

PSYCH 406: RACE, CULTURE, AND RELATIONSHIPS

Dr. Karen Suyemoto: Office: M 2-335, Phone: 617-287-6370, Email: karen.suyemoto@umb.edu
Office hours: Tues 11:30-12:30, Th 11-12:30 and by appointment on other days

Course Description and Objectives:

Human services providers (counselors, psychologists, social workers, community workers, etc.) have conscious intentions to help clients. They also have legal and ethical obligations to provide services that are helpful and not harmful. However, psychological research suggests that the perspectives and approaches to interpersonal interactions that therapists bring to their clients are affected not only by their intentions, but also (often unconsciously) by their cultural backgrounds, personal statuses, and related experiences within systems of power and privilege, such as race, ethnicity, gender, sexual orientation, or social class. If therapists are not aware of the ways in which their perspectives, worldviews, expectations, and styles of interacting have been shaped by their cultures or their experiences with power and privilege, they may actually harm the client by imposing their views, pathologizing the client, or even contributing to oppressive traumatic experiences. Therefore, there is increasing recognition by psychologists and other human service providers of the ethical imperative to understand the impacts of structural variables such as race and cultures in order to provide helpful, not harmful, services.

Those of us who are not human service providers do not have the same ethical and legal imperative to avoid harm. However, many of us (hopefully all of us) sincerely desire to have positive relationships and interactions that are not harmful to others. Many of us are bothered by the pain that we witness or experience related to oppressions, or by the confusion we feel due to misunderstandings because of differences. Many of us also desire to contribute to social justice (including relational justice), rather than contributing to maintaining injustice or oppression. Thus, we too, may choose to utilize the research and theory used by human service providers in order to develop the understandings, awarenesses, and skills that are the foundation of positive authentic relationships and contributions to social justice.

This seminar provides an introduction to developing those understandings, awarenesses, and skills. Research, theory, and clinical applications indicate that the basis of culturally sensitive, non-oppressive interactions requires (among other things) (a) knowledge and understanding of differences in cultural values and experiences with power and privilege among people; (b) knowledge about the concepts and systems that create and influence these experiences; (c) a deep awareness of one's own experiences with culture, power, and privilege and an ability to understand how that has shaped one's own worldview, view of other people, and approach to relationships; and (d) experience and skills in actually interacting and taking action for cultural responsiveness and social justice. To reach these goals, we will:

- Explore research and theory related to understanding personal, interpersonal, social, and structural meanings of race, ethnicity, and culture, and examine the interaction of these variables with others relevant to oppression and minority status (e.g. sexual orientation, gender, social class). The roles of power, oppression, and identity will frame our understandings.
- Consider in more depth the meanings of race and cultures (broadly defined) and their impacts on our worldviews and relationships more generally. Particularly, to become aware of our own cultural values and racialized experiences, we will explore the complexities of cultures and race and--through class discussions and experiential activities--apply these to our own experiences, including influences on communication, values, sex roles, customs, power, privilege, and possible biases.

- Become knowledgeable about the cultural values and racial experiences of those both different from ourselves by exploring --through readings, interviews, and activities-- the different worldviews and modal experiences of various groups in the United States, while acknowledging their heterogeneity and the need to interact with the unique individual.
- Examine the perspectives and practice the interpersonal skills necessary to develop as culturally responsive advocates and allies for the promotion of social justice and authentic relationships.

Reading and Texts

This course is relatively reading heavy. Weekly reading is about 50 pages, with some weeks less and a few weeks with 65+ pages. The heavier weeks are noted, so you can use this info in planning your workload.

Required Texts:

Sue, D. W., & Sue, D. (2015). *Counseling the culturally diverse*. 7th edition. NY: Wiley.

McGraw-Hill Reader (2011). This is a packet of readings available for purchase on-line
Other readings to be distributed.

Recommended:

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

Recommended resources (websites, books, etc.) to check out:

<https://membicsys.appspot.com/t/5317421372014592>

A curated memory list of sites, articles, videos, etc. about ethnicity, race, and social justice. If you have a suggestion for a great site, blog, article, video, etc. let me know and if I like it, I'll add it to the list!

