



PSYC 674: Social Justice Practicum I

Department of Psychology
University of Tennessee
Fall 2015

Course Information

CRN/Section: 42349/001

Location: Room 411 Austin Peay (AP)

Class dates: August 25th – December 1st

Class days and times: Tuesday 3:30 PM – 6:15 PM

Instructor: Joseph R. Miles, Ph.D.

Email: joemiles@utk.edu

Office Address: 410C Austin Peay

Office Phone: (865) 974-4183

Office Hours: Tuesdays, 12:30 PM – 2:30 PM
Or by appointment

Required Text and Readings

Friere, P. (1970/2008). *Pedagogy of the oppressed*. New York, NY: Continuum.

Grzanka, P. R. (Ed.). (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.

Stoecker, R. (2013). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage.

Toporek, R. L., Gerstein, L. H., Fouad, N. A., Roysircar, G., & Israel, T. (Eds.). (2006). *Handbook for social justice in counseling psychology*. Thousand Oaks, CA: Sage.

Additional required readings are listed after the Course Schedule at the end of this syllabus. All readings will be available through the PsycINFO database (see <http://www.lib.utk.edu/databases/>), on reserve at the UTK library, or on the course Blackboard site at Online@UTK.edu.

Course Description

This course is the first in a two-course sequence that will prepare you with the knowledge, skills, and attitudes necessary to serve as social justice advocates in your varied roles (e.g., counselor, researcher, educator) as a counseling psychologist. As part of this course sequence, you will select a specific agency and/or systemically marginalized community with whom you will partner, assess the needs of the agency/community, develop an intervention to address identified needs *on a systemic level*, evaluate the effectiveness of the intervention, and work to empower those from the agency and community as they continue in their efforts toward social justice. You are expected to work with and for your Social Justice Practicum site for four hours per week outside of class.

Course Objectives

In this course you will continue to develop and use your awareness of the social, political, economic, and/or cultural factors that impact human development and functioning, and you will develop an understanding of institutional-level interventions. Ultimately, you will develop your own theory of social justice, and use this theory to as you work to promote systemic change and social justice through your needs assessment and intervention plan.

You will also develop knowledge of the role of a social justice advocate, including similarities and differences between this role and other roles (e.g., therapist, teacher, consultant). You will also develop knowledge and skills in needs assessment, as well as intervention planning, implementation, and evaluation.

Student Learning Outcomes

Specifically, by then end of the semester, you will have:

- Developed increased knowledge of theoretical foundations of social justice, and social justice within the context of counseling psychology
- Developed your own theory of social justice and advocacy
- Continued to develop your awareness and understanding of:
 - Yourself and others as cultural beings, possessing multiple social identities, each associated with different levels of societal privilege/power or oppression
 - Your own attitudes toward members of other social groups
- Continued to develop a “critical consciousness”
 - This includes developing a deeper understanding of the role of institutions in perpetuating systems of inequality and a stance toward challenging systemic injustices
- Developed advocacy skills for working as a collaborative consultant/partner with agencies and communities in trying to bring about social change; developed skills in coalition-building and strategies for empowering marginalized communities
- Conducted a needs assessment in collaboration with your chosen agency/organization and/or the population with whom the agency works
- Developed an evaluable intervention plan involving prevention and/or systemic change to address identified needs
- Begun to develop skills necessary to educate and raise awareness about the issues and injustices facing the population with whom you work

Class Environment

This course will be a traditional graduate seminar. Given the content, collaborative and interactive learning is expected. As such, you are expected to attend class, be on time to class, have completed required readings, and participate fully in discussions and activities.

Additionally, we will share the responsibility of creating and maintaining an environment that is conducive to learning for all. This is especially important given the sensitive nature of the topics. I ask that we all use appropriate language and behavior that does not demean or dehumanize any individual or group, *whether or not such individuals or groups are present*; respect one another’s diverse experiences and perspectives; and maintain the privacy/confidentiality of the other students.

