

Society for the Teaching of Psychology

Division 2 of the American Psychological Association

Ithaca College
Department of Psychology
Psychology of Privilege & Oppression



Instructor:

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Office Hours

Weds. 3:00 to 5:00.

I have an open door policy; you are welcome to stop by at any time.

Course Overview

"To do something about the trouble surrounding privilege, power and difference, we have to talk about it!" (Johnson, 2006, p. 76)

Welcome to the Psychology of Privilege and Oppression! In this course, we will explore and analyze the complex intersections of social group identity based on race, gender, sexuality, class, and other dimensions of difference within systems of privilege and oppression.

Your professor is a White middle-age cisgender woman from Venezuela who has lived in the United States for almost half my life. She is married and a mother of a 10 year-old girl. She has a PhD in educational and developmental psychology, meaning she is educated, as usually defined) and has a full time job in a somewhat prestigious job. Why do I tell you this about myself? Are all my social positions visible? What do people infer from them? Our social positions within hierarchies of power (race, class, gender, ability) shape the power we have access to (and thus the privilege/oppression we have as a result). Based on these social positions, I can be oppressed in some ways (e.g. based on my gender and ethnicity) and privilege in others (class, education, and race). But what do all this mean? How do these social positions influence me and others? In this course we will discuss this questions and many others related to the Psychology of Privilege and Oppression.

A primary goal of this course is to encourage and aid the development of critical thinking, analysis, and self-reflection about the messages we receive about privileged and oppressed groups including our own. The course also aims to establish a foundation upon which to develop sociocultural competence and promote a better understanding and acceptance of ourselves and others.

Note: IC's Committee for College-Wide Requirements has approved this course for meeting the qualifications of the *Integrative Core Curriculum*. Contingent upon successful completion of all course requirements and the uploading of required learning outcome artifacts onto *Taskstream*, this class meets and satisfies the ICC Diversity designation.

Course Goals

1. Demonstrate an understanding of how sociocultural variables and contexts influence psychological and behavioral processes and outcomes and how these influence our theoretical frameworks, the research process, and our interactions with others.
2. Articulate the ways in which systems of power impact the construction of individual and group identities.
3. Analyze how individuals, organizations, and institutions create, perpetuate, adapt to, and/or challenge inequality.

4. Demonstrate how shifts in your personal understanding contribute to the use of diverse perspectives in thinking and problem-solving within a broad range of contexts.
 - a. Delineate your own sociocultural worldview, including the privilege you hold as a member of dominant groups, and how this influences your interactions with others.
 - b. Develop strategies for working and communicating effectively in a diverse environment.
5. Communicate empirical and theoretical information effectively in a variety of formats.

Course Materials

- Waking up White, *Debby Irving*
- Privilege, Power and Difference (3rd. Edition). McGraw Hill, *Allan Johnson*
- Readings as assigned by the professor (located in SAKAI for download).

Course Requirements and Evaluation

Preparation and participation	34%
<ul style="list-style-type: none"> • Weekly responses (8 out of 10) (16%) • Short assignments (8%) • Class attendance & participation (10%) 	
Article presentation and topic discussion. See Appendix A for rubric.	10 %
Privilege Awareness and Education Project	36%
<ul style="list-style-type: none"> • Research paper (16%). See Appendix B for rubric. • Presentation/product (20%). See Appendix C for rubric. 	
<u>Personal awareness journal (6 submissions)</u>	<u>20%</u>

Preparation & in-class participation. Class preparation and in-class participation are critical to the success of this class. Participation involves attendance and active involvement in whole-class and small group discussions, writing exercises, and class activities.

A key for active engagement is that you prepare by reading and thinking critically about the assigned readings. As part of your preparation for class discussion, you will need to write response papers to the readings. Each response papers must include:

- a) One thoughtful question inspired by the reading for that week. This question should not be one that is answered in the reading but inspired by it. The goal is to create a question that goes beyond the readings and that fosters discussion during class. We will use these questions for class discussion.
- b) Summarize three main points from the readings showing that you understand the critical point/s from them (it). These main points should illustrate your understanding of the author's point. Do not use quotations from text but your own words to discuss these main ideas. (It may help to ask yourself, "How does these reading(s) provide a new way of looking at this topic/issue?")
- c) Discuss one concrete example to help illustrate the main points of the reading(s), research-based facts that support or challenge the points raised, or an example of how you can use the information in the readings to create social/personal change.