Course Requirements:

Cultural Immersion Semester Long Project (45%)—see handout for details:

Cultural Immersion Project (45%): Graded parts of this assignment include (a) a critique of one primary source article about your group (5%), (b) participation in data gathering with short analysis and reflections related to the multiple data gathering experiences (25% for each kind of data gathering), and (b) a presentation to the class (15%). Successful completion of this project is also necessary for writing your final paper.

Preparation and Participation for Class (25%):

This is an advanced seminar course, requiring critical, questioning thinking, a willingness to consider new information, and active engagement with and responsibility for your own learning. As a seminar structured course, there is a strong emphasis on discussion and participation; this is also important given the focus of the course on interpersonal interactions.

Class Participation (5%): This includes attendance, engagement, and discussion participation.

A note about phones and internet: your bodily presence in class is appreciated but not enough: your attention and full interpersonal presence is necessary both for your own learning and in order to create the kind of learning environment that facilitates learning for all students. In addition, research suggests that "multi-tasking" (e.g. checking email or texting while participating in class discussion or taking notes on lectures) detrimentally affects learning. Thus, I expect that you will turn off internet and phones during class.

Reading Preparation and Responses (10%) This includes completing the reading with critical thinking and engagement, which means understanding what one is reading, considering it in relation to previous learning and experiences, and related questioning. To demonstrate this (and ensure accountability), you will be expected to:

- Complete 8 of the 10 Blackboard postings assigned throughout the semester. These will be evaluated based on thoroughness, thoughtfulness, and clear demonstration that you have completed and understood the related readings. These are due by the beginning of class on the day indicated. If necessary, preparation of the reading may also be evaluated through in class quizzes.
- Complete the jigsaw assignment.
- Demonstrate a familiarity with readings and concepts in your reflection explorations and your cultural immersion assignments.

Reflection Explorations (10%): Reflection explorations include 4 written explorations related to Ethnicity, Race, Power and Privilege, and Identity. These explorations will address questions distributed in class in order to prepare for class discussions for the following class and **will be ungraded**, but will be evaluated for effort and read and returned with feedback.

Final Paper and Related Project (30%):

Final Paper and Project: (15%). A 6-7 page paper reflecting on your learning and your process of development in relation to these issues thematically organized.

Final Project (15%): Culture and race in your lives, personal and professional. To be discussed further in class and handouts. This project will take no longer than 4 hours to complete (plus thinking and planning time).

Extra Credit (up to 4 grade points): My experience in teaching classes like this is that active reflection relates to thoughtful engagement and application to one's own experiences, worldview, and ongoing interactions. One way to actively and consciously reflect is through journaling. I will give up to 4 points extra credit. There are two ways to earn this: (a) You can choose to keep a journal of your responses to readings, class activities and discussion, and reflections on application to your lives. These journals will be checked at regular intervals, but will not be read unless you specifically request that one of us (Karen, Chuck, LG) do so to give you feedback. Therefore, you will not be graded on the *content* of your journals, but primarily on the frequency and depth (length) of your writing. The purpose of journals is to give you some space and time to reflect on what you are learning, your own feelings and thoughts, and possible changes. (b) you can earn up to one extra grade point by completing all Blackboard posts (10 of 10).

Late assignments:

Assignments are due at the beginning of class on the date listed. Assignments turned in later that same day will be considered one day late. Please come and talk with me as soon as possible if you are experiencing difficulties fulfilling the requirements of the course (completing any assignments, attending class, etc.). I want all of you to succeed and problems can more easily be resolved earlier, rather than later when the effects have multiplied.

General University Information**Student conduct and academic dishonesty:**

It is assumed that in this class each student and I will act in a professional and honest manner.

Therefore any student who engages in an act of Academic Dishonesty, plagiarizing a paper (copying from any source without quotes and referencing is plagiarizing), etc., will receive a failing grade for that assignment and in most cases a failing grade for the course. The University strictly adheres to a Code of Student Conduct regarding issues of cheating, plagiarism, or other inappropriate behavior that interferes with the educational environment. Please see the following for more details:

- Student code of conduct: https://www.umb.edu/life_on_campus/policies/community/code.
- Description of academic honesty violations: https://www.umb.edu/pages/standard_page/19536

If you have questions about Academic Honesty, student conduct, appropriate behavior, or expectations in this course please see me.

Special Assistance:

In accordance with Section 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 the University of Massachusetts Boston attempts to accommodate all students with a documented disability. Through the **Ross Center** for Disability Services various aids such as sign language interpreting, readers, testing accommodations, etc. are available to students. If you believe that you require such services, please contact the Ross Center (Campus Center Upper Level Room 211) at 617.287.7430. as soon as possible. Please let me know, as well.