The following guidelines will serve as the foundation of our pedagogical environment. We may develop additional guidelines as the class sees fit. As members of this learning community, we will all:

1. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
2. Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, etc., is that we are all systematically taught misinformation about our own group and about members of other groups. This is true for everyone, regardless of our group(s).
3. Agree not to blame others or ourselves for the misinformation we have learned but to accept responsibility for not repeating misinformation after we have learned otherwise.
4. Assume that people both the people we study — and the members of the class, always do the best they can.

5. Actively pursue information about our own groups and those of others.
6. Share information about our groups with other members of the class and never demean, devalue, or in any way “put down” people for their experiences.
7. Agree to combat actively the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
8. Create a safe atmosphere for open discussion. If you wish to make comments that you do not want repeated outside the classroom, you can preface your remarks with a request that the class agree not to repeat the remarks.

Note: These guidelines were developed by Lynn Weber (1990), and published in *Women’s Studies Quarterly*, 18, 126-134.

Students are permitted to use laptops and tablet computers in the classroom to aid their learning, i.e., to take notes and/or access course readings. Mobile phones and smartphones are never permitted to be used in the classroom, including to access course readings. If you have a personal emergency, you should leave the room to use your phone. All other incidents of cell phone use will result in you being asked to leave this class. If your use of technology is distracting to the instructor or other students or you are observed using technology for reasons unrelated to this course, you will be asked to leave this class.

Course Requirements, Assessment and Evaluation Methods

Components of the Final Grade

Social Justice Practicum Portfolio (Due 12/8/15 by 3:30 PM)	50%*
Critical Reflections (Due Each Sunday by 11:59 PM)	30%
Community Presentation (Dates Assigned in Class)	10%
Case Presentation (Dates Assigned in Class)	10%
Total Points	100%

*See breakdown of points and additional due dates under the description of this assignment.

Grading Scale

A	93-100		B-	80-82		D+	67-69
A-	90-92		C+	77-79		D	63-68
B+	87-89		C	73-76		D-	60-62
B	83-86		C-	70-72		F	Below 60

Social Justice Practicum Portfolio:

This assignment is the first half of your final Social Justice Practicum Portfolio, which will be due upon completion of Social Justice Practicum II in the spring semester. The UTK Counseling Psychology Program will keep a copy of your final Social Justice Practicum Portfolio on file, and you should plan to provide your agency with a copy, as well. The Portfolio will serve: (a) as an evaluation of your development of social justice advocacy competencies across the year, (b) as a final report to your agency (providing them tools to carry on the social justice work), and (c) as a guide to future Social Justice Practicum students who may wish to carry on the work you started with your agency or community.

Three parts of the Portfolio are due by the end of the fall semester. These should be submitted in hard copy form, in a three-ring binder, with dividers labeled for each section. You should also include a printed copy of each of your Critical Reflections in a separate, labeled section at the end of the binder. Please submit both a hard copy and an electronic copy (via Blackboard) for each component of the Portfolio. You will add to this binder in the spring semester (the instructor from the fall semester will pass the binder along to the instructor of the spring semester, who will give the binder back to you to add to in the spring).

Part I: Your Theory of Social Justice (15%)

Describe your personal definition of “social justice” and your orientation toward social justice advocacy work. Throughout the semester, you should be developing your own definition/theory of “social justice” and your own orientation to social justice advocacy work (just as you have been developing a theoretical orientation that drives your individual and group counseling). Your definition and orientation may be based on the various perspectives on social justice read about and discussed in class, and your own personal and professional experiences and values.

Apply your definition/theory to the target population or social injustice with which you and your agency are working. Describe the systemic forces and social policies that have led to and perpetuated the oppression of this population, or this social issue. Next, discuss the history of interventions or social movements involving this population or social issue, and evaluate their effectiveness. Then describe what changes are needed to create a more socially just world for your target population (e.g., changes in interpersonal relations, public policy or laws, changes to social institutions), and changes that the population may be empowered to make for itself. *This section should include references to peer-reviewed journals and other reputable sources, as well as information gathered from your work with your agency/community.*

Part I of this paper is intended to set the stage for your work with your agency/population, and provides a rationale and framework for your needs assessment and intervention plan.

