

**Foundations of social justice in clinical psychology: Applied analyses of oppression and privilege.
(PSYCLN 610)
Fall 2021**

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Office Hours: Wed 4:30-5:30 in person. Thursdays 11a to noon and 2p-3p
Wheatley 4th floor, room 144/13

Course Description and Objectives:

In this course, we will be developing foundational frameworks of understanding culture, oppression, and privilege and their effects on psychological development and psychotherapy. We will explore the current personal, interpersonal, social, and structural meanings of multiple systemic variables such as race, ethnicity, culture, sexual orientation, sexuality, social class and disability and consider complex interactions within and among these statuses. We will be focusing relatively more on racial and ethnic diversity in order to model a process of exploration in depth. We will also explore some of the generalized knowledge about different specific racial/ethnic groups—including Black Americans; Latinx Americans; Asian Americans; Indigenous peoples/Native Americans, and Middle Eastern/North African Americans. This is a seminar course with a strong emphasis on discussion and participation. The development of critical, questioning thinking, emotional engagement, and relational interaction is required.

The purpose of this course is to help you develop ethical cultural and racial responsiveness for multicultural populations through developing the following:

- Awareness of your own experiences, assumptions, values and biases, and how these may affect your professional activities
- Knowledge about the values and experiences of those similar to and different from yourself in relation to social systemic hierarchies, knowledge about the systems that create and influence these experiences, and knowledge about the culture of psychology and psychotherapy.
- Ability to competently practice skills appropriate to the needs of multicultural populations, both verbal and nonverbal and individual and institutional, and ability to recognize the limitations of those skills.

This course has a greater emphasis on the first two objectives, while providing interactional practice and awareness/knowledge that form the foundation of the third.

Reading and Texts

NOTE: This course is reading heavy. Weekly reading is about 50-60 pages, but there are a couple of heavy weeks ~80 pages. Note that the reading often includes poems and narratives.

Required Texts:

Sue, D. W., Sue, D., Neville, H.A., Smith, L. (2019). *Counseling the culturally diverse*. 8th edition. NY: Wiley.

Suyemoto, K. L., Donovan, R. A., & Kim, G. S. (2022). [*Unraveling assumptions: A primer for understanding oppression and privilege*](#). Routledge.

Additional readings available [here](#)

Recommended:

Pinderhughes, E. (1989). *Understanding race, ethnicity, and power: The key to efficacy in clinical practice*. New York: Free Press.

Rothenberg, P. (2016). *Race, Class, and Gender in the United States*. Worth Publishers, New York, NY:
<https://4.files.edl.io/a774/05/10/19/053156-125d68d9-cdf2-4efb-94a8-412482541061.pdf>

Course Requirements:

Details of assignments will be provided in class and/or your assignment folder in the dropbox folder.

