# STP DEI resources

Updated 2022

## Ability/Disability

Dunn, D. S. (2016). Teaching about psychosocial aspects of disability: Emphasizing person–environment relations. *Teaching of Psychology*, *43*(3), 255-262. DOI: 10.1177/0098628316649492top.sagepub.com

Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists’ cultural competence using disability language. *American Psychologist*, *70*(3), 255-264. doi: 10.1037/a0038636

Nario-Redmond, M. R. (2019). *Ableism: The causes and consequences of disability prejudice.* Wiley-Blackwell.

Olkin, R., & Pledger, C. (2003). Can disability studies and psychology join hands? *American Psychologist*, *58*(4), 296–304. [https://doi.org/10.1037/0003-066X.58.4.296](https://psycnet.apa.org/doi/10.1037/0003-066X.58.4.296)

Prieto, L. R., Siegel, Z. D., & Kaiser, D. J. (2021). One fish, two fish; red fish (or green fish?): Assisting students with color vision deficiency. *Teaching of Psychology, 48*(1), 90-94. DOI: 10.1177/0098628320959946

## Inclusive Pedagogy/ Decolonizing the Teaching of Psychology

Anderson, S. K., & Middleton, V. A. (Eds.). (2017). *Explorations in diversity: Examining the complexities of privilege, discrimination, and oppression*. Oxford University Press.

Boysen, G. A., Prieto, L. R., Holmes, J. D., Landrum, R. E., Miller, R. L., Taylor, A. K., White, J. N., & Kaiser, D. J. (2018). Trigger warnings in psychology classes: What do students think? *Scholarship of Teaching and Learning in Psychology*, *4*(2), 69. https://psycnet.apa.org/doi/10.1037/stl0000106

Boysen, G. A. (2011). Diversity topics covered in teaching of psychology courses. Teaching of Psychology, 38(2), 89-93. <https://doi.org/10.1177/0098628311401593>

Fovet, F. (2021). Using universal design for learning to create inclusive provisions for indigenous students in higher education: Decolonizing teaching practices. In *Redesigning Teaching, Leadership, and Indigenous Education in the 21st Century* (pp. 253-274). IGI Global. DOI: 10.4018/978-1-7998-5557-6.ch013

Kite, M. E., Case, K. A., & Williams, W. R. (Eds.). (2021). *Navigating difficult moments in teaching diversity and social justice*. APA Books.

Kontopodis, M., & Jackowska, M. (2019). De-centring the psychology curriculum: Diversity, social justice, and psychological knowledge. *Theory & Psychology*, *29*(4), 506-520. <https://doi.org/10.1177/0959354319858419>

Prieto, L. R. (2018). Incorporating diversity content into courses and concerns about teaching culturally diverse students. *Teaching of Psychology*, *45*(2), 146-153. <https://doi.org/10.1177/0098628318762875>

Schmidt, H. (2019). Indigenizing and decolonizing the teaching of psychology: Reflections on the role of the non‐indigenous ally. *American Journal of Community Psychology*, *64*(1-2), 59-71. <https://doi.org/10.1002/ajcp.12365>

White, A. M. (2006). Psychology meets women's studies, greets black studies, treats queer studies: Teaching diversity and sexuality across disciplines. Feminist Teacher: A Journal of The Practices, Theories, and Scholarship of Feminist Teaching, 16(3), 205-215. <https://www.jstor.org/stable/40535473?seq=1>

Wilbiks, J. M. (2021). Indigenizing the introduction to psychology course: Initial course content suggestions and call for collaboration. *Canadian Psychology/Psychologie canadienne*, *62*(4), 391-399. [https://doi.org/10.1037/cap0000284](https://psycnet.apa.org/doi/10.1037/cap0000284)

## Gender Diversity and Sexual Orientation

De Pedro, K. T., Jackson, C., Campbell, E., Gilley, J., & Ciarelli, B. (2016). Creating trans-inclusive schools: Introductory activities that enhance the critical consciousness of future educators. *International Journal of Teaching and Learning in Higher Education*, *28*(2), 293-301. <https://digitalcommons.chapman.edu/comm_articles/26/>

Dunne, C. M. (2017). Theoretical and pedagogical perspectives on teaching LGBTQ issues in psychology. In T. R. Burnes & J. L. Stanley (Eds.), Teaching LGBTQ psychology: Queering innovative pedagogy and practice (pp. 39–60). American Psychological Association. [https://doi.org/10.1037/0000015-003](https://psycnet.apa.org/doi/10.1037/0000015-003)

Case, K. A., Hensley, R., & Anderson, A. (2014). Reflecting on heterosexual and male privilege: Interventions to raise awareness. *Journal of Social Issues*, *70*(4), 722-740. doi: 10.1111/josi.12088

Stinson, D. A., & Cameron, J. J. (2020). Teaching and learning guide for: Guidelines for respecting gender diversity in psychological research. *Social and Personality Psychology Compass*, *14*(e12535), 1-7. [https://doi: 10.1111/spc3.12535](https://doi:%2010.1111/spc3.12535)

