EDCP 220: Introduction to Human Diversity in Social Institutions  
Section 0201  
Spring 2011  
Monday and Wednesday, 11:00am-12:15pm  
Benjamin Building, Room 2102

Instructor:  
Michele Matteo Mackie, M.Ed  
Counseling and Personnel Services Department  
mmackie@umd.edu  
Office hours: Thursdays, 4-5pm by appointment  
Location: Cole Field House, B-0100K

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 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  
• Refrain from using laptops or cell phones during class time  
• Put away outside materials and resources

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.”

*Additional information is provided under “Class Participation”

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 the spring semester prior to the start of finals. You will receive emails prompting you to visit the site, however 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

Assignments
You are expected to turn in all assignments on the due dates listed. Assignments are due at the beginning of class, at 11am and are considered late if not turned in at the start of class. A full letter grade will be deducted from your final grade of the assignment for every day that it is late. Additionally, all assignments are to be submitted in hard copy - emails or electronic copies will not be accepted.

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: 20% of grade
Attendance is mandatory in this course and will be given significant consideration in the grading of this course. Active involvement in class discussions, activities, and assignments is essential for maximizing learning and is therefore 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, at least one hour before the class meeting. If you are absent the day an assignment is due you must obtain written permission from the instructor to submit it electronically; failure to do so will result in the loss of a letter grade from the assignment. If you miss a class, 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 - the instructor will not provide you with the information you missed.

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 a loss of part or all of the attendance and participation point for that class period. Even one unexcused absence will significantly lower your participation grade, as will late arrival to or early departure from class.
Please review the attached rubric for further details

Late Arrival and Early Departures
Arriving late or leaving early from class is disruptive to class discussions. Therefore, arriving late to class results in the loss of 1 participation point for the day. Students who arrive 10 minutes late to class will be assigned an unexcused absence for the day. If you are unable to arrive at class on time, consider taking this course in another semester that better accommodates your schedule.

ASSIGNMENTS & EXAMS
Note: All assignments are to be typed (12 point font, double spaced, 1 inch margins) and turned in at the START of class. ONLY HARD COPIES WILL BE ACCEPTED. Assignments not turned in at the start of class are considered late and will be reduced one full letter grade for each day late.

Personal Reaction Papers: 10% of grade
DUE: See syllabus for dates
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 nine reaction papers—one for each topic we cover. 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. The reaction papers will be graded as a 4, 3, 2, 3, 1, 0 (A, B, C, D, F respectively) in the “my grades” section of blackboard. It is your responsibility to keep track of all your grades and assignments. Keep the graded copies the instructor returns to you, in case there are discrepancies with the gradebook. Without the graded copy, changes will not be made.

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?

The reflection paper should be a 2-page double spaced reaction paper addressing the above outlined questions. Put your name at the top of the paper and the topic of the reflection.
Please review the attached rubric for further details

Socialization Paper: 20% of grade
DUE: February 28th
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); 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 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 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, double spaced—DO NOT EXCEED THIS. Please generate specific memories of message 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. Be sure to follow Harro’s Cycle of Socialization as you write this paper and address concepts from her model within your paper. 

*Please review the attached rubric for further details*

**Midterm: 20% of grade**  
**DUE: March 9th, in class** 
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, 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 during the review session. 

**Review Session:**  
The class session prior to the midterm will be a review session. You are expected to attend the review session. However, if you choose not to, you are not privy to the information discussed and classmates are not allowed to review the information with you. Sharing information with individuals who missed class will be considered an honor code violation.

**Final Reflection Paper: 10% of your grade**  
**DUE: May 2nd**  
This final paper (3-5 pages- DO NOT EXCEED THIS) 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.

Things your paper must include:  
- A minimum of 5 specific examples of how class influenced your learning, with specific citations to the literature, movies, or class activities  
- Your name on the front or cover page  
- Stapled  
- Minimum of 3-Max of 5 pages, 12 point font, double spaced, 1 inch margins  
- Honor code  

*Please review the attached rubric for further details*

**Final Exam: 20% of grade**  
**DUE: May 9th, in class**  
The final will focus primarily 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 gender, 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. 