- Participation (15%): Given the nature of the course content and my teaching style, CMH is a discussion-heavy course. Students are expected to come to class having read the required materials, participate in activities, and meaningfully contribute to class discussions. Relational learning and discussions foster the kinds of awareness of self and others that are the foundation of ethical professional activities, results in deeper, more meaningful, and longer lasting learning. This kind of learning also acts as skills practice for engaging issues of oppression and privilege in therapeutic interactions and organizational settings. Attendance is therefore expected. **If you anticipate any barriers to your participation in class or if any arise during the semester, please schedule a time to meet with me as soon as possible.** Participation includes general ongoing involvement in activities and contribution to discussion in class, as well as follow through on specific class preparation, including the jigsaw learning activity, where you will share learning with your peers about intersectional identities and experiences.
- Personal Exploration Outlines (PEOs) (20%): The purpose of CMH is to contribute to your growth and learning, which will look different for each person because we are all in different places in our journey in understanding and engaging the topics discussed in class. Throughout the semester, you will complete Personal Explorations focused on ethnicity, experiences of oppression, experiences of privilege, and intersectional identity. Personal Explorations aim to foster awareness of your own positionality and relation to the issues we are discussing. They also provide an opportunity for you and me to be in individual (written) dialogue. My expectation is that your Personal Explorations are honest and personal. I will read and provide detailed comments on each of your explorations. These explorations will be evaluated based on effort, thoughtfulness, and thoroughness. Your explorations are due in class on the dates specified in the syllabus—being on time with this is particularly important because we will often take time in class to discuss these. Additional instructions/themes for exploration for each topic will be provided.
- Cultural Immersion Project (CIP) (35%): The cultural immersion project engages you in a process of learning about people different from you that combines didactic, interpersonal, and reflective experiences. You will choose one of the primary racialized groups in the U.S. (different from your own), immerse yourself in learning about the experiences of and knowledge about members of this group (from your own stance, of course), and share what you have learned with the class. The evaluated components of the assignment are:
 1. Three reflections related to your multiple immersion experiences (i.e. psychological reading, interpersonal perspectives from interviews or interview plus podcast series/blog series, and community experience).
 2. A thematic presentation based on your experiences, literature (including at least one recent article that you find exemplary), and related course readings. This project is a structured opportunity to model a life-long, ongoing practice of expanding on your learning edges – it is not designed to teach you/us everything you need to know about members of a particular group.

More info about the CIP experiences will be provided in class and in your assignment folder.

- **Final project (15%):** A means of expressing the meaning of race and culture in your personal and/or professional life. You will present your final project on the last day of class. Guidelines and expectations will be provided. Note that this assignment will take no longer than 4 hours to complete (plus thinking time).
- **Reflection Outline (consolidating learning) (15%):** The final outline is designed to reflect on your learning in this course, including conceptual learning about the topics discussed in class, your process of learning about yourself throughout the course, and the ways that your conceptual and personal learning has or will (or will not) impact your professional identity and activities.

Journal: I would encourage you to keep a journal throughout the semester of your thoughts, feelings, and responses to class readings and experiences, and other related events. The purpose of this journal would be to give you some space and time to reflect on what you are learning, your own feelings and thoughts, and possible changes. Journaling would also be helpful for class discussion and your final paper. I recommend taking just 10 minutes to reflect after completing readings and at the end of class, to sit with your reactions, process your feelings and any challenges, and reflect on your own journey. If you ever want to share your reflections with me, I am open to hearing about them or reading them.

Some notes related to class participation and engagement:

- **A note about multitasking:** your bodily presence in class is appreciated but not enough: your attention and full interpersonal presence is necessary both for your own learning and to create the kind of learning environment that facilitates learning for all students. In addition, research suggests that “multi-tasking” (e.g. checking email or texting while participating in class discussion or taking notes on lectures) detrimentally affects learning. Thus, I expect that you will turn off email and phone, close internet windows (if using computer—see below), etc. during class. If we end up on zoom for any reason, I expect that you will be in a private place without external distractions (please let me know if there are challenges to meeting this expectation). I understand that there may be some circumstances that preclude things like turning off the phone or avoiding interruption if on zoom (e.g. child or family care responsibilities). These may occur for me as well. Please share these circumstances if they arise so we may accurately interpret any distractedness or seeming inattention.
- **A note about computers and taking notes:** Research suggests that taking notes by hand is better for retention and for actual engagement with the material. It has also been my experience that interpersonal interactions are detrimentally affected by being on the computer. While some people may have disabilities or learning approaches where taking notes by computer is necessary or particularly helpful, please consider the research and its possible meaning for your learning and engagement. I would also strongly encourage you to carefully consider how taking notes on the computer affects your relational engagement. If we end up on zoom, we will all have our computers open and this may mean that it is easier to take notes on the computer in a second window, but even if this is the case, please to consider the effects on your learning and relational engagement and respond accordingly.
- **A note for/about parents:** It is my belief that if we want women in academia, we should expect children to be present in some form, because the research suggests that women continue to do more parenting, (particularly if we end up on zoom or things shift so children and work are sharing home space due to Covid-19 restrictions). Regardless of gender, we should support the ability of parents to also pursue education. Currently, the university does not have a formal policy on children in the classroom. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.¹ Please talk with me about your needs if parenting needs or experiences are affecting your engagement.

