



Pulse Nightclub Tragedy in Orlando Syllabus

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](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 pulseorlandosyllabus@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://abcnews.go.com/US/orlando-nightclub-shooting-victims-named/story?id=39799005>

<http://www.advocate.com/crime/2016/6/15/49-orlando-victims-and-their-stories#slide-0>

http://www.nytimes.com/2016/06/13/nyregion/at-stonewall-inn-a-gay-rights-landmark-a-vigil-in-pride-and-anger.html?_r=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/>

<https://psychologybenefits.org/2016/06/13/7-ways-to-talk-to-children-and-youth-about-the-shootings-in-orlando/>

<http://www.gradpsychblog.org/weareorlando/#.V6TATvkrLIX>

<http://www.apa.org/news/press/response/message-orlando.aspx>

<http://www.spssi.org/index.cfm?fuseaction=document.viewdocument&ID=3F28EB86AE4CA3BB2EE025BE0093BF0447BC84D83FD7361EC70FBDF8000365DEA6952AE18DBE281F122D1C5A3A1CBAA2>

Issues faced by the LGBTQ community: Research

Experiences of bias:

Badgett, M. V., Lau, H., Sears, B., & Ho, D. (2007). Bias in the workplace: Consistent evidence of sexual orientation and gender identity discrimination. The Williams Institute.

<https://escholarship.org/uc/item/5h3731xr#page-4>

Nadal, K. L. (2013). *That's so gay! Microaggressions and the lesbian, gay, bisexual, and transgender community*. American Psychological Association.

Hate crimes:

Herek, G. M., Cogan, J. C., & Gillis, J. R. (2002). Victim experiences in hate crimes based on sexual orientation. *Journal of Social Issues*, 58(2), 319-339.

*Included in SPSSI's virtual issue

Parrott, D. J., & Peterson, J. L. (2008). What motivates hate crimes based on sexual orientation? Mediating effects of anger on antigay aggression. *Aggressive Behavior*, 34(3), 306-318.

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

Durso, L. E. & Gates, G. J. (2012). Serving Our Youth: Findings from a national survey of services providers working with Lesbian, Gay, Bisexual and Transgender youth who are homeless or at risk of becoming homeless. UCLA: The Williams Institute. Retrieved from: <http://escholarship.org/uc/item/80x75033>

Hatzenbuehler, M. L. (2010). Social factors as determinants of mental health disparities in LGB populations: Implications for public policy. *Social Issues and Policy Review*, 4(1), 31-62.

*Included in SPSSI's virtual issue

Meyer, I. H. (2013). Minority stress and the health of sexual minorities. In C. J. Patterson & A. R. D'Augelli (Eds.), *Handbook of psychology and sexual orientation* (pp. 252-266). New York: Oxford University Press. Healthy People 2020: Lesbian, Gay, Bisexual, Transgender Health.

Meyer, I. H. (2013). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychology of Sexual Orientation and Gender Diversity*, 1(S), 3-26. doi:10.1037/2329-0382.1.S.3

Allies, reducing discrimination, and eliminating barriers:

Barron, L. G., & Hebl, M. (2010). Reducing "acceptable" stigmatization through legislation. *Social Issues and Policy Review*, 4(1), 1-30.

*Included in SPSSI's virtual issue

Clark, C. T. (2010). Preparing LGBTQ-allies and combating homophobia in a U.S. teacher education program. *Teaching and Teacher Education*, 26(3), 704-713. doi:10.1016/j.tate.2009.10.006

Dickter C. L. (2012). Confronting hate: heterosexuals' responses to anti-gay comments. *Journal of Homosexuality*, 59(8), 1113-30.

Evans, N. J., & Broido, E. M. (2005). Encouraging the development of social justice attitudes and actions in heterosexual students. *New Directions for Student Services*, 110, 43-54.

Fingerhut, A. W. (2011). Straight Allies: What Predicts Heterosexuals' Alliance With the LGBT Community? *Journal of Applied Social Psychology*, 41(9), 2230-2248. doi:10.1111/j.1559-1816.2011.00807.x

Fingerhut, A. W., Riggle, E. D., & Rostosky, S. S. (2011). Same- sex marriage: The social and psychological implications of policy and debates. *Journal of Social Issues*, 67(2), 225-241.

