Social Justice and Diversity in Psychology
Psy 992 Sect. 602; Fall 2018
Thursdays 9:10-12:00
321 Baker Hall

Instructor: Prof. Buchanan  email via Desire2Learn class website
Office hours: Thursdays 2:30-3:30 pm, 134A Psychology Building
**Put “Psy 992” in the subject line of emails to ensure prompt response.

Course Objectives:

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.

Course Goals:

- Explore privilege, domination, power, and various “-isms” (e.g., sexism, racism, heterosexism, classism, ableism, and their intersections), 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.

- Consider the role of social justice in personal, political, and academic domains.

- 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:**

- Privilege and the ways we embrace or avoid its presence in our lives
- Matrices of dominance and oppression
- Intersectionality
- Implicit bias & Microaggressions
- Social Justice & Power
- Engaging research and scholarship that is consistent with diversity and social justice ideals

**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 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:**

- 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.

- 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.

**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 are required as soon as possible. I will do my best to make the appropriate arrangements.

**Required Texts:**


**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:** 45 points total (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 copies of, 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 some times when I will prepare a lecture for portions of the class period, but much of the class time will be dedicated to discussion and debate of critical issues and reflections for the entire class to contribute. 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** (points will vary)

**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.

**Reflection papers:** 20 pts (2 pts each). (Post to the class D2L discussion forum for the entire class to read by 10AM EDT every Wednesday). These should be ~2 paragraphs to 1-page in length (single-spaced) and reflect your thoughts, reactions, questions, etc. to the week’s class material. Comments on readings are required and should demonstrate having read and integrated thoughts across several readings (as opposed to just one). Reflection papers can additionally include your thoughts about ancillary course materials and past discussions.

You must also read one another’s reflection papers prior to class and be prepared to continue discussion from one another’s papers. I also encourage you to reply to one another’s reflection papers within the discussion thread.

You must turn in 10 reflection papers by **December 5th**, but you can choose which weeks you would like to write them. You can only complete 1 reflection paper per week for credit. If you turn in additional reflection papers (still only allowing 1 per week), the additional points will count as extra credit.

0=“unacceptable or incomplete”, 1=“acceptable”, 2=“excellent.”

**Journal writings:** 15 points (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 1-15.

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 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, 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:** (details forthcoming), 20 points for original diagram, presentation, and write-up, 10 points for follow-up writing at the end of the semester

**Halloween photo and analysis:** 10 points (details forthcoming). Photo and analysis will be shared with the class.

**Research proposal and presentation:** 50 points (details forthcoming). 5-page 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. Brief 5-7 minute presentation of your idea for the class and discussion/feedback.

**Final portfolio:** (additional details forthcoming-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:

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<thead>
<tr>
<th>✓</th>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>5</td>
<td>Race IAT #1</td>
<td></td>
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<tr>
<td>5</td>
<td>Race IAT #2</td>
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<td>5</td>
<td>Weapons IAT #1</td>
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<tr>
<td>5</td>
<td>Weapons IAT #2</td>
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<td>10</td>
<td>Brief paper discussing scores at the beginning and end of the semester for the Race IAT and the Weapons IAT</td>
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<tr>
<td>0</td>
<td>Original Salient Circles write up with picture of original Salient Circles poster</td>
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<tr>
<td>10</td>
<td>Follow-up writing about Salient Circles</td>
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<td>15</td>
<td>Journal Entries (15 entries for each week of the class)</td>
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<tr>
<td>10</td>
<td>Final Reflection (expanded) paper Reflect on the class as a whole rather than a particular week’s class material</td>
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<td>65</td>
<td>Total Points May vary based on changes made throughout the class</td>
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Grading procedures: Total points earned will be divided by the total points possible for the class. This percentage will be translated into your final grade (90%=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:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>4.0</td>
<td>90-100%</td>
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<td>3.5</td>
<td>85-89%</td>
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<td>3.0</td>
<td>80-84%</td>
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<td>2.5</td>
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<td>2.0</td>
<td>70-74%</td>
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<td>1.5</td>
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Turning in assignments late: All written materials are due by the start of class on the day assigned (unless stated otherwise). Late assignments will receive a 10% deduction for each day it is late. This means that if you come to class late or turn in the assignment later that same day, it will receive a 10% deduction, if it is turned in the next day, it will then be a 20% deduction, etc. You are welcome and encouraged to turn assignments in early!

