
PSYC 5000-201 INTRODUCTION TO COMMUNITY SOCIAL PSYCHOLOGY
FALL 2020

Land Acknowledgment: The University of Massachusetts Lowell rests on the ancestral, traditional, and contemporary lands of the Pennacook people. We recognize the colonial violence perpetrated by settlers and affirm that this acknowledgement is insufficient to undo the harm that has been done and continues to be perpetrated against Indigenous peoples.

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Time	Tuesdays 3:30 – 6:20pm
How to Join Class Meetings	https://uml.zoom.us/j/95693991771 Meeting ID: 956 9399 1771 <i>Note: 1) For security reasons, please join Zoom using your UML email credentials. 2) This link is also available through Blackboard.</i>
Email	urmitapa_dutta@uml.edu
Office Hours	Tuesdays and Thursdays 10:30AM to Noon You can schedule an appointment using the following link: https://www.signupgenius.com/go/5080548A5AC29A5FD0-office3 <ul style="list-style-type: none">• Please review the available slots and click on the button to sign up. The slots are for 15 minutes each. If you anticipate needing more time, please sign up for 2 slots.• At the scheduled time, please log in to zoom using this link (also available on Blackboard): https://uml.zoom.us/j/97025978337 (the link and meeting ID are also listed next to the slot you sign up for. <i>For security reasons, please join Zoom using your UML email credentials.</i>• Once you log in, you will be in the zoom 'waiting room'. I will let you in but please note that sometimes this may take a few minutes in case I am finishing up a meeting with another student - sort of the virtual version of you waiting outside my office! Scheduling an appointment is recommended as it holds the time for you. Please cancel the appointment via the website or an email to me in case you are unable to keep your appointment.

LEARNING/TEACHING IN THE MIDST OF A GLOBAL PANDEMIC: BUILDING A LEARNING COMMUNITY OF CARE

None of us signed up for this: the disease, deaths, disruptions, distancing, and deep uncertainty of the times we are living in. Now, more than ever before, the human option is the only option. We are all affected by this unprecedented and continually evolving situation. Yet we are affected unevenly and in different ways. We must therefore honor, respect and care for others around us, including our fellow classmates and professors as we struggle through this crisis together. Therefore, we are going to prioritize being human and supporting each other as humans.

This is a deeply unsettling time and we need to let go of the illusions of “normalcy.” While we will continue to foster intellectual and personal nourishment, build community and connections, we will do so in ways that are flexible. Some kinds of expectations, objectives or assignments are no longer possible; nor are they reasonable or valuable in the present moment. There may not be a “virtual equivalent” of a course but learning can take place in diverse ways, across different places and spaces. Together, we will be creative, we will adapt, and generate possibilities for understanding and enacting critical social justice praxis in these fraught times.

We will strive to remain open to and embrace new experiences and support each other in these challenging times!

COURSE DESCRIPTION

This course introduces history and contemporary trends of community social psychology with a focus on how social and environmental forces affect individual and group quality of life. It surveys the history, theoretical frameworks, core values, methods/approaches and orienting concepts in the field. In this class, we will approach community social psychology from a critical, feminist and decolonial tradition—as a framework for working alongside marginalized and historically underrepresented groups.

A core principle of community social psychology is the centrality of context: context as history, politics, culture, relationality, place, space, and time. Praxis—mutually informing theory and practice to produce knowledge for transformative social change—is another core principle. The course is necessarily oriented to compelling social and human issues of our times. In light of this, we will focus on the ongoing COVID-19 pandemic, the deeply rooted racial and other inequalities in the social epidemiology of disease – from lockdown to its social sequelae. We will examine the ways in which coloniality, global (North-South) inequalities, racism, and imperialism are playing out during the pandemic.

Crucially, in this course, we **do not** approach “community” as an object of inquiry. Through readings and dialogue, we will disrupt the (colonial) disciplinary gaze from community as object-of-inquiry, committing instead to lived struggles of those at the frontlines of injustice—focusing on mutuality, solidarity, relationality, and ethics of care. Fundamental to this is the willingness, courage, and capacity to examine how our own social locations, values, assumptions, priorities, and resources affect our understanding of and engagement with both oppression and social

change—something that we will actively engage across assigned readings, reflections, class discussions, and writing assignments. The course will encourage students to move beyond their comfort zones and lead themselves to new and creative ways of thinking and acting.

LEARNING GOALS

- Build a caring, learning community amongst all of us in this course.
- Develop critical understanding of historical antecedents and guiding principles of community psychology in global contexts.
- Evaluate, analyze, and (re)define social problems applying anti-racist, decolonial, feminist and Global South theories.
- Explain how intersections of race, gender, ethnicity, (dis)ability, sexual orientation, sexuality, socioeconomic class, religion, and other invidious social categorizations are implicated in systems of oppression, injustice, and privilege.
- Develop a broad understanding of the scope and nature of transformative social change.
- Demonstrate emerging skills in applying critical community social psychology and allied theories in appropriate and ethical ways to conceptualize and address social problems.
- Critically reflect upon one's roles, motivations, ethics, and actions with regards to involvement in social justice movements and social change efforts.
- Articulate and present ideas/arguments for different audiences while attending to ethics and politics of representation (e.g., blogposts/op-eds, academic papers, oral presentations).
- Develop collaborative group work capabilities (including but not limited to deepening understanding through dialogue and debate; cultivating metacognition; cultivating responsibility and mutual caring; appreciating synergy and emergence in group work – i.e., the whole is more than the sum of its parts).