Herek, G. M. (2007). Confronting sexual stigma and prejudice: Theory and practice. *Journal of Social Issues*, 63(4), 905-925.

Russell, G. M., & Bohan, J. S. (2016). Institutional allyship for LGBT equality: Underlying processes and potentials for change. *Journal of Social Issues*, 72(2), 335-354.

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>

http://www.spssi.org/_data/n_0001/resources/live/factsheet%20ssmarriage%20updated%20AW%20261009.pdf

<http://www.apa.org/pi/lgbt/resources/policy/index.aspx>

Teaching resources:

http://www.adl.org/education-outreach/lesson-plans/c/caitlyn-jenner-and-the-power-of-coming-out.html#.V6TTE_krLIU

http://www.adl.org/education-outreach/lesson-plans/c/understanding-homophobia-heterosexism-ally.html#.V6TTH_krLIU

News and media resources:

<http://www.eqfl.org/>

<http://www.npr.org/sections/thetwo-way/2015/06/26/417717613/supreme-court-rules-all-states-must-allow-same-sex-marriages>

<http://www.theatlantic.com/politics/archive/2015/03/what-makes-indianas-religious-freedom-law-different/388997/>

http://www.huffingtonpost.com/2014/07/02/burger-king-proud-whopper_n_5549401.html

<http://www.outsports.com/2014/4/8/5589008/gay-swimming-university-virginia-diversity-message>

<http://www.upworthy.com/watch-these-straight-people-answer-a-question-gay-people-have-been-asked-for-years-6?q=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 LGBTQ 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->

[simultaneously-killed/#.V6TAgykrLIX](#)). In addition, this tragic event connects with many social issues that intersect and influenced the act of violence (e.g., domestic violence, Islamophobia).

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.
- Bring 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:
Case, K.A., & Rios, D. (2017). Infusing intersectionality: Complicating the Psychology of Women course. In K.A. Case (Ed.), *Intersectional Pedagogy: Complicating Identity and Social Justice* (pp. 82-109). New York, NY: Routledge.

Readings and Discussion Questions:

Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170-180.

- 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?

· Sengupta, R. (2006). Reading representations of Black, East Asian, and White women in magazines for adolescent girls. *Sex Roles*, 54, 799-808.

- 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?

· Villanueva, C. M., & Buriel, R. (2010). Speaking on behalf of others: A qualitative study of the perceptions and feelings of adolescent Latina language brokers. *Journal of Social Issues*, 66(1), 197-210.

- 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:

Dill, B. T., & Zambrana, R. E. (2009). Critical thinking about inequality: An emerging lens. In B. T. Dill & R. E. Zambrana (Eds.), *Emerging intersections: Race, class, and gender in theory, policy, and practice* (pp. 1-21). New Brunswick: Rutgers.

On Teaching and Learning:

Case, K. A. (2015). White practitioners in therapeutic ally-ance: An intersectional privilege awareness training model. *Women and Therapy, 38*, 263-278.

Case, K. A. (2017; available July 2016). *Intersectional pedagogy: Complicating identity and social justice*. New York, NY: Routledge.

Case, K., Miller, A., & Jackson, S.B. (2012). "We talk about race too much in this class!" Complicating the essentialized woman through intersectional pedagogy. In S. Pliner & C. Banks (Eds.), *Teaching, learning, and intersecting identities in higher education* (pp. 32-48). New York, NY: Peter Lang.

Ferber, A. L., & Herrera, A. O. (2013). Teaching privilege through an intersectional lens. In K. A. Case (Ed.), *Deconstructing privilege: Teaching and learning as allies in the classroom* (pp. 83-101). New York, NY: Routledge.

Pliner, S. M., & Banks, C. A. (Eds.). (2012). *Teaching, learning and intersecting identities in higher education* (1st ed.). New York, NY: Peter Lang.