¹ adapted from Meghan Kallman, with thanks

Communication: I will be using my UMB email for communication. Please do not email me through Blackboard. I will do my best to use your preferred email address. However, there may be times when the class receives emails through UMB email. If your UMB email is not your preferred email, please set this email to forward to your preferred email.

Turning in assignments and Late assignment policy:

Assignments are due at the **beginning** of class on the date listed. Please email your assignment to me before class begins. Any assignments turned in after the start of class (even if it's later that day) will be considered one day late. Late assignments affect both your learning and my ability to provide thoughtful feedback (as well as my general schedule, as late assignments create backs-ups and stress on my time that affect other classes and students). If there are factors preventing you from getting an assignment in on time, please meet with me as soon as possible so we can work towards a resolution. Please come and talk with me as soon as possible if you are experiencing difficulties fulfilling the requirements of the course (completing any assignments, attending class, etc.). I want all of you to succeed and problems can more easily be resolved earlier, rather than later when the effects have multiplied.

Grading and evaluation: Grades are de-emphasized in this class. Instead, we focus on feedback and growth and, as needed, revision. For less personal reflection oriented assignments (CIP assignments, reflection outline, class participation), I will use a check/check plus/check minus to communicate with you about my sense of how you are doing in relation to criteria expectations. And you will have opportunities throughout the semester to evaluate your own progress and to provide feedback to your classmates and to me. At the end of the semester, you will assign yourself a letter grade in consultation with me.

University Resources and Student Supports:

Ross Center for Disability Services (617-287-7430) – I (and UMass Boston) am committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive formal accommodations, students must be registered with the Ross Center and request accommodations each semester that they are at UMass Boston. For more information visit: <https://www.umb.edu/academics/seas/disability-services/>. Please note that the Ross Center will provide a letter to your instructor with information about your accommodation only and not about your specific disability.

Immigrant Student Success: Provides resources and advocacy for immigrant-origin, DACA, TPS, and undocumented students, and resources and education for allies. Visit <https://www.umb.edu/campus-life/diversity-inclusion/multicultural-affairs/immigrant-student-programs/>

Basic Needs Security. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support at dean.students@umb.edu. In addition, U-ACCESS can help students meet various non-academic challenges, such as homelessness, parental neglect, chronic or persistent poverty or hunger, domestic violence, legal issues, financial emergencies, or other unanticipated events. Visit http://www.umb.edu/life_on_campus/uaccess for more information on U-ACCESS.

Mental Health Care – As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. The current Covid-19 pandemic and repeated racial traumas and protest for resistance are increasing stress and mental health challenges for all. These concerns, or other stressful events, may lead to diminished academic performance or may reduce your ability to participate in daily activities or may affect your well being generally. Students are encouraged to seek help when this is the case (see resources and support services below). Staff in the Counseling Center can (and do) provide referrals to Clinical Psychology Doctoral students and keep this request confidential from faculty. The Counseling Center can be reached by phone at 617-287-5690.

Health, Wellbeing, and Success: We are still coming through the COVID-19 pandemic. To safeguard your own health and safety as well as that of all students, staff, and faculty, please make sure you are vaccinated and boosted. If you have symptoms of COVID-19, you should not come to campus. Please let me know as soon as possible, so I can extend flexibility and support for your learning.

Graduate Writing Center: Writing is hard. Support for graduate students is available here: <https://www.umb.edu/writingcenter/services-for-students/>

Tech Help with email, blackboard, or wiser, reach out to [IT](#). Zoom support is [here](#).