Resources and Support Services at UMass

- Student support services such as **academic advising, financial aid, referral to appropriate on and off campus resources**: <https://www.umb.edu/academics/vpass>. Contact them by email at sss@umb.edu, Phone: 617-287-5820, or at Student Support Services. Campus Center, 1st Floor, Room 1100.
- Student Support Service's U-ACCESS can help students meet **various non-academic challenges**, such as homelessness, parental neglect, chronic or persistent poverty, domestic violence, legal issues, financial emergencies, or other unanticipated events: http://www.umb.edu/life_on_campus/uaccess

Course Calendar

S² = Sue and Sue. MH: McGraw Hill Online Book.

Readings: available in class or on Blackboard

Jan. 26	<u>Introduction(s)</u>
Jan 28	<u>Introduction</u> <i>S²-2, pp. 29-51</i> <i>Read online: http://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/think-critically/main</i> <i>Complete assessment distributed in class (for your own learning)</i> <p style="text-align: right;"><i>Extra credit journal #1</i></p>
Feb 2	<u>Definitions and Differences</u> <i>Readings: Suyemoto & Kim, pp. 16-35</i>
Feb 4	<u>Definitions and Differences</u> <i>Readings: Weber (pp. 13-25 required), Grillo & Wildman</i> <p style="text-align: right;"><i>Blackboard response #1 due for today's readings</i></p>
Feb 9	<u>Exploring differences</u> <i>Read ahead for Thursday</i> <p style="text-align: right;"><i>Extra credit journal #2</i></p>
Feb 11	<u>Differences and Distinctions: The roles of power and privilege</u> <i>S²-3, pp 55-59, 66-76</i> <i>S²-4, pp. 79-93</i> <i>Readings: Dovidio et al., Glick and Fiske pp. 109-111 and 114-116</i> <i>Rec'd: Pinderhughes Chapter 3</i> <p style="text-align: right;"><i>Blackboard response #2 due for today's readings</i></p>
Feb 16	<u>Differences and Distinctions: The roles of power and privilege</u> <i>Read ahead for Thursday—LOTS OF READING</i>
Feb 18 <i>LOTS OF READING (60+ pgs)</i>	<u>Exploring ethnicity and ethnocentrism</u> <i>S²-6, pp. 133-154</i> <i>S²-7, pp. 157-178.</i> <i>S²-8, pp. 183-205.</i> <i>S²-12—see only Table 12.1 on page 301</i> <i>Rec'd: Pinderhughes Chapter 4</i> <p style="text-align: right;"><i>Blackboard response #3 due for today's readings</i></p>

Feb 23	<p><u>Exploring ethnicity and ethnocentrism</u> Readings: Yee MH pp. 1-5: “Los Intersticios” and “An Indian father’s pleas, View: Brave New Voices: https://www.youtube.com/watch?v=tv00xjClbx0 Check out and explore on-line: Google “African American Culture”: consider: is there an African American ethnicity or is it all about race (being Black).</p> <p style="text-align: right;">Ethnicity Exploration Due</p>
Feb 25	<p><u>Exploring race and racism</u> Readings: Smedley & Smedley, Suyemoto & Dimas, Multiracial timeline MH pp 6-8: “Choosing up sides”</p> <p>Rec’d: Pinderhughes Chapter 5, Marks, Wang & Sue, Markus</p> <p style="text-align: right;">Blackboard response #4 due for today’s readings</p>
Mar 1	<p><u>Exploring race and racism</u> S²-5, pp. 105-130 Readings: Review Dovidio. Readings: Miller and Garran, pp. 28-33, Wong, Swallow, Anzaldúa, Deines, Blanchard MH pp. 9-12: “Racism without racists” Check out online: https://implicit.harvard.edu/implicit/demo/selectatest.html Do the Race IAT and at least one other. Check out: http://archive.itvs.org/facetoface/intro.html View: Crystal Valentine “Black Privilege”: https://www.youtube.com/watch?v=7rYL83kHQ8Y Suheir Hammad: “First Writing Since...” https://www.youtube.com/watch?v=3LxKItHJ06E Ken Tanaka; What kind of Asian are you? https://www.youtube.com/watch?v=DWynJkN5HbQ</p> <p style="text-align: right;">Blackboard response #5 due for today’s readings</p>
Mar 3	<p><u>Exploring race and racism</u> Check out: http://www.microaggressions.com/ Read ahead for next week—LOTS OF READING (60+ pages plus assignments)</p> <p style="text-align: right;">Race Exploration Due</p>