TEACHING PHILOSOPHY

“The academy is not paradise . . . the classroom, with all its limitations, remains a location of possibility. In that field of possibility, we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress.” (bell hooks, 1994, 207)

A daughter of two educators, I was socialized early to think critically about education and the kind of teacher I aspired to be. Growing up, I imbibed the social justice values that framed my parents' work with first generation students, teaching amidst ethnic conflict, and forging enduring relationships with their students and the wider community. Through their work, I

became aware of the ways in which education can offer spaces for critique and re-imagination. Classrooms, for me, are dynamic settings for engaged learning and transformative social change.

My teaching of this course will be guided by a strong social justice orientation. I believe that students learn best when they engage with the topic under study and can relate it to their own lives. Consequently, I will create opportunities for you to bring in relevant experiences to class. Together, we will grapple with the challenges of creating a classroom space for teaching/learning social justice—a space that acknowledges the embodied and unequal power relations that exist in classrooms, which are in many ways, microcosms of power relations that define our social worlds. At times, this will require us to enter and critically engage difficult and discomfiting spaces, which require us to be courageous and compassionate at the same time.

Finally, I expect students to assume collective responsibility over the classroom experience, support each other while also holding themselves and others accountable. Therefore, success in this course entails mutual preparation, engagement, and participation. I am committed and available to support you, but you also have a responsibility to seek out what you need from me (and not assume that I always know).

COURSE STRUCTURE/FORMAT

As a graduate seminar, this course is designed to be co-led and co-facilitated by students. A core form of engagement and participation in the course involves deep discussion, dialogue, and analysis that push the limits of our thinking and ways of knowing and being in the world. Thus, what we are able to accomplish in the course will depend on the kind of collective we can (and hope) to become, the kind of space we co-create, and the ways in which we hold space for each other. Most class meetings will typically involve some permutation and combinations of following:

- student-facilitated discussion/activities
- small group activities
- review or explanation of key concepts
- ‘application’ discussions that are grounded in ongoing community-based participatory action research projects or social movements/organizing
- conversations with guest speakers to deepen our understanding of particular theories and issues

***Please note that we will strive to adopt some degree of flexibility and openness to allow for alternative readings, new speakers, topics, and/or modifications in assignments depending on shifting/emerging circumstances and needs.

TENTATIVE COURSE SCHEDULE

Note that schedule and readings may change based on instructor discretion and students' expressed needs/interests. Mindful of the reality that we are living through a global pandemic, we also understand that we may need to revise or move around things as the situation unfolds and impacts us.

Critical Reading/Analysis: As you prepare for class each week (reading, listen to podcasts, watching videos) please ask the following questions:

- What are the lenses through which the arguments are made? What are some implicit or tacit assumptions that underlie the readings?
- Whose perspectives/experiences are prioritized or centered in the reading? To what end? What are the implications—and for whom?
- What are some intended as well as unintended implications/consequences of this?
- How do the assigned readings speak to each other? *E.g., Can you use one reading to critique another? What arguments are advanced by the readings, when considered together?* What arguments or questions emerge when you bring the current week's readings in conversation with readings/discussions from previous weeks?
- How do the readings trouble/challenge/transform your understanding of social justice and/or specific social issues? Similarly, how do your experiences relate to what you are reading?

These are all required readings that must be completed prior to class. A list of additional readings, articles, podcasts, videos, etc. will be posted on Blackboard and updated periodically.

Date	Topic and Readings	Tasks/Assignments/Guests
I. CONTEXT, HISTORY, AND ORIENTATION		
1. Sept 1	Grounding Ourselves: Building a Learning Community of Care, Situating Community Psychology As you get ready for the first day, please reflect on: <ul style="list-style-type: none">• Social justice issues that you care about deeply• What community means to you• Practices of care/caring and healing that are meaningful to you There are no readings assigned for the first day. We will spend time 'meeting' and connecting with each other as we prepare to work through the course together. I will provide an introduction to community social psychology and the approaches we will adopt in the course, explaining how the course is organized (including syllabus).	

