

EDCP 220-0201: Introduction to Human Diversity in Social Institutions

Fall 2011

Monday & Wednesday 11:00AM -12:15PM

Benjamin Building, 2102

Instructor:

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Office hours: by appointment

Required Readings

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.). (2010). Readings for diversity and social justice: An anthology on racism, anti-Semitism, sexism, heterosexism, ableism and classism. New York/London: Routledge.

ISBN: 978-0-415-99140-7

Blackboard: <https://elms.umd.edu>

Course Objectives:

- To develop an awareness of one's own individual and social identities, as well as an understanding of the social group memberships of diverse others
- To become conscious of the influence of one's own cultural identity and to be prepared to explore and discuss these identities
- To understand the various forms of oppression, power, and privilege they appear in individual and interpersonal behaviors, intergroup relations, institutional structures, and societal norms
- To engage in critical analysis of U.S. social, political and economic systems that advance privilege and oppression
- To understand the foundations of effective advocacy for social justice and change

COURSE EXPECTATIONS AND POLICIES

Course environment

Students and the instructor share in the responsibility of creating and maintaining an environment conducive to learning. A learning-friendly environment is one that is free of distractions and engages all participants in the learning process. In addition, students and the instructor share the responsibility to provide a safe environment where individuals feel free to openly express their thoughts, feelings and reactions. Therefore, all individuals in this course will:

- Use appropriate language and behavior that does not demean or dehumanize any individual or groups, whether or not such individuals are present in the classroom
- Respect one another's diverse experiences and perspectives
- Respect others by listening and responding with thoughtfulness and sensitivity
- Refrain from conducting private conversations (written or verbal) during class
- Turn off cell phones and put away outside work and reading materials

Confidentiality

Due to the nature of this course, self-disclosure may occur and sensitive issues will arise. Therefore, confidentiality is expected. Specific details of what is discussed in the class and by whom should remain in class. However, the instructor cannot guarantee that all students in the course will maintain confidentiality. If you are concerned about, or have strong reactions to the material covered in class, please discuss this with the instructor.

Attendance and Participation

Attendance. To get the most from this class, it is imperative that each member attends every class session. Personal perspectives are crucial to the success of this course and it can disrupt class dynamics if one or more students attend on an irregular basis, arrive late, or leave class early. All students are expected to be active agents in their learning and participate in class discussions and experiential activities. Differences in opinion, values, and attitudes are to be expected and the expression of these differences is encouraged. Any student who experiences difficulty in participating for any reason is encouraged to speak privately with the instructor.

Excused absences. In accordance with University policy, absences will be considered excused for the following reasons: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of observance prevents the student from being present during the class period); participation in university activities at the request of University authorities; and compelling circumstance beyond the student's control. Additionally, students claiming excused absence **must** apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

Religious Observances. The University System of Maryland policy on religious observances provides that students —should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **Please contact the instructor immediately to discuss such conflicts.**

Course Feedback

The instructor may periodically ask for verbal or written feedback from students related to assignments, discussions, experiential activities or classroom climate. Constructive feedback provided to the instructor is valued and will not negatively affect assessment of class participation.

Academic Integrity

The University of Maryland has a nationally recognized Honor Code, administered by the Student Honor Council. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

The Pledge statement should be handwritten and signed on the front cover of all pages, projects, and other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge could be asked to confer with the instructor. For more information on the Code of Academic Integrity, please contact the Student Honor Council at: 301-314-8450 or visit their website at: <http://www.shc.umd.edu/>

Academic Accommodations for Persons with Disabilities

If you have a documented disability and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to inform the instructor at the beginning of the semester that she/he has a documented disability. It is also the student's responsibility to provide written documentation from DSS indicating appropriate accommodations. For more information about Disability Support Services, please visit: <http://www.counseling.umd.edu/DSS/>

Course Evaluations

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University, as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses towards the end of the semester. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo. More information is available at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

E-mail expectations

Please expect that a reply e-mail may take 24-48 hours. If you foresee conflicts with class or due dates in the syllabus, please contact me in advance to ensure a timely solution. Some good tips for e-mail etiquette can be found at <http://www.collegemagazine.com/editorial/292/e-mail-etiquette-rice>.