Your thought question, three main points, and action item should show that you have read and comprehended the assigned materials for that class. It may help to ask yourself, "How does these readings provide a new way of looking at this topic/issue?"

Reading reflections are worth 4.0 points and graded as excellent (3.6-4.0), good (3.2-3.5), fair (2.8-3.1), poor (2.0-2.7), and unacceptable (1.9 or below) based on how well you capture the author(s)' main ideas or arguments, and you convey your own thinking about the reading(s).

These reading reflections will be the bases for class discussions. As you can see, attendance is imperative for learning in this class. You must be present during class discussions, writing exercises, and activities to obtain credit for class participation.

In addition, you will have short homework assignments. These short exercises will help you personalize the course content and reflect on your own social positions of privilege and oppression. These assignments will be given in class or posted on our Sakai site. Each assignment is worth 1.0 point.

Awareness and Educational Project (adapted from Case, K., *Intersections of Identity Educational Project*). The purpose of this project is to raise public awareness and understanding of how complex (and intersectional) identities in both privileged and oppressed groups shape people's experiences and perceptions of themselves and others. The project involves: 1) a research paper (5-6 pages long), providing rationale for the project, explanation of how it relates to theories covered in the course, rationale for effective public education, and how the information is getting to the public. A minimum of 4 primary sources must be cited and referenced in the paper; 2) the project itself which may be a website, YouTube video, a mini-documentary, a brochure for educators, a song, a workshop, etc. (See project guidelines and rubrics in appendices B and C)

Remember that you will need to upload the paper and the project onto *Taskstream* to satisfy the ICC Diversity designation of the Integrative Core Curriculum (ICC).

Personal awareness journal. This reflective journal involves a form of informal dialogue with yourself, as you become a reflective learner regarding the roles your privileged and oppressed identities play in your life and those of others. In this journal you can record your responses and reactions to assigned readings, questions from the book *Waking Up White*, thoughts/feelings on class discussions and activities, and learning experiences you are having/have had in different classes, or on or off-campus. In particular, I would like you to reflect on your own values and beliefs and how these influence your perceptions of yourself and others. All the information you share in these journal entries is confidential with the exception of the last entry (see below).

Your LAST journal entry needs to be uploaded onto *Taskstream* to satisfy the ICC Diversity designation of the Integrative Core Curriculum (ICC). This entry will focus on shifts in your thinking (if any) as an outcome of this class. The purpose is to reflect on the role your social identities (privileged and oppressed) play in your life and those of others and how your final project (awareness & education project) suggests a way to enact change.

Article presentation and discussion. Each of you will present and discuss one of the articles listed in the syllabus. You will briefly present and explain the main ideas and methodology of the study, present its results and then discuss its findings. You will also provide a one-page written summary of the article to the class and some start-up questions for discussion. Each presentation cannot exceed 10 minutes (See detailed guidelines and rubrics in appendix A).

Extra credit opportunities. Extra credit opportunities will be available throughout the semester. Extra-credit earned will be added to your final grade total. You can earn up to 16 unit points of extra credit, which could raise your final grade by one grading increment (B to a B+). The following are some examples of how you can earn extra-credit:

- Review a research article that we agree upon (3 units). We will attempt to select articles on topics that we both find mutually interesting (up to 2 articles or up to 6 units) and that relevant to the class. If you are interested in this option, please inform me of your interest by October 1st.
- View and analyze a movie we both agree on (up to 3 unit points of extra credit).
- Review and reflect on a presentation/event related to the content of this class (1 to 2 unit points).
- Write a review of a book that you read related to the course content (e.g. Raising Nicole, Hunger)



Your Mental Health is Important!

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Ithaca College provides a Counseling Center to support the academic success of students. The Counseling Center provides cost-free services to help you manage personal challenges that threaten your well-being. In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of resources (e.g., Counseling Center, Health Center, chaplains, etc.) that might be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do -- for yourself and for your loved ones!

Americans with Disabilities Act

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case-by-case basis. Students must register with the Office of Academic Support Services and provide appropriate documentation to the College before any academic adjustment will be provided.

Important note about this course: This course involves controversial topics that may challenge or conflict with your existing beliefs and may require you to go outside your comfort zone. We will examine oppression, privilege, and inequality from a variety of expert, academic, and research perspectives. Although you are not expected to accept or agree with the perspectives, attitudes, and beliefs of the instructor, authors, or fellow classmates, you must at least consider other perspectives and interact with others respectfully.