Part II: Needs Assessment (20%)

During this semester, you will be expected to formally engage with your chosen agency, build relationships with the agency and population with whom they work, collaboratively develop and conduct a needs assessment, and begin to develop an intervention plan.

The Needs Assessment may take any form, but should focus on helping the agency or community to further its social justice mission, and should take a social systems perspective. In class, we will read and discuss participatory action research and other skills and tools that may help you develop your needs assessment. The Needs Assessment should be conducted collaboratively with the agency/community with which you are working.

*Your Needs Assessment should be completed no later than **November 25th** (the day before Thanksgiving), in order to keep you on schedule to complete your SJP project by the end of the academic year.*

A Needs Assessment Plan/Procedure should be submitted **by 3:30 PM October 20th**. This Plan should:

- Outline the form that your proposed needs assessment will take (i.e., procedures you will use)
- Describe who will be collaborating with you to assess the needs of your agency and/or the communities with whom they work
- Describe how you will analyze the data you have collected
- Establish a clear and specific timeline for your needs assessment
- Include any surveys, focus group or individual interview questions, or any other supplemental materials that you plan to use in your needs assessment.

Please use headings to delineate each of these sections. You must submit your Needs Assessment Plan to the instructor and your agency supervisor *and receive approval prior to starting your Needs Assessment. **Your Needs Assessment Plan will account for 10 points of your Social Justice Portfolio grade for the fall semester.*** Please be prepared to discuss and workshop your needs assessment plans in group supervision on October 20th.

As stated above, your Needs Assessment should be completed no later than November 25th. **During our last class on December 1st, please be prepared to discuss preliminary results (i.e., identified needs) and ideas for your intervention plan (which is due by 3:30 PM on December 8th).**

Your Social Justice Portfolio, your Needs Assessment section should include your Needs Assessment Plan, as described above (but using past-tense language, given it will be completed), along with a list of the needs identified. **This portion of the Needs Assessment section will account for another 10 points of your Social Justice Portfolio grade for the fall semester. Each need that is identified through the assessment should correspond to a portion of the intervention plan (described below), and should be able to be evaluated at the completion of the intervention.**

Part III: Intervention Plan (15%)

After the initial needs assessment has been conducted, you will develop an Intervention Plan. This Plan should be directly and clearly tied to the needs identified through your Needs Assessment. We will discuss and workshop Intervention Plan ideas in the last class on December 1st, and your final Intervention Plan should be submitted with your Social Justice Portfolio on December 8th.

The Plan should take a systems perspective, and should not solely or primarily involve individual or group counseling. The Plan should draw on your theory of social justice (from Part I), your knowledge of the history of oppression and social change movements within the marginalized community with which your chosen organization works, and the specific needs of your chosen agency. The Intervention Plan should also incorporate the empowerment of the agency and the community served.

This portion of the Portfolio should be shared both with the instructor and your supervisor at your agency, *prior to the implementation of the Intervention Plan (probably at the start of the spring semester)*. You should discuss with your supervisor whether your Intervention Plan meets the needs of the agency and/or community with which the agency works, and you should collaboratively make revisions to your plan as necessary.

The due date for these sections of your Social Justice Portfolio is December 8th by 3:30 PM.

