

Boston College
Lynch School of Education & Human Development
APSY2243: Social Oppression & Transformation in the Contemporary United States:
Sociocultural & Psychological Perspectives
(Hybrid Format)
Spring 2021
Mondays, 4:30-5:45 PM
Campion 300

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(Virtual) Office Hours: Mondays and Tuesdays, 3:30-4:30 PM

“Social change only happens when we are awake enough to see that the house is on fire.”

--Sharon Brous

Course Overview

The primary **goal** of APSY2243 is to introduce course participants to the dynamics of various forms of oppression and resistance to oppression in the contemporary United States. The course draws on a diverse range of texts from psychology, education, sociology, history, and popular culture to explore the roots and effects of different types of oppression (e.g. racism, classism, sexism, heterosexism) in various domains of power (interpersonal, systemic, cultural). For each of these types of oppression, students will have the opportunity to learn about and reflect upon 1) social, political, economic, and historical factors that contribute to oppression; 2) individual and collective approaches to resisting and challenging oppression; and 3) their own experiences with privilege and/or oppression.

Overall Course Structure

APSY2243 is divided up into 5 units that are each comprised of two to three modules apiece. The five units are: 1) Defining oppression and transformation; 2) Racism; 3) Classism; 4) Sexism; and 5) Heterosexism. Each of these units includes weekly assigned readings, mini-lectures, discussion board posts, small group discussions, and short quizzes.

APSY2243 takes a **“flipped”** approach in that students will view lectures, take quizzes, and complete all other assignments outside of class so that we can utilize our weekly synchronous class time for more interactive teaching and learning (e.g. questions, discussions).

Hybrid Format

The weekly learning sequence for APSY2243 is described below. Each week there will be a synchronous class session on Mondays from 4:30-5:45 PM eastern time. For this synchronous class session, one small group of (5-6) students will be invited to attend class in person so that

they may meet in person while maintaining social distancing. The rest of the class will join the synchronous session via Zoom and meet in small groups via break-out rooms.

This invitation for one group to attend our synchronous session “in person” will rotate each week so that each small group can attend class “in-person” several times over the course of the semester. **Students may opt for any reason at the start of the semester to attend all synchronous sessions remotely rather than in person.**

Learning Objectives

At the conclusion of APSY2243, course participants will be able to:

- Think critically about how dynamics of privilege and oppression operate through historical legacies, institutions, social messages, and interpersonal interactions to shape everyday experience and emotional wellbeing.
- Recognize how power shapes differences and creates injustices in the United States.
- Describe effective individual and collective action for challenging oppression and injustice
- Identify their own role in systems of privilege and oppression, as well as resistance to oppression.
- Develop personal strategies for resisting and challenging oppression in everyday interactions and beyond.

Weekly Learning Sequence

1. **READ** the assigned readings for the module by Sunday at 5 PM eastern time (consider doing the Optional Advanced Readings as well!)
2. **POST #1** to the class discussion board: By Sunday at 5 PM eastern time, please post on the APSY2243 discussion board one comment (2-5 sentences) **or** one question (1-2 sentences) about an aspect of the assigned reading that caught your attention. Missed postings cannot be made up or submitted late (so best to do them in advance of the due date!).
3. **COMPLETE** the online “open-book” one-question quiz on the assigned reading by Sunday at 5 PM eastern time. There is a seven-minute limit for responding to the quiz. Missed quizzes cannot be made up or submitted late.
4. **WATCH** the video-recorded mini-lecture(s) for the module posted on Canvas by Monday at noon eastern time
5. **POST #2** to the Class Discussion Board: By Monday at noon eastern time, please respond to one of your classmate’s initial comments or questions on the APSY2243 discussion board in a way that **explicitly draws upon something you learned or**

interested you from the mini-lectures (consider including a phrase such as “As described in the mini-lecture” in your discussion post). Missed postings cannot be made up or submitted late.

6. **POST #3** to the Class Discussion Board (for the class session within each unit featuring a guest-scholar or guest-professional only): By Monday at noon eastern time, please post on the APSY2243 discussion board three questions for the Q&A with the featured guest. Missed postings cannot be made up or submitted late.
7. **ATTEND** in person or via Zoom the synchronous session for APSY2243 on Monday from 4:30-5:45 PM eastern time for small group discussion and whole class discussion.

