EDCP 420: Advanced Topics in Human Diversity and Advocacy
Section 0101, Spring 2011

Class Time & Location:
Tuesdays & Thursdays
11:00 a.m. – 12:30 p.m.
3236 EDU (Education – Benjamin Hall)

Instructor: Stephanie H. Chang
Email: chang@umd.edu
Office Hours: by appointment

You have to work out your personal problems while you are working out the problems of this particular community or this particular culture (Anzaldúa, 2010, p. 617).

Course Description:
The course uses dialogue to engage students around issues of diversity, social justice, and equity in the United States. Cooperatively, we will explore various ways of learning about systems of power, privilege, and oppression and how these systems relate to our intra- and interpersonal identities. Learning will occur through experiential exercises, discussion, viewing films, and other communal learning activities. Additionally, the course is dependent on how much you choose to engage in active participation in the course. Therefore, it is imperative that you enter this course with a willingness to learn and speak about –isms (i.e., racism, sexism, classism, heterosexism, and ableism).

Moreover, this course will challenge you to think critically about how issues of social and systemic diversity are relevant to one’s individual and group identities. The goal is to deepen our individual and collective understanding about socio-historical tensions that divide and bridge individual and group identities by listening to each other’s personal experiences and asking critical questions that lead to social justice advocacy.

Learning Outcomes:
• To gain knowledge about systems of power, privilege, and oppression in the context of –isms (i.e., racism, sexism, classism, heterosexism, and ableism)
• To explore inter- and intrapersonal beliefs about issues of diversity and social identities
• To understand the intersectional nature of social justice and diversity (i.e., racism, sexism, classism, heterosexism, and ableism)
• To develop “critical consciousness” that influences your own cultural identities and be prepared to monitor, address, and/or manage the biases rooted in these identities
• To design strategies for social justice advocacy and/or activism

Required Texts: additional readings located on Blackboard/ELMS.
Course Expectations:

Attendance. You will not accrue any penalties for observing religious or spiritual days or events, documented illnesses, and/or family emergencies. However, it is your responsibility to inform me at least 48 hours in advance of any upcoming absences. Attendance will be recorded through one-minute reflections and submission of course assignments.

Class Participation. Class participation is essential and expected! A quality learning experience in this course rests heavily on a high degree of interaction and exchange of ideas between you, our classmates, and me. Your ability to contribute to the course discussion thoughtfully and to integrate course readings will be heavily weighted in determining your final grade. You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are however required to be prepared and contribute regularly to our class discussions. Thus, your participation is based on the following contributions: in-class discussions, sharing your ideas and work experiences, asking questions of me and other students, and directing classmates and myself to new and relevant material that furthers our collective learning.

If you have trouble participating in this course, then the expectation is that you inform me of your concerns. Class participation points are added at the end of the semester and are subjective according to my observations, read of your journals, and self-evaluations. Finally, I will do my best to depict an accurate assessment of your participation.

Expectations for Students.

- Emails: allow me a 24-48 hours grace period for response/replies
- Preparation: come prepared for each class session (complete readings and assignments)
- On Time: students will arrive on time, unless I have notice otherwise
- Assignments: complete thoroughly and on time with thoughtful consideration
- Technology: only use laptops and cell phones in case of dire need and emergencies
- Ask questions

Expectations of Instructor. You can expect that I arrive and start class on time, come prepared with lesson plans, respond in a timely fashion to your work, and take your interests and experiences into consideration when preparing for class. I will make myself available to you outside of class and be a willing listener with regard to any of your concerns. Finally, I will treat you and our classmates with respect and dignity.

Learning-Friendly Environment:

We (you and I) share in the responsibility of creating and maintaining an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean nor dehumanize any individual or group. Therefore, all individuals in this course will:

- Use appropriate language and behavior that does not demean nor dehumanize any individual or group, whether or not such individuals or groups are present.
- Respect one another’s diverse experiences and perspectives.
- Respect others by listening and responding with thoughtfulness and sensitivity.
- Refrain from conducting private conversations (verbal or written) during class.

