Why we created this resource
This June 2016, the Society for the Psychological Study of Social Issues (SPSSI) hosted an informal discussion session at their conference in Minneapolis to acknowledge the shooting at the Pulse Nightclub in Orlando and its impact on SPSSI members and the community. One contribution that we wanted to make was to collect and share research and resources for learning about this event and its impact and for facilitating conversations about evidence-based ways to support and better our community. This Pulse Nightclub Tragedy in Orlando syllabus is the product of these efforts. We would like to acknowledge all of the researchers and writers whose work is highlighted here. There are surely many others, and we hope to hear from you. We also thank efforts like the #FergusonSyllabus that served as inspiration for our own.

How to use this resource
This syllabus can be used in part or in whole in a range of courses. We specifically denote a handful of research texts that speak most directly to this tragedy that were included in a virtual issue by SPSSI this summer: http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4560/homepage/custom_copy.htm. Although our main discipline is psychology, there are many interdisciplinary connections that can be made through the provided texts.

The syllabus is divided into several subsections that each highlight an important topic in discussions about the Pulse Nightclub Shooting: LGBTQ, Intersectionality, Gun Violence, and Terrorism & Islamophobia. These subsections include research texts as well as news stories and other teaching resources to complement understanding, reflection, and discussion.

Feedback about the content and use of this resource
We would appreciate any feedback about the content that is provided within this resource. What texts have we missed? What can we add? Additionally, we are educators ourselves and know how beneficial it can be to share how our texts and activities are integrated into the classroom and discuss how well the experience went and how we could improve. Therefore, we have created a Facebook group to continue this dialogue. You can join us here: “Pulse Tragedy in Orlando” group. Alternatively, you can email us at pulseorlando@gmail.com.
General resources about the Pulse Nightclub shooting in Orlando
It is possible that your students might not have heard about this shooting or not know details about this event. We have included several news stories below that describe the event, honor the victims, and provide historical context for this event.
http://www.npr.org/2016/06/16/482322488/orlando-shooting-what-happened-update
http://www.advocate.com/crime/2016/6/15/orlando-victims-and-their-stories#slide-0

Responses to the shooting by professional organizations
https://psychologybenefits.org/2016/06/29/100-plus-resources-for-the-aftermath-of-the-orlando-mass-shooting-tragedy/
http://www.gradpsychblog.org/weareorlando/#.V6TATvkrLIX

Issues faced by the LGBTQ community: Research

Experiences of bias:
https://escholarship.org/uc/item/5h3731xr#page-4


Hate crimes:
*Included in SPSSI’s virtual issue


Physical and mental health:
CDC Report: Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9–12 — United States and Selected Sites, 2015,
http://www.cdc.gov/mmwr/volumes/65/ss/ss6509a1.htm?s_cid=ss6509a1_w


Allies, reducing discrimination, and eliminating barriers:


Issues faced by the LGBTQ community: Teaching and Action Resources

Research syntheses and materials from professional organizations:
http://www.spsp.org/spsp.org/blog/LGBT-How-to-Fight-For-It
https://www.spssi.org/data/n_0001/resources/live/NC%20Flyer.pdf
http://www.spssi.org/index.cfm?fuseaction=page.viewPage&pageID=1636&nodeID=1

Teaching resources:

News and media resources:
http://www.eqfl.org/
http://www.huffingtonpost.com/2014/07/02/burger-king-proud-whopper_n_5549401.html
http://www.upworthy.com/watch-these-straight-people-answer-a-question-gay-people-have-been-asked-for-years-6?g=2&c=recon1

Intersectionality: the importance of remembering that we hold multiple identities

An Intersectionality Primer by Kim A. Case
Within our work to bring an academic analysis to student perspectives on the June 2016 Orlando massacre, intersectional theory can offer us a frame for complexity and deeper understanding. To that end, this primer aims to provide educators with resources in the form of terms, readings, and activities focusing on intersectional theory. In addition, this primer encourages social issues educators to model the application of intersectional theory for students.

As scholars of intersectionality and educators know, people do tend to drift rather quickly and repeatedly into one core area or another of identity and think about these as categorical and mutually exclusive. Given the Pulse tragedy involved the killing of 49 people at a nightclub serving the LGBT community and that it occurred on “Latin Night,” focusing on only anti-LGBT prejudice or race/racism over-simplifies and neglects the intersections we aim to teach our students (http://www.gradpsychblog.org/somosorlando-latinx-lgbtq-being-ignored-while-
Brief Overview of Intersectionality

Naming this approach as intersectional theory is typically credited to Kimberlé Crenshaw (1989), but the scholarly theorizing and advocacy by Black women and others began long before the term arrived in 1989. Main tenets of intersectional theory include:

- Bringing attention to identity as co-constitutive, inseparable, and interdependent. One cannot analyze gender without ability, race without gender identity, sexual orientation without social class, etc.
- Analyses of multiple categories of identity and oppression cannot be accomplished via an “add and stir” approach. Therefore, one must think in terms of chemical reactions or multiplication as a starting place for avoiding ineffective additive models of the past.
- Making visible the interconnections among factors that maintain systems of oppression.
- Bringing attention to power and privilege within interlocking systems of oppression.