Weinstock, J. S. (2019). Integrating lesbian, gay, bisexual, transgender, and queer issues in the psychology curriculum. In J. A. Mena & K. Quina (Eds.), Integrating multiculturalism and intersectionality into the psychology curriculum: Strategies for instructors (pp. 75–87). American Psychological Association. [https://doi.org/10.1037/0000137-007](https://psycnet.apa.org/doi/10.1037/0000137-007)

Wernick, L. J., Kulick, A., Dessel, A. B., & Graham, L. F. (2016). Theater and dialogue to increase youth’s intentions to advocate for LGBTQQ people. *Research on Social Work Practice*, *26*, 189-202. https://doi.org/10.1177%2F1049731514539417

## Race and Ethnicity

Jett, C. C., & Cross, S. B. (2016). Teaching about diversity in Black and White: Reflections and recommendations from two teacher educators. New Educator, 12(2), 131-146. <https://doi.org/10.1080/1547688X.2015.1058448>

Kempf, A. (2020). If we are going to talk about implicit race bias, we need to talk about structural racism: Moving beyond ubiquity and inevitability in teaching and learning about race. *Taboo: The Journal of Culture and Education*, *19*(2), 115-132. Retrieved from [https://digitalscholarship.unlv.edu/taboo/vol19/ iss2/10](https://digitalscholarship.unlv.edu/taboo/vol19/%20iss2/10)

Miller, M. J., Keum, B. T., Thai, C. J., Lu, Y., Truong, N. N., Huh, G. A., ... & Ahn, L. H. (2018). Practice recommendations for addressing racism: A content analysis of the counseling psychology literature. *Journal of Counseling Psychology*, *65*(6), 669. DOI: 10.1037/cou0000306

Nordstrom, A. H. (2015). The voices project: Reducing white students’ racism in introduction to psychology. *Teaching of Psychology*, *42*(1), 43-50. <https://doi.org/10.1177/0098628314562524>

Oluo, I. (2019). *So, you want to talk about race*. Hachette UK.

Roberts, S. O., & Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist*, *76*(3), 475-487. [https://doi.org/10.1037/amp0000642](https://psycnet.apa.org/doi/10.1037/amp0000642)

Salter, P. S., Adams, G., & Perez, M. J. (2018). Racism in the structure of everyday worlds: A cultural-psychological perspective. *Current Directions in Psychological Science*, *27*(3), 150-155. <https://doi.org/10.1177/0963721417724239>

Schmidt, H. (2019). Indigenizing and decolonizing the teaching of psychology: Reflections on the role of the non‐indigenous ally. *American Journal of Community Psychology*, *64*(1-2), 59-71. <https://doi.org/10.1002/ajcp.12365>

Smith, L., Kashubeck-West, S., Payton, G., & Adams, E. (2017). White professors teaching about racism: Challenges and rewards. *The Counseling Psychologist*, *45*(5), 651-668. <https://doi.org/10.1177/0011000017717705>

Trawalter, S., Bart-Plange, D. J., & Hoffman, K. M. (2020). A socioecological psychology of racism: Making structures and history more visible. *Current Opinion in Psychology*, *32*, 47-51. <https://doi.org/10.1016/j.copsyc.2019.06.029>

## Religion

### Antisemitism

Bilewicz, M., Witkowska, M., Stubig, S., Beneda, M., & Imhoff, R. (2017). How to teach about the Holocaust? Psychological obstacles in historical education in Poland and Germany. In C.Psaltis, M. Carretero, & S. Cehajic-Clancy (Eds.). *History Education and Conflict Transformation*, (pp. *169-200)*.

Farber, B. A., & Poleg, A. (2019). Campus diversity, Jewishness, and antisemitism. *Journal of Clinical Psychology*, *75*(11), 2034-2048. <https://doi.org/10.1002/jclp.22862>

Kressel, N. J., & Kressel, S. W. (2016). Trends in the psychological study of contemporary antisemitism: Conceptual issues and empirical evidence. *Basic and Applied Social Psychology*, *38*(2), 111-126. <https://doi.org/10.1080/01973533.2016.1164704>

### Islamophobia

McQueeney, K. (2014). Disrupting islamophobia: Teaching the social construction of terrorism in the mass media. *International Journal of Teaching and Learning in Higher Education*, *26*(2), 297-309.

## Syllabi

Fuentes, M. A., Zelaya, D. G., & Madsen, J. W. (2021). Rethinking the course syllabus: Considerations for promoting equity, diversity, and inclusion. *Teaching of Psychology*, *48*(1), 69-79. DOI: 10.1177/0098628320959979

Pena-Shaff, J. (2019). Psychology of Privilege and Oppression [Syllabus]. Society for the Teaching of Psychology. <http://teachpsych.org/Resources/Documents/otrp/syllabi/JPS19PsychPriv.pdf>.