Course Policies and Etiquette

- ◆ To obtain credit for class participation, it is important that you are present during class discussions, writing exercises, and activities. Unfortunately, there is no make-up for in-class activities. Check the college attendance policy that appears in the *Ithaca College Undergraduate Catalog* for more information about attendance.
- ◆ Your classmates and I expect respectful behavior at all times. To me, this means:
 - Respecting one another's ideas, comments, and modes of learning.
 - Respecting privacy.
 - Turning off your cellular phone before our class begins (no text-messaging please).



During the first week of class, we, as a group, will develop some working agreements so we communicate respectfully, feel safe and learn from each other.

- ◆ Late assignments. Assignments are key to the class discussions. If they are submitted after the assignment is due they will not receive full credit.
- ◆ Academic dishonesty: Academic dishonesty means copying all or parts of other people's work or ideas (e.g. your classmates, books, articles or web sites) without properly acknowledging the source; and downloading papers from the internet or having someone write your papers for you. Engaging in academic dishonesty could result in an automatic failing grade and reporting the issue to the Judicial Affairs Office for further action.
- ◆ Written work:
 - All written work submitted must be typed (font size 12 pt.) and double-spaced.
 - You must edit and proofread your reading responses and final research paper prior to their submission. A poorly written paper, even if the content is good, detracts from a good grade. If you need help, the Writing Center can help you with your writing for assignments. Their service is free. They are open from 9-5 Monday through Friday and from 7-10:00 p.m. Sunday through Thursday. To schedule an appointment call 274-3315.

Tentative Schedule

Date	Topics and Assigned Readings	Assignment due date
Th 8/30	Introduction to the course	
T 6/4	<p>Privilege, Power, Oppression, and Difference</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Johnson, A. Privilege, Power &...Introduction & Chapters 1-2. • McIntosh, P. (1988). <i>White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies</i> (Working Paper No. 189). Wellesley, MA: Wellesley Centers for Women (in Sakai). 	<ul style="list-style-type: none"> • Reading reflection # 1 • How privilege are you? Include answers to your survey in your reading reflection.
Th 9/6	<p>Wake up calls</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Irving, D. Waking up White, chapters 1-5 (Irving). <p><u>Recommended video:</u> "Your Privilege Is Showing" by Lillian Medville, Media resources, Sakai.</p>	
T 9/11	<p>Making privilege & oppression happen</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Johnson, chapters 3-5 (Johnson) 	<ul style="list-style-type: none"> • Reading reflection # 2
Th 9/13	<p>Connecting to systems of privilege</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Irving, chapters 6-11 	<ul style="list-style-type: none"> • <i>Journal submission # 1 due</i>
T 9/18	TBA: summary and discussion	
Th 9/20	<p>Research in Psychology</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Causadias, J. M., Vitriol, J. A., & Atkin, A. L. (2018). Do we overemphasize the role of culture in the behavior of racial/ethnic minorities? Evidence of a cultural (mis)attribution bias in American psychology. <i>American Psychologist</i>, 73, 243-255. 	<ul style="list-style-type: none"> • Reading reflection # 3

Date	Topics and Assigned Readings	Assignment due date
T 9/25	<p>Research in Psychology</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Phillips, L. T., & Lowery, B. S. (2018). Herd invisibility: The psychology of racial privilege. <i>Current Directions in Psychological Science</i>, 27, 156-162. 	<ul style="list-style-type: none"> Reading reflection # 4
Th 9/27	<p>Why didn't I wake up sooner?</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Irving's chapters 12-16 <p><u>Recommended video:</u> Watch "The power of privilege" link on media resources, Sakai.</p>	<ul style="list-style-type: none"> Journal submission # 2 due
T 10/2	<p>Categorization and stereotyping</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Categorization and stereotyping: Cognitive processes that shape perceived diversity, Understanding the Psychology of Diversity, 3rd edition. (Chapter 2), pp 21-44. <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> Yu, A. B., Nguyen, T., & Petrie, T. (2016). The Jeremy Lin effect: being an Asian sport psychology consultant in a black and white world. <i>Journal of Clinical Sport Psychology</i>, 10, 289-308. 	<ul style="list-style-type: none"> My IAT test performance. Take the test! Link on sakai
Th 10/4	<p>Prejudice: Evaluating Social Difference</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Prejudice: Evaluating Social Difference. Categorization and stereotyping: Cognitive processes that shape perceived diversity, 3rd edition. Understanding the Psychology of Diversity (Chapter 4), pp 67-92. <p><u>Student-led presentation and discussion</u></p> <ol style="list-style-type: none"> Weaver, A. J. (2011). The role of actors' race in white audiences' selective exposure to movies. <i>Journal of Communication</i>, 61, 369-385. 	