**Review Session:**  
The class session prior to the final will be a review session. You are expected to attend the review session. However, if you choose not to, you are not privy to the information discussed and classmates are not allowed to review the information with you. Sharing information with individuals who missed class will be considered an honor code violation.
## Participation Rubric

| 4.0 (A) | • Self monitors non-verbal skills and demonstrates attending skills towards others  
• Actively listens to others  
• Engages in dialogue with others in small and/or large group discussions when appropriate  
• Recognizes when appropriate to contribute and when it is not; creates space for all to participate (does not dominate the conversation)  
• Able to reference the readings and make connections to what others have shared  
• Connects readings to personal experiences in an effort to better understand personal world views and that of others |
| 3.0 (B) | • Self monitors non-verbal communication skills  
• Actively listens to others  
• Engages in dialogue with others in small group and/or large group discussions  
• Able to reference the readings and make connections to what others have shared |
| 2.0 (C) | • Lack of awareness of one’s own non-verbals  
• Is present in the room but not actively listening to others  
• Rarely engages in dialogue with others in either small or large group discussions  
• Able to reference the readings but does not make broader connections to what others have shared or personal experiences –OR-  
• Relies strictly on personal experiences as a means of engaging with others but fails to make connections to the readings or current conversation |
| 1.0 (D) | • Dominates the conversation or does not contribute at all  
• Engages in a manner that is disruptive to the class such as using inappropriate language, tone, or manner  
• Is construed as being disrespectful to others’ points of view |
| 0.0 (F) | • Did not attend class  
• Lost participation points for tardy or behavior  
• Removed from class for behavioral issues |

- Arriving late results in the loss of 1 participation point for the day  
- Using laptops or cell phones during class results in the loss of 1 participation point for the day  
- Arriving 10 minutes late results in an unexcused absence for the day (a zero is averaged into your participation grade)  
- Non verbal communication includes: gestures, body language, posture, facial expression, eye contact or lack thereof  
- Active listening: positive non verbal communication and body language, includes paraphrasing and seeking clarification  
- Attending skills: paying attention to others during dialogue; fully engaged in listening while demonstrating positive body language
## Reaction Paper Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4 (A) | • Clear connections to the readings with specific references to materials (quotes and paraphrasing)  
• Does not summarize the readings, rather uses them as a reference point  
• Connects readings to specific personal experiences and clearly expresses how the readings either deepened/changed understanding of the subject matter  
• Spelling, grammar, and formatting are without errors |
| 3 (B) | • Clear connections to the readings with specific references to materials (quotes and paraphrasing)  
• Does not summarize the readings, rather uses them as a reference point  
• Provides general/vague connections to personal views and beliefs, rather than specifics as a means of expressing how the course material deepened/changed understanding on the subject matter  
• Limited errors relative to spelling, grammar, and formatting |
| 2 (C) | • General/vague connections to readings, no specifics references OR summarizes readings rather than using them as a reference point  
• General and vague connections to personal experiences or references the personal experiences of others OR relies solely on personal experience without including course materials as a means of deepening/changing personal understanding  
• Significant spelling, grammatical, and/or formatting errors |
| 1 (D) | • Summarizes readings or no references to the readings  
• No personal connections made or relies solely on personal experiences/opinions |
| 0 (F) | • No references to the readings, relies solely on personal experience and opinion  
• Did not do the paper |

### Formatting
- 12 point font, double spaced, 1 inch margins
- Citations for quotes and paraphrasing (so I know where you got your info from!)
- Name and topic on the top of the paper
- Paper stapled at the top left hand corner

Example:

Michele Matteo Mackie  
Social Identity, Self-Awareness, and Socialization  
Reflection Paper 1
### Socialization Paper Rubric