Social Justice Practicum Portfolio Timeline at a Glance

- **July 15, 2015:** Memo of Understanding due.
- **October 20, 2015 (3:30 PM):** Needs Assessment Plan due. We will discuss Needs Assessment Plans in class.
- **November 25, 2015:** Needs Assessment completed.
- **December 1, 2015:** We will discuss initial results (i.e., needs identified) and Intervention Plan ideas in class.
- **December 8, 2015 (3:30 PM):** Final SJP Portfolio (Including Theory of Social Justice, Needs Assessment (Plan/Procedure and Results), and Intervention Plan due.
- **End of Spring 2016 Semester:** Complete and final Social Justice Portfolio is due at the end of the academic year (including your Theory, Needs Assessment, Intervention, Evaluation, and any tools you are imparting to your agency or community to carry on the work). Additional, specific due dates for the spring semester will be provided by the instructor at the start of the spring semester.

Critical Reflections – Due (via Blackboard) at 11:59 PM each Sunday

To promote critical engagement with the readings and enrich class discussion, and to document your progress on your Social Justice Practicum project, you will be required to complete Critical Reflections each week throughout the semester.

You may discuss your feelings about your work with your agency, personal goals, challenges or frustrations in the work, and successes. However, it is expected that you also critically reflect on the readings in your paper. The reflections should be approximately 3 double-spaced pages; be thorough, thoughtful, and well edited; and include the following:

1. Subjective, critical, *text-based* reflections on the reading(s), including aspects that resonated, surprised and/or challenged you, *and why*
2. How you might use the knowledge gained from the text in your practicum placement and in your development as a social justice advocate
3. At least one question you have for the class based on the readings
4. An objective documentation of the work done with and for your agencies in the past week (please be specific and indicate the exact amount of time spent on specific tasks – remember, the expectation is that you will spend four hours working with and/or for your Social Justice Practicum site each week)
5. Your plans for moving forward with your project and a reflection on your larger timeline
6. Any specific issues you wish to discuss in group supervision. You should use section headings for each of these six domains.

Each Critical Reflection should be submitted to Blackboard no later than midnight on the Sunday before each class. Late reflections are not acceptable as I have a limited period of time to review your essays before class each week.

Community Presentation:

In order to work competently and ethically with your agency and the marginalized community with which the agency works, you should be developing expertise in the history and lived experiences of this community. This information will be included in Part I of your integrative paper (see above).

In order to share this expertise with the rest of the class (as most of you will be working with and developing expertise about different populations), you will do a presentation on what you have learned through your work and research for your integrative paper about the history and lived experiences of the community with whom you are working.

The presentation can be a mini-lecture, a guest speaker and discussion, a film and discussion, discussion of assigned readings, experiential activities, etc. The audience of this presentation is intended to be your colleagues in counseling psychology, and the content and tone should reflect this in terms of depth and professionalism (in the spring, you will be asked to develop a consciousness raising presentation for a “lay” audience). As such, the sources that you cite for this presentation should be peer-reviewed journal articles and other reputable sources, including your agency and/or members of the community with whom you are working.

You must provide at least one recommended reference (from a peer-reviewed journal) about your target population to the class for further reading. (These readings are intended to be resources for the class, and are not required course reading).

Case Presentation:

A significant portion of each class will be devoted to group supervision of your Social Justice Practicum project. That supervision time can be used in whatever way feels most helpful and useful to the class (i.e., any student who needs “air time” or help around a particular issue at her or his site may use the group supervision time). However, each student will also be responsible for **one formal case presentation** during the semester. **You will sign up for case presentation dates early in the semester.**

For your case presentations, you are expected to provide a **one-page handout (may be in bullet point format)** that includes background information about the community with whom you are working and the social injustice you are addressing, your agency name, the agency mission and target population, work completed to date (can be subcategorized by needs assessment and intervention plan development), plans for moving forward, and questions for the group.

Policy on Academic Honesty

You are expected to recognize and uphold the highest standards of intellectual and academic integrity. You are advised to read the official University Academic Standards of Conduct, which discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission. You will be held to the standards set forth in the University Honor Statement:

“An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, this affirming my own personal commitment to honor and integrity.”

Failure to abide by the honor statement or otherwise engage in academic dishonesty may result in failure of the course and dismissal from the doctoral program.

