EDCP 220-0201: Introduction to Human Diversity in Social Institutions
Fall 2010
Monday & Wednesday 11:00AM -12:15PM
Hornbake Library, Room 0108

Instructor: Minji Yang
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Office hours: Thursdays 3:00-4:00PM or by appointment at B0100K Cole

Required Readings
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

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 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 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.

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.”

**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.

**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 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/
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/

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 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 between Wednesday, December 1st, and Monday, December 13th. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1st. 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

Assignments

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 are to be turned in the beginning of class—only hard copies will be accepted.

Grading Structure

Class Participation (attendance, in-class participation, & mini-assignments): 20%
Reaction Papers: 10%
Socialization Paper: 20%
Midterm: 20%
Final Reflection Paper: 10%
Final Exam: 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.

**ASSIGNMENTS & EXAMS**

*Note: All assignments are to be typed and turned in at the beginning of class*

**Personal Reaction Assignments (Due: Wednesdays)**

Students are expected to complete all required reading and assignments on time and be prepared to discuss them in class. Throughout the semester, students are to complete five reaction assignments. Students can choose which weeks/topics they want to write their reactions about; however, they must turn in 5 by December 1st, and it is the students’ responsibility to ensure all 5 assignments are turned in. 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.

Please put your name (or ID) on these papers, your confidentiality will be respected and you will only be asked to share what you are comfortable with sharing. The reaction papers will be graded as check minus, check, or check plus (denoted by a 1, 2, or 3 respectively) in the “My Grades” section of blackboard.

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 with or identity with? How or why?
4. What are some of the things that you disagree with? How and why?
5. In what ways might the information in the reading be useful to you?
6. What questions did the readings raise for you?

Students can choose from any of the following approaches for sharing their reflections.

**Reflection Paper**

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

**Poetry**

Students may write a poem 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. Poems must be a minimum 2-page double spaced.
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 brief explanation of the connection you found between the songs and your readings. Each explanation should be 2-4 paragraphs.

Movie Clips
Select three movie clips that came to mind as you completed your readings for the week. Include the movie title and a link to the clip (generally found on YouTube or the internet) and a brief explanation of the connection you found between the songs and your readings. Each explanation should be 2-4 paragraphs.

Socialization Paper (Due: September 29th)
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 (2000) 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 (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.

Midterm (Due: October 26th - During Class Time)
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 and 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 answered essay questions. More information about the midterm will be given at a later date.

Final Reflection (Due: December 2nd)
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.
**Final Exam (TBD)**

