		
WK 14	11/24	Fostering Allyship & Agency
WK 15	12/1	Forging a Future: Advocating, Agitating, & Liberating
WK 16	12/8	Final Reflections (Finals Week)

Graded Assignment Due Dates		
Week # & Class Dates	Due Dates	What to turn in and where to put it
WK 1: 8/25 & 8/27		<b>Introductions, Syllabus overview, &amp; What is Multicultural Psychology</b>
	8/25	<input type="checkbox"/> Post an introduction to your group in D2L-Discussions <input type="checkbox"/> Review syllabus & start readings for the upcoming week's reflection papers
	8/29	<input type="checkbox"/> Post your Reflection paper on the materials for the <b>upcoming</b> week in D2L-Discussions.
WK 2: 9/1 & 9/3		<b>How to Engage this Class &amp; Why Anti-Black Racism Matters</b>
	9/1	No Class-Holiday
	9/2	<input type="checkbox"/> Reply to group reflections in D2L-Discussions (1 day later than normal due to the holiday)
	9/3	<input type="checkbox"/> <b>Salient Circles Paper w/ Diagram</b> Due on D2L-Assignments by 8am <input type="checkbox"/> Be <b>prepared to present</b> your Salient Circles diagram in class.
	9/5	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
WK 3: 9/8 & 9/10		<b>History and the Present</b>
	9/8	<input type="checkbox"/> Reply to group reflections in D2L-Discussions
	9/12	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
WK 4: 9/15 & 9/17		<b>Self, Identity, &amp; Privilege</b>
	9/15	<input type="checkbox"/> Reply to group reflections in D2L-Discussions
	9/19	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
WK 5: 9/22 & 9/24		<b>The Structure of Privilege &amp; Oppression</b>
	9/22	<input type="checkbox"/> Reply to group reflections in D2L-Discussions
	9/26	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
WK 6: 9/29 & 10/1		<b>Intersectionality, Privilege &amp; Oppression</b>
	9/29	<input type="checkbox"/> Reply to group reflections in D2L-Discussions <input type="checkbox"/> Post your <b>Powerlines</b> assignment on Google Drive and put the link to it in the Powerlines Discussion by 12pm ET
	10/2	<input type="checkbox"/> <b>Reply to group members' Powerlines</b> on Google Drive by 12PM ET
	10/3	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.

Graded Assignment Due Dates		
Week # & Class Dates	Due Dates	What to turn in and where to put it
WK 7: 10/6 & 10/8		<b>How Privilege and Oppression are embedded in systems and invisible to individuals</b>
	10/6	<input type="checkbox"/> Reply to group reflections in D2L-Discussions
	10/10	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
		<b>NOTE: 10/13 is the last day to drop a class!</b>
WK 8: 10/13 & 10/15		<b>How Privilege and Oppression are embedded in systems and invisible to individuals (continued)</b>
	10/13	<input type="checkbox"/> Reply to group reflections in D2L-Discussions
	10/15	<input type="checkbox"/> Extra Credit: <b>Attend Fresh Check Day</b> —Suicide Prevention Awareness Event 12-4pm at People's Park (rain location-IM West)
	10/17	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
WK 9: 10/20 & 10/22		<b>Halloween, Blackface &amp; Silence as Complicity</b>
	10/20	<input type="checkbox"/> No Class-Fall Break
	10/22	<input type="checkbox"/> Reply to group reflections in D2L-Discussions (2 days later than normal due to fall break)
	10/24	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
WK 10: 10/27 & 10/29		<b>Institutional and Structural Nature of Privilege &amp; Oppression: Housing &amp; Wealth</b>
	10/27	<input type="checkbox"/> Reply to group reflections in D2L-Discussions
		<input type="checkbox"/> Submit your <b>Electronic Editing Assignment</b> in D2L-Assessments-Assignments by 12pm ET
	10/31	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
WK 11: 11/3 & 11/5		<b>Privilege, the Confederate Flag &amp; Racism</b>
	11/3	<input type="checkbox"/> Reply to group reflections in D2L-Discussions
	11/7	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
WK 12: 11/10 & 11/12		<b>Poverty &amp; Criminal Justice as examples</b>
	11/10	<input type="checkbox"/> Reply to group reflections in D2L-Discussions
		<input type="checkbox"/> Post your <b>Dollar Street Project</b> on Google Drive and put the link to it in the Dollar Street Discussion by 12pm ET
		<input type="checkbox"/> Take the <b>Gapminder quiz</b> (just for fun)
	11/13	<input type="checkbox"/> <b>Reply to group members' Dollar Street Project</b> on Google Drive by 12pm ET

### Graded Assignment Due Dates

Week # & Class Dates	Due Dates	What to turn in and where to put it
	11/14	<input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
<b>WK 13: 11/17 &amp; 11/19</b>	11/17 11/21	<b>Color Blindness, Implicit Bias, Microaggressions &amp; Ingroup Favoritism</b> <input type="checkbox"/> Reply to group reflections in D2L-Discussions <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
<b>WK 14: 11/24 &amp; 11/26</b>	11/24 11/26 11/28	<b>Fostering Allyship &amp; Agency</b> <input type="checkbox"/> Reply to group reflections in D2L-Discussions No Class-Holiday <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
<b>WK 15: 12/1 &amp; 12/3</b>	12/1 12/3 12/5	<b>Forging a Future: Advocating, Agitating, &amp; Liberating</b> <input type="checkbox"/> Reply to group reflections in D2L-Discussions <input type="checkbox"/> Submit your <b>Dear Congress Letter</b> in D2L-Assessments-Assignments by 12pm ET <input type="checkbox"/> Post your Reflection paper on the materials for the upcoming week in D2L-Discussions.
<b>WK 16: 12/8-12/12</b>	12/12	<b>Final Reflections (Finals Week)</b> <b>Fri 8:30AM-9:45AM</b> Berkey Hall 104 Come to class prepared to share reflections on the class and what you have learned, regrets & promises