Mar 8 <i>heavy reading</i>	<u>Exploring intersecting oppressions</u> Review Weber. MH pp. 55-58: Sengupta: “I, me, mine.” Readings:, Equity Institute (Some thoughts about class identity), Turkel (Ellis) <p style="text-align: right;"><i>Extra credit journal #3</i></p>
Mar 10	Exploring intersecting oppressions JIGSAW: Social Class, Sexual orientation, and Gender ALL READ in Readings: Lorde Then read as assigned AND check out the associated YouTube Videos assigned on Blackboard: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>Sexual Orientation</u> Garnets Han Sommer et al Sheng Rec'd: LGBHistory </div> <div style="width: 45%;"> <u>Social Class</u> Lott & Bullock Liu et al (only pp. 95-106 required) Kadi Mabry </div> </div> <div style="text-align: center; margin-top: 20px;"> <u>Gender: Women</u> Bem Golden Bornstein Shange (note that this is a very intense reading) </div> <p style="text-align: right;"><i>Jigsaw notes and preparation due (to hand in)</i></p>
Mar 15 Mar 17	<p style="text-align: center;"><u>SPRING BREAK</u></p> <p style="text-align: center;">Lots of reading right after break! You should also start checking out YouTube videos for your Immersion project</p>
Mar 22 <i>Heavy reading</i>	<u>Exploring power, privilege, & oppression in depth</u> Readings: Pinderhughes Ch 6, Goodman, McIntosh <p style="text-align: right;"><i>Interview data reflection due</i> <i>Blackboard response #6 due for today's readings</i></p>
Mar 24	<u>Exploring power, privilege, & oppression in depth</u> Megivern <p style="text-align: right;"><i>Power and Privilege Exploration Due</i></p>

Mar 29 <u>LOTS OF READING</u> (68pp)	<u>Exploring identity</u> <i>S²-10 (pp. 242-258 required)</i> <i>S²-11 (259-264, 269-283 required)</i> <i>S²-18 (389-401 required)</i> <i>Readings: D'Augelli, (read pp. 317-328 Suyemoto, "Redefining "Asian American" identity" (pages 105-116 required)</i> <i>Blackboard response #7 due for today's readings</i>
Mar 31	<u>Exploring identity</u> <i>Community experience immersion data reflection due</i>
Apr 5	<u>Catch-up Session</u> <i>Read ahead for Thursday</i> <i>Identity Exploration due</i>
Apr 7	<u>Developing as Allies</u> <i>Readings: Smith & Reddington, Kliman</i> <i>MH pp. 15-25: "Interrupting the cycle of oppression" & "La Guerra" & "Action Continuum"</i> <i>MH pp. 40-54: "What Can we do" & "In defense of rich kids" & "Uprooting racism"</i> <i>Read online: http://www.indigenouaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/</i> <i>Read online: https://bitchmedia.org/article/z-guide-being-muslim-ally</i> <i>Watch: https://www.youtube.com/watch?v=_dg86g-OLM0</i> <i>Blackboard response #8 due for today's readings</i> <i>Post URL for your first thoughts YouTube to Blackboard Immersion Group</i>
Apr 12	<u>Film—The Color of Fear</u> <i>Day in the Life Immersion Data Reflection due</i>
Apr 14	<u>Film—The Color of Fear</u> <i>Extra credit journal #4</i>
Apr 19 Pass/Fail & w/draw April 20	<u>Immersion Project Session</u> <i>Overview Comparative Immersion Data Reflection due by midnight.</i> <i>Presenters for Black Americans post YouTube videos by midnight tonight!</i>