<table>
<thead>
<tr>
<th>Grade (A)</th>
<th>Structure and Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Clear use of headings and paragraph organization</td>
</tr>
<tr>
<td></td>
<td>Spelling and grammar are without error</td>
</tr>
<tr>
<td></td>
<td>Citations used to indicate quoted and/or paraphrased material</td>
</tr>
<tr>
<td></td>
<td>Thoughts are organized and the author’s ideas are easily understood</td>
</tr>
<tr>
<td>Content</td>
<td>The social identity discussed in the paper is clearly defined</td>
</tr>
<tr>
<td></td>
<td>Specific personal details and experiences are referenced</td>
</tr>
<tr>
<td></td>
<td>Clear connections are made between personal experiences and Harro’s cycle of socialization</td>
</tr>
<tr>
<td></td>
<td>Specific examples are provided for ALL aspects of Harro’s cycle of socialization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade (B)</th>
<th>Structure and Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Inconsistent use of headings and paragraph organization</td>
</tr>
<tr>
<td></td>
<td>Spelling and grammatical errors are limited</td>
</tr>
<tr>
<td></td>
<td>Citations are incomplete or inaccurate</td>
</tr>
<tr>
<td></td>
<td>Thoughts are generally well organized and the author’s ideas are understood for the most part</td>
</tr>
<tr>
<td>Content</td>
<td>Social identity is clearly defined</td>
</tr>
<tr>
<td></td>
<td>Makes specific connections between personal experiences for some aspects of Harro’s cycle of socialization but not all AND/OR identifies all aspects of the cycle of socialization but does not provide personal examples for each phase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade (C)</th>
<th>Structure and Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>No use of headings</td>
</tr>
<tr>
<td></td>
<td>Citation use is lacking or incorrect</td>
</tr>
<tr>
<td></td>
<td>Extensive spelling, grammatical, and formatting errors</td>
</tr>
<tr>
<td></td>
<td>Thoughts are not well organized and it is difficult to understand the author’s ideas</td>
</tr>
<tr>
<td>Content</td>
<td>Social identity is not clearly defined</td>
</tr>
<tr>
<td></td>
<td>Personal examples and details are vague and communicate generalizations rather than specifics related to the phases of the cycle of socialization</td>
</tr>
<tr>
<td></td>
<td>Phases of the cycle are missing from the paper AND/OR personal examples are missing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade (D)</th>
<th>Structure and Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No use of headings</td>
</tr>
<tr>
<td></td>
<td>No review of spelling, grammar, or formatting, suggesting the paper was not proof-read</td>
</tr>
<tr>
<td></td>
<td>Thoughts are poorly organized and poorly communicated making it impossible to understand the author’s main ideas</td>
</tr>
<tr>
<td>Content</td>
<td>Social identity not clearly defined</td>
</tr>
<tr>
<td></td>
<td>Missing components of the cycle of socialization</td>
</tr>
<tr>
<td></td>
<td>Vague and/or general personal examples provided AND/OR no examples provided at all</td>
</tr>
</tbody>
</table>

| Grade (F) | No use of formatting, editing, citations  |
|           | No references to the cycle of socialization  |
|           | Paper consists solely of personal opinions, values, and experiences without any reference to scholarship  |
Final Reflection Paper

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 4 (A) | 5 clearly identified examples from class  
Clear articulation of your personal understanding of your social identity and how it changed/deepened as a result of the activity  
Clear use of headings  
No spelling, grammatical, or formatting errors |
| 3 (B) | 5 clearly identified examples from class  
Articulation of personal understanding of social identity and how it changed/deepened as a result of the activity is vague and general  
Minor spelling, grammatical, formatting errors |
| 2 (C) | Examples from class are either vague/general AND/OR lacking in number (five should be provided)  
Personal examples are vague/general AND/OR lacking in number (five should be provided)  
Spelling, grammatical, and formatting errors are significant, making it difficult to read the paper |
| 1 (D) | Insufficient examples from class provided, those provided are vague and general  
Insufficient personal examples are provided, those provided are vague and general  
Extensive spelling, grammatical, and formatting errors make the paper difficult to read |
| 0 (F) | No use of specific examples from class and no reference to specific personal understanding of your social identity OR  
References made ONLY to class content AND/OR references made ONLY to personal understanding  
Paper appears to be unedited |
# Grade Tracker

## GPA Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7-3.99</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3-3.69</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0-3.29</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7-2.99</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3-2.69</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0-2.29</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7-1.99</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>1-1.69</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-.99</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Participation/Attendance: 20%
Socialization paper: 20%
Midterm: 20%
Final Exam: 20%
Reaction Papers 10%
Final Reflection paper: 10%

## Assignment GPA Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>GPA</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Socialization</td>
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<td>Socialization</td>
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<tr>
<td>Midterm</td>
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<tr>
<td>Midterm</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Final Exam</td>
<td></td>
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<tr>
<td>Reaction Papers</td>
<td></td>
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<tr>
<td>Final reflection paper</td>
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</tr>
</tbody>
</table>

**Total**

**Final GPA/grade (total divided by 10)**

Divide total by 10
(4 assignments count twice = 8; 2 assignments count once = 2: total: 10)