Other Policy Issues:

Recording class. It is illegal to record conversations or classes without permission of all participants. If I will be recording the class, I will inform all students and participants and you will have an option of refusing recording for your direct conversation and participation. An exception to the prohibition on recording without permission is if the course needs to be recorded by a student with an approved accommodation to do so. That student will be using the recording only for their personal review of the course and will not be sharing the recording. If you need a recording of class for accommodations or your own learning, you should register with the [Ross Center](#), and let me know and we can discuss appropriate arrangements to make this happen. It is illegal for a student to record the class independently without formal accommodation approval through the Ross Center.

Use of AI: AI is prohibited: In this class, all work submitted by students must be generated by the students themselves, whether working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment; this includes hiring a person or a company to write assignments and using AI tools like ChatGPT. All work submitted must contain citations for any material that has been quoted or referenced. If students are unsure about whether or not a source is appropriate to use in the assignment, they should contact the instructor.

Student conduct and academic dishonesty: Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Course Calendar

CCD=Counseling the Culturally Diverse 9th edition.

UA=[Unraveling Assumptions](#)

Dates	Topic, Readings, and Assignments (complete before the FIRST class listed under dates)
Wed Sept 4	<p><u>Introduction(s) and Foundations</u></p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> • Excerpts from hooks, Anzaldúa, Kabe: distributed via email. • UA Ch. 1 • First class survey <p>At some point before Sept 28:</p> <ul style="list-style-type: none"> - Complete the Multicultural Assessment: Note that this assessment is for your own thinking and self-assessment of growth. Also, it is <u>aspirational</u> (something to work towards). We'll talk about it in class but don't think of it as a "test" or anything and I won't be collecting it. <p>At some point before Sept 25:</p> <ul style="list-style-type: none"> - Watch the first 25 minutes of <i>The Way Home</i> sometime before Sept 27—the part that introduces the groups. You can borrow a hard copy from the library or it costs \$10 to access this for streaming—rent it here.
Wed Sept 11	<p><u>Pathways and Barriers to Understanding and Engaging Diversity and Oppression</u></p> <p>Note: this is one of the heaviest reading weeks</p> <p>Review syllabus and Cultural Immersion Project assignment and bring any questions</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - UA Ch. 2 - CCD Ch. 2 and Ch. 5 (p. 91 starting with "Danger of a Single Story" to p. 106) - Prilleltensky & Nelson 2002 Ch 1 - Definitions handout. <p>Personal Narratives and Perspectives: CC (where are you from)</p> <p>View:</p> <ul style="list-style-type: none"> • The danger of a single story • Poetry Slam <ul style="list-style-type: none"> - If you don't have much background on social psychology and social cognition and perceiving differences (If you have a lot of familiarity with these social psych concepts, you can skim or skip these): <ul style="list-style-type: none"> • Social Cognition and Attitudes • Ingroup Vs. Outgroup: The Concept Of "Us" & "Them" And How To Push Back The Bias Of Your Brain - Rec'd: Johnson 2008—<i>Privilege, Oppression, and Difference</i>; Pinderhughes Ch. 6 (abridged), David et al. 2014.