Date	Topics and Assigned Readings	Assignment due date
T 10/9	<p>The complexity of identity: Who am I?</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Tatum, B. D. (2000). The complexity of identity: Who am I. <i>Readings for diversity and social justice</i>, 2, 5-8. 	
Th 10/11	<p>The complexity of identity: Who am I?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Tatum, B. D. (2017). Why are the Black kids sitting together in the cafeteria? Chapters on identity development. Chapters 3-6. <p><u>Student-led presentation and discussion</u></p> <ol style="list-style-type: none"> 2. Martos, A. J., Nezhad, S., & Meyer, I. H. (2015). Variations in sexual identity milestones among lesbians, gay men, and bisexuals. <i>Sexuality Research and Social Policy</i>, 12, 24-33. 	<ul style="list-style-type: none"> • Reading reflection # 5
T 10/16	<p>Intersectionality Theory</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. <i>Sex Roles</i>, 59, 377-391 <p><u>Student-led presentation and discussion</u></p> <ol style="list-style-type: none"> 3. Collins, L., & Barnes, S. L. (2014). Observing privilege: Examining race, class, and gender in Health and Human Service Organizations. <i>Journal for Social Action in Counseling & Psychology</i>, 6, 61-83. 	<ul style="list-style-type: none"> • Reading reflection # 6
T 10/23	<p>What it has to do with us?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Johnson's chapters 6-8 • Knowles, E. D., Lowery, B. S., Chow, R. M., & Unzueta, M. M. (2014). Deny, distance, or dismantle? How white Americans manage a privileged identity. <i>Perspectives on Psychological Science</i>, 9, 594-609. 	<ul style="list-style-type: none"> • Reading reflection # 7

Date	Topics and Assigned Readings	Assignment due date
Th 10/25	<p>Rethinking key concepts</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Irving's chapters 17-28 	<ul style="list-style-type: none"> Journal submission # 3 due
T 10/30	<p><u>Student-led presentation and discussion</u></p> <ol style="list-style-type: none"> Kahn, K. B., Goff, P. A., Lee, J. K., & Motamed, D. (2016). Protecting whiteness: White phenotypic racial stereotypicality reduces police use of force. <i>Social Psychological and Personality Science</i>, 7, 403-411. Case, K. A. (2012). Discovering the privilege of whiteness: White women's reflections on anti-racist identity and ally behavior. <i>Journal of Social Issues</i>, 68(1), 78-96. 	
Th 11/1	Guest speaker	Project description and plan due
T 11/6	<p>Understanding gender stereotypes and sexism</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Glick, P. & Fiske, S. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. <i>American Psychologist</i>, 56, 109-118. <p><u>Student-led presentation and discussion</u></p> <ol style="list-style-type: none"> Anelini, J. R., MacArthur, P. J., & Billings, A. C. (2012). What's the gendered story? Vancouver's prime time Olympic glory on NBC. <i>Journal of Broadcasting & Electronic Media</i>, 56, 261-279. Clow, K. A., Ricciardelli, R., & Bartfay, W. J. (2015). Are you man enough to be a nurse? The impact of ambivalent sexism and role congruity on perceptions of men and women in nursing advertisements. <i>Sex Roles</i>, 72, 363-376. Bradford, J., Reisner, S. L., Honnold, J. A., & Xavier, J. (2013). Experiences of transgender-related discrimination and implications for health: results from the Virginia Transgender Health Initiative Study. <i>American journal of public health</i>, 103, 1820-1829. 	<ul style="list-style-type: none"> Reading reflection # 8

