EDCP 220 Section 1: Introduction to Human Diversity in Social Institutions
Fall 2009
TuTh 11:00am-12:15pm
Bio/Psych Building 0283

Instructor
Vanessa Hong
Benjamin Building 3214-B
vhong@umd.edu
Office hours: Thursdays 12:30-1:30pm or by appointment

Required Readings
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 monitor, discuss and/or manage the biases rooted in these identities.
- To understand the various forms of oppression, power and privilege as 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.
- To understand the foundations of effective advocacy for social justice and change.

Course Expectations and Policies

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 (verbal or written) during class.
- Turn off cell phones and pagers and put away outside work and reading materials.

Attendance and Participation
To get the most from this class, it is imperative that each member attend 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.**

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 the 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.”

**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 the 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 feel free to discuss this with the instructor.

**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 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.”

Unless you are specifically asked to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, and other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will 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/](http://www.shc.umd.edu/).

**Academic Accommodations for Persons with Disabilities**

In both compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a disability that is relevant to your work in this course. If you have a disability (documented or otherwise) 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.
Commitment to Multiculturalism
The Department of Counseling and Personnel Services is committed to creating an environment in which individuals’ diversity and opinions are respected. Faculty members strive to integrate multicultural and diversity issues in their courses in ways relevant to course content and process. We hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others’ outlooks through this course.

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. I will work with you if class meetings or assignments conflict with your religious practices; please contact the instructor immediately to discuss such conflicts.

Course Evaluation UM Fall 2009
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 between Tuesday, December 1 and Sunday, December 13. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Assignments
You are expected to turn in all assignments on the due dates listed. If an assignment is turned in late, a ½ letter grade will be deducted from your final grade of the assignment, for every day that it is late. Assignments are to be turned in during class – only hard copies will be accepted. If an assignment will be late due to a compelling reason, please notify the instructor as soon as possible.

Grading Structure
- Class Participation (Attendance, In-class Participation, & Mini-Assignments): 20%
- Reaction Papers: 10%
- Socialization Paper: 20%
- Midterm: 20%
- Final Exam: 20%
- Final Reflection Paper: 10%

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 therefore 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 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 for 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 material, etc.), participating in discussions 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 a loss of part or all of the attendance and participation points 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.

Reaction Papers

Students are expected to complete all required reading and assignments on time and be prepared to discuss them class. Every Thursday you will turn in a brief reaction paper based on the readings. This paper should contain your personal reaction and/or personal opinions regarding the assigned readings. The paper should be fairly brief, not more than one typed page; however, the expectation is that they will be well thought out and will reflect broad themes of the readings for the week. The paper should be typed and a hard copy should be handed in at the beginning of class each Thursday. No electronic copies will be accepted unless previously arranged with the instructor. We may use the reaction papers to begin class discussion or class activity. Please put your name (or id) on these – your confidentiality will be respected, and you will only be asked to share what you are comfortable sharing. The reaction papers will be graded as √, √+ or √-. Consider the following when generating your reaction paper:

1. What was covered in the readings?
2. What in the readings was interesting, surprising, or new information to you?
3. What are some of the things that you agree or identify with? How and why?
4. What are some of the things that you disagree with? How and why?
5. In what ways might the information in the readings be useful to you?
6. What questions did the readings raise for you?

Socialization Paper (October 8th)

The purpose of this assignment is to provide you 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 (2000): 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: ie, 1st section: the beginning; 2nd section: first socialization, etc….

Carefully examine your own socialization (what you learned while growing up) for two of the social identities explicitly addressed in this course (sex/gender, sexual orientation, religion, race/ethnicity, ability status, and socioeconomic class) and what you learned about those who are members of agent groups and those who are members of target groups.

The paper should be 4-5 pages in length. Please generate specific memories of messages you received in your childhood or early teens regarding your social identities. 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.

Please do not forget to follow Harro’s Cycle of Socialization as you write this paper and address concepts from her model within your paper.

**Midterm (October 27th)**
The midterm will include all material covered up until that point. Topics covered on the midterm will include conceptual frameworks (social identity, self-awareness, socialization, power, privilege, and oppression), race & ethnicity, gender, and social class. The focus of the midterm will be on understanding and application of concepts. The format of the exam will be short answer. More information about the midterm will be given at a later date.

**Final Exam (December 14th)**
The final exam is cumulative and includes all material covered in the semester. The final will focus on material covered since the midterm exam. Topics covered will include conceptual frameworks (social identity, self-awareness, socialization, power, privilege, and oppression), race & ethnicity, gender, social class, but will focus on ability, sexual orientation, religious oppression, and social justice. The focus of the final will be on understanding and application of these concepts. The format of the exam will be short answer.

**Final Reflection Paper (December 8th)**
This final paper (3-5 pages) builds from all of your reaction papers and reflects 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.

Lectures and course matter are copyright protected and that written instructor consent must be obtained for reproduction and distribution of lecture notes and course material, especially for commercial use.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and/or Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Introduction</td>
</tr>
</tbody>
</table>

September 3  Conceptual Frameworks – Social Identity, Self-Awareness; Socialization
Adams et al:
Tatum, “The Complexity of Identity” p. 9-14
Harrow, “The Cycle of Socialization” p. 15-21
Blackboard:
Ore, “Constructing Differences” p. 1-17

September 8  Conceptual Frameworks – Power, Oppression & Privilege
Adams et al:
Blumenfeld & Raymond, “Prejudice and Discrimination” p. 21-31

Blackboard:
Johnson, “Privilege, Oppression, and Difference” p.12-38

September 10 Conceptual Frameworks – Power, Oppression & Privilege
Adams et al:
Young, “Five Faces of Oppression” p.35-49

