**EDCP 220-0201 : Introduction to Human Diversity in Social Institutions**  
MW 11:00am-12:15pm  
Benjamin Building rm. 2102  
Instructor: Katherine L. Ross  
Email: klross@umd.edu  
Office hours: Mondays 12:15pm-1:00pm, or by appointment

**Required Textbook:**  

**Course Objectives**  
- To develop an awareness of one’s own individual and social identities, as well as an understanding of social group memberships outside of your own culture.  
- To become conscious of the influence of one’s own cultural identity and to explore and discuss these identities  
- To understand and engage in critical analysis of the various forms of oppression, power, and privilege as they appear in individual and interpersonal behaviors, intergroup relations, institutional structures, and societal norms  
- To understand and participate in effective social justice and change

**Course Environment**  
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 are expected to respect one another. Specific classroom expectations will be outlined within the first week of class, and all students are accountable for adhering to these expectations.

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

**Attendance and Participation**  
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.

Pop quizzes may be given throughout the semester to assess your understanding of the assigned readings. Scores on these quizzes will count toward your participation grade.
Attendance will be taken at the beginning of each class. Unexcused absences will be considered when calculating your participation grade. **If a student has four or more unexcused absences, 10 percentage points will be deducted from his/her final grade in the course.**

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); **You must contact the instructor within two weeks of the first day of class to discuss anticipated religious conflicts.**
- Participation in university activities at the request of University authorities; and
- Compelling circumstance beyond the student’s control.

Additionally, students claiming excused absence must contact the instructor via email and furnish documentary support for their assertion that absence resulted from one of these causes.

**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/](http://www.shc.umd.edu/)

**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/](http://www.counseling.umd.edu/DSS/)

**Communication with Instructor**

Students will be contacted via the email address that is registered with the University. Students are expected to check this email account regularly. Announcements may also be posted to ELMS, and students are expected to keep up with these announcements.
If you foresee conflicts with class or due dates in the syllabus, please contact the instructor in advance via email to ensure a timely solution. Please understand that the instructor may not be able to respond immediately, but will get back to you within a reasonable time frame. The instructor will be in touch via email regarding class cancellations, meeting times, or room changes.

**Grading and Evaluation**
Class Participation & Attendance: 15%
Group Presentation: 10%
Reflection Papers: 15%
Socialization Paper: 15%
Exam 1: 15%
Exam 2: 15%
Liberation Paper: 15%

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**Due Dates**
All assignments must be posted to ELMS before the start of class on the date they are due. Assignments are to be typed, double spaced using 12-pt. Times New Roman font with 1” margins. 10 percentage points will be deducted from your grade on any assignment that is handed in late. An additional 10 percentage points will be deducted from the assignment for every additional 24 hours it is late.

**Reflections**
Throughout the semester, students are to complete four reflection papers. Each paper will be 2 full pages double spaced, addressing the questions outlined below. Students can select which readings and topics they want to write their reflections about; however, the reflection must be turned in the day that the selected reading is due in class. You may choose to write about one or more of the assigned readings for a single reflection paper. No more than one reflection may be submitted per class.

Reflections may not be handed in on the same day as your group presentation. Reflections should be clearly written, well thought out, and reflect broad themes of the readings. Students must turn in 4 reflections by April 28th, and it is the student’s responsibility to ensure all 4 assignments are turned in.

Consider the following questions when generating your reflection assignment. Your reflection will be graded based on how well each of these questions are addressed, as well as adherence to formatting, page requirements, and correct grammar.
1. What was the main point of this reading?
2. What in the readings was surprising or new information to you?
3. How can this article relate to your own experiences of identity, power, and privilege?
4. What action(s) might you take in light of your reflection? (note: “being more aware” is NOT an action)
5. What questions did the readings raise for you?

**Socialization Paper** (Due: Monday, February 17th)
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.

**Group Presentations** (Dates will vary – To be determined.)
In groups of 2-3, students will prepare a 10 minute presentation based on at least 2 current event articles of their own choosing. These articles must be selected by the group members and submitted to the instructor at least 7 days in advance of their assigned presentation date. Articles must be recent (within the past year) and may be taken from newspapers, academic journals, news magazines, etc. Presentations must be relevant to the topic being discussed in class that day. The goal of these presentations is to relate topics discussed in class to the real world in a way that is thought-provoking and informative. Groups will sign up for presentation dates a few weeks into the semester. Grades for these presentations will be based on timely submission of articles, participation of all group members, clarity, organization, and overall quality.