Apr 21	<p><u>Black Americans</u> <i>S²-14, pp. 331-341</i> Readings: <i>Black/African American Timeline, Staples, Christopher, Van't Hul</i> Check out: YouTube Videos assigned on Blackboard</p> <p style="text-align: right;"><i>Extra credit journal #5</i> <i>Presenters for Native Americans and Asian Americans post YouTube videos.</i></p>
Apr 26	<p><u>Native Americans</u> <i>S²-15, pp. 345-356</i> Readings: <i>Native American Timeline, Allen, Peterson</i> Check out: YouTube Videos assigned on Blackboard</p> <p style="text-align: right;"><i>Blackboard response #9 due for today's readings</i></p>
Apr 28	<p><u>Asian Americans</u> <i>S²-16, pp. 359-369</i> Readings: <i>AsAmTimeline, Vo., Kinsley</i> Check out: Alex Dang: "What kind of Asian are you?": https://www.youtube.com/watch?v=VoP0ox_Jw_w Check out: YouTube Videos assigned on Blackboard</p> <p style="text-align: right;"><i>Extra credit journal #6</i> <i>Presenters for Latinos and MENA post YouTube videos.</i></p>
May 3	<p><u>Latina/os</u> <i>S²-17, pp. 375-387</i> Readings: <i>Latina/o timeline, Rodriguez</i> Check out I am not Latina: https://www.youtube.com/watch?v=QaIR7_DSQRA Yesika Salgado "Brown Girl" : https://www.youtube.com/watch?v=jC7flQUggS8&list=PLjbF5xul0N2l0K00VVmILgyxu2J442GZq Check out: YouTube Videos assigned on Blackboard</p> <p style="text-align: right;"><i>Extra credit journal #7</i></p>
May 5	<p><u>Middle Eastern North Africans (MENA)</u> <i>S²-19, pp. 407-414</i> Readings: <i>Human Rights We are not the enemy, read pp. 10-23; Kahf, read pp. 130- 138; Testimony, read pp. 6-7 (titled "Testimony")</i> Check out: YouTube Videos assigned on Blackboard</p> <p style="text-align: right;"><i>Blackboard response #10 due for today's readings</i></p>

May 10	<u>Looking to the Future: Wrap up and Reflection</u> <i>Readings: Hooks, Harro</i> <i>Immersion portfolios due—hand in all original “data” summary and reflection assignments with original feedback</i> <i>Extra credit journal #8</i>
TBA	DURING FINALS EXAM TIME Final Projects and Reflections <i>Final projects due</i> <i>Final Papers due by midnight via email</i>

Race Culture, and Relationships: Cultural Immersion Project

Each of you will be assigned to one of the major minority racial/ethnic groups that we will be discussing (different from your own), and immerse yourself in learning about the experiences of and knowledge about this group (from your own stance, of course). This assignment has several components, most of which are individual experiences, although these should be *shared with your group members through Blackboard discussions* as you progress through the semester. The experiences will culminate in a group presentation. Graded parts of this assignment include:

DATA COLLECTION

1. Literature summary and critique (one primary source article; 5%).
2. Participation in data gathering including short reflections related to your multiple data gathering experiences (25%; ~6% for each kind of data gathering reflected in final due dates):
 - a. Interview: Analysis and reflection.
 - b. Community Event Experience. Analysis and reflection.
 - c. YouTube Video selection: Preliminary choice—**ungraded, part of (e) below.**
 - d. Day in the Life Experience: Analysis and reflection.
 - e. Group Discussion Analysis and Reflection and Final YouTube video list.

CLASS PRESENTATION: Integration of learning

3. Group Presentation to the Class (15%): **Due April 21 to May 5**, depending on group

Each of these is detailed thoroughly below. Because these experiences are variable and subjective, grading will be closely related to the inclusion of each section described in the analysis and reflection assignments below and the depth and thoughtfulness within these sections.

DATA COLLECTION

Data collection experiences and assignments include:

1. Literature summary and critique (5%)

The goals of this assignment are: (a) to find out some information about the experiences within this group; (b) to develop an understanding of the ways that psychological research approaches understanding minority experiences and (c) to develop skills to critically review the strengths and limitations of these approaches.

Members in your group will be presented with one of two research articles situated in the discipline of psychology. You should read the article and prepare a 2-3 page summary and critique including the following.:

- a. a brief description of the content of the article, including the purpose of the research, the method, and the findings (this needs to be *in your own words*;
- b. A brief critique of the approach—do you think the research is culturally and racially sensitive? Do the authors seem to endorse common stereotypes? Are the questions they ask or the way they ask them related to stereotyping or views of the group as culturally deviant or deficient? Do the authors consider the heterogeneity of the group or do they overaggregate or ignore intersections? Do they clearly define their “operationalization” of the group or the sample? Do they differentiate between race and ethnicity? Are their interpretations about racial or cultural issues or differences supported by the data or is there a disconnection between their methods and their interpretations?
- c. a brief consideration of what the article suggests about how the group is being seen/researched within the field
- d. a brief statement of what you learned or found most interesting, most exciting, or most disturbing about the research or article.