Disability Policy

If you need an accommodation based on the impact of a disability, please contact me privately at the beginning of the semester to discuss your specific needs. The Office of Disability Services (located in Dunford Hall; 865.974.6087) can help to coordinate reasonable accommodations for students with documented disabilities.

Department Mission Statement

The faculty, students, and staff of the University of Tennessee’s Department of Psychology view diversity, multiculturalism, and social justice as fundamental ethical, societal, and scientific values. To foster outstanding research, scholarship, and psychological practice, and to be citizens able to work, excel, and lead in an increasingly multicultural and global society, we must be inclusive and diverse. We recognize and value diversity in its myriad forms, including ability status, age, ethnicity, family structure, gender, gender identity, national origin, race, religion and spirituality, sexual orientation, socioeconomic background, and veteran status.

Course Schedule

NOTE: Students are expected to come to class with required readings completed and at least one thoughtful comment or discussion question per reading each week.

August 25: Introduction to the Course

September 1: Psychology & Social Justice

Lorde, A. (1984). The master's tools will never dismantle the master's house. In A. Lorde, *Sister outsider: Essays and speeches by Audre Lorde* (pp. 110-113). Freedom, CA: The Crossing Press.

Orford, J. (2008). Challenging psychology over its neglect of the social. In J. Orford, *Community psychology: Challenges, controversies, and emerging consensus* (pp. 1-34). West Sussex, England: John Wiley & Sons. (Focus on sections on *Self-Efficacy and Other Individualised Concepts, The Individualism of Psychotherapy, and How Most Prevention has Remained Person Centered*)

Stoecker, R. (2013). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage. (pp. 1-23).

September 8: Social Justice in Counseling Psychology

Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintraub, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist, 32*, 793-837.

Speight, S. L., & Vera, E. M. (2008). Social justice and counseling psychology: A challenge to the profession. In S. D. Brown, & R. W. Lent (Eds.), *Handbook of counseling psychology* (4th ed.) (pp. 54-67). Hoboken, NJ: Wiley & Sons.

September 15: Ethical Issues in Social Justice Work

Toporek, R. L., & Williams, R. A. (2006). Ethics and professional issues related to the practice of social justice in counseling psychology. In R. L. Toporek, L. H. Gerstein, N. A. Fouad, G. Roysircar, & T. Israel (Eds.), *Handbook for social justice in counseling psychology* (pp. 17-34). Thousand Oaks, CA: Sage. [Hereafter, this citation will be truncated to "SJ Handbook."]

September 22: The Politics of Social Science

van de Sande, A., & Schwartz, K. (2011). Research as politics. In A. van de Sande & K. Schwartz, *Research for social justice*, pp. 1-9. Winnipeg, Manitoba, Canada: Fernwood Publishing.

van de Sande, A., & Schwartz, K. (2011). Research as paradigms. In A. van de Sande & K. Schwartz, *Research for social justice*, pp. 10-20. Winnipeg, Manitoba, Canada: Fernwood Publishing.

Shields, S. (2008/2014). "It's not psychology": Gender, intersectionality, and activist science. In P. R. Grzanka (Ed.), *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press. [Hereafter, this citation will be truncated to "Intersectionality"]

September 29: Needs Assessment

Stoecker, R. (2013). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage. (pp. 25-46; 103-127).

van de Sande, A., & Schwartz, K. (2011). Needs assessments. In A. van de Sande & K.

Schwartz, *Research for social justice*, pp. 98-111. Winnipeg, Manitoba, Canada: Fernwood Publishing.