<p>2. Sept 8</p>	<p>Grounding Ourselves: Covid-19 Pandemic and Global Inequality</p> <ol style="list-style-type: none"> 1. Ryan, W. (1976). <i>Blaming the victim</i>. New York, NY: Random House, Inc. (Read pp. 3-30) 2. Tanjeem, N. (2020, April 14). Appropriation of Survival of Garment Workers." <i>New Age</i>, https://www.newagebd.net/article/104352/appropriation-of-survival-of-garment-workers. 3. Klein, N. (2020, March 13). Coronavirus Is the Perfect Disaster for 'Disaster Capitalism'. https://www.vice.com/en_us/article/5dmqyk/naomi-klein-interview-on-coronavirus-and-disaster-capitalism-shock-doctrine 4. Pandey, R. Kukreja, S. & Priya, K. R. (2020, August 1). COVID-19: Mental Healthcare without Social Justice? <i>Economic and Political Weekly</i>, 55(31) https://www.epw.in/journal/2020/31/commentary/covid-19-mental-healthcare-without-social-justice.html?fbclid=IwAR0sWEuMRj7IIWBeMGJsEhnWi-MzZwW3IleHqVEHYPYQleqaU7GN-KAWUuM <p>Note: Except for the chapter by Ryan (1976), all the other readings are brief newspaper reports or op-eds so the volume of reading is normal despite the number.</p>	<p>Guest: Professor Nafisa Tanjeem, Lesley University</p> <ul style="list-style-type: none"> • Please review syllabus carefully to clarify doubts or discuss questions/ concerns. • Also, review the topics and come prepared with your top 2 preferred topics to facilitate the class discussions. <p>Listen to podcast: https://soundcloud.com/intersectionality-matters/14-under-the-blacklight-history-rinsed-and-repeated On Episode Five of "Under The Blacklight," Professors David Blight (Yale University), Eduardo Bonilla-Silva (Duke University), William Darity Jr. (Duke University), Ibram X. Kendi (American University), and Kate Manne (Cornell University) navigate the historical contours of the pandemic, and the pre-existing inequalities that shape its impact. Building on last week's interrogation of "disaster white supremacy", this week's conversation explores how intersecting systems of capitalism, patriarchy, racism, and nationalism have converged to define another dark moment in American history.</p>
<p>3. Sept 15</p>	<p>Critical Community Psychology: Understanding and Addressing Social Inequalities</p> <ol style="list-style-type: none"> 1. Evans, S. D., Duckett, P., Lawthom, R., & Kivell, N. (2017). Positioning the critical in community psychology. In <i>APA handbook of community psychology: Theoretical foundations, core concepts</i>, 	<p>Class facilitation #1</p> <p>As you engage with the readings this week, consider the following:</p> <ul style="list-style-type: none"> • Compare and contrast critical community psychology with other disciplinary (e.g., political science, sociology),

	<p><i>and emerging challenges, Vol. 1</i> (pp. 107-127). American Psychological Association.</p> <p>2. Dutta, U. (2016). Prioritizing the local in an era of globalization: A proposal for decentering community psychology. <i>American Journal of Community Psychology, 58</i>(3-4), 329-338.</p> <p>3. Langhout, R. D. (2016). This is not a history lesson; this is agitation: A call for a methodology of diffraction in US-based community psychology. <i>American Journal of Community Psychology, 58</i>(3-4), 322-328.</p>	<p>inter-disciplinary (e.g., peace studies, global studies, ethnic studies) or sub-disciplinary (e.g., clinical psychology, social psychology) areas that you are familiar with.</p> <ul style="list-style-type: none"> • What is the strategic significance of having a discipline such as critical community psychology? What does it allow you to do? • Can you think of some existing or potential threats/barriers/challenges to the “critical” edge talked about in the book chapter?
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II. THEORETICAL FOUNDATIONS

In this section, we will review some critical theoretical foundations (viz., anti-racist, decolonial, liberation, women of color and transnational feminist theories) of social (in)justice. These theoretical approaches are not mutually exclusive. While you are strongly encouraged to bring readings/discussions/questions from different weeks into dialogue with each other, it is especially important during this segment. Please actively parallels, convergences, divergence and departures across histories/commitments/visions from the materials across different weeks. Furthermore, theories not exist in a vacuum, so actively bring these theories into conversation with social issues and people’s lived struggles. Refer to **Note for Critical Reading/Analysis** at the beginning of the course schedule.

<p>4. Sept 22</p>	<p>Decolonizing and Feminist Frameworks</p> <p>1. Bulhan, H. A. (2015). Stages of colonialism in Africa: From occupation of land to occupation of being. http://dx.doi.org/10.23668/psycharchives.1721</p> <p>2. Kessi, S., & Boonzaier, F. (2018). Centre/ing decolonial feminist psychology in Africa. <i>South African Journal of Psychology, 48</i>(3), 299-309.</p> <p>3. Cifor, M., Garcia, P., Cowan, T.L., Rault, J., Sutherland, T., Chan, A., Rode, J., Hoffmann, A.L., Salehi, N., Nakamura, L. (2019). <i>Feminist Data Manifest-No.</i> URL: https://www.manifestno.com/.</p>	<p>Class facilitation #2</p>
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<p>5. Sept 29</p>	<p>Structural Violence and Oppression</p> <ol style="list-style-type: none"> 1. Dutta, U., Sonn, C. C., & Lykes, M. B. (2016). Situating and contesting structural violence in community-based research and action. <i>Community Psychology in Global Perspective</i>, 2(2), 1-20. 2. Deutsch, M. (2011). A framework for thinking about oppression and its change. In P. T. Coleman (Ed.), <i>Conflict, Interdependence, and Justice</i> (Vol. 11, pp. 193-226). New York, NY: Springer. 3. Atallah, D. G. (2017). A community-based qualitative study of intergenerational resilience with Palestinian refugee families facing structural violence and historical trauma. <i>Transcultural psychiatry</i>, 54(3), 357-383. 	<p>Class facilitation #3</p> <p>Review documents and resources on this site:</p> <p><i>The Carceral State Project: Documenting Criminalization and Confinement</i></p> <p>https://sites.lsa.umich.edu/dcc-project/</p>
<p>6. Oct 6</p>	<p>Critical Approaches to Culture and Diversity</p> <ol style="list-style-type: none"> 1. Ahmed, S. (2007). The language of diversity. <i>Ethnic and Racial Studies</i>, 30(2), 235-256. 2. Cruz, M. R., & Sonn, C. C. (2011). (De) colonizing culture in community psychology: Reflections from critical social science. <i>American journal of community psychology</i>, 47(1-2), 203-214. 3. Lorde, A. (1984/2012). <i>Sister outsider: Essays and speeches</i>. Crossing Press. Read essay: For the master’s tools will never dismantle the master’s house. 	<p>Class facilitation #4</p> <p>Listen to/watch (Listen from the 00:33 min. mark to the 01:24 mark (Comments by Professors Shose Kessi and Kopano Ratele):</p> <p>The Psychology of Racism:</p> <p>https://www.youtube.com/watch?v=SudQ1wNYLbU&fbclid=IwAR0Sb_2knc6bjOZRUSVvuzgTS3FoEqbDg9lkqU17cQ54o3b2aqvAkiQvPpQ</p> <p>In this webinar, leading psychologists who work on race and racism, patriarchy, sexuality, class, and violence offered their insights on how we are to understand racism today, interrogating the possibilities and challenges of overcoming racism locally and globally, in daily life, universities, and work environments.</p>