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 (McCray, 2015):

<http://everydayfeminism.com/2015/05/black-womanist-feminism/>

Kerry Washington's GLAAD Award speech (2015): <https://www.youtube.com/watch?v=ruv8As-CMg>

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

<https://www.washingtonpost.com/news/local/wp/2015/02/06/black-and-latina-women-scientists-sometimes-mistaken-for-janitors/>

Brief reviews of research exploring the intersection of gender and other identities (Miller, 2016):

<http://phys.org/news/2016-02-gender-interacts-social-identities-bias.html>

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:

Barry, C. L., McGinty, E. E., Vernick, J. S., & Webster, D. W. (2013). After Newtown—public opinion on gun policy and mental illness. *New England Journal of Medicine*, 368(12), 1077-1081.

<http://www.nejm.org/doi/full/10.1056/NEJMp1300512#t=article>

McGinty, E. E., Webster, D. W., Jarlenski, M., & Barry, C. L. (2014). News media framing of serious mental illness and gun violence in the United States, 1997-2012. *American Journal of Public Health*, 104(3), 406-413. doi:10.2105/AJPH.2013.301557

Stroebe, W. (2015). Firearm availability and violent death: The need for a cultural change in attitudes toward guns. *Analyses of Social Issues and Public Policy*.

*Included in SPSSI's virtual issue

Gun violence and intergroup differences:

Correll, J., Park, B., Judd, C. M., & Wittenbrink, B. (2002). The police officer's dilemma: using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*, 83(6), 1314-1329.

Sadler, M. S., Correll, J., Park, B., & Judd, C. M. (2012). The world is not black and white: Racial bias in the decision to shoot in a multiethnic context. *Journal of Social Issues*, 68(2), 286-313.

*Included in SPSSI's virtual issue

Solutions:

Fritzsche, I., Jonas, E., & Kessler, T. (2011). Collective reactions to threat: Implications for intergroup conflict and for solving societal crises. *Social Issues and Policy Review*, 5(1), 101-136.

*Included in SPSSI's virtual issue

Webster, D. W., Whitehill, J. M., Vernick, J. S., & Curriero, F. C. (2013). Effects of Baltimore's Safe Streets Program on gun violence: a replication of Chicago's CeaseFire Program. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 90(1), 27-40. 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/>

<http://www.theatlantic.com/health/archive/2016/06/untangling-gun-violence-from-mental-illness/485906/>

<http://www.theatlantic.com/national/archive/2013/02/gun-violence-in-america-the-13-key-questions-with-13-concise-answers/272727/>

<http://www.theatlantic.com/politics/archive/2016/01/gun-control-laws-research/424956/>

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:

De Castella, K., & McGarty, C. (2011). Two leaders, two wars: A psychological analysis of fear and anger content in political rhetoric about terrorism. *Analyses of Social Issues and Public Policy*, 11(1), 180-200.

*Included in SPSSI's virtual issue

Kruglanski, A. W., Crenshaw, M., Post, J. M., & Victoroff, J. (2007). What should this fight be called? Metaphors of counterterrorism and their implications. *Psychological Science in the Public Interest*, 8(3), 97-133.

Kruglanski, A. W., & Fishman, S. (2009). Psychological factors in terrorism and counterterrorism: Individual, group, and organizational levels of analysis. *Social Issues and Policy Review*, 3(1), 1-44.

*Included in SPSSI's virtual issue

Skitka, L. J., Bauman, C. W., Aramovich, N. P., & Morgan, G. S. (2006). Confrontational and preventative policy responses to terrorism: Anger wants a fight and fear wants "them" to go away. *Basic and Applied Social Psychology*, 28(4), 375-384.

Media coverage of terrorism:

Choma, B. L., Charlesford, J. J., Dalling, L., & Smith, K. (2015). Effects of viewing 9/11 footage on distress and Islamophobia: a temporally expanded approach. *Journal of Applied Social Psychology, 45*(6), 345-354.

Das, E., Bushman, B. J., Bezemer, M. D., Kerkhof, P., & Vermeulen, I. E. (2009). How terrorism news reports increase prejudice against outgroups: A terror management account. *Journal of Experimental Social Psychology, 45*(3), 453-459.

Powell, K. A. (2011). Framing Islam: An analysis of U.S. media coverage of terrorism since 9/11. *Communication Studies, 62*(1), 90-112. doi:10.1080/10510974.2011.533599

Terrorism research with Muslims as participants:

Amer, M. M., & Bagasra, A. (2013). Psychological research with Muslim Americans in the age of Islamophobia: trends, challenges, and recommendations. *American Psychologist, 68*(3), 134.