Typical Teaching Challenges

Students and the broader population tend to conceptualize categories as distinct. This simplistic understanding of how categories relate to one another is a strong and imbedded cognitive structure within psychology as a field, our methodology, and our broader society. Therefore, pedagogical practices to promote intersectional analyses require purposeful planning and advanced effort. Faculty and students alike need not only resources, but also repeated practice to resist and unlearn our unconscious tendencies to think about these issues in simplistic, additive, and disconnected ways (as opposed to complex and interdependent). In summary, typical challenges to learning about intersectional theory include:

- Focus on individual “uniqueness”- tendency to think about intersectionality in terms of each individual as unique as a result of the long list of identities the individual possesses. This is an over-simplified application of intersectional theory because it lacks several key components such as power analysis and structural oppression.
- Analysis at individual level- Even if students move beyond the “uniqueness” problem and assert more complex analysis of how intersections affect lived experiences, students still tend to gravitate to discussing and analyzing stories, experiences, concepts at the individual person level without advancing the analysis to social, cultural, societal, and institutional-level interwoven outcomes.
- Focus on my own personal oppression- students, and in fact most people in general, tend to drift back to their own marginalized identities during challenging conversations about intersectionality. We tend to forget privileged identities in favor of bringing up the ways we have been wronged or oppressed. Intersectional theory requires students to analyze both privileged and oppressed identities and how they interact.
- Lack of power analysis- Students often express appreciation for various identities and diversity while lacking any analysis of power relationships among groups that maintain and perpetuate group inequalities and systemic oppression.
- Sticking to race and gender- Within social sciences, much of the intersectional scholarship focused on intersections of race and gender. Likewise, psychology as a discipline
had a long history of focusing on gender and race in the context of “diversity” issues and discussions. Educators must push ourselves and our students to apply intersectional theory to race and gender, and especially typically neglected areas such as ability, nationality, religion, gender identity, social class, and more.

**Intersectionality Teaching Resources and Activity**

Suggested readings, essays, and videos in this section were pulled from:


**Readings and Discussion Questions:**

  - Whose concerns and what concerns brought about the birth of the concept of intersectionality?
  - What did Crenshaw critique in law and legal studies?
  - What are the 3 major questions Cole recommends?
  - For each of the 3 questions raised by Cole:
    - What is the purpose of this question?
    - Provide an example of bias in research this question aims to address?
    - How does the question help improve research?
    - What are the benefits of this question? How will psychological science get better?

  - How does intersectional theory help us understand the research findings?
  - What is meant by the heading “prescribing femininity”?
  - How are women of color portrayed in magazines according to previous literature cited by Sengupta?
  - What % of ads had women of color as models?
  - What did they find in terms of race of women in the ads and type of products being sold?
  - Which women had the most major roles in the ads?
  - How did the magazines support a white beauty ideal?

  - How does intersectional theory help us understand the research findings?
  - What are language brokers?
  - What is familism and how is it related to language brokering?
  - How do age, gender, and family size interact with family context to affect language brokering?
  - What method was used for this study? Who were the participants?
  - What were the 4 main themes from the results? How does each theme connect with language brokering?
Sample Activity for Learning about Intersectional Theory

After a foundational reading on intersectional theory and perhaps a suggested video or essay/blog from above, the following grab bag activity may be used to help students explore the concept. This could be done with a sole focus on the theory and its application to any and all interactions or with a directed focus on the intersections connected to the Pulse tragedy in Orlando (e.g., race, sexuality, religion, etc.).

The Grab Bag Activity is covered in Case, Miller, & Jackson (2014) as well as the Case & Lewis chapter within Intersectional Pedagogy (Case, 2017).

Grab Bag Activity-
Before class, gather random items from home and office. Place them in a bag so that students will not see the items from the outside (not a clear bag). To be clear, this should be done after some introduction to intersectional theory (readings, video, class discussion). Students participate in the “grab bag” activity by reaching into a deep bag and pulling out one item. Students are instructed to grab an individual object from the bag before being given any additional information on what the activity will entail. After each student chooses an object, give them 5 minutes to make a connection between the item and intersectionality theory or the assigned readings and videos that addressed intersectionality. It also helps to give them another 5-7 minutes to pair up with another student to get some ideas and refine their connection to intersectional theory before sharing with the full group.