<p>Wed Sept 18</p>	<p><u>Exploring culture, ethnicity, and ethnocentrism</u></p> <p>PEO Ethnicity Exploration due Send "I am from" stanza by midnight Sun. Sept 15 (a stanza is</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - UA Ch. 5 - CCD Ch. 3 - Kim 2008 <i>Theories of Acculturation and Enculturation</i>—read pp. bottom of 98 to 103 - See table on p. 77 of Wadsworth et al 2016. Consider again distinctions <u>and</u> relations of ethnicity and racialization. <p>Explore on-line: Google "African American Culture" and "Black Culture." Consider: is there an African American ethnicity or is it all about race (being Black)? How does the concept of African American or Black culture complicate our understandings of these concepts? How might being African American be ethnically different than being Jamaican American, or Haitian American, even if all of these are "Black"?</p> <p>Personal Narratives and Perspectives: Yee, Lake, Daramola</p> <ul style="list-style-type: none"> - View: Angelica Maria Aguilara - "For the girls with long names..." <p>Rec'd: Pinderhughes Ch. 4, Schwartz et al 2010, Mendoza, Eisenhower et al 2014, Toro 1995 (see also US Census Bureau), CCD Chapter 20, Wadsworth et al.</p>
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<p>Wed Sept 25</p>	<p><u>Constructing Oppression and Hierarchy: Power, Privilege, and Oppression</u> <i>Note: this looks like a lot of reading but the total pages are about 60</i></p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - Harro 2000—<i>Cycle of socialization</i> (review figure on p. 16, the rest is optional) - UA Ch. 3, pp 38-57 (rest is optional) - Young 2000-<i>Five Faces of Oppression</i> (if you are feeling particularly overwhelmed, you can read Ogazdu's summary of Young instead) - Liu et al. 2019 - Glick and Fiske 2001 (<i>Benevolent sexism</i>) OR (if you are tired of academic reading), check out: short overview of benevolent sexism and a feminist comic explains benevolent sexism - Baynton 2007: <i>Disability and injustice</i> - Lorde (1997) - View: Inside Immigrant Detention - Check out: <ul style="list-style-type: none"> o http://www.juliaserano.com/terminology.html. Consider how language reflects understanding and is used to construct and deconstruct o http://www.microaggressions.com/ <p><u>Personal Narratives--View</u></p> <ul style="list-style-type: none"> - Amer Rahman-Fear of a Brown Planet - Reverse Racism - Ken Tanaka; What kind of Asian are you? - Denice Frohman - "Borders" (WoWPS 2014) - Evelyn from the Internets-Calling in Black - Rec'd: I highly recommend at least skimming McIntosh 2016-<i>Invisible knapsack</i>—this is discussed in the UA chapter, but is a classic reading. <ul style="list-style-type: none"> o Other recommended: Internalizations (see especially sections on internalized superiority). And If you don't have much background on social psychology check out: social categorization and stereotyping
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<p>Wed Oct 2 On ZOOM</p>	<p>Catch up as needed AND <u>Constructing and Deconstructing Oppression and Hierarchy: Praxis Meanings and Barriers</u></p> <p>I will be traveling this week and so we will either reschedule if possible or meet on zoom. If on zoom: https://umassboston.zoom.us/j/9076037845</p> <p><i>What does “praxis” mean? (try googling “praxis” and see what you get. What do you think? Check out the Wikipedia meaning. Try googling “social justice praxis”.</i> <i>What is your meaning of “social justice praxis”? How does it relate to what you are learning in your first year classes?</i> <i>What are your thoughts about enacting social justice praxis as a psychologist trainee or a psychologist?</i> <i>What are some of the barriers and facilitators for social justice praxis within psychology?</i></p> <p>Any discussion questions you particularly want to take up?</p> <ul style="list-style-type: none"> - Prilleltensky & Nelson 2002 Ch 2 - APA Multicultural Guidelines Summary - Their 2021: Note that this was written in 2021. - Grillo & Wildman, 1997 - UMB Clinical Psychology Program Policies Related to Trainees Who Experience Conflicts (this is in the Program handbook as well as in your reading folder) - UMB Clinical Program statements on Palestine and Ceasefire (2 docs in your folder) <p>View: Brave New Voices Reconsider Columbus Day: https://www.youtube.com/watch?v=il5hwpdJMcg</p>
<p>Wed Oct 9</p>	<p><u>Constructing Oppression—The Example of Race</u> CIP: Literature critiques due</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - Smedley & Smedley, 2005 - Gobineau, 1915 - UA Ch. 4 72-82, 88-92 OR Osanami Törnqren & Suyemoto, 2022 Choose based on your prior exposure to race and racialization (Primer or Beyond). - Check out: http://www.pewsocialtrends.org/interactives/multiracial-timeline/ - CCD Chapter 4 (Microaggressions) - Check out online: https://implicit.harvard.edu/implicit/demo/selectatest.html Do the Race IAT and at least one other. <p><i>Personal Narratives and Perspectives: Coates, Swallow, Lamy H</i></p> <p>View:</p> <ul style="list-style-type: none"> o Kimberly Jones-How Can We Win? o Alex Dang: “What kind of Asian are you?” <ul style="list-style-type: none"> - Rec’d: Rothenberg pp. 51-70, Jones 2000-levels of racism; Smedley, 1999; Pinderhughes Chapter 5; Marks et al., Wang & Sue; Markus; Suyemoto & Dimas (esp. pp. 63-72), Gaertner & Dovidio, 2005, Multiracial timeline