GRADING AND EVALUATION

Grading break down

Class Participation (attendance, in-class participation, & mini-assignments): 20%

Reflections: 10%

Socialization Paper: 20%

Research project: 20%

Liberating action paper: 20%

Class Participation. Attendance is mandatory in this course and will be given significant consideration in grading of this course. Active involvement in class discussions, activities, and assignments is essential for maximizing learning and is also given appropriate consideration in the grading of this course (see also Course Expectations). Attendance will be taken at the beginning of every class.

If you are unable to attend class, you are expected to notify the instructor, via email, before the class meeting. You are required to turn in all assignments on time, and you are expected to contact other students to obtain missed notes, announcements, and other materials. Points will be awarded for attendance and participation in each class period. Students will receive points for coming to class on time, being prepared for class (e.g., completing readings and assignments; coming prepared to discuss the materials, etc.), participating in discussion and activities, and completing any in-class assignments. Tardiness, being unprepared for class, and/or not participating in class discussions, activities, and assignments will result in a reduction in loss of part or all of the attendance and participation point for that class period. More than one unexcused absence will significantly lower your participation grade, as will late arrival to or early departure from class.

Due dates. You are expected to turn in all assignments on the due dates listed. If an assignment is turned in late, a half a letter grade will be deducted from your final grade of the assignment for every day that it is late.

ASSIGNMENTS & EXAMS

Note: All assignments are to be typed, and a paper copy should be turned in before class. One exception is the final Liberating Action Paper, which should be e-mailed. All work should be double-spaced in 12-point font, using Times New Roman or Garamond font, with one-inch margins. Cover pages are not necessary, and any page limits listed above should be followed carefully. Double-sided printing or the use of the blank backs of already-used paper is acceptable. Please number pages. These limits do not include reference pages (i.e. your reference may exceed the page limit). A suggested single-spaced heading for your paper is as follows:

<i>Name</i> <i>Class</i> <i>Assignment</i> <i>Date</i>	<i>Title</i>
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Reflections

Reflections provide an opportunity for students to explore what in-class discussions and readings mean in their own lives. Students can choose the direction and topic of these reflections, but they must pertain to class topics. These should contain personal reactions regarding the assigned readings. Reactions should be clearly written, well thought out, and reflect broad themes of the readings from the week. These will be graded with a check, check plus, and check minus.

A well-written reflection should contain the following:

1. Evidence of reflection and critical thinking
2. Direct connections to materials from the readings. For example, what was new, interesting, or enlightening for you? What did you agree or disagree with and why or why not? What do you hope to learn more about? What new questions do you have after reading?
3. Consideration of what you will do, what actions you will take in light of your reflection
4. Appropriate grammar, APA-style reference citations, clear transitions and writing
5. A signed honor pledge.

Students can choose from any of the following approaches for sharing their reflections, but please not specific instructions for the final (fourth) reflection..

Reflection Paper

2-page double spaced reaction paper addressing the above outlined questions

Poetry or dramatic interpretation

Students may write a poem or dramatic interpretation (i.e. mini-play or monologue) that was elicited by the readings. This is a great way to communicate nuances and emotions that might otherwise be harder to directly communicate in a traditional reaction paper. Each creative work should not exceed 2 pages, and the author should include a 2-4 paragraph description to include the 5 points mentioned above.

Song Lyrics

Select three songs that came to mind as you completed your readings for the week. Include the song title, artist and a link to the song (generally available on YouTube or the internet) and a 2-4 paragraph

explanation of the connection you found between the songs and your readings to include the 5 points mentioned above.

Final reflection

This final reflection should be 3-5 pages and reflect your learning over the course of this semester. Integrate learning from readings, class discussions, and/or experiential activities (citing at least 5 examples). You should specifically highlight ways in which your understanding of your own social identities has deepened/changed over the course of the semester and how you hope to incorporate the lessons of the class into your future work.

Socialization Paper (Due: October 5th)

The purpose of this assignment is to provide you with an opportunity to reflect upon and demonstrate your understanding of the complex and pervasive nature of your own socialization. You should follow the framework of the —Cycle of Socialization‖ outlined in the reading by Harro (2010) in the textbook; the beginning, first socialization, institutional and cultural socialization, enforcements, results, actions, and directions for change. You may even choose to use Harro’s framework to organize and outline your paper (i.e. section one: the beginning; section two: first socialization, etc...)