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 and 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 answered essay questions.
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
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<tbody>
<tr>
<td>#1: 8/30</td>
<td>Introduction to the Course</td>
<td>No assigned readings</td>
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| #2: 9/1  | Conceptual Frameworks: Social Identity, Self-awareness; Socialization | *Adams et al.:*  
  • Tatum, “The Complexity of Identity” p. 5-8  
  • Harro, “The Cycle of Socialization” p. 45-51 |
| 9/6       | No Class- Labor Day                        |                                                                         |
| #3: 9/8  | Conceptual Frameworks: Power, Oppression & Privilege | *Adams et al.:*  
  • Bell, “Theoretical Foundations,” p. 21-26  
  *Blackboard:*  
  • Johnson, “Privilege, Oppression, and Difference,” p.12-38 |
| #4: 9/13 | Conceptual Frameworks – Power, Oppression & Privilege | *Adams et al.:*  
  • Young, “Five Faces of Oppression,” p.35-45  
  *Blackboard:*  
  • Wildman & Davis, “Language and Silence: Making Systems of Privilege Visible”  
  • McIntosh, “White Privilege”  
  • Hardiman & Jackson, “Oppression. Conceptual and Developmental Analysis” |
| #5: 9/15 | Race and Ethnicity                          | *Adams et al.:*  
  • Bell et al., “Racism: Introduction,” p. 59-66  
  • Tatum, “Defining Racism,” p. 66-69  
  • Takaki, “A Different Mirror,” p. 70-74 |
| #6: 9/20 | Race and Ethnicity                          | *Adams et al.:*  
  • Lipsitz, “The Possessive Investment in Whiteness,” p. 79-87  
  • Root, “50 Experiences of Racially Mixed People,” p. 98-99  
| #7: 9/22 | Race and Ethnicity                          | *Adams et al.:*  
  • Gansworth, “Identification Pleas,” p. 108-111  
  • Fayad, “The Arab Woman and I,” p. 111-112 |
| #8: 9/27 | Race and Ethnicity                          | *Adams et al.:*  
  • Arminio, “Waking Up White” p. 125-126  
  • Ayvazian & Tatum, “Women, Race, and Racism” p. 127-133 |
| #9: 9/29 | Social Class | Adams et al.:  
| | | • Mantsios, “Class in America-2006,” p. 148-155  
| | | Blackboard:  
| | | • Johnson, Ch 3, “Capitalism, Class, and the Matrix of Domination,” p. 41-53  
| #10: 10/4 | Social Class | Adams et al.:  
| | | • Collins et al., “The Dangerous Consequences of Growing Inequality,” p. 155-162  
| | | • Williams, “What’s Debt Got to do with it,” p. 169-172  
| | | *Socialization Paper Due  
| #11: 10/6 | Social Class | Adams et al.:  
| | | • Schmidt, “At the Elite Colleges,” p. 173-174  
| #12: 10/11 | Social Class | No Assigned readings  
| #13: 10/13 | Gender | Adams et al.:  
| | | • Hackman, “Introduction,” p. 315-320  
| | | • Lorber, “Night to His Day: The Social Construction of Gender” p. 321-326  
| | | • Johnson, “Patriarchy, the System” p. 332-337  
| | | • Hooks, “A Movement to End Sexist Oppression” p. 337-339  
| #14: 10/18 | Gender | Adams et al.:  
| | | • Kimmel, “Masculinity as Homophobia,” p. 326-332  
| | | • Katz, “Violence Against Women is a Men’s Issue,” p. 340-343  
| | | • Kirk & Okazawa-Rey, “He Works, She Works, but What Different Impressions They Make,” p.353  
| #15: 10/20 | Gender | Adams et al.:  
| | | • Heldman, “‘Out of Body Image,” p. 344-347  
| | | • Chernik, “The Body Politic,” p. 349-352  
| | | • Fennell, “Girl Hate,” p. 354-355  
| #16: 10/25 | Gender | Adams et al.:  
| | | • Meyerowitz, “Introduction-How Sex Changed” p. 429-432  
| | | • Serano, “Transwoman” p. 441-444  
| | | Green, “Look! No, Don’t! The Invisibility Dilemma for Transsexual Men,” p. 451-452  
| #17: 10/27 | Midterm | Midterm: IN CLASS  

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<td>11/1</td>
<td>Heterosexism</td>
<td>Adams et al.:</td>
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<td>• Blumenfeld, “Heterosexism-Introduction,” p. 371-376</td>
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<td>• Blumenfeld, “How Homophobia Hurts Everyone,” p. 376-385</td>
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<td>• Deihl &amp; Ochs, “Biphobia,” p. 385-389</td>
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<td>11/3</td>
<td>Heterosexism</td>
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<td>• Carbado, “Privilege,” p. 393-399</td>
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<td>• Griffin, “Sport,” p. 399-404</td>
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<td>Heterosexism</td>
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<td>• Quinlan, “The Loving Decision,” p. 404-405</td>
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<td>• Martinez, “Mestiza/o Gender,” 407-412</td>
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<td>21</td>
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<td>Adams et al.:</td>
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<td>• Adams &amp; Joshi, “Introduction,” p. 227-234</td>
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<td>• Eck, “Christian Nation or Pluralistic Culture,” 234-240</td>
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<td>• 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</td>
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<td>22</td>
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<td>Religious Oppression</td>
<td>Adams et al.:</td>
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<td>• Schlosser, “Christian Privilege” p. 246-247</td>
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<td>• Eck, “Afraid of Ourselves,” p. 240-243</td>
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<td>• Clark et al., “It’s not just Secret Santa in December,” p. 52-57</td>
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<td>23</td>
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<td>Ability</td>
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<td>• Clare, “Gawking, Gaping, Staring,” p. 495-500</td>
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<td>• Pelkey, “In the LD Bubble,” p. 507-510</td>
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<td>25</td>
<td>11/24</td>
<td>Ageism &amp; Adultism</td>
<td>Adams et al.:</td>
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<td>• Bell, “Understanding Adultism,” p. 540-546</td>
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<td>• Butler, “Another Form of Bigotry,” p. 557-562</td>
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<td>• Center on Aging Studies, University of Missouri-Kansas City, “Black Elderly,” p. 564-566</td>
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• Collins, “Toward a New Vision” p. 604-609  
• Harro, “The Cycle of Liberation” p.52-58 |
| #27: 12/1 | Working for Social Justice | Adams et al.:  
• 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  
*Final Reaction Paper Due* |
| #28: 12/6 | | Course Evaluation & Student Feedback |
| #29: 12/8 | | Individual Meeting’s with Students |

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