-----OCT 13 – NO CLASS – MONDAY SCHEDULE-----

Cut -off date for submission of term paper topic (100-150 words)

III. SOCIAL TRANSFORMATION PRAXIS

7. Oct 20	<p>Decolonial Praxis: Centering Relationality and Lived Struggles of Communities at the Frontlines*</p> <ol style="list-style-type: none">1. Lugones, M. (2014). Indigenous Movements and decolonial feminism. <i>Seminario de grado y posgrado, Department of Women's, Gender and Sexuality Studies, The Ohio State University.</i> http://wgss.osu.edu/sites/wgss.osu.edu/files/LugonesSeminarReadings.pdf2. Atallah, D. A. & Dutta, U. (under review). 'Creatively in Coalition' from Palestine to India: Weaving Stories of Refusal and Community as Decolonial Praxis.3. Maldonado-Torres, N. (2016). Outline of ten theses on coloniality and decoloniality (pp. 26-28). Paris: Frantz Fanon Foundation. Link: http://fondation-frantzfanon.com/wp-content/uploads/2018/10/maldonado-torres_outline_of_ten_theses-10.23.16.pdf	<p>Guest Speaker: Professor Devin Atallah, University of Massachusetts Boston</p> <p>You may use these questions to frame your reading and/or write your discussion posts:</p> <ul style="list-style-type: none">• What do you understand by decoloniality? How is it different from common notions of social justice and social change?• What are some of core values and commitments of decolonial approaches?• If you had to try and describe decoloniality to a friend or family member, what would you say to them?• What are some decolonial values and ethics that are important to consider in community-based research?• How do decolonial researchers engage in refusal and resistance through their research (theory, questions, methods, writing, etc.)? What do these look like in the context of what you have read?
8. Oct 27	<p>Social Movements and Community Organizing</p> <ol style="list-style-type: none">1. Critical Resistance and Incite! (2003). Critical Resistance-Incite! Statement on	<p>Guest Speaker: Professor Rakhshanda Saleem, Lesley University</p>

	<p>gender violence and the prison-industrial complex. <i>Social Justice</i>, 141-150.</p> <p>2. Alinsky, S. D. (1989). <i>Rules for radicals: A practical primer for realistic radicals</i>. Random House Digital, Inc.: Purpose (pp. 1-23); Tactics (pp. 125-164)</p> <p>3. Canham, H. (2018). Theorising community rage for decolonial action. <i>South African Journal of Psychology</i>, 48(3), 319-330.</p>	
9. Nov 3	<p>Research for Liberation and Social transformation</p> <p>1. Lykes, M. B. (2017). <i>Community-based and participatory action research: Community psychology collaborations within and across borders</i>. In M. A. Bond, I. Serrano-García, C. B. Keys, & M. Shinn (Eds.), <i>APA handbooks in psychology®. APA handbook of community psychology: Methods for community research and action for diverse groups and issues</i> (p. 43–58). American Psychological Association.</p> <p>2. Dutta, U. (2017). Creating inclusive identity narratives through participatory action research. <i>Journal of Community & Applied Social Psychology</i>, 27(6), 476-488.</p>	<p>Guest Speaker: Professor M. Brinton Lykes, Boston College</p>
Nov 10	NO CLASS – MONDAY SCHEDULE	
10. Nov 17	<p>Conceptualizing Theories of Change</p> <p>1. Tuck, E. (2009). Re-visioning action: Participatory action research and Indigenous theories of change. <i>The Urban Review</i>, 41(1), 47-65.</p> <p>2. Nelson, G. (2013). Community psychology and transformative policy change in the neo-liberal era. <i>American Journal of Community Psychology</i>, 52(3-4), 211-223.</p>	<p>Class facilitation #5</p> <p>Begin submitting reflections on participation</p>