Date	Topics and Assigned Readings	Assignment due date
Th 11/8	<p>Understanding Sex stereotypes and heterosexism</p> <p><u>Student-led presentations and discussion</u></p> <p>9. Avila-Saavedra, G. (2009). Nothing queer about queer television: televised construction of gay masculinities. <i>Media, Culture & Society</i>, 31, 5-21</p> <p>10. Nunn, L. M., Sgoutas-Emch, S., Sumner, S., & Kirkley, E. (2017). Girls Get Free Drinks: Undergraduates' Misunderstandings of Heterosexual Privilege. <i>Journal of homosexuality</i>, 64, 1684-1699.</p> <p>11. Cole, E. R., Avery, L. R., Dodson, C., & Goodman, K. D. (2012). Against nature: How arguments about the naturalness of marriage privilege heterosexuality. <i>Journal of Social Issues</i>, 68, 46-62.</p>	
T 11/13	<p>Breaking the Cycle of Oppression and becoming and ally</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Bishop A. (2015). Becoming an Ally: Breaking the cycle of Oppression in people, Chapter 8 [Becoming an ally], 87-107 <p><u>Student-led presentations and discussion :</u></p> <p>12. Case, K. A., Hensley, R., & Anderson, A. (2014). Reflecting on heterosexual and male privilege: Interventions to raise awareness. <i>Journal of Social Issues</i>, 70(4), 722-740.</p> <p>13. Nelson, T. D. (2016). Promoting healthy aging by confronting ageism. <i>American Psychologist</i>, 71(4), 276-282.</p> <p>14. Rostosky, S. S., Black, W. W., Riggle, E. D. B., & Rosenkrantz, D. (2015). Positive aspects of being a heterosexual ally to lesbian, gay, bisexual and transgender (LGBT) people. <i>American Journal of Orthopsychiatry</i>, 85(4), 331-338.<u>Student-led discussions</u></p>	<ul style="list-style-type: none"> • Reading reflection # 9 • Research paper and project description draft due.
Th 11/15	<p>Leaving my Comfort Zone</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Irving's chapters 29-33 (Irving) <p><u>Student-led presentations and discussion :</u></p> <p>15. Mik-Meyer, N. (2016). Othering, ableism and disability: A discursive analysis of co-workers' construction of colleagues with visible impairments. <i>Human Relations</i>, 69, 1341-1363.</p>	<ul style="list-style-type: none"> • <i>Journal submission # 4 due</i>

Date	Topics and Assigned Readings	Assignment due date
	<p>16. Lowe, S. R., Tineo, P., & Young, M. N. (2018). Perceived Discrimination and Major Depression and Generalized Anxiety Symptoms: In Muslim American College Students. <i>Journal of religion and health</i>, 1-10.</p> <p>17. Edwards, S. (2017). Intergroup dialogue & religious identity: Attempting to raise awareness of Christian privilege & religious oppression. <i>Multicultural Education</i>, 24, 18-24.</p> <p>18. Samuels, D. R. (2013). Social identity development and discordance in an intersectional diversity and inclusiveness workshop. <i>Understanding and Dismantling Privilege</i>, 3, 1-18.</p>	
19-25	THANKSGIVING BREAK	
T 11/27	<p>Inner and Outer Work</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Irving's chapters 34-46 	<ul style="list-style-type: none"> Journal submission # 5 due
Th 11/29	<p>Social justice/ process of becoming an ally</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Harper, A., & Singh, A. (2014). Supporting ally development with families of trans and gender nonconforming (TGNC) youth. <i>Journal of LGBT Issues in Counseling</i>, 8, 376-388. <p><u>Student-led presentation and discussion</u></p> <p>19. Wernick, L. J., Kulick, A., Dessel, A. B., & Graham, L. F. (2016). Theater and dialogue to increase youth's intentions to advocate for LGBTQQ people. <i>Research on Social Work Practice</i>, 26, 189-202.</p> <p>20. Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. <i>Social Work</i>, 51, 303-315.</p>	<ul style="list-style-type: none"> Reading Reflection # 10
T 12/4	<p>Reclaiming my humanity</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Irving Chapter 46 	<ul style="list-style-type: none"> Journal submission # 6 (non-confidential)

Date	Topics and Assigned Readings	Assignment due date
Th 12/6	Grapping up	
T 12/11	Presentations	
Th 11/13	Presentations	Final Projects due
Th 12/20	Final Exam 10:30 a.m. to 1:00 p.m. Presentations	