Carefully examine your own socialization for at least one of the social identities explicitly addressed in this course (sex/gender, sexual orientation, religion, race/ethnicity, ability status, and socioeconomic class) and what you have learned about those who are members of agent groups and those who are members of target groups. Some questions to consider while writing: How were these messages sent and reinforced through culture and institutions? How did your behavior change in response to these early messages? This paper should include specific incidents in your life that are related to your socialization and your reflection back upon how these incidents made you feel at the time.

The paper should be 4-5 pages in length. A well-written paper should include

1. Clear indication of the social identities you will discuss
2. Clear descriptions of and reflections on a personal memory or experience regarding your social identities
3. Clear connections between your experience and Harro’s cycle of Socialization
4. Appropriate grammar, APA-style reference citations, clear transitions and writing
5. A signed honor pledge.

Research paper (Due: November 2)

The research paper is an opportunity for you to explore the ways in the conceptual frameworks of this class (social identity, self-awareness, socialization, power, privilege, and oppression), are at work within systems of race and ethnicity, gender and social class.

Research papers should cover one of the following three topics (or talk with me by October 3rd if you would like to cover another option).

- Environmental justice: In what ways does consumption, pollution, climate change, and/or other environmental issues have disproportionate effects on people of different identity groups?
- Education: In what ways do U.S. systems of education provide different outcomes for people based on identities? What systematic discrimination do we find in our educational structure?
- Workplace: What workplace discrimination based on social identities is occurring in the U.S.?

The paper should be 6-8 pages, not including references. A well-written paper should include

1. Research containing information and answers to the questions described above. Sources for your research can include newspapers, census data, scholarly articles, or books. Ensure your sources are credible.
2. Connections with research to the concepts and readings from class.
3. Critical reflection on potential personal or public solutions to the problems addressed in the paper.
4. Appropriate grammar, APA-style reference citations, clear transitions and writing
5. A signed honor pledge.

Liberating action assignment (e-mailed to jbuckley@umd.edu, due at 5pm on December 17th)

This course is designed to give an overview of systems of privilege and oppression at work in our lives. The course requires learning about these systems, reflecting on the ways in which they impact us, and also the ways in which we may contribute to the lessening of these systems. This assignment is designed as an opportunity to act on lessons from the class in order to counter individual and institutional oppression.

We will have explored some personal biases that we have, conscious and unconscious, toward groups of people. Because institutionalized racism, sexism, classism, homophobia, ethnocentrism, ableism and ageism (to name a few) affect the lives of all of us, our biases often fall along these lines. Such prejudices limit our ability to transcend the gap of differences between ourselves and others. This assignment is an opportunity to perform a "pro-difference" action that represents something you would not, or could not, have done prior to taking this course. For this assignment, you are asked to select a type of oppression that you have become aware of (or more aware of) during this course. Engage in an action that opposes such oppression, using Harro's Cycle of Liberation as a guide for your action. Your liberating action must also be non-violent (not harmful to yourself or others, either mentally or physically) and legal.

In a 7 - 10 page typewritten, professionally prepared paper, describe: 1) the action and what oppression it works against, 2) how you chose it, 3) why it is "liberating" for you, 4) how it is potentially empowering for others, 5) your feelings after the action, and 6) the reactions of others who were affected.

A well-written paper should include

1. Attention to the questions mentioned above.
2. Connections to the readings in the class, especially the ways in which the Cycle of Liberation guides your action.
3. Critical reflection of your learning from the class.
4. Appropriate grammar, APA-style reference citations, clear transitions and writing.
5. A signed honor pledge.