**Exams** (Exam 1: Wednesday, March 12th, Exam 2: Monday, May 5th)
Each exam will include all material covered up until the date of the test. The focus of each exam will be on understanding and application of concepts and terms. Exam 2 will not be cumulative; it will cover information presented after Exam 1. More information about the exams will be given at a later date.

**Liberating Action Assignment** (Due: Wednesday, May 14th at 12:00 noon)
This assignment is an opportunity to perform a “pro-difference” action that represents something you would not, or could not, have done prior to taking this course. For this assignment, you are asked to select a type of oppression of which you have become aware (or more aware) during
this course. Engage in an action that opposes such oppression, using Harro’s Cycle of Liberation as a guide for your action. Your liberating action must be non-violent (not harmful to yourself or others, either mentally or physically), legal, and in accordance with University of Maryland policies.

In a 5-8 page typewritten, professionally prepared paper, describe: 1) the action and what oppression it works against, 2) how you chose it, 3) how the action impacted and/or changed you, 4) how it is potentially empowering for others, 5) your feelings after the action, and 6) the reactions of others who were affected.

A well-written paper should include:
1. Attention to the questions mentioned above.
2. Connections to the readings in the class
3. An explanation of the ways in which the Cycle of Liberation guided your action and how the action itself fits into this cycle.
4. Critical reflection of your learning from the class.
5. Appropriate grammar, APA-style reference citations, clear transitions and writing.
6. A signed honor pledge.

Readings and Course Schedule
The schedule below is subject to change by the instructor. If any changes are made, students will be notified in class and an updated syllabus will be posted online.

**Note:** In addition to the textbook readings listed below, you will be required to read additional articles that reflect current events and/or themes that emerge in class discussion. While these are not listed in the syllabus, they are considered a mandatory portion of the curriculum. Some will be chosen by your classmates, and others will be chosen by the instructor. These reading assignments will be posted on ELMS at least 5 days in advance of the due date.

Class 1. Monday, January 27th - Introduction to Course & Conceptual Frameworks
• Tatum, —The Complexity of Identity  p. 6-9
• Johnson, —The Social Construction of Difference p. 15-21
• Harro, —The Cycle of Socialization p. 45-52

Class 2. Wednesday, January 29th - Conceptual Frameworks
• Bell, —Theoretical Foundations, p. 21-26
• Hardiman et al., —Conceptual Foundation, p. 26-35

Class 3. Monday, February 3rd - Conceptual Frameworks
• Young, —Five Faces of Oppression, p.35-45

Class 4. Wednesday, February 5th – Social Class
• Schmidt, —At the Elite Colleges, p. 175-176
• Jaffe — Is the near trillion-dollar student loan bubble about to pop?, p. 177-180

Class 5. Monday, February 10th - Social Class
• Collins et al., —The Dangerous Consequences of Growing Inequality, p. 157-164
• Williams, —What’s Debt Got to do with it, p. 171-174

Class 6. Wednesday, February 12th – Social Class
• Mantsios, — Class in America, p. 150-156
• Oliver & Shapiro, — Race, Wealth, and Equality, p. 164-171

Class 7. Monday, February 17th – No Class
SOCIALIZATION PAPER DUE

Class 8. Wednesday, February 19th - Race and Ethnicity
• Castaneda and Zuniga —Racism: Introduction, p. 57-64
• Tatum, —Defining Racism, p. 65-68
• Takaki, —A Different Mirror, p. 68-73
• Chung, —Finding My Eye-dentity p. 109-111

Class 9. Monday, February 24th - Race and Ethnicity
• Gansworth, —Identification Pleas, p. 111-114
• Fayad, —The Arab Woman and I, p. 114-115

Class 10. Wednesday, February 26th – Race and Ethnicity
• Ayvazian & Tatum, —Women, Race, and Racism, p. 127-133
• Arminio, —Waking Up White, p. 125-126
• Lipsitz, —The Possessive Investment in Whiteness, p. 77-86
• Dalmage —Discrimination Against Mixed Race People, p. 96-101