Statement on Confidentiality:

Due to the nature of this course, self-disclosure will occur and sensitive issues may arise. Therefore, confidentiality is expected. Specific details of what we discuss in class and by whom will remain in the boundaries of the class. However, I cannot guarantee that everyone will uphold confidentiality. Most of us can have strong reactions to the material covered in class. If you ever want or need to discuss any of the materials or issues from this class, please feel free to schedule time with me outside of our regular class times.
Academic Integrity. University of Maryland Honor Pledge. The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The Pledge reads:

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

The Honor Pledge can be found at http://studentconduct.umd.edu. Unless you are specifically advised to the contrary, the Pledge should be handwritten/printed and signed on the front cover of all papers, projects, and other academic assignments submitted for evaluation in this course.

Any concerns about academic integrity will be dealt with in a manner consistent with University policy. When in doubt about issues related to academic integrity (i.e., plagiarism, fabrication, facilitation, and cheating) you can refer with Student Conduct Office or me. When turning in written assignments, all students should follow the American Psychological Association (APA) 6th edition writing style. For quick reference into APA style, students can refer http://owl.english.purdue.edu/owl/resource/560/01/. Students can also purchase the 6th edition of the APA manual at http://www.apastyle.org/manual/index.aspx.

Religious Observances. Consistent with the policy of the University System of Maryland, you will not be penalized in any way for participation in religious observances (not including travel time). You will be given the opportunity to make up, within a reasonable amount of time, any academic assignment that is missed due to participation in religious observances. Please contact me immediately to discuss any such conflicts.

Accommodations. If you have, a Disability Support Services (DSS), documented disability and wish to discuss academic accommodations, please contact me immediately. I will work with you and DSS to provide appropriate accommodations for you. It is your responsibility to inform me at the beginning of the semester that you have a documented disability. For more information about Disability Support Services, please visit: http://www.counseling.umd.edu/DSS/.

Non-Discrimination Policy. The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, religion, national origin, sex, age, or handicap in admission, or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations. Additionally, the University Human Relations Code notes that the University affirms its’ commitments to a policy of eliminating discrimination based on race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental disability, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution.

Grade Distribution (on a point system):

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>20 pts</td>
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<td>Self-Identity Paper</td>
<td>10 pts</td>
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<td>Reaction Papers</td>
<td>30 pts</td>
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<td>Group Project</td>
<td>20 pts</td>
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<td>Final Project</td>
<td>20 pts</td>
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<td><strong>Total</strong></td>
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A = 90 – 100 pts  
B = 80 – 89 pts  
C = 70 – 79 pts  
D = 60 – 69 pts  
F = 59 pts and below
Course Outline
*articles on ELMS

WEEK 1:

Jan. 25th: Syllabus, ELMS, and Journal
Familiarize yourself with ELMS site and test ELMS Journal

Jan. 27th:
Lorde (2010) *Age, race, class, and sex: Women redefining difference* (p. 505-511)

WEEK 2:

Feb. 1st:
Tatum (2010) *The complexity of identity: "Who am I?"* (p. 5-8)
Zúñiga (2010) *Bridging differences through dialogue* (p. 628-631)
*Bohm (1996)

Feb. 3rd:
Harro (2010) *The cycle of socialization* (p. 45-51)
*Bohm (1996)

WEEK 3:

Feb. 8th:
Young (2010) *Five faces of oppression* (p. 35-45)
Frye (2010) *Oppression* (p. 43-45)
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Self-Identity Paper Due

Feb. 10th:
Martinez (2010) *Seeing more than black and white* (p. 87-92)
Williams (2010) *Of race and risk* (p. 93-95)
*Start reading, Tatum (2010), have read at least first chapter to participate in class discussion

WEEK 4:

Feb. 15th:
McIntosh (2010) *White privilege: Unpacking the invisible knapsack* (p. 99-104)
Armino (2010) *Waking up white: What it means to accept your legacy, for better or worse* (p. 125-126)

Feb. 17th:
Takaki (2010) *A Different mirror* (p. 49-60)
WEEK 5:

Feb. 22nd:
Fayad (2010) The Arab woman and I (p. 111-112)
Jensen (2010) Across the great divide: Crossing classes and clashing cultures (p. 122-128)
http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html