COURSE READINGS & ASSIGNMENTS	Topics	Reading	In class activity
Date #1: 8/31	Introduction to the Course	No assigned readings	Introductions Academic Integrity What is diversity? What are social institutions?
9/5	NO CLASS LABOR DAY		
#2: 9/7	Conceptual Frameworks: Social Identity, Self- awareness; Socialization	<i>Adams et al.:</i> •Tatum, —The Complexity of Identity p. 5-8 •Johnson, —The Social Construction of Difference p. 15-20 •Harro, —The Cycle of Socialization p. 45-51	Class commitments Social identity wheel
#3: 9/12	Conceptual Frameworks: Power, Oppression & Privilege	<i>Adams et al.:</i> •Bell, —Theoretical Foundations, p. 21-26 •Hardiman et al., —Conceptual Foundation, p. 26-35 <i>Blackboard:</i> •Johnson, —Privilege, Oppression, and Difference, p.12-38	Post a picture by Friday of a group to which you belong. Understanding systems
#4: 9/14	Conceptual Frameworks – Power, Oppression & Privilege	<i>Adams et al.:</i> •Young, —Five Faces of Oppression, p.35-45 <i>Blackboard:</i> •Wildman & Davis, —Language and Silence: Making Systems of Privilege Visible •McIntosh, —White Privilege •Hardiman & Jackson, —Oppression. Conceptual and Developmental Analysis	Privilege Walk
#5: 9/19	Race and Ethnicity	<i>Adams et al.:</i> •Bell et al., —Racism: Introduction p. 59-66 •Tatum, —Defining Racism, p. 66-69 •Takaki, —A Different Mirror, p. 70-74	First reflection due Race: The Power of an Illusion

#6: 9/21	Race and Ethnicity	<p><i>Adams et al.:</i></p> <ul style="list-style-type: none"> •Lipsitz, —The Possessive Investment in Whiteness, p. 79-87 •Root, —50 Experiences of Racially Mixed People, p. 98-99 •Human Rights Immigrant Community Action Network, —Over-Raided, Under Siege, p. 100-106. 	
#7: 9/26	Race and Ethnicity	<p><i>Adams et al.:</i></p> <ul style="list-style-type: none"> •Gansworth, —Identification Pleas, p. 108-111 •Fayad, —The Arab Woman and I, p. 111-112 	
#8: 9/28	Race and Ethnicity	<ul style="list-style-type: none"> •<i>The Unbearable Whiteness of Being Green</i>, Van Jones: http://www.grist.org/article/vanity-fair-the-unbearable-whiteness-of-green •Watch <i>The Story of Stuff</i>: http://www.youtube.com/storyofstuffproject#p/u/22/9GorqroigqM <p>Elms</p>	Consumption and racism: -The Dark Side of Chocolate
#9: 10/3	Social Class	<ul style="list-style-type: none"> •<i>Buy Now, Pay Later</i> <p><i>Adams et al.:</i></p> <ul style="list-style-type: none"> •Mantsios, —<i>Class in America-2006</i>, p. 148-155 •Oliver & Shapiro, —<i>Race, Wealth, and Equality</i>, p. 162-169. <p><i>Blackboard:</i></p> <ul style="list-style-type: none"> •Johnson, Ch 3, —<i>Capitalism, Class, and the Matrix of Domination</i>, p. 41-53 	Second reflection due
#10: 10/5	Social Class	<p><i>Adams et al.:</i></p> <ul style="list-style-type: none"> •Collins et al., —<i>The Dangerous Consequences of Growing Inequality</i>, p. 155-162 •Williams, —<i>What's Debt Got to do with it</i>, p. 169-172 	Socialization paper due
10/10	NO CLASS		
#11: 10/12	Social Class	<i>Adams et al.:</i>	Campus observation

#12: 10/17	Gender	<ul style="list-style-type: none"> •Schmidt, —<i>At the Elite Colleges</i>, p. 173-174 •Garcia et al., —<i>The Debt for Diploma System</i>, p. 174-178 Adams et al.: •Hackman, —<i>Introduction</i>, p. 315-320 •Lorber, —<i>Night to His Day: The Social Construction of Gender</i> p. 321-326 •Johnson, —<i>Patriarchy, the System</i> p. 332-337 •Hooks, —<i>A Movement to End Sexist Oppression</i> p. 337-339 	
#13: 10/19	Gender	<ul style="list-style-type: none"> Adams et al.: •Kimmel, —<i>Masculinity as Homophobia</i>, p. 326-332 •Katz, —<i>Violence Against Women is a Men's Issue</i>, p. 340-343 •Kirk & Okazawa-Rey, —<i>He Works, She Works, but What Different Impressions They Make</i>, p.353 	Four corners exercise
#14: 10/24	Gender	<ul style="list-style-type: none"> Adams et al.: •Heldman, —<i>'Out of Body Image</i>, p. 344-347 •Chernik, —<i>The Body Politic</i>, p. 349-352 •Fennell, —<i>Girl Hate</i> p. 354-355 	Gender dialogue
#15: 10/26	Gender	<ul style="list-style-type: none"> Adams et al.: •Meyerowitz, —<i>Introduction-How Sex Changed</i> p. 429-432 •Serano, —<i>Transwoman</i> p. 441-444 Green, — "Look! No, Don't! The Invisibility Dilemma for Transsexual Men," p. 451-452 	Third reflection due D.C. Case study
#16: 10/31	Heterosexism	<ul style="list-style-type: none"> Adams et al.: •Blumenfeld, —<i>Heterosexism-Introduction</i>, p. 371-376 •Blumenfeld, —<i>How Homophobia Hurts Everyone</i>, p. 376-385 •Deihl & Ochs, —<i>Biphobia</i>, 	