Blackboard:
McIntosh, “White Privilege” p. 103-110
Pharr, “Common Elements of Oppression” p. 7-11

September 15 Race/Ethnicity
Adams et al:
Zuniga & Castaneda, “Racism: Introduction” p. 61-67
Takaki, “A Different Mirror” p. 67-72

Blackboard:
Omi & Winant, “Racial Formations” p.19-28

September 17 Race/Ethnicity
Adams et al:

Blackboard:
Wingfield & Karaman, “Arab Stereotypes and American Educators” p. 132-136

September 22 Race/Ethnicity
Adams et al:
Thompson, “White Men and the Denial of Racism” p. 104-109
Rodriquez, “Complexion” p. 114-117
Lee, “An Asian Lesbian’s Struggle” p. 118-120

September 24 Race/Ethnicity
Adams et al:
Martinez, “Seeing More than Black and White” p. 93-98
Root, “A Bill of Rights for Racially Mixed People” p. 120-126
Edgington, “Moving Beyond White Guilt” p. 127-129

September 29 Gender
Adams et al:
Lorber,“Night to His Day: The Social Construction of Gender” p.203-213
Kimmel, “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” p. 213-219
Anonymous, “The Rape of Mr. Smith” p. 246-247

October 1 Gender
Adams et al:
hooks, “Feminism: A Mov’t to End Sexist Oppression” p. 238-240
Blackboard:
Fausto-Sterling, “The Five Sexes, Revisited” p. 120-127

October 6 Gender
Adams et al:
Scott, “Fresh Lipstick:…” p. 233-237
Haubegger, “I’m Not Fat, I’m Latina” p. 242-243
Chernick, “The Body Politic” p. 243-246

October 8 Gender
Adams et al:
Walker, “Why I Fight Back” p. 251-254
Law, “Adopting the Principle of Pro-Feminism” p. 254-256
Steinum, “Revving Up for the Next Twenty-Five Years” p. 256-261

Socialization Paper due

October 13 Social Class
Adams et al:
Brouwer, “Sharing the Pie” “The Sinking Majority” p. 382-391
Heintz & Folbre “Who Owns How Much?” p. 391-397
Langton, “Tired of Playing Monopoly” p. 397-402
Blackboard:
Mantsios, “Media Magic: Making Class Invisible” p.89-97

October 15 Social Class
Adams et al:
Ransford, “Two Hierarchies” p. 412-418
Blackboard:
Ehrenreich, “Nickel-and Dimed On (Not) Getting by in America” p. 600-613.

October 20 Social Class
Adams et al:
“Why Are Dvotes of Unqualified, Unprepared Kids Getting into Our Top Colleges?” p. 418-421
“Working Class Students Speak Out” p. 421-425
**October 22  Social Class**  
Adams et al:  
  Bray, “So How Did I Get Here?” p. 425-430  

**October 27  Midterm**  

**October 29  Ability**  
Adams et al:  
  Castaneda & Peters, “Introduction” p. 319-323  
  “Understanding Disability Issues” p. 355-356  

**November 3  Ability**  
Adams et al:  
  French, “Equal Opportunities – Yes, Please” p. 364-366  
  “Invisible and On Center Stage” p. 377-378  
  Rosen & Amador, “Friendships and Depression” p. 367-369  

**November 5  Ability**  
Adams et al:  
  Shapiro, “A Separate and Unequal Education for Minorities with Learning Disabilities” p. 340-342  
  Padden, “The Deaf Community & the Culture of Deaf People” p. 343-352  
  Nagler & Nagler, “Computers and Disability” p. 373-376  

**November 10 Sexual Orientation**  
Adams et al:  
  Blumenfeld, “How Homophobia Hurts Everyone” p. 267-275  
  Mikowitz, “Murder Will Out – But It’s Still Open Season on Gays” p. 293-295  

**November 12 Sexual Orientation**  
Adams et al:  
  Herek, “Internalized Homophobia among Gay Men, Lesbians, and Bisexuals” p. 281-283  
  hooks, “Homophobia in Black communities” p. 283-287  
  Lim-Hing, “Dragon Ladies, Snow Queens and Asian-American Dykes” p. 296-299  
  Meiner, “Memoirs of a Gay Fraternity Brother” p. 299-301  
  Blackboard:  
  Katz, “The Invention of Heterosexuality” p. 252-264  

**November 17 Sexual Orientation**
November 19 Religious Oppression
Adams et al:
   Deacon, “What Does the Bible Say about Homosexuality?” p. 290-295
   Burns, “Why Don’t Gay People Just Keep Quiet?” p. 306-309
   Washington & Evans, “Becoming an Ally” p.312-318

Blackboard:
   Kaye/Kantrowitz, “Jews in the US” p. 138-144
   Langman, “Including Jews in Multiculturism” p. 169-177

November 24 Religious Oppression
Blackboard:
   Telegraph.co.uk, “Burqini banned in Italian town”
   Curry, “'Devil' shirts send kids home”
   The Associated Press, “Ga. Muslim jailed over head scarf”
   Krattenmaker, “Seeing beyond the hijab”

December 1 Working for Social Justice
Adams et al:
   Hill Collins, “Toward a New Vision” p. 457-462
   Harro, “The Cycle of Liberation” p.463-469
   Thompson, “Can White Heterosexual Men Understand Oppression?” p. 477-482
   McClintock, “How to Interrupt Oppressive Behavior” p. 483-485

December 3 Working for Social Justice
Readings TBD

Final Reflection Paper Due

December 8 Wrap-Up/Last Day of Class

December 10 Individual Meetings with Instructor

Monday, December 14: 8:00-10:00am, Final Exam

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