2. Experiential and Interpersonal Data Collection Experiences (25% of your grade).

You will engage in 4 data collection experiences and write a brief summary and reflection (3-4 pages) about your experience as described below.

A. Interview:

A conversation with an individual belonging to the group: Find a person from your group to interview. Although you can ask an acquaintance, it is best not to interview someone with whom you are really close. Ask if you can interview/talk to them (individually) about their experiences with race and culture. Plan for about a 45 minute conversation. Before you meet with them, read ahead in our text about their background and culture. The questions you will ask will vary depending on the person and the group—you'll have more ideas from some of the class activities and can work with your group members to come up with some possible questions if you feel stuck. You and your group members should not ask the same questions of all people—this should be a personal conversation for each of you. Finding someone to interview can take some time: **DON'T LEAVE THIS UNTIL THE LAST MINUTE!**

Write a brief reflection about your interview, including

- a summary of what they said
- a reflection on your reactions, thoughts, and feelings during the interview (you can also include reactions you had before or after)
- A reflection of what you learned *about the group (not just the individual person)*. This should include some thoughts on how what you learned from this individual was *similar to or different* from what you have been learning about the cultural and racialized experiences of people in this group from the readings. This *must* reference specific content about the modal experience of members in the group taken from the readings we have completed up to this point in the semester, as well as the chapter that is specifically about your group. You can also include here things you found most interesting, most exciting, most disturbing, or most surprising about the individual's experience as a member of the group.
- A reflection on what you learned about yourself, your thoughts and feelings about people in this group, your cultural and racial socialization, etc.

B. Community Experience:

An experience of cultural exposure to the **group/community**: For this, you will need to find an event or active group that is made up predominantly of members from the group you are learning about. The event should not be primarily aimed at performing for others (e.g. a performance of ethnic dance aimed primarily at non-ethnic people doesn't count). Make sure the event or activity is one that is open to non-group members. Attend the event or visit the community. If possible, it is best to attend alone.

It will take some time and research to find an event or community gathering, and you may have questions about whether something is appropriate and need to find an alternative—**DON'T LEAVE THIS UNTIL THE LAST MINUTE!**

Write a brief reflection about your community experience, including

- a summary of the event and what you did, observed, or experienced while you were there
- a reflection on your reactions, thoughts, and feelings during the experience (you can also include reactions you had before or after)
- A reflection of what you learned *about the group (not just the individual person)*. This should include some thoughts on how what you learned from this individual was *similar to or different* from what you have been learning about the cultural and racialized experiences of people in this group from the readings. This *must* reference specific content about the modal experience of members in the group taken from the readings we have completed up to this point in the semester, as well as the chapter that is specifically about your group. You could also include here things you found most interesting, exciting, disturbing, or surprising.
- A reflection on what you learned about yourself, your thoughts and feelings about people in this group, your cultural and racial socialization, etc.

C. YouTube Video:

You should identify one YouTube video (no more than 5 minute) that you found that you feel presents something important, valid, and useful about your group. View carefully and critically, with an eye towards using the knowledge you have gained to ensure that you choose a video that does not simply present stereotyped images. You will need to communicate with your group members about this, as your group as a whole needs to have at least 3 *different* videos, so you will have to work and communicate with each other to ensure that you don't all choose the same one. On the day due according to the syllabus, you should post your video choice to your group via Blackboard so everyone can review them.

D. "A day in my life" exercise.

Choose a day in **your** life to journal about. Imagine yourself as different **only** in your race and ethnicity. That is, you are an undergraduate student at UMB with the same daily routine and interactions. What happens to you during the day is what actually happens. But your race and ethnicity are different. At regular intervals during this day, consider how the particular events and activities you are actually experiencing in your day might be different or similar if you were a member of the group you are learning about. Structure this so that you are actively considering how the events and activities you've been experiencing might be different or similar if you were a member of the group you are learning about (e.g. have an alarm go off every 2-3 hours and journal about what you are doing and how it might be similar or different). *Write down your specific thoughts and observations in a journal throughout the day.* Consider how your own choices, thinking, and feelings might be different or similar to what you usually experience. Consider also others' thoughts or feelings about you and your attributions about others' behaviors. How would your life be different if you had this different racial and ethnic background? Would people be likely to treat you differently? Would you have different values or socialization that affected the choices you made, the things you noticed, the ways that you interpreted your experiences? Would you reflect on different things or be doing different specific things (e.g. eating different foods)?