Kunst, J. R., Sadeghi, T., Tahir, H., Sam, D., & Thomsen, L. (2016). The vicious circle of religious prejudice: Islamophobia makes the acculturation attitudes of majority and minority members clash. *European Journal of Social Psychology, 46*(2), 249 - 259.

McCauley, C. (2013). Ideas versus actions in relation to polls of U.S. Muslims. *Analyses of Social Issues and Public Policy, 13*(1), 70-76.

*Included in SPSSI's virtual issue

Islamophobia: Negative attitudes and prejudice against Muslims:

Ciftci, S. (2012). Islamophobia and Threat Perceptions: Explaining Anti-Muslim Sentiment in the West. *Journal of Muslim Minority Affairs, 32*(3), 293-309. doi:10.1080/13602004.2012.727291

Fischer, P., Greitemeyer, T., & Kastenmüller, A. (2007). What do we think about Muslims? The validity of westerners' implicit theories about the associations between Muslims' religiosity, religious identity, aggression potential, and attitudes toward terrorism. *Group Processes & Intergroup Relations, 10*(3), 373-382.

Nadal, K. L., Griffin, K. E., Hamit, S., Leon, J., Tobio, M., & Rivera, D. P. (2012). Subtle and overt forms of Islamophobia: Microaggressions toward Muslim Americans. *Journal of Muslim Mental Health, 6*(2).

Springer, V. A., Lalasz, C. B., & Lykes, V. A. (2012). Social action in response to terrorism: Understanding xenophobic violence from a value-added perspective. *The Social Science Journal, 49*(2), 175-182.

Reducing backlash against Muslims:

Bhattacharyya, S., Ashby, K. M., & Goodman, L. A. (2014). Social justice beyond the classroom responding to the Marathon bombing's Islamophobic aftermath. *The Counseling Psychologist, 42*(8), 1136 - 1158.

Johnson, D. R., Jasper, D. M., Griffin, S., & Huffman, B. L. (2013). Reading narrative fiction reduces Arab-Muslim prejudice and offers a safe haven from intergroup anxiety. *Social Cognition*, 31(5), 578 - 598.

Kastenmüller, A., Greitemeyer, T., Ai, A. L., Winter, G., & Fischer, P. (2011). In the face of terrorism: Evidence that belief in literal immortality reduces prejudice under terrorism threat. *Journal for the Scientific Study of Religion*, 50(3), 604-616.

Terrorism and Islamophobia: Media and teaching resources

News and other media resources:

Discussion after the Pulse Nightclub shooting:

<http://www.latimes.com/nation/nationnow/la-na-orlando-nightclub-shooting-20160612-snap-story.html>

<http://www.advocate.com/crime/2016/6/12/dont-give-islamaphobia-spreading-social-media-after-shooting>

<http://www.orlandosentinel.com/news/pulse-orlando-nightclub-shooting/os-orlando-nightclub-shooting-churches-20160612-story.html>

<http://www.latimes.com/nation/la-na-muslim-doctor-20160621-snap-story.html>

Examples of Islamophobia in the news:

<http://www.dallasnews.com/news/community-news/northwest-dallas-county/headlines/20150915-irving-9th-grader-arrested-after-taking-homemade-clock-to-school-so-you-tried-to-make-a-bomb.ece>

<http://www.usatoday.com/story/news/2015/02/14/muslim-americans-north-carolina-murders/23326495/>

<http://www.aljazeera.com/indepth/opinion/2015/02/muslim-lives-don-matter-150212052018920.html>

Teaching resources:

<http://www.adl.org/education-outreach/lesson-plans/c/anti-muslim-bigotry-and-being-an-ally.html#.V6TS5PkrLIU>

<http://www.adl.org/education-outreach/lesson-plans/c/terrorist-attack-in-paris-and-scapegoating.html#.V6TS-fkrLIU>

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>

<http://larryferlazzo.edublogs.org/2014/09/11/wondering-how-to-handle-a-controversial-topic-in-class-what-we-did-this-week-worked-out-very-well/>

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