Mon Oct 14	<u>Indigenous People's Day</u>
Wed Oct 16	<p><u>Psychological Effects of Hierarchies of Oppression: The Example of Race (cont)</u> CIP: Interpersonal Perspectives OR community event data journal due</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - Carter et al., 2019 - David et al. pp. 2019 1060-1076 - Coston & Kimmel (2012) - Postings from your peers: <i>By Monday night Oct 14: Find one article that examines effects of oppression on mental health or related variables where connections to psychology are clear. Post the abstract and citation here. You can address any aspect of oppression or type of discrimination (e.g., direct discrimination, indirect discrimination or microaggressions,, oppressive violence (e.g. hate crimes, police brutality), internalized oppression.</i> <p><i>Personal Narratives and Perspectives: Wong, Anzaldua, Real Lives, Priester, Turkel/Ellis</i></p> <p>View:</p> <ul style="list-style-type: none"> - Crystal Valentine "Black Privilege" - LGBT / Two Spirit Native American Stories <ul style="list-style-type: none"> - Rec'd: Gee et al., 2016 (effects across the lifespan)
Wed Oct 23	<p><u>Constructing Privilege and Psychological Effects: The Example of Race (cont)</u> <u>AND Catch up</u> PEO Oppression Exploration due</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - Dovidio et al 2017 aversive racism - Goodman 2011-Costs to privileged groups - Heberle 2021

Wed Oct 30	<p><u>Catch up and Film—<i>The Color of Fear</i></u> Program Praxis week</p> <p>AT SOME POINT: Skim for familiarity and keep as resources the APA Guidelines/Resolutions on:</p> <ul style="list-style-type: none"> - Guidelines on Race and Ethnicity in Psychology: Promoting Responsiveness and Equity 2019 - Guidelines on Assessment/Intervention with Persons with Disabilities 2022 (note that these are currently being or soon to be revised) - Guidelines on Psychological Practice with Girls and Women 2018 - Guidelines: Psychological Practice with Transgender and Gender Non-Conforming People 2015 (note that these are currently being revised) - Guidelines on Psychological Practice with Boys & Men 2018 - Guidelines on Psychological Practice with Sexual Minority Persons - Guidelines on Practice for People with Low-Income & Economic Marginalization 2019 - Resolution: Religious, Religion-Based and/or Religion-Derived Prejudice 2007
Wed Nov 6	<p><u>Personal Negotiations of Oppression and Privilege (Identity)</u> CIP: Interpersonal Perspectives OR community event data journal due</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - CCD-Ch. 6, 7 - UA: check out the chapter sections on identity: pp. 31-33, 118-121, 148-150, 161-163. - Suarez-Orozco 2004, pp. 1-11 (rest is recommended) - Doyle 2022 <p><i>Personal Narrative: Megivern</i></p> <ul style="list-style-type: none"> - Rec'd: Dillon et al. 2011, D'Augell 1994, Gone 2006, Bussey 2011, Suyemoto 2002 <p>Do some thought preparation on identities (questions in this weeks folder)</p>
Wed Nov 13	<p><u>Complicating intersections of privilege and oppression</u> PEO Privilege and Intersections Exploration due</p> <p><u>Reading/preparation</u></p> <p>NOTE: would be good to read these in order listed...</p> <ul style="list-style-type: none"> - Warner et al (2018) - Sengupta 2006 - CCD Ch. 8 - Yang & Tuck 2012, pp. 1-7, 17-22, 35-36. <ul style="list-style-type: none"> - Personal narrative: Deines 2004 - View: 700 Percent Project: Mistaken for Muslim / a Studio Revolt project <p>Rec'd: Srivistava, Suyemoto & Donovan 2015, Kim 2018, Bae and Tseng-Putterman Radical Black-Asian internationalism</p>