Class 11. Monday, March 3rd – Gender
• Hackman, —Introduction, p. 317-323
• Lorber, —Night to His Day: The Social Construction of Gender, p. 323-329
• Johnson, —Patriarchy, the System, p. 334-339
• hooks, —A Movement to End Sexist Oppression, p. 340-342

Class 12. Wednesday, March 5th - Gender
• Kimmel, —Masculinity as Homophobia, p. 329-334
• Katz, —Violence Against Women is a Men's Issue, p. 342-346
• Bernstein —Why the Gap Remains a Chasm, p.349-351
• Kirk & Okazawa-Rey —He Works, She Works, But What Different Impressions They Make p.349-351

Class 13. Monday, March 10th - Gender
• Heldman, — Out of Body Image, p. 346-349
• Chernik, —The Body Politic, p. 351-354
• Hurdis – Women of Color Feminism and the Third Wave, 361-365
• Russo & Spatz – A Call to Action, 365-367

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Class 14. Wednesday, March 12th – Exam 1

Monday, March 17th – SPRING BREAK. No Class.

Wednesday, March 19th – SPRING BREAK. No Class.

Class 15. Monday, March 24th – Cycle of Liberation
• Harro, ―The Cycle of Liberation, p.618-625
• Love, ―Developing a Liberatory Consciousness, p. 601-605

Class 16. Wednesday, March 26th - Working for Social Justice
• Collins, ―Toward a New Vision, p. 606-611
• Johnson, ―What Can We Do?, p. 612-618
• Anzaldua — Allies, p. 627-629
• Smith — Social Struggle, p. 630-634

Class 17. Monday, March 31st - Sexuality
• Meyerowitz, ―Introduction-How Sex Changed, p. 432-434
• Serano, ―Transwoman Manifesto, p. 443-446
• Green, ―Look! No, Don’t! The Invisibility Dilemma for Transsexual Men, p. 453-455

Class 18. Wednesday, April 2nd - Sexuality
• Blumenfeld, ―Heterosexism-Introduction, p. 373-378
• Blumenfeld, ―How Homophobia Hurts Everyone, p. 379-388
• Carbado —Privilege, p. 391-397

Class 19. Monday, April 7th – Sexuality
• Clinton — United Nations Address on Global LGBT Rights, p. 420-424
• Quinlan, ―The Loving Decision, p. 404-406
• Blow —Real Men and Pink Suits, p. 403-404

Class 20. Wednesday, April 9th - Religion
• Adams & Joshi, —Introduction, p. 229-237
• Lippy —Christian Nation or Pluralistic Culture, 237-242
• Blumenfeld, —Christian Privilege and the Promotion of „Secular‘ and Not-So „Secular‘ Mainline Christianity in Public Schooling and in the Larger Society, p. 244-250

Class 21. Monday, April 14th – Religion
• Schlosser, —Christian Privilege, p. 243-244
• Kaye/Kantrowitz —Jews in the U.S., p. 289-294
• Eck — Working it Out, p. 270-272

Class 22. Wednesday, April 16th – Ability
• Castaneda & Peters, —Introduction, p. 461-468
• Wendell, —The Social Construction of Disability, p. 481-485
• Pliner & Johnson, —Historical, Theoretical, and Foundational Principles of Universal Instruction Design in Higher Education, p. 478-481

**Class 23. Monday, April 21st - Ability**
• Clare, —Gawking, Gaping, Staring, p. 498-501
• Kingsley, —What I’d Tell That Doctor, p. 510

**Class 24. Wednesday, April 23rd – Ability**
• Pelkey, —In the LD Bubble, p. 511-514
• Peters, Castaneda, Hopkins, McCants, —Recognizing Ableist Beliefs and Practices and Taking Action as an Ally, p. 532-534

**Class 25. Monday, April 28th - Ageism & Adultism**
• Butler, —Another Form of Bigotry, p. 559-565
• Center on Aging Studies, University of Missouri-Kansas City, —Black Elderly, p. 567-568

**Class 26. Wednesday, April 30th – Ageism & Adultism**
• Bell, —Understanding Adultism, p.542-549

**Class 27. Monday, May 5th - Exam 2**

**Class 28. Wednesday, May 7th - Bringing it all together.**
Discussion: What will you do?

**Class 29. Monday, May 12th**
Reflection and Final Paper Q & A

**Friday, May 16th**
Liberation Paper due at 12 noon