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

Note: On the following page 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 being 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.

Several readings are drawn from:

1. (2000). In Readings for Diversity and Social Justice (2nd ed.).
# Social Justice and Diversity in Psychology

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
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<tbody>
<tr>
<td><strong>WK 1</strong></td>
<td>COURSE OVERVIEW &amp; INTRODUCTIONS</td>
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<tr>
<td>8/30</td>
<td><strong>Read for today’s class:</strong></td>
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<td>• Review Implicit Associations Test Journal Assignment and Salient Circles Assignment in the Activities &amp; Assignments content folder on D2L</td>
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<td><strong>Due this week:</strong></td>
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<td>• Weapons IAT #1</td>
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<td></td>
<td>• Race IAT #1</td>
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<td>• Journal entry</td>
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<tr>
<td><strong>WK 2</strong></td>
<td>SELF, IDENTITY, &amp; DIVERSITY</td>
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<tr>
<td>9/6</td>
<td><strong>Read for today’s class:</strong></td>
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<tr>
<td></td>
<td>• Adams (2013). Conceptual Frameworks (pp. 1-5). (2)</td>
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<tr>
<td></td>
<td>• Tatum (2013). The Complexity of Identity: “Who am I?” (pp.5-8). (2)</td>
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<td></td>
<td>• Kirk &amp; Okazawa-Rey (2013). Identities and Social Locations: Who am I? Who are my people? (pp. 8-14). (2)</td>
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<td></td>
<td><strong>Read 1 of the following for today’s class (SKIM the second):</strong></td>
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<td><strong>Due this week:</strong></td>
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<tr>
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<td>• Salient Circles write up</td>
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<td>• Salient Circles class presentation</td>
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<td>• Reflection paper</td>
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<td>• Journal entry</td>
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WK 3  INTRODUCTION TO PRIVILEGE
9/13

Read for today’s class:
- Johnson, A. G. (2017). Ch. 1: We’re in Trouble (5)
- Johnson, A. G. (2017). Ch. 4: Making privilege and oppression happen (5)
- Johnson, A. G. (2017). Ch. 5: The Trouble with the Trouble (5)
- Johnson, A. G. (2017). Ch. 6: What it has to do with us (5)

Due this week:
- Reflection paper
- Journal entry

WK 4  WHAT HOLDS US BACK FROM TALKING ABOUT PRIVILEGE AND OPPRESSION?
9/20

Read for today’s class:
- Johnson, A. G. (2017). Ch. 7: How systems of privilege work (5)
- Johnson, A. G. (2017). Ch. 8: Getting off the hook: Denial and resistance (5)
- Tatum, B. (2016). Breaking the silence (pp. 195-200). (4)

Due this week:
- Reflection paper
- Journal entry

WK 5  OPPRESSION & PRIVILEGE
9/27

Read for today’s class:
- Wildman, S. M. & Davis, A. D. (2016). Making systems of privilege visible (pp. 137-
Due this week:
- Reflection paper
- Journal entry

WK 6
INTRODUCTION TO SOCIAL JUSTICE

Read for today's class:
- Young, I. M. (2013). Structure as the subject of justice (pp. 52-56). (2)
- Prilleltensky, I. & Huygens, I. (2014). Well-being, Justice, and Social Change (pp.3-32). (3)

Due this week:
- Reflection paper
- Journal entry

WK 7
APPLYING SOCIAL JUSTICE PRINCIPLES

Read for today's class:
Read 1 of the following for today’s class:

- Tucker et al., (2014). Empowering Communities for Health Promotion (105-126). (3)

Due this week:

- Reflections paper
- Journal entry

WK 8  10/18  SOCIAL JUSTICE RESEARCH

Read for today’s class:

- Review Research Proposal Assignment in the Activities & Assignments content folder on D2L
Read 1 of the following for today’s class:


Due this week:

- Reflection paper
- Journal entry

WK 9 10/25  
HALLOWEEN: PRIVILEGE IN ACTION

Read for today’s class:


- Review Halloween Photo Assignment in the Activities & Assignments content folder on D2L

Due this week:

- Reflection paper
- Journal entry

WK 10 11/1  
IMPLICIT BIAS, MICROAGGRESSIONS, AND DISCRIMINATION

Read for today’s class:

• Harwood et al. (2015) *Racial Microaggressions at University of Illinois, Urbana-Champaign.*

• Sue (2010). *Tool: Recognizing Microaggressions & the messages they send.*

• Capatosto, K. (2016). *Two lenses, one goal: Understanding the psychological and structural barriers people of color face in the criminal justice system.* Columbus, OH: The Kirwan institute for the study of Race and Ethnicity.

**Read 1 of the following for today’s class:**


**Due this week:**

• Reflection paper
• Journal entry

**WK 11 11/8**

**ALLIES & THE COST OF PRIVILEGE TO THE PRIVILEGED**

**Read for today’s class:**


• Vasquez, H, & Magraw, S. (2005). Building relationships across privilege: Becoming an ally in the therapeutic relationship (pp. 64-83).

**Due this week:**

• Halloween Photo Presentation & write-up
• Reflection paper
• Journal entry

WK 12  COSTS OF PRIVILEGE TO THE PRIVILEGED
11/15

Read for today’s class:
• Review Final Portfolio Assignment and Implicit Associations Test journal Assignment, Salient Circles Assignment, MCC Self-Assessment (for clinicians or for professionals) in the Activities & Assignments content folder on D2L

Due this week:
• Research Proposal Paper & Presentations
• Reflection paper
• Journal entry

WK 13  HOLIDAY—NO CLASS
11/22

WK 14  ADVOCACY & REEXAMINING & CHALLENGING PRIVILEGE
11/29

Read for today’s class:
• Jensen, R. (2016). White privilege/White Supremacy (pp. 157-162). *(4)*
• Worksheet: Action Continuum-range of ways to challenge issues
• Worksheet: Spheres of Influence

Read 1 of the following for today’s class:

**Due this week:**
- Finish Research Proposal Presentations if needed
- Reflection paper
- Journal entry
- Worksheet: Considerations for Action Plans
- Worksheet: Action Planning Questions worksheet

**WK 15**  
**12/6**  
**INTERRUPTING OPPRESSION: WHERE DO WE GO FROM HERE?**

**Read for today’s class:**
- Love, B. J. (2013). Developing a liberatory consciousness (pp. 601-605). (2)
- Harro, B. (2013). The cycle of liberation (pp. 618-625). (2)
- Collins, P. H. (2013). Toward a new vision: Race, class, and gender (pp. 606-611). (2)
- Wise, T. (2016). Membership has its privileges: Thoughts on acknowledging and challenging Whiteness (pp. 163-166). (4)

**Due this week:**
- Reflection paper
- Journal entry
- Race IAT #2
- Weapons IAT #2

**12/10**  
**PORTFOLIOS DUE MONDAY BY 2 PM EDT TO ROOM 134A Psychology**

**SPECIAL EVENT ANNOUNCEMENT**

**12/12**  
**Social Justice and Multicultural Psychology Student Film Festival**  
(Wednesday 12/12/18, 12:45-2:45 pm)  
Psy 493W: Multicultural Psychology will present their final film projects on a range of topics related to diversity, social justice, and psychology. If you are able, please join us. Location will likely be C303 Snyder Hall. More details forthcoming.