	<p>3. <i>Logic model development guide: Using logic models to bring together planning, evaluation, and action</i> (W. K. Kellogg Foundation) – Chapters 1 & 2.</p> <p>Reading Instructions: Read Ch. 1 (<i>Introduction to logic models</i>) to get a sense of what logic models are. Read Chapter 3 (Developing a theory-of-change logic model for your program) and try to see how it connects to the other readings.</p>	
IV. PRESENTATIONS AND WRAP-UP		
11. Nov 24	Student Symposia Groups 1, 2, 3	
12. Dec 1	Student Symposia Groups 4, and 5	
13. Dec 8	<p>Wrap-up: Circle of Learning, Reflections, Appreciation</p>	<p>1) Symposia write-ups cut-off date</p> <p>2) Cut-off date for reflections on participation</p>
Dec 12: Term Paper due by 11:59pm		

COURSE REQUIREMENTS

Note about Learning and Grades: I understand the need to be flexible and to be responsive to shifting contingencies, circumstances, and needs during a global pandemic. If/when these requirements seem untenable given your personal circumstances, please do not hesitate to let me know. As a group we will revisit course requirements as and when needed. Please note that my focus in this class is on **learning** rather than on assessment. Course requirements, therefore, are designed to allow for maximizing your learning opportunities over the course of the semester.

1. **Course Participation (20%):** Please note that this is a seminar course and as such class participation is fundamental to doing well in the course. Participation is **NOT** assessed by how often or how much one speaks, **nor** is it assessed separately in each class. Rather, it is a holistic or overall assessment (across the semester) and may take the form of:
 - **Participating meaningfully in discussions and in-class activities:** Examples include raising questions, expanding and building upon points made by others, connecting threads across classes, bringing in relevant examples. This may occur verbally, through chats, or through discussion boards (on Blackboard).
 - **Engaging with guest speakers:** Taking the time to read and learn about guest speakers; asking questions, sharing observations/comments with speakers (in

advance and during event); preparing/sending a thank you card/note from class after the event; reflecting on engagement with guests, making connections to course content.

- **Contributing to building a caring learning community:** Mutual care and respect; supporting each other's' learning, especially those of group members; being mindful and intentional about occupying/taking up space; sharing resources; providing meaningful feedback to peers; cooperative and collective ethos (rather than individualistic/competitive); openness and willingness to learn and be challenged; demonstrate willingness to push one's boundaries of knowledge and understanding.
- **Symposia participation:** Be present, listen, and meaningfully engage with the ideas, questions, issues raised during the symposia (Nov 24 and Dec 1).

Participation will be assessed across the semester and will include **your input** as well. Creating a community of learners is also about sharing responsibility, recognizing one's agency as a learner, and decentering the instructor as an authority figure. Therefore, participation will be assessed based on:

- i. **Your reflections on your own participation:** 1-2 paragraphs reflecting on your participation in class (anchored in the list above). This should not exceed one page (double-spaced). This should be descriptive, honest, and reflective; i.e., rather than saying 'I actively participated in classes', specify how you did, your thoughts on what you would do differently, etc. **This is worth 5 pts.**
- ii. **Your reflections on your peers' participation:** Your reflections on your peers' participation. This may include: overall participation of peers as well as specific ways that specific peers participated that made an impression on you. Please also focus on participation of those you have worked together with in small groups. This should not exceed one page (double-spaced). You may also submit this as a bulleted list. **This is worth 5 pts.**
- iii. **My overall assessment of your participation** triangulated from my, your peers' and your input. This is worth up to **10 points.**

Your reflections should be based on the list above keeping in mind that: a) the list is not an exhaustive one; b) not everyone will participate equally in all of the ways outlined above, c) we all have "off days" sometimes, and d) who we 'see' or hear as contributing tends to be racialized, gendered, and classed (e.g., the intellectual and emotional labor of women of Color are systematically unrecognized or devalued). Therefore, consider **how** (rather than simply who) your peers are participating (grounding it in the list above). Pay attention to the ways that people may contribute that may not be immediately obvious or apparent.

These reflections must be submitted between **Nov 17 and Dec 8 (11:59pm EST)**

Understandably, there may be challenges along the way considering the virtual format and the fact that we are in the midst of a pandemic. We are in this together and I am committed to supporting your learning.