APPENDICES

APPENDIX A

Psychology of Privilege and Oppression Student-led article discussion

Instructions for presentation of article and discussion

1. Provide a summary of the article (one-page long- send to professor at least 2 hours prior to class). Summary must include:
 - a. Your name
 - b. Date of the presentation
 - c. The reference of the article ideally in APA style (the syllabus provides references in APA style).
 - d. Provide a clear and organized summary of the article (no more than 300 words long, double-spaced).
 - i. A short introduction (theoretical framework used in the article, definition of terms, review of the research literature).
 - ii. Purpose of the study
 - iii. Hypotheses or research questions
 - iv. If a research article, briefly describe the methodology (enough so we have an idea of what was done to reach the authors' conclusions)
 - v. Briefly state the findings and its implications.
 - vi. If the article is not a study, provide a summary of its content in an organized matter.
2. Oral Presentation: (no more than 10 minutes long)
 - a. Provide an introduction (theoretical framework used in the article, definition of terms, review of the research literature).
 - b. If the paper is an empirical study, briefly describe the methodology (enough so we have an idea of what was done to reach the authors' conclusions-e.g. correlational study, experiment). Then, summarize and discuss the results of the study and its implications.
 - c. If the article is not an empirical study, summarize its content in an organized matter.
3. Engage class in discussion with a question related to the study, a video or an activity that relates to the article's main topic or purpose (5-8 minutes).

General Guidelines for ORAL Presentation

- Be clear, concise and enthusiastic.
- Project your voice. DO NOT READ FROM NOTES. Talk to the audience.
- Make eye contact with your audience.
- Clearly explain the purpose of the study, its hypotheses or research questions.
- Describe how the results support/do not support hypotheses or help answer the research questions.
- Discuss the results and implications from the study.

Assessment Rubric

1	2	3	4	5
Very poor	Poor	average	Good	Very good

- 1) The presentation time was between 8 and 10 minutes long. _____
- 2) The presenter delivered the information in a clear and organized matter. _____
- 3) The presenter showed enthusiasm and talked rather than read from notes _____
- 4) The presenter understood the purpose of the study as well as why the research conducted was important (sufficient background information) _____
- 5) The questions or hypotheses that guided the study were presented _____
- 6) The presenter provided a clear description/summary of the study results _____
- 7) The results were thoroughly discussed _____
- 8) The discussion questions, video or activity was relevant and related to the article being discussed _____.

Comments and questions:

APPENDIX B

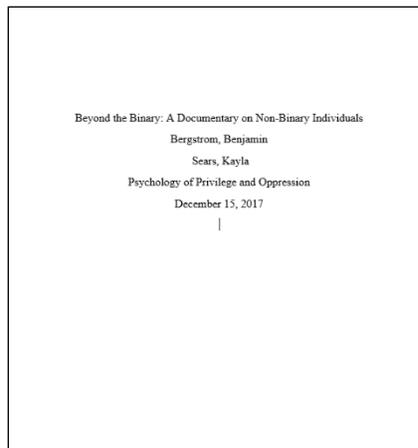
Awareness and Educational Project Guidelines

Fall 2018

Objective: The purpose of this assignment is to allow you an opportunity to plan and implement an effective, developmentally appropriate, educational project to teach about some aspect of privilege social identities. The project consists of a short research paper as a rationale and in support to your project, and the actual project.

Paper sections:

- 1) **Title Page:** Include the project title and names of project author(s):
 - a. Be creative in your title. Think of your title as the selling point for your presentation/workshop/game. Get your participant's attention.
 - b. Use alphabetical order in posting group members' names-last name, first name (e.g. Pena-Shaff, Judith).
 - c. Center the title and group members' names on the title page.
 - d. Below the participants' names include the name of the course and the date.



- 2) **Topic:** Describe the focus of your project. For example, “our project is a role-playing game for teaching about class privilege in a health psychology class. Through this game, students will discover and reflect about the role of class in access to health....In addition, participants will also become aware of the intersections of class, gender and race...”
- 3) **Project objectives:** What would be the outcome of participating in your project? What would people will be able to do or walk away with? This will be the objective of your educational project. For example: “to reduce the misgendering of students in college classrooms” or “strategies for facilitating conversations on race.”
- 4) **Relationship to course objectives:** Explain how your project relates to the Psychology of Privilege and Oppression and in particular how developing this project addresses the following course objectives:
 - a. Articulate the ways in which systems of power impact the construction of individual and group identity.