October 6: Theoretical Perspectives on Communities & Social Justice

- Pyles, L. (2014). Theories and ideas for the progressive organizer. In L. Pyles, *Progressive community organizing: Reflective practice in a globalizing world* (pp. 34-52). New York, NY: Routledge. (Note: This text is available in full online from the UTK Library website)
- Pyles, L. (2014). Learning from social movements. In L. Pyles, *Progressive community organizing: Reflective practice in a globalizing world* (pp. 53-72). New York, NY: Routledge. (Note: This text is available in full online from the UTK Library website)

October 13: Theoretical Frameworks: Social Construction

Case Presentation: _____

Community Presentation: _____

- Grzanka, P. R. (2014). Introduction: Power/knowledge/position. In *Intersectionality*.
- Haraway, D. (1988/2014). Situated knowledges and the persistence of vision. In *Intersectionality*.

October 20: Theoretical Frameworks: Feminisms

****Needs Assessment Plans Due. Be prepared to discuss your plan in class.**

- Anzaldúa, G. (1987/2014). Feminist architecture. In *Intersectionality*.
- Mohanty, C. T. (1993/2014). The “home” question. In *Intersectionality*.
- Eagly, A. H., & Riger, S. (2014). Feminism and psychology: Critiques of methods and epistemology. *American Psychologist*, 69, 685-702.

October 27: Theoretical Frameworks: Critical Race Theory to Intersectionality

Case Presentation: _____

Community Presentation: _____

- Bell, D. (1992). Racial symbols: A limited legacy. In D. Bell, *Faces at the bottom of the well: The permanence of racism* (pp. 15-31). New York: Basic Books.
- Bowleg, L. (2008/2014). When Black + Woman + Lesbian ≠ Black lesbian woman. In *Intersectionality*.
- Crenshaw, K. W. (2000/2014). The structural and political dimensions of intersectional oppression. In *Intersectionality*.

November 3: Prevention and Intervention Plan Development/Advocacy Skills

Case Presentation: _____

Community Presentation: _____

- Bond, L. A., & Hauf, A. M. C. (2007). Community-based collaboration: An overarching best practice in prevention. *The Counseling Psychologist*, 35, 567-575.
- Lorde, A. (1984/2014). Anger as a response to racism. In *Intersectionality*.
- Lorde, A. (2007). The transformation of silence into language and action. In A. Lorde, *Sister outsider: Essays and speeches by Audre Lorde*, pp. 40-44. New York: Crossing Press.

Stoecker, R. (2013). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage. (pp. 129-156).

November 10: *Education and Social Change: Pedagogy of the Oppressed (Part 1)*

Case Presentation: _____

Community Presentation: _____

Friere, P. (1970/2008). *Pedagogy of the oppressed*. New York, NY: Continuum. (Chapters 1 and 2)

November 17: *Education and Social Change: Pedagogy of the Oppressed (Part 2)*

Case Presentation: _____

Community Presentation: _____

Friere, P. (1970/2008). *Pedagogy of the oppressed*. New York, NY: Continuum. (Chapters 3 and 4)

November 24: *Social Justice, Health, and Healthcare*

Case Presentation: _____

Community Presentation: _____

Shim, J. K. (2005/2014). Race and risk across the science-lay divide. In *Intersectionality*.

Bridges, K. (2011/2014). Wily patients and welfare queens. In *Intersectionality*.

December 1: *Course Wrap-Up*

*****Be prepared to discuss your initial Needs Assessment results and to workshop your Intervention Plan ideas in class.***

December 9: *Social Justice Portfolio Due* (Due in hard copy format no later than 5 pm to Miles' office at 410C Austin Peay, and electronically via Blackboard)

Films

September 22: *Changing Our Minds: The Story of Dr. Evelyn Hooker*

October 13: *Race: The Power of an Illusion, Episode 2: The Story We Tell*

October 20: *In Whose Honor: American Indian Mascots in Sports*

November 17: *It's Elementary: Talking About Gay Issues in School*

November 24: *Unnatural Causes: Is Inequality Making Us Sick?*

Recommended Readings for Social Justice Practicum I
(Compiled by Patrick Grzanka and Joe Miles)

September 8: Social Justice in Counseling Psychology

Fouad, N. A., Gerstein, L. H., & Toporek, R. L. (2006). Social justice and counseling psychology in context. In *SJ Handbook*

September 22: The Politics of Social Science

Clough, P. T., & Fine, M. (2007/2014). Activism and pedagogy. In *Intersectionality*.