Assignments

	Assignment	Points
Weekly Assessments		
	One-Question Quizzes	1 point (each)
	Discussion Board Posts	1 point (each)
Major Assignments		
	Improve a module	50 points
	Build a module	50 points
	Adapt your module	50 points

Grading Scale

Letter	Points
A	94-100
A-	90-93.999
B+	87-89.999
B	84-86.999
B-	80-83.999
C+	77-79.999
C	74-76.999
C-	70-73.999
D+	67-69.999
D	64-66.999
D-	60-63.999
F	59.9 and below

Grading

- Course grade = Total points earned/Total possible points
- Unapproved late assignments will be penalized 10% of their total value per day
- Uncompleted make-up assignments will reduce course grade by 1/14

- Students absent from a live session are still responsible for completing the online quizzes and discussion board posts by the regular deadlines
- Per the grade scale above, final course grades are neither rounded up or down (i.e. 89.99 is a B+, 90.01 is an A-)

Attendance & Make-up Work

If you need to miss a synchronous class session, please contact me ASAP and in advance of the session you will miss. To make up the missed class session, please do the following:

1. Complete one of the optional advanced readings for the module.
2. Write a response to each of the small group discussion questions for the missed session that synthesizes your own thoughts with points raised in the assigned readings, optional advanced reading, and mini-lectures in a substantive paragraph (i.e. one paragraph per question)
3. Email these paragraphs to the instructor prior within one week of the missed session

Remote Learning Norms

For those attending a synchronous session via Zoom, please observe the following norms:

- Keep your camera on whenever possible (send me a note via Zoom's chat function or via email prior to class) if you need to turn your camera off
- Mute yourself unless you are speaking
- Use work-appropriate backgrounds
- Maintain work-appropriate body language (i.e. don't join us lying down in your bed!)
- Be patient when technology challenges arise
- Do your best to limit technological and in-person distractions
- Synchronous class sessions may not be recorded

In-Person Learning Norms

For those attending a synchronous session in-person, please observe the following norms:

- Wear a mask that fully covers your mouth and nose at all times
- Bring a laptop computer (if possible) and headphones that will facilitate communication with remote classmates
- Please refrain from eating or drinking in the classroom (since that requires mask removal)
- Carefully observe social distancing guidelines

Boston College Behavioral Expectations for In-Person Classes

We all share responsibility for the health and well-being of our campus community. As is reflected in the [Eagles Care Pledge](#), all of us are responsible for wearing a mask during a class, maintaining the seating chart and abiding by the room's social distancing protocols, and staying

home if you exhibit any symptoms that might be a sign of a COVID-19 infection unless and until you receive a negative test and are cleared to resume public activity.

If a student arrives to class without a mask and/or is not maintaining physical distance, that student will be reminded of public health expectations. If the student refuses to put on a mask or reestablish appropriate distancing, they will be asked to leave the classroom and will be referred to the University’s conduct system.

In order to adhere to university policies meant to protect public health during the COVID-19 pandemic, I am required to take attendance every class period and maintain a fixed seating chart throughout the semester. I will share those records at the request of designated campus officials to aid the university’s contact tracing initiative.

BC Library Contact

Ms. Margaret Cohen is available to available to meet with students virtually to assist and highlight research sources and help students navigate information resources.

Ms. Margaret Cohen
 Head Librarian, Educational Initiatives & Research Services
 Boston College Libraries
 Email: margaret.cohen@bc.edu
 Telephone: (617) 552-4919

Syllabus-at-a-Glance

Optional advanced readings are intended for students who are already familiar with the assigned reading for a particular class session, are interested to learn more about the topic, or who miss the class session. These optional advanced readings will also be used in completing the course’s major assignments.

The major assignments and their due dates are listed below. The assignments, grading rubric, and samples of exemplary student work can be found on the APSY2243 Canvas site.