#17: 11/2	Heterosexism	p. 385-389 <i>Adams et al.:</i> •Carbado, —Privilege, p. 393-399 •Griffin, —Sport, p. 399-404	Heterosexism dialogue
#18: 11/7	Heterosexism	<i>Adams et al.:</i> •Quinlan, —The Loving Decision, p. 404-405 •Goodman, —Taking the Gay Insults Personally, p. 406-407 •Martinez, —Mestiza/o Gender, p. 407-412	Research paper due
#19: 11/9	Religious Oppression	<i>Adams et al.:</i> •Adams & Joshi, —Introduction, p. 227-234 Eck, —Christian Nation or Pluralistic Culture, 234-240 •Blumenfeld, —Christian Privilege and the Promotion of ‘Secular’ and Not-So ‘Secular’ Mainline Christianity in Public Schooling and in the Larger Society, p. 247-253	Guest speaker
#20: 11/14	Religious Oppression	<i>Adams et al.:</i> •Schlosser, —Christian Privilege p. 246-247 •Eck, —Afraid of Ourselves, p. 240-243	
#21: 11/16	Ability	<i>Blackboard:</i> •Clark et al., —It’s not just Secret Santa in December, p. 52-57 <i>Adams et al.:</i> •Castaneda & Peters, —Introduction, p. 457-464 Wendell, —The Social Construction of Disability, p. 477-481 •Pliner & Johnson, —Historical, Theoretical, and Foundational Principles of Universal Instruction Design in Higher Education, p. 474-476	The meaning of words

#22: 11/21	Ability	<i>Adams et al.</i> •Clare, —Gawking, Gaping, Staring, p. 495-500 •Kingsley, —What I'd Tell That Doctor, p. 506-507 Pelkey, —In the LD Bubble, p. 507-510	Syllabus critique
11/23	No class. Enjoy the break!	Harro, —The Cycle of Liberation p.52-58	By Wednesday, post an image, poem, phrase, lyrics of something that embodies Harro's <i>Cycle of Liberation</i>
#24: 11/28	Ageism & Adulthood	<i>Adams et al.:</i> •Bell, —Understanding Adulthood, p.540-546 •Butler, —Another Form of Bigotry, p. 557-562 •Center on Aging Studies, University of Missouri-Kansas City, —Black Elderly, p. 564-566	
#25: 11/30	Working for Social Justice	<i>Adams et al.:</i> •Collins, —Toward a New Vision p. 604-609 •Harro, —The Cycle of Liberation p.52-58	Reflection on your journey through the cycle
#26: 12/5	Working for Social Justice	<i>Adams et al.:</i> •Love, —Developing a Liberatory Consciousness, p. 599-603 •Johnson, —What Can We Do? p. 610-616 •Ayvazian, —The Role of Allies as Agents of Change p. 625-628	Creating an ally plan Final Reflection due
#27: 12/7		Course Evaluation/Student Feedback Wrapping up	
12/17			Liberating action paper due at 5pm

Additional readings may be assigned over the course of the semester. Syllabus is subject to change.

This syllabus contains portions of prior syllabi:

M. Mackie, University of Maryland, EDCP 220 syllabus from the Spring of 2011

M. Yang, University of Maryland, EDCP 200 syllabus from the Spring of 2011

K. Manning & W. Heading-Grant, University of Vermont, EDHI 375 syllabus from Spring of 2006