Spanierman, L. B., & Poteat, V. P. (2005). Moving beyond complacency to commitment: Multicultural research in counseling psychology. *The Counseling Psychologist*, 33, 513-523.

Harper, P. B. (2000/2014). Felt intuition. In *Intersectionality*.

October 6: Theoretical Perspectives on Communities & Social Justice

Harro, B. (2010). The cycle of liberation. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (2nd ed.), pp. 52-58. New York: Routledge.

Israel, T. (2006). Marginalized communities in the United States: Oppression, social justice, and the role of counseling psychologists. In *SJ Handbook*.

Luft, R. (2009/2014). Social movements in the wake of Katrina. In P. R. Grzanka (Ed.), *Intersectionality: A foundations and frontiers reader* (pp. 190-195). Boulder, CO: Westview Press. [Hereafter, this citation will be truncated to “*Intersectionality*”]

Pharr, S. (2010). Reflections on liberation. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (2nd ed.), pp. 591-598. New York: Routledge.

October 13: Theoretical Frameworks: Social Construction

Haraway, D. (1988/2014). Situated knowledges and the persistence of vision. In *Intersectionality*.

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston: McGraw Hill.

- o The Social Construction of Difference (pp. 17-22)
- o How Systems of Privilege Work (pp. 90-107)

October 20: Theoretical Frameworks: Feminisms

hooks, b. (2010). Feminism: A movement to end sexist oppression. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (2nd ed.), pp. 337-339. New York: Routledge.

Smith, B. (1983/2014). Racism and Women’s Studies. In *Intersectionality*.

Mohanty, C. T. (1984/2014). Feminism and colonialism. In *Intersectionality*.

October 27: Theoretical Frameworks: Critical Race Theory to Intersectionality

Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: The Journal of Women in Culture and Society*, 38, 785-810.

Cole, E. (2009). Intersectionality and research in psychology. *American Psychologist*, 64, 170-180. [See also the introduction to this piece in *Intersectionality*]

Grzanka, P. R. (2014). Intersectional objectivity. In *Intersectionality*.

Hancock, A-M. (2007). When multiplication doesn’t equal quick addition: Examining intersectionality as a research paradigm. *Perspectives on Politics*, 5, 63-79.

- Hankivsky, O. (2014). *Intersectionality 101*. The Institute for Intersectionality Research & Policy. Vancouver, BC: Simon Fraser University.
- Lewis, J. A., & Grzanka, P. R. (In press). Applying intersectionality theory to research on perceived racism. In A. Alvarez, C. Liang, & H. Neville (Eds.), *Contextualizing the cost of racism for people of color: Theory, research and practice*. Washington, DC: American Psychological Association.
- McCall, L. (2005). The complexity of intersectionality. *Signs: The Journal of Women in Culture and Society*, 30, 1711-1800.
- Williams, P. (1992/2014). Life is complicated, and other observations. In *Intersectionality*.

November 3: Prevention and Intervention Plan Development/Advocacy Skills

- Anzaldúa, G. E. (2010). Allies. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (2nd ed.), pp. 617-619. New York: Routledge.
- Asta, E. L., & Vacha-Haase, T. (2013). Heterosexual ally development in counseling psychologists: Experiences, training, and advocacy. *The Counseling Psychologist*, 41(4), 493-529.
- Ayvazian, A. (2010). Interrupting the cycle of oppression: The role of allies as agents of change. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (2nd ed.), pp. 625-628. New York: Routledge.
- Chun, J. J., Lipsitz, G., & Shin, Y. (2013). Intersectionality as a social movement strategy: Asian immigrant women advocates. *Signs: The Journal of Women in Culture and Society*, 38, 917-940.
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