2. **Class Facilitation (10%):** Each one of you will be responsible for leading a class discussion (usually in groups of 3 or 4). On the day that you are scheduled to lead a discussion session, you will come prepared to facilitate an hour and a half-long discussion based on the readings assigned that week. **During this session, try to cover key concepts, important arguments and threads across the different readings. How are those relevant to the current context or to specific social justice issues?** If appropriate, you may utilize small groups/break-out rooms, in-class exercises, videos relevant to the day's topic, which help us engage with it. The discussions should focus on substantive issues. Here is what you will submit (as a group):
- i. **Email me a lesson plan/session outline (required):** This document should contain a plan for how you will facilitate the session that includes description/instructions of discussion questions or class activities that you have planned. This is an important competency/practice/skill for teaching and facilitation. I will upload a few samples from actual sessions for you to get a sense of what this could look like. **This must be emailed to me by 11:59pm on the Friday before you are scheduled to facilitate.** You can of course make some tweaks between then and when you present (including addressing any feedback I may have on the session plan). When you email it, please make sure to cc all group members.
 - ii. **Upload on Discussion Thread:** The lesson Plan/outline + any other materials you use in class (e.g., powerpoint slides, links to videos, handouts, etc.). These materials should be uploaded on Blackboard no later than **11:59pm on the day that you present. You need to upload only one per group so decide who in your group will be responsible for that.**
 - iii. **Grading: Criteria:** Coverage of core topics across readings; well-prepared and coordinated effort; incorporation of critical analysis; incorporation of illustrations/applications; accuracy and/or appropriateness (e.g., avoiding victim-blaming language, correct use of concepts, etc.)
3. **Weekly Critical Reflections/Questioning (15%):** Questioning is a fundamental condition of being human, of being a critical subject and finding our voice/place in the world (Bell, 2018). Please submit your **critical reflections and questions** raised by the week's readings, especially how they speak to what is happening around us, around you - in your neighborhood, communities, etc. right now – questions that interrogate social/power arrangements or meanings of your world.
- **Submission:** Please submit **at least 5** sets of weekly reflections & questions over the semester. Your responses must be submitted to the corresponding Discussion Thread on Blackboard. Please read and respond to each other's submissions as well. This is a way to build dialogue and have critical conversations.
 - **Grading:** You will receive 3 pts for each submission. If you submit more than 5, I will take the grades for the best 5 submissions. Points may be deducted for: a) using victim-blaming or derogatory language, b) questions that have a yes/no or

straightforward answer from the readings, or c) reflections on social issues that do not consider power arrangements, or d) if the posts are not informed by readings.

- **Format:** This is written in the form of a post so you it should be brief – **approx. 200 words**. It can be written a response to the readings **OR** it can be a response or engagement with a classmate’s post (but must be informed by the readings). You can also use the posts as a way of trying to summarize new or critical concepts introduced by the readings and the questions they raise for you.
- **Examples:** If you are uncertain as to what to write, refer to the critical reading/analysis pointers at the beginning of the course schedule above. Other prompts you may use include: Application of particular theories/lenses to current social issues (e.g., re-framing, analysis, implications, etc.); a concept, article, argument or example that speaks to you and why; use the readings/ideas to examine social justice issues on campus, at your workplace, and/or in your community. These are just some ideas – but you are welcome to respond in other meaningful ways.

4. Term Paper and Symposia (55%): This is a two-part assignment:

- **Term paper (40%):** You will identify a topic (social issue/problem/theoretical or methodological approach/intervention) and develop a critical analysis of relevant literature, both theory, and research. You are welcome to select a topic that is aligned with your research interests/projects. However, the topic must fulfil the following criteria:
 - a) It must center social justice, and when appropriate the perspectives/lenses of historically oppressed groups.
 - b) It must include a social/systemic/structural/community level analysis (i.e., must NOT be limited to an individual level of analysis), AND
 - c) It must consider intersectional perspectives/analyses (i.e., incorporate relevant analyses of race, gender, (dis)ability, class, etc.).

The **specific format** of the paper could take the form of:

- A critical literature review (i.e., not simply a description of the existing literature but an analysis using concepts and theories from class), OR
- A research proposal for a study that you are interested in conducting. In this case, my assessment would focus more on your theoretical foundations, literature, broad objectives/questions, and methodological/ethical considerations rather than minute details of data collection or analyses, OR
- An analysis of a social problem/issue

The paper should be written using APA style and must be accompanied by a title page, abstract, and appropriate references. Please use the tutorials/templates in the Writing Resources folder to guide you.

What you will submit:

- A **100 – 150 words statement/description of your topic and specific format** must be uploaded on Blackboard for approval no later than **11:59pm on Oct 13**. You are most welcome and encouraged to submit it earlier. It is fine even if it is rough as this is an opportunity to get feedback and guidance as you work on the paper. Note that this is a **term paper** and not just a final paper so I expect you to come up with a topic and then build on it across the semester.
- **The full paper** is due on Blackboard by **11:59pm on Dec 12**.
- **Student Symposia (15%)**: At the end of the semester, we will organize several symposia sessions, each consisting of about 4 students. The symposia will be organized based on your paper topics. For example, if several of you have worked on topics related to gender-based violence, we would have a symposium on that theme. Each of you will be assigned to a symposium group. Your tasks include:
 - Preparing and presenting a 5-7 minute min presentation based on your term paper, where you will: a) Clearly state/define/explain the topic and its significance, and b) key take home points/lessons/implications from your paper. **The presentation is worth 10 pts.**
 - Upload presentation or write-up on the Blackboard discussion thread created for your symposium. This must be uploaded by **11:59pm on the day that you present**.
 - Post comments/reflections on what the papers/presentations contributed collectively to your understanding of **your** symposium topic. What new insights or questions do these presentations suggest to you? These comments must be submitted no later than 2 days after your symposium presentation. **This is worth 5 points.**

Extra Credit Opportunities

You have the opportunity of earning up to 3 extra credit points (added to your total grade) by completing various assignments (e.g., submitting blog posts, listening and responding to a podcast, attending a webinar and submitting a write-up, etc.). I will keep post these opportunities as they arise.