After the experience is over, write a brief reflection using your journal and your own analysis, including

- a. a description of what you did and imagined throughout the day about how your experiences would be similar or different including reflection on your reactions, thoughts, and feelings during the experience (you can also include reactions you had before or after)
- b. A reflection of what you learned *about the group (not just the individual person)*. This should include some thoughts on how what you learned from this individual was *similar to or different* from what you have been learning about the cultural and racialized experiences of people in this group from the readings. This *must* reference specific content about the modal experience of members in the group taken from the readings we have completed up to this point in the semester, as well as the chapter that is specifically about your group. You could also include here things you found most interesting, exciting, disturbing, or surprising.
- c. A reflection on what you learned about yourself, your thoughts and feelings about people in this group, your cultural and racial socialization, etc.

E. Overview Comparative Reflection and YouTube videos:

This data experience and reflection is primarily aimed at preparing for your class presentation. We will take some class time as indicated on the syllabus for you to talk with your other group members and share your data collection experiences and learning. To prepare for this, you should:

- a. Bring to class some notes and thoughts about your learning as above.
- b. Turn in to me by midnight (after the class meeting) a short individual reflection from your discussion with your group members about your learning. This does not have to summarize your experiences, but should focus on reflecting on how your experiences were similar to or different from those of your group members, and what you have collectively learned about the group.
- c. Also by Midnight: Post a list posted Blackboard for the whole class from your group of 3 YouTube videos (no more than 5 minutes each), with a couple of sentences for each describing why you chose that video (you don't have to summarize the video, just say why you chose it).

INTEGRATION AND PRESENTATION OF LEARNING

3. Class Presentation (15% of your grade).

You will share your experiences and your learning in a class presentation with your group members. Half of this grade will be individual and half will reflect the overall group presentation. You will have about 45 minutes as a group (~5 people) to share your experiences and your learning. If you like, you can divide into 2 subgroups and split this time between you. You are NOT responsible for providing a comprehensive overview of all psychological issues and culture of your group, but rather an overview of what you have learned (which I recognize is only a small piece).

Your presentation should reflect what you (collectively) have learned from the required readings and discussions in class, from your literature summaries, from your interviews and from your experiential activities. It should include both what you have learned about the group you have been exploring AND what you have learned about yourselves and the process of becoming an ally and advocate. You are not expected to be an expert on this group, or to be able to teach the class the “truth” about the group. The purpose of the presentation is to share your own learning—both content and process. This presentation needs to be an **integrated group presentation**, not several individual presentations, so you will need to talk with each other, share your experiences, and figure out how to organize the presentation (**thematically**) to incorporate both similarities and differences across your experiences. .

I would recommend identifying 2-3 major themes that you see *across data sources* (required readings, your literature review readings, interviews, community experiences, day in life experience) and using these to present knowledge about the group. You should identify the themes and illustrate/describe them using data from your multiple sources (including research findings as shown in required reading, recommended reading, and your literature summaries) which will not only bring the themes to life, but also demonstrate their validity. You may also want to explore contradictions or differences that you have encountered across sources, or complicating variables, or issues that need more attention.

Your presentation should also demonstrate your awareness or engagement with your own positionality in relation to the group and your immersion experience. This could include ending the presentation with a section that talks about your own learning, your process of learning, your reactions to experiences/themes/etc.

In order to have a single collaborative presentation, you will need to be familiar with the experiences that your partners have had, so that these can be well integrated into themes, rather than turn taking where each person talks only about her/his data experiences, or themes are developed solely in relation to one person’s data. The communication and planning necessary for this should be part of what emerges from your group discussion interview.

My experience indicates that the following structure results in a strong presentation:

Introduction (2-3 minutes): name and identify the 2-4 themes you will discuss

Thematic presentation about the group (30 minutes): integrating across sources and providing examples

Discussion of your process of learning and positionality: (10 minutes)