Feb. 24th:
Kelley (2010) How the new working class can transform urban America (p. 146-152)
“Color of Fear”
Tatum Reflection Due

WEEK 6:

Mar. 1st:
Shapiro (2010) The hidden cost of being African American (p. 128-137)
“Color of Fear”

Mar. 3rd:
Scott and Leonhardt (2010) Shadowy lines that still divide us (p. 115-122)
Pittelman and Resource Generation (2010) Deep thought about class and privilege (p. 219-223)
*start reading, Ehrenreich (2010)

WEEK 7:

Mar. 8th:

Mar. 10th: Guest speaker (Stephanie out of town)
hooks (2010) Feminism: A movement to end sexist oppression (p. 337-339)
Katz (2010) Violence against women is a men’s issue (p. 340-343)
http://www.youtube.com/watch?v=3exzMPT4nG1

WEEK 8:

Mar. 15th:
Goodman (2001) Preventing and reducing resistance
Goodman (2001) Promoting social justice
No Class, work on Ehrenreich Reflection and catch up on readings!

Mar. 17th:
Lorber (2010) “Night to his day”: The social construction of gender (p. 321-326)
Dubrofsky (2010) The bachelor: Whiteness in the harem (p. 166-175)
“You Guys”
Ehrenreich Reflection Due
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<th>WEEK 11:</th>
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<td>Apr. 5th:</td>
<td>Collins (2010) Prisons for our bodies, closets, and our minds (p. 235-241)</td>
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<td>Conye (1998) What to look for in groups: Helping trainees become more sensitive to multicultural issues Group Presentation Topics Due</td>
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<td>Apr. 7th:</td>
<td>*Herek (2004) Beyond “homophobia”: Thinking about sexual prejudice and stigma in the twenty-first century</td>
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<th>WEEK 12:</th>
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<td>Apr. 14th:</td>
<td>Han (2010) Darker shades of queer: Race and sexuality at the margins (p. 255-262)</td>
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<td>Topics for Collection Action Due</td>
<td>*Styker (1998) The transgender issue</td>
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<td>Apr. 21st:</td>
<td>Rubin (2010) “Is this a white country, or what?” (p. 193-201)</td>
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<td>Waters (2010) Optional ethnicities (p. 201-209)</td>
<td><a href="http://www.youtube.com/watch?v=v8IxSwUKy48">http://www.youtube.com/watch?v=v8IxSwUKy48</a></td>
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<td>Apr. 21st:</td>
<td>Collins (2010) Toward a new vision: Race, class, and gender (p. 604-609) Group Presentations Due (4/5 groups)</td>
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WEEK 14:

Apr. 26th:
Harro (2010) *Cycle of Liberation* (p. 52-58)
Andersen and Collins (2010) *Pulling it all together* (p. 501-504)

Group Paper Due

Apr. 28th:
Harro (2010) *Cycle of Liberation* (p. 52-58)

Collective Action Presentations (3)

WEEK 15:

May 3rd:
*Collins (1998) It's all in the family: Intersections of gender, race, and nation
Collective Action Presentations (3)

May 5th:
*Goodman (2001) Preventing and reducing resistance
*Goodman (2001) Promoting social justice

Collective Action Presentations (3)

WEEK 16:

May 10th:
Johnson (2010) *What can we do?* (p. 610-616)
Anzaldúa (2010) *Allies* (p. 617-619)

Collective Action Paper & Final Evaluation, Due Tuesday, May 17th at 11:00 a.m.
Assignments:
(All paper assignments are due in class at 11:00 a.m. Any written work must use APA 6th writing style)

I. Participation (20 pts)

Participation has two parts: active participation in-class and complete journal entries:

Active participation in-class: You must attend each class session prepared to engage in the assigned readings and the session’s assigned topics. Therefore, it is necessary to complete all readings and out-of-class assignments before each session. Generally, you will demonstrate active participation by actively listening to lectures, responding to questions, initiating discussions, and incorporating readings into classroom discussions.