Grading

Grading will follow the 100% scale. (Standard math rounding applies: 88.5=89, 88.4=88 without exceptions). It is your responsibility to keep track of your scores in Blackboard.

Letter Grade	
A+	97-100
A	93-96
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	74-78
C-	70-73
F	0-69

Assignments/Requirements at a Glance

Note that all submissions are due on Blackboard by 11:59pm on the day they are due (unless otherwise specified)

No.	Course Requirement	What must be submitted	Cut-off/Due date
1.	Course Participation	i. Your reflections on your own participation (5 pts) ii. Your reflections on your peers' participation (5pts) (may be submitted at separate times) Submit on Blackboard under assignments	Between Nov 17 and Dec 8 (11:59pm) . No late submission will be allowed since you have a window of 2 weeks. Email me if there are extenuating circumstances preventing you from submitting on time.
2.	Class Facilitation	i. Lesson plan/session outline Email me the plain; cc all group members.	The Friday before the class you are scheduled (11:59pm) to facilitate; with a window up to 2pm on Saturday. If you are late, I may be unable to approve or give you feedback on your class facilitation plan.
		ii. Lesson Plan + Powerpoint slides and any other materials Must be uploaded on the Discussion Forum, ' Class Facilitation Materials '. Create a thread and upload your materials – only one per group.	Any time after class to 11:59pm on the Friday of the week you facilitate. No late submissions.
3.	Critical Reflections & Questioning	Discussion posts	9am on the day of class – The discussion posts help me frame the class so they need to be submitted by 9am at the latest to be considered for that day's class. No late submissions will be accepted. At least 5 discussion posts must be submitted – can

			<p>submit more. The 5 best submissions will be considered.</p> <p>Can submit 5 or more posts from Sept 8 through November 17.</p>
4.	Term Paper and Symposia	<p>i. Topic for approval (100-150 words)</p> <p>Upload on Blackboard under assignments</p>	<p>11:59pm on Oct 13</p> <p>No more submissions will be accepted after 11:59pm on Oct</p>
		<p>ii. Comments/reflections on your symposium</p> <p>Post on appropriate discussion thread in the Discussion forum.</p>	<p>No later than 11:59pm on the Friday of the week you present.</p> <p>No late submission will be accepted. Email me if there are extenuating circumstances.</p>
		<p>iii. Term Paper</p>	<p>11:59pm on Dec 12</p> <p>Late submission policy: 5% deducted from earned grade for each day that you are late. No submissions will be accepted after 6pm on Dec 18. Email me at your earliest if you are going to be delayed and/or have extenuating circumstances.</p>

POLICIES

1. **University Privacy Policy:** I will be recording some portions of our virtual course for the purposes of making course content available for all students. Please note that recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing of or selling recordings of classroom activity, discussions or lectures with any other person or medium without permission of the instructor is prohibited. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission.
2. **Classroom Environment:** We will work together to create a supportive and brave space wherein we can engage meaningfully with complex issues. The classroom space is a microcosm of our social world so that our engagements and interactions are patterned by unjust social histories and norms that we encounter in the world. Therefore, we have to be intentional and mindful about creating a space that is actively disruptive of social hierarchies—implicit and tacit. While, we will work together to create more just and equal norms for our classroom, here are a few things to note:
 - **Ignorance** (as a form of explanation/justification) is not passive nor harmless (re: intent vs. impact). It is an active detachment from the kinds of knowledge that threaten one’s self-perceptions and -identities, as a consequence evading any emotional risk or vulnerability.
 - **Comfort** is an unearned privilege of those who occupy dominant social locations. The desire or demand for comfort is a form of entitlement that is inextricably intertwined with coloniality and whiteness. It is invisible to those who possess and embody it. Comfort is embodied and visceral. Comfort is occupying space as a given, comfort means not having to contend with the fatigue resulting from unfathomable colonial wounds; comfort is not having to walk about burdened with dehumanization and othering that pervade everyday discourse. When access to “comfort” is so uneven, elevating it as a norm/value/ground rule is an act of injustice.

- **Discomfort** is not the opposite of comfort but a political-affective stance that involves foregrounding the complexities and struggles inherent in decolonial praxis. We have to learn to endure and co-exist with the discomfort that comes from having to contend with the ways in which one is complicit in particular configurations of injustice and oppression; instead of rationalizing, let the uncomfortable feelings percolate—not as personal guilt or shame—but to hold ourselves accountable to other struggles for justice and self-determination. We must constantly trouble the understandings/representations you come to while at acknowledging the political need to represent and find meaning.
3. **Attendance Policy:** These are unrepresented times. I recognize that many of us may be challenged by this unanticipated and unprecedented need for virtual classes (e.g., internet bandwidth issues, family or caregiving responsibilities, lack of safe spaces, etc.). This requires us to be creative, adaptive, and to find alternatives to traditional classroom practices.
- Attendance per se will not be graded but there are points for small group participation, so I strongly encourage you to join the class. Importantly, the small groups have been created for you to support and reinforce each other’s learning but also as a way of creating community in these challenging times.
 - Whenever possible, let me know if you are going to have to miss class.
 - I will have access to attendance reports from zoom, which I may use to follow up with students who have missed a significant number of classes. This would be more of a form of check in to see if you are doing alright and if you need additional support.
4. **Communication Policy:** E-mail is a great way to get in touch with me regarding any questions you have about the class. Please email me only at urmitapa_dutta@uml.edu (Note underscore between first and last name). **Do not** email me through Blackboard. Please allow enough time for me to receive and respond to your e-mail. I will do my best to respond within **1-2 business days**. I expect the same from you. If what you ask is a good question that is relevant to the rest of the class, I will frequently address your question in class instead of responding to the e-mail. Alternatively, you may ask a question that is far too detailed or complex to be answered over e-mail. In these instances, I will suggest that you meet with me during office hours. **Before sending me an e-mail, please ask yourself:** Can I answer this question myself (e.g., information is available on syllabus or Blackboard). Important emails regarding the