<table>
<thead>
<tr>
<th>Reaction 1</th>
<th>Reaction 2</th>
<th>Reaction 3</th>
<th>Reaction 4</th>
<th>Reaction 5</th>
<th>Reaction 6</th>
<th>Reaction 7</th>
<th>Reaction 8</th>
<th>Reaction 9</th>
</tr>
</thead>
</table>
## Assignments and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignment Due/In Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday January 24th</td>
<td>Introduction to the course- No assigned readings</td>
<td>In class activity: Review of syllabus</td>
</tr>
<tr>
<td>Wednesday January 26th</td>
<td>Defining the group process guidelines Exploring our social identities (No assigned readings)</td>
<td>In class activity: Social Identity wheel</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Wednesday February 9th | 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 | In class activity:  
What is racism worksheet? |
| Monday February 14th | Race and Ethnicity   | Adams et al:  
Lipsitz, “The Possessive Investment in Whiteness,” p. 79-87  
Documentary: Good Hair |
| Wednesday February 16th | Race and Ethnicity | Suggested Readings:  
Adams et al:  
Fayad, “The Arab Woman and I,” p. 111-112 | In class activity:  
Documentary: Good Hair |
| Monday February 21st | Race/ethnicity       | Adams et al:  
Arminio, “Waking Up White” p. 125-126  
Ayvazian & Tatum, “Women, Race, and Racism” p. 127-133 | In class activity:  
I want you to know...  
DUE: Reaction 3  
Race/Ethnicity |
| Wednesday February 23rd | Social Class        | Adams et al:  
Mantsios, “Class in America-2006”, p. 148-155  
Suggested Readings:  
On Elms:  
Johnson, Ch 3, “Capitalism, Class, and the Matrix of Domination,” p. 41-53 | In class activity:  
Class background inventory |
| Monday February 28th | Social Class        | Adams et al:  
Williams, “What’s Debt Got to do with it,” p. 169-172 | In class activity:  
Documentary:  
People Like Us  
DUE: Socialization Paper |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday March 2nd</td>
<td>Social Class</td>
<td>Adams et al:</td>
<td>In class activity:</td>
<td>Social Class</td>
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<td>Schmidt, “At the Elite Colleges,” p. 173-174</td>
<td>Debate: College:</td>
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<td>Garcia et al., “The Debt for Diploma System,” p. 174-178</td>
<td>Right or Privilege?</td>
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<td>Adams et al:</td>
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<td>Hackman, “Introduction,” p. 315-320</td>
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<td>Monday March 7th</td>
<td>Midterm</td>
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<td>Wednesday March 9th</td>
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<td>Monday March 14th</td>
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<td>Monday March 14th</td>
<td>Gender</td>
<td>Adams et al:</td>
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<td>Hackman, “Introduction,” p. 315-320</td>
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<td>Johnson, “Patriarchy, the System” p. 332-337</td>
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<td>Hooks, “A Movement to End Sexist Oppression” p. 337-339</td>
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<td>Suggested Readings:</td>
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<td>Adams et al:</td>
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<td>Fennell, “Girl Hate,” p. 354-355</td>
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<td>Wednesday March 16th</td>
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<td>Monday March 21st</td>
<td>SPRING BREAK!</td>
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<td>Wednesday March 23rd</td>
<td>SPRING BREAK!</td>
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<td>SPRING BREAK</td>
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<td>Monday March 28th</td>
<td>Gender</td>
<td>Adams et al:</td>
<td>In class activity:</td>
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<td>Kimmel, “Masculinity as Homophobia,” p. 326-332</td>
<td>What was it like when you were growing up?</td>
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<td>Katz, “Violence Against Women is a Men’s Issue,” p. 340-343</td>
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<td>DUE: Reaction 5:</td>
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| Wednesday March 30th | **Heterosexism** | Adams et al:  
Blumenfeld, “Heterosexism-Introduction,” p. 371-376  
| Monday April 4th | **Heterosexism** | Adams et al:  
| Wednesday April 6th | LGBT Panel | **LGBT Panel** |
| Monday April 11th | **Religious Oppression** | Adams et al:  
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 |
| Wednesday April 13th | **Religious Oppression** | Adams et al:  
Schlosser, “Christian Privilege” p. 246-247  
Eck, “Afraid of Ourselves,” p. 240-243 |
| Monday April 18th | **Ability** | Adams et al:  
| Wednesday April 20th | **Ability** | Adams et al:  
Clare, “Gawking, Gaping, Staring,” p. 495-500  
Pelkey, “In the LD Bubble,” p. 507-510 |

**Due Dates:**
- Reaction 6: Heterosexism
- Reaction 7: Religious Oppression
- Reaction 8: Ability
| Monday  
| April 25th | **Ageism & Adultism**  
| Adams et al:  
| Bell, “Understanding Adultism,” 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  
| **In class activity:** Ageism and Adultism: Oppressor and Oppressed  
| **DUE:** Reaction 9: Ageism/adultism  
| Wednesday  
| April 27th | **Working for Social Justice**  
| Adams et al:  
| Johnson, “What Can We Do?” p. 610-616  
| Collins, “Toward a New Vision” p. 604-609  
| Suggested Reading:  
| Harro, “The Cycle of Liberation” p.52-58  
| **In class activity:** Glee clip  
| Monday  
| May 2nd | **Working for Social Justice**  
| **In class activity:** Ally commitments  
| **DUE:** Final Reflection Paper  
| Wednesday  
| May 4th | Review Session for Final  
| Monday  
| May 9th | Final Exam  

*In class activities, readings and assignments are subject to change throughout the semester*