<p>Wed Nov 20</p>	<p><u>Exploring intersecting oppressions--Jigsaw</u> Jigsaw notes due Note that this is <u>highest</u> reading</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - <i>Jigsaw readings for your group</i> - <i>Check out (as desired) associated YouTube Videos described in document in Jigsaw folder (top level)</i> - <i>Check out: https://projecthumanities.asu.edu/perils-and-perks-of-privilege Click on "checklists" in the box on the right....Explore in relation to your jigsaw group</i> -
<p>Wed Nov 27</p>	<p><u>Developing as Advocates, Allies and Accomplices: Applying/Sustaining the Work for Social Justice</u></p> <p><u>Reading/preparation</u></p> <p>NOTE: These readings primarily focus on race. I would encourage you to try to read these from simultaneous positions of privilege <i>and</i> oppression. That is, what do these readings communicate to you about what prospective allies need to know in areas where you are oppressed <i>and</i> what do these readings tell you about how you can/should/might develop as an ally or accomplice in areas where you are privileged.</p> <p><i>Resistance, solidarity, allies/accomplice development</i></p> <ul style="list-style-type: none"> - <i>Harro 2000</i> - <i>UA Ch. 10</i> - <i>Demanarig et al, 2024 pp. 553-564 (to Implications)</i> - <i>Sue et al 2019-Microinterventions, especially Table 1 pp 136-137 (expands on CCD Ch. 4 introduction to microinterventions)</i> - <i><u>Moving from Actor --> Ally --> Accomplice</u></i> - <i><u>Accomplices Not Allies: Abolishing the Ally Industrial Complex</u></i> <p><i>Therapy/psychology applications and specifics:</i></p> <ul style="list-style-type: none"> - <i>Kliman, 2005</i> <p><i>Watch:</i></p> <ul style="list-style-type: none"> - <i><u>5 tips for being an ally</u></i> - <i><u>Bettina Love-co-conspirators</u></i> - <i><u>Dakota Access Pipeline Protesters</u></i> - <i>Rec'd: Vasquez & McGraw 2005, Kivel 2016, Powell & Kelly 2017, Smith & Reddington, Suyemoto et al. 2020, <i><u>This is Happening Dakota Access Pipeline protests</u></i></i>
<p>Wed Dec 4</p>	<p><u>Applications & Specific Groups: Student Presentations</u> Cultural Immersion Presentations</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - <i>CCD chapters 12 through 17—skim for future resource</i> - <i>Timelines for Black Americans, Native Americans, Asian Americans, Latinx, MENA</i>

<p>Wed Dec 11</p> <p>PLAN FOR EXTENDED CLASS (to 6:00)</p>	<p>Looking back, looking forward: Final Projects and Reflections</p> <p>Final projects due</p> <p><u>Reading/preparation</u></p> <ul style="list-style-type: none"> - Review <i>Visioning (hooks, Anzaldúa, and Kaba)</i> from first week. Reconsider visioning questions - Re-visit assessment <p>PLAN FOR EXTENDED CLASS (to 6:00)</p>
<p>Sun. Dec 17</p>	<p>Reflection Outlines due by midnight via email</p>