- Always mention the issue/topic in the subject line when you email me.
- Do not send emails without a subject/salutation.
- Whenever you upload assignments on Blackboard or email me assignments, name the file using this system:
Assignment name_your first name_last name.
- All assignments must be submitted as word documents (.doc or .docx).

course will be sent to your UML email accounts. If you do not check your UML email account, you should have that email forwarded to an account you do check. **I will only send emails to UML accounts.**

5. **Policy on Late Work & Missed Exams:** Please check the assignments section for specific late policies. As a general rule, it is your responsibility to keep me informed regarding anything that may interfere with your performance in the course including meeting deadlines for assignments. I am happy to trouble shoot or brainstorm options with you so please do not wait until the last minute. We will review the late submission policies for some of the assignments as a class and come up with a collective decision regarding penalties, which will be adhered to for the rest of the semester.

6. **Incomplete Grade:** If, because of unusual circumstances, a student is unable to meet all the requirements of the course by the end of a semester, the grade of Incomplete (INC) may be given. **Responsibility for making arrangements with an instructor to complete all outstanding coursework rests entirely with the student**, who must complete all outstanding coursework by the date listed on the Graduate Academic Calendar (www.uml.edu/Registrar/Calendars/default.aspx). Under no circumstances will a student be allowed to graduate with incomplete(s) on their transcript. If the student does not complete the missing work by the specified date and no grade change form is submitted by the instructor, the student's grade will automatically change to a grade of "F" and be computed into the GPA. Any missed final examination or other final course evaluation requires a student explanation **within 48 hours** so the instructor can file the proper course notation with the Student Records Office.

7. **Academic Integrity:** This is a friendly reminder about cheating and plagiarism—don't do it! Any student who is caught cheating on an exam, writing another student's project, or copying from another source (e.g., a website, a magazine, a published research article, another student's paper) without proper citations will be disciplined under the University's regulations for academic honesty. **Note that this includes re-using your own assignments from other courses.** All work in this class must be original and not written in part or full by your friend, roommate, tutor, etc. You are welcome to work with tutors to help you to understand concepts and to develop plans for completing assignments, and who may look over work that you have done and give you feedback, **but who may not** do any of the actual work you submit. Please do not hesitate to touch base with me if you have questions or concerns about what constitutes plagiarism.

All assignments are individual assignments unless explicitly stated otherwise. Students who violate the academic principles of this University may receive a failing grade on the assignment, receive a failing grade in the course, or be suspended from the University. The University's website on academic honesty is:

<https://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx>

CAMPUS RESOURCES

Tutoring Resources and Centers for Learning and Academic Support Services (CLASS)

CLASS will be offering tutoring and Writing Center services virtually this fall. [Online searchable tutoring schedules](#) are available that include resources on all campuses.

Student Mental Health and Well-being

We are a campus that cares about the mental health and well-being of all individuals in our campus community, particularly during this uncertain time. If you or someone you know are experiencing mental health challenges at UMass Lowell, please contact [Counseling Services](#) who are offering remote counseling via telehealth for all enrolled, eligible UMass Lowell students who are currently residing in Massachusetts or New Hampshire. I am available to talk with you about stresses related to your work in my class. For additional information on the **Wellness Center**, visit: <https://www.uml.edu/student-services/wellness-center/>.

UMASS Lowell Navigators' Food Pantry

Please visit the food pantry located in University Crossing, room 104 if you need assistance securing food; we are open Monday-Friday from 3pm-7pm. All you need is your student ID to access the food pantry; there is no charge for food, toiletries, or other resources we offer. For additional information visit: <https://www.uml.edu/student-services/additional-resources/navigators-food-pantry.aspx>.

Disability Services

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the [Student Disability Services webpage](#) for further information. Additionally, Student Disability Services supports software for ALL students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: [IT Software page](#)

Veterans' Services

For complete information on the services and resources available please visit our website at: <https://www.uml.edu/student-services/Veterans/>

UMASS Lowell Police Department

The UMass Lowell Police Department is a full-service police department that operates 24 hours a day, 365 days a year. Please dial 978-934-4911 in case of emergency; for non-emergencies dial 978-934-2398. The UMLPD is located in the "B" Building of University Crossing on the 1st floor.