Eight journal entries: You will share reflections about weekly readings and in-class discussions via journal entries. Each week you will receive a prompt for journal entries and the response must be at least the length of a 1-2 single spaced “word” document that includes readings and class discussions. Your journals are located on ELMS and only viewable by me (and you). You can choose, when you want, to write a journal entry, but there must be at least 8 entries by the end of the semester, to receive full credit. Journal entries are due Thursdays by 5:00 p.m.

II. Self-Identity Paper (10 pts)

This paper is a “who am I” essay. You will write about your identities, culture, and background and how “who am I” integrates with this class. This will be a 3-5 page essay that you are willing to share with your classmates about (1) who you are; (2) how you will contribute to the class; and (3) what you need from your classmates in order to have authentic dialogue on social justice and diversity. You will share or read a summary of your paper in-class, on the day the assignment is due. Due Date: Feb. 3rd

III. Reaction Papers (30 pts)

There are three reactions papers throughout the semester:

1. Why are All the Black Kids Sitting Together in the Cafeteria. This is a 3-5 page reaction paper to the Tatum’s book. What does Tatum teach you about race and racism? How can you link the experiences of racism across multiple racial identities? How do you make sense of your own racial or ethnic identity after reading this book? Refer to page 235 in the book for additional probes to write this reaction paper. Due Date: Feb. 24th

2. Nickel and Dimed. This is a 3-5 page reaction paper to the Ehrenreich’s book. How realistic are Ehrenreich’s experiences? What are some of issues with Ehrenreich’s journey? How does Ehrenreich’s story connect to what you are learning in-class? What feelings came up for you with the book? What did you learn from the book? Refer to page 241 in the book for additional probes to write this reaction paper. Due Date: Mar. 17th

3. White Like Me. This is a 5-7 page reaction paper to Wise’s book. What does Wise teach us about privilege and whiteness? How did you relate to power and privilege? Where do you have privilege? What actions can you take to address the dynamics of power and privilege? Look for Wise’ lectures on privilege on YouTube or in other media to enhance your perspectives on Wise’s book. Due Date: Mar. 31st

IV. Group Project (20 points)

In groups of 3 or 4, you will work with classmates to identify current social issues relevant to social justice/class content, research the topic, create a 10 minute presentation on content, and write a 10 page group paper on your group process (with some information on the content of the project). Groups will propose their topic that should be different from all other groups. For instance, only one group can research and present on a current issue dealing with race. These presentations are heavily content-oriented. The
group paper portion of this project will focus more on group process/work. Using class discussions, readings, and group experiences, your group will write a 10 page paper on group process. This is a reflective paper to illustrate how well your group worked together. Your group will connect your group process to your identities, the social issue, and evaluate your group work (research, presentation, and paper). The paper portion of this assignment is due after your presentation to give time for group reflection on the presentation. Keep in mind, all group members will receive the same grade on this group project. Paper is **Due Date: Apr. 26th**

V. **Collective Action Project** (20 points)

In groups of 2 to 4, you will develop an action/advocacy/activism project, present your action, and write about your experiences. This assignment is meant to give you an opportunity to act on what you learn about social justice and diversity. This collective action project needs to be intentional and ideally meaningful for you and your group members. We will discuss more what constitutes a collective action project and possible examples or opportunities in-class. However, this assignment is the culminating experience of the course and it is imperative that you and your group members put careful thought and intention into crafting this project. Your grade will be a group grade based on your presentation and final collective action paper. The paper portion of this assignment is a review of your action, outcome of your action, and reflection of your action. There is no recommended page length for this paper, but the paper (like all other written work) needs to reflect quality writing, critical thinking, and careful editing. The final paper is **Due Date: May 17th at 11:00 a.m.** 3214 Benjamin Building Counseling and Personnel Services (CAPS) Office, in Stephanie’s mailbox.

VI. **Final reflections** (ungraded)

Your final reflection is a self-evaluation of your participation, learning, and progress in the course. You will recommend your own participation and final course grades. This reflection is your opportunity to share your experience in the course along with voicing honest opinion about your grade. The final reflection is **Due Date: May 17th at 11:00 a.m.**

***Note: The instructor reserves the right to make changes to this syllabus with notification and, whenever possible, approval from the students enrolled in EDCP 420.***