Ropp, A. (2013). Psychology of Group Prejudice. Society for the Teaching of Psychology. <http://teachpsych.org/Resources/Documents/otrp/syllabi/ar15prejudice.pdf>

Thomas, M. (2015). Psychology of Prejudice [syllabus]. Society for the Teaching of Psychology. <http://teachpsych.org/Resources/Documents/otrp/syllabi/MT16Prejudice.pdf>

## Varied DEIB Activities and Projects

Action Teaching available at <https://www.actionteaching.org/>

This website provides multiple activities, grounded in social psychology, to engage students in discussions and reflections related to social justice, prejudice reduction, social activism, sustainable living and more. The site also provides to assignments, field experiences, and web resources.

Bramesfeld, K. D., & Good, A. (2016). C’est La Vie! The Game of Social Life: Using an intersectionality approach to teach about privilege and structural inequality. *Teaching of Psychology*, *43*(4), 294-304. <https://doi.org/10.1177/0098628316662758>

Green, E.R. & Mauer, L. (2015). *The teaching transgender toolkit: A facilitators guide to increasing knowledge, decreasing prejudice, and building skills*. Planned Parenthood of the Southern Finger Lakes. Ithaca, NY. http://www.teachingtransgender.org/

Harvey, R. (2011). Intergroup monopoly: A lesson on enduring effects of inequality. Action Teaching. Retrieved from <http://www.actionteaching.org/award/intergroup-monopoly>.

Hernández-Ramos, P., Bachen, C. M., Raphael, C., Ifcher, J., & Broghammer, M. (2019). Experiencing poverty in an online simulation: Effects on players’ beliefs, attitudes and behaviors about poverty. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, *13*(3). <https://doi.org/10.5817/CP2019-3-1>

Kite, M. E. Breaking the Prejudice Habit. Available at [breakingprejudice.org](http://breakingprejudice.org/).

This web site is an excellent teaching resource. The site was designed to help break down the habit of prejudice and discrimination. It provides group activities, assignments, video clips, podcasts and other incredible resources for teachers of psychology.

Leighton, D. C., Grahe, J., Soicher, R. N., & Flora, K. (2020). George Floyd Memorial Racial Bias Teach-In. [OER curricular materials for LMS] <http://doi.org/10.17605/OSF.IO/KM9WX>

This is an Open Education Resource (OER) for learning the social psychology of racial bias and biased policing. It is available as an online package for popular LMS systems (Blackboard and Canvas).You just need to download the package and import it to your LMS. Because this is an OER, and licensed under Creative Commons license, you are able to adapt, modify, and redistribute at will. Here is the link to download the LMS packages from the OSF repository: <https://osf.io/km9wx/>.

LSA International Institute. University of Michigan. Available at[*https://ii.umich.edu/ii/outreach/resources/mena/lesson-plans.html*](https://ii.umich.edu/ii/outreach/resources/mena/lesson-plans.html)

Provides lesson plans related to Middle East and North African (MENA) issues both for school age and college students such as lessons for addressing islamophobia and bias, migration and diaspora, identity, etc.

Mann, A. & Psomas, A. (2019). Social justice pedagogy in psychology: advocating for access to mental health care for youth. *Society for the Teaching of Psychology*. [Social Justice Pedagogy in Psychology: Advocating for Access to Mental Health Care for Youth](http://teachpsych.org/resources/Documents/otrp/resources/MannPsomas-TeachingAdvocacy.pdf)

This 28-page resource contains three separate course activities to engage students in social justice advocacy for youth mental health. The resource includes a service-learning, mock grant proposal, and direct advocacy activities. The resource was designed to help empower students with strategies for creating systems change around the issue of access to mental health services.

Plous, S. (2000). Responding to overt displays of prejudice: A role-playing exercise. *Teaching of Psychology*, *27*(3), 198-200. <https://doi.org/10.1207/S15328023TOP2703_07>

Rosa, N. R., Bogart, K., Dunn, D. S., & Becker-Blease, K. (2019). Increasing inclusiveness and awareness: Disability in introductory psychology. Available at <http://teachpsych.org/resources/Documents/otrp/resources/Disability%20in%20Intro%20Psych%20Revision%20042419%20-%20Google%20Docs.pdf>

This 70-page resource is designed to facilitate the inclusion of disability discussion into all areas of introductory psychology and eliminate potential barriers to inclusion by providing faculty with ready to use modular lesson plans. The 30 modules include references to recent publications and online resources, class activities, lesson plans, and instructor materials for each area of psychology.

Society for the Teaching of Psychology: Diversity, Equity, and Inclusion <http://topix.teachpsych.org/w/page/143942577/Diversity%2C%20Equity%2C%20and%20Inclusion>

Teaching Resources from the Psychology Department at UC Davis. Available at <https://psychology.ucdavis.edu/diversity/teaching-resources>

The site provides a variety of resources for advancing diversity, equity, and inclusion in teaching and mentoring.

Wallin-Ruschman, J., Richey, C., Case, A., & Carns, K. (2020). Reflections and results from the intersections: Teaching and learning the praxis of intersectionality in the psychology classroom. *Journal for Social Action in Counseling & Psychology*, *12*(1), 13-26. <https://doi.org/10.33043/JSACP.12.1.13-26>