Unit/ Module	Date	Topics	Assignment	Optional Advanced Reading	In Person
1A	2/1	Building Community. Defining Oppression & Transformation.	Tatum 2000; Johnson 2006, Scalzi, 2012	Young 2014; Bell, 2018	All Remote
1B	2/8	Guiding Frameworks	Harro 2018; Jones 2000; Crenshaw 2016	DiAngelo 2018; Collins, 1993	Group 1
2A	2/15	Racism and the Interpersonal Domain	Luo 2016; Graham 2014; Sue 2019;	McIntosh, Tatum 2017, Welch 2020	Group 2

2B	2/22	Racism and the Ideological Domain	T. Perry 2004; Lee 2020; Sreenivasan 2018	Perry 2020; Steele, 2011	Group 3
2C	3/1	Racism and the Institutional Domain	Coates 2014; 1619 Podcast: Land of Our Fathers Parts I and II; #BlackatUncommon OR #BlackatExeter; A Letter to the Uncommon Community OR A Letter to the Exeter Community Ivan Espinoza Madrigal Bio	Alexander 2010; Khazan 2018; Vaidyanathan 2020; Stevenson 2020	Group 1
3A	3/8	Classism and the Institutional Domain	Pappano 2015; Desmond 2017; Desmond, 2019; Tough 2019b;	Jack 2014, 2018; Tough 2020;	Group 2
3B	3/15	Classism and the Ideological Domain	Desmond 2018; Tough 2019a; Holland 2014; Rosie Phillips Davis TED Talk Improve a Module DUE	Sherman 2020; Birdsong TED Talk	Group 3
3C	3/22	Classism and the Interpersonal Domain	Singer, 1999; Tough 2014; Scott 2005; Jack 2019; Spent (game) Gloria Bruce Bio	Bullock 2019; Ryan et al. 2018; Fiske, 2008	Group 1
4A	3/29	Sexism and the Interpersonal Domain	Scene on Radio 3.5 (Paper Cuts); Kacere 2018; Drury & Kaiser 2014	Cooper 2019	
4B	4/5	Sexism and the Ideological Domain	Orenstein 2013; Gervais & Eagan, 2017; Wong 2019 Andrea Valdez Bio	Szymanski, Moffitt & Carr 2011; APA 2007	
4C	4/12	Sexism and the Institutional Domain	Taub 2017; Bennett 2016; Johnson 1997 Build a Module DUE	Leaper & Brown 2014; Buchanan et al 2013;	

				Lithwick 2020;	
5A	4/19	Heterosexism in the Ideological Domain	Pascoe 2007 (Chap 2 & 3)	O'Brien 2017	
5B	4/26	Heterosexism in the Interpersonal Domain	Sadowski 2013 (Chap 2) Rizga 2015	Nadal et al. (2011); Sadowski 2013 (Chap 8)	
5C	5/3	Heterosexism in the Institutional Domain	Gessen 2019 Adapt a Module DUE	Murphy 2016; Biegel 2018 (Chap 3)	

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Students with Disabilities

It is a Boston College policy that no qualified student with a disability shall be denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under any University program or activity. In response to a request made by a qualified student with an appropriately documented disability, the University will arrange for the provision of reasonable accommodations determined by the University to be necessary to afford the student the opportunity to participate in University programs. Procedure for documenting student disability and development of reasonable accommodation can be found at the BC website: <http://www.bc.edu/libraries/help/tutoring/specialservices/docinfo.html#spec>

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. It is the student's responsibility to present the form (at his or her discretion) to the instructor in order to receive the requested accommodation in class. In an effort to protect student privacy, Student Services will not discuss the accommodation needs of any student with instructors.

If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (Kathleen.duggan@bc.edu), Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or contact the Assistant Dean for Students with Disabilities all other disabilities) at 617-552-3470 (TTY: 617-552-8914). Advance notice and appropriate documentation are required for accommodations.

Academic Honesty

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

The University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.

For more information see:

http://www.bc.edu/offices/stserv/academic/univcat/grad_catalog/grad_policies_procedures.html#rolesofcommunitymembers

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the chairperson (Prof. Rebekah Levine Coley) of the undergraduate or graduate department or his or her associate dean (Prof. Julia Devoy) to discuss the situation and to obtain information about relevant grievance procedures.

Classroom Recordings

Some of the sessions in this course will be recorded or live-streamed. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class, or upload them to any other online environment.