EDCP 220-0201 : Introduction to Human Diversity in Social Institutions
Fall 2014
Monday & Wednesday 9:30AM-10:45AM
Tydings Hall, TYD 1118

Instructor: Nancy Truong
B0100K Cole Activities Building (Basement floor)
Office hours: Mondays 11:00AM-12:00PM, or by appointment
Email: ntruong@umd.edu

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. All students are accountable for adhering to these expectations:
- Use of 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 one another by listening and responding with thoughtfulness and sensitivity
- Refrain from conducting private conversations (written or verbal) during class
- Turn off cell phones and electronics and put away outside work and reading materials

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. Quizzes cannot be made-up if a student is absent for an unexcused reason. If a student fails to participate in class on more than three consecutive occasions, their highest quiz score will be dropped each subsequent class in which they fail to participate.

Attendance will be taken at the beginning of each class. Unexcused absences will be considered when calculating your participation grade. If a student has more than three unexcused absences, 5 percentage points will be deducted from his/her final grade in the course for each additional unexcused absence.

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. **It is your responsibility to get missed notes or make up any material covered in classes, even if the absence is excused.**

**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/

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.

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.

Please do not expect to receive communications about specific assignments beginning 10PM the night before they are due. In general, I will try to respond to your e-mails within 24 hours on school days.

GRADING AND EVALUATION
Class Participation & Attendance: 15%
Group Presentation: 10%
Reaction Papers: 15%
Socialization Paper: 15%
Exam 1: 15%
Exam 2: 15%
Liberation Paper: 15%

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ASSIGNMENTS AND DUE DATES
You are expected to turn in all assignments on the due dates listed. 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 on all sides. 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.

Reaction Papers
Throughout the semester, students are to complete three reaction papers. Each paper will be 2 full pages double-spaced, addressing the questions outlined below. Students can select which readings and topics about which they want to write their reactions; however, the reaction paper 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 reaction paper. Only one reaction paper per major topic is permitted.

Reactions may not be handed in on the same day as your group presentation. Students may not do a reactions paper on the same topic on which they present. Reactions should be clearly written, well thought out, and reflect broad themes of the readings. Students must turn in 3 Reactions by December 1st, and it is the student’s responsibility to ensure all 3 assignments are turned in.

Consider the following questions when generating your reaction assignment. Your reaction 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 are some things you agree or disagree with? Why?
5. What action(s) might you take in light of your reflection? (Note: “being more aware” is NOT an action)
6. What questions did the readings raise for you?

Socialization Paper (Due: Wednesday, September 24th)
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. Papers will also be graded for grammar and spelling. Please proofread appropriately.

**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.

The presentation itself will be a 5-10 minute presentation in which you and your group members:
1. Summarize the articles
2. Discuss them in relation to at least one issue discussed in class or the readings
3. Share your opinions on the issue and why you feel that way
4. Pose questions (2-3) to the class to encourage thoughtful discussion based on readings and articles presented.

**Exams** (Exam 1: Monday, October 20\(^{th}\), Exam 2: Wednesday, December 10\(^{th}\))

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, December 17\(^{th}\) at 12:00 noon)

This course is designed to give an overview of systems of privilege and oppression at work in our lives. The course requires learning about these systems, reflecting on the ways in which they impact us, and also the ways in which we may contribute to the lessening of these systems. This assignment is designed as an opportunity to act on lessons from the class in order to counter individual and institutional oppression.

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.*

**Assigned readings listed on the syllabus should be completed before you come to class on that day.**

**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 articles 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. Wednesday, September 3rd - Introduction to Course & Conceptual Frameworks**
Introduction to course (no assigned reading)

**Class 2. Monday, September 8th - Conceptual Frameworks**
- Tatum, —The Complexity of Identity p. 6-9
- Johnson, —The Social Construction of Difference p. 15-17
- Harro, —The Cycle of Socialization p. 45-52

**Class 3. Wednesday, September 10th - Conceptual Frameworks**
- Bell, —Theoretical Foundations, p. 21-26
- Hardiman, Jackson, & Griffin, —Conceptual Foundation, p. 26-35
- Young, —Five Faces of Oppression, p.35-45

**Class 4. Monday, September 15th – Social Class**
- Mantsios, —Class in America, p. 150-156
- Collins & Yeskel —The Dangerous Consequences of Growing Inequality, p. 157-164
- Plutocracy: Five Myths that Dehumanize the Poor (on ELMS)

**Class 5. Wednesday, September 17th - 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
• Williams, —What's Debt Got to do with it, p. 171-174

Class 6. Monday, September 22nd – Social Class
• Kochhar, Fry, & Taylor—Wealth Gaps Rise to Record Highs… p.190-192
• Oliver & Shapiro, — Race, Wealth, and Equality, p. 164-171

Class 7. Wednesday, September 24th – Introduction to Racism
• Castaneda and Zuniga —Racism: Introduction, p. 57-64
• IAT Test (directions on ELMS)

Class 8. Monday, September 