In the past, when I (Kim Case) used this activity engaging in the activity, the student that pulled a key out of the bag used it to discuss the access granted to those with privileged social identities that unlock doors to new opportunities. The cassette tape became a metaphor for recording history from the perspective of the group in power and connecting the tape to the reading, “A Different Mirror” (Takaki, 2010). The ball of rubber bands transformed into a visual representation of the matrix of oppression with each band serving as a specific identity either centralized (center of the ball) or marginalized (outer edges of the ball) by systematic oppression. The grab bag exercise positioned each student to think critically about intersectionality, concepts, and readings in ways that would enhance learning for the broader community of learners in the course. Out of this grab bag discussion, the metaphor of intersecting roadways emerged. A single student discussed his vision of intersectionality as a major highway intersection with 6 roads coming together at once. Several more students chimed in with ideas for expanding this metaphor, such as green lights for the privileged while marginalized groups navigated roadblocks, police barricades, and red lights. This synergistic moment in the classroom produced a new framework for student understanding of intersectionality that students consistently returned to throughout the rest of the term.
**Intersectional Pedagogy Readings**

**Great review for those new to intersectional theory:**

**On Teaching and Learning:**


**Essays and Videos to Illustrate Intersectionality**

On intersectionality in Feminism and pizza (Smoothiefreak, 2015):  
https://www.youtube.com/watch?v=FgK3NFvGp58

My feminism is Black, intersectional, and womanist (McCrary, 2015):  
http://everydayfeminism.com/2015/05/black-womanist-feminism/

Kerry Washington’s GLAAD Award speech (2015):  
https://www.youtube.com/watch?v=ruv8As-CMq

Study shows challenges for Latina and Black women scientists (Desmond-Harris, 2015):  

Brief reviews of research exploring the intersection of gender and other identities (Miller, 2016):  
**Gun violence in the United States and beyond**

In order to understand the Pulse Nightclub shooting, we have to appreciate the larger context wherein this event is situated, that it is one of many, accruing instances of mass killings from gun violence. Attitudes toward gun control can be deeply personal and polarized, but it is crucial for all of us (irrespective of our views) to educate ourselves about the issue of gun violence.

**Gun violence: Research**

**Attitudes toward guns and influence of the media:**


*Included in SPSSI’s virtual issue

**Gun violence and intergroup differences:**


*Included in SPSSI’s virtual issue

**Solutions:**

*Included in SPSSI’s virtual issue

doi:10.1007/s11524-012-9731-5
**Gun violence: Media and teaching resources**

**News and other media resources:**
http://time.com/4374446/americans-gun-control/

**Teaching resources:**
http://learning.blogs.nytimes.com/2013/01/08/watershed-teaching-about-gun-control-after-newtown/?_r=0
https://ww2.kqed.org/lowdown/2015/10/03/gun-control-an-educator-produced-lesson-plan/
http://www.tolerance.org/toolkit/toolkit-when-bad-things-happen

**Terrorism and Islamophobia**
The shooter responsible for the Pulse Nightclub attack reportedly pledged allegiance to ISIS, an officially designated terrorist organization. This connection has led to greater concern within the LGBTQ community and our nation about future possible attacks. Unfortunately, this understandable fear can sometimes lead to bias, discrimination, and even violence toward Muslims or people who are perceived to be Muslim, a term called Islamophobia.

**Terrorism and Islamophobia: Research**

**Terrorism and responses to it:**
*Included in SPSSI’s virtual issue


*Included in SPSSI’s virtual issue

Media coverage of terrorism:


Terrorism research with Muslims as participants:


*Included in SPSSI’s virtual issue

Islamophobia: Negative attitudes and prejudice against Muslims:


Reducing backlash against Muslims:


**Terrorism and Islamophobia: Media and teaching resources**

**News and other media resources:**
Discussion after the Pulse Nightclub shooting:

Examples of Islamophobia in the news:
http://www.aljazeera.com/indepth/opinion/2015/02/muslim-lives-don-matter-150212052018920.html

**Teaching resources:**

**Resources for how educators have approached or framed classroom discussions about other tragedies (e.g., Ferguson and Michael Brown’s death)**
http://www.edutopia.org/blog/how-to-teach-beyond-ferguson-jose-vilson

Ferguson Syllabus  https://docs.google.com/document/d/1kwZl23Q9tqZ23dxSJWS-WpjZhOZ_mzVpTL8-pWuLl8/edit?pli=1#heading=h.l15kj4sa2rn0