- b. Analyze how individuals, organizations, and institutions create, perpetuate, adapt to, or challenge inequality.
- 5) **Project Rationale:** THIS IS THE RESEARCH PART OF YOUR PLAN. Imagine you are selling your project to an organization, a TV channel, or to a school district for teachers' professional development. How would you convince them that it is worth spending time and money on buying your project or attending your presentation? What research shows that would justify your project? This would include a review of the literature on psychological factors related to privilege and oppression. This section should be 4-5 pages long and include at least four primary sources.
- 6) **Project planning and description:** Briefly describe the project.
 - a. **Provide a description of your project:** In this section, you will *describe* what you are planning to do to help your participants achieve the project objectives. E.g. First we will show a video demonstrating different types of stereotypes and how to address them. After watching the video, participants will discuss how the teachers in the video dealt with..."
 - b. **List the resources you will need.** List here all the things, material, people you will need to complete this project.
- 7) **References:** The final page of your paper will be your reference list. References must be in APA style. Remember that you need at least four-primary sources

The Project: Develop and present your project in class: Create a video, a documentary, a game, workshop, etc. for public education and present it in class. You will present your project to the class in a 10-minute presentation to be delivery during the last week of class and during finals week.

Content (70%)					
	Expectations				Points 70 points
	Do not meet	Weakly met	Met	Exceeded	
<p>1. Introduction</p> <ul style="list-style-type: none"> a. Succinctly describes the project and its main idea b. Lists the project objectives or goals (what participants will do/demonstrate after participating in your project) c. Explains how your project meets the following course objectives: <ul style="list-style-type: none"> i. Articulate the ways in which systems of power impact the construction of individual and group identity. ii. Analyze how individuals, organizations, and institutions create, perpetuate, adapt to, or challenge inequality. 					
<p>2. Research paper (Rationale)</p> <ul style="list-style-type: none"> a. The project content addresses the project objectives. b. Contains clear argumentation/rationale that demonstrates critical engagement with the relevant literature and course content. Does not simply quote or paraphrase data but uses it effectively to support main ideas and provide a persuasive rationale for the project's need and impact. c. Includes research-based evidence to explain why the project is of value. This should include research-based evidence on privilege, oppression and social justice/allyship in the area you are focusing on. At least four sources. d. Demonstrates appropriate breadth and/or depth of topic being covered <p style="text-align: right;">Total points</p>					

Organization (20%)					
3. Overall: <ul style="list-style-type: none"> a. Ideas are well organized and flow logically. b. Sentences, paragraphs, and writing overall are clear and cohesive. c. Structure contains and follows guidelines specified (introduction, objectives, etc.). d. Provides coherent flow/outline of project implementation and design. e. Lists the resources needed for project implementation. <p style="text-align: right;">Total points</p>					
Mechanics (10%)					
4. Title page follows guidelines (project title centered, double-spaced, names of author(s) in alphabetical order by last name, name of course, date, 1 inch margins) 5. Overall presentation <ul style="list-style-type: none"> a. Doubled-spaced b. 1 inch margins throughout c. Spelling, grammar, and punctuation reflect careful proofreading d. Use consistent reference list and citations (APA style.) <p style="text-align: right;">Total points</p>					
Content					
Organization					
Mechanics					
Total					
16%					

Comments:

APPENDIX C

Psyc26000: Psych of Privilege and Oppression Awareness and Education Project: Presentation Rubric

0	1	2	3	4
Not applicable	Missing	Below expectations	Meets expectations	Exceeds expectations

	Presentation 1	Presentation 2	Presentation 3	Presentation 4	Presentation 5
<u>Product Presentation</u>					
1. The presentation includes title, introduction, and developers' name					
2. Objectives (what participants will get from this product) are introduced					
3. The rationale provides convincing evidence for the need of this project					
4. The artifact information is well organized					
5. The information presented makes sense					
6. The product is pleasant to see					
<u>Oral Presentation</u>					
7. The presenter(s) delivered the information in a clear and organized matter					
8. The presenter was good at explaining the purpose of their project as well as why it was important (showed sufficient background information)					
9. The project is research-based					
10. The presenter(s) took about 10-12 minutes to present.					
11. The presenter(s) showed enthusiasm and talked to their audience					

12. This project can help increased awareness, knowledge or develop skills about its topic					
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On a scale of 1 t 10, I give this presentation a _____