

Lesson Plan *Side by Side* for CCSD 625: Social Justice and Student Development
St. Cloud State University
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Over the past several years, I have taught a graduate-level course on social justice and student development in a college counseling and student development master's program. The course is designed to provide a critical examination of inherited systems of power (e.g., racism, sexism, classism) that impact college student development and practical strategies for social justice action in student affairs. One aspect of the course is for students to research and share about diverse college student populations (e.g., first-generation college students, international students, transracial Asian American adoptees). I currently assign a chapter on "Engaging Transracial Asian American Adoptees in College" (Ashlee, 2020) to provide students with an overview of the population. In the future, I plan to also assign the "Seeking Identity" short film from *Side by Side*, to provide students with additionally diverse Asian adoptee voices (mixed Korean adoptees, disabled Korean adoptee, transgender Korean adoptee), reflecting on their identity formation and development; many as they relate to their college experiences.

"Seeking Identity" Discussion Questions

- How do the Korean adoptees in this short film describe their transition, engagement, identity development, and/or sense of belonging in college?
- How do the diverse Korean adoptee narratives presented in *Side by Side* complicate and/or contest dominant notions of Asian American college students' identity development and formation?
- Do you think some of the sentiments shared in *Side by Side* might resonate with or help illuminate the experiences of other non-Korean Asian adoptees? What about other non-Asian transnational or transracial adoptees? Why or why not?
- Given the adoptee narratives shared in *Side by Side*, how do you think transnational, transracial adoption relates to racism, sexism, classism, and/or other inherited systems of power?
- Why is it important for student affairs practitioners to be familiar with transracial Asian American adoptees as a college student population?
- What theoretical frameworks (i.e., intersectionality, border theory) might be particularly useful in understanding and supporting transracial Asian American adoptees in college?

Ashlee, A. A. (2020). Engaging transracial Asian American adoptees in college. In S. J. Quayle, S. R. Harper, & S. L. Pendakur (Eds.) *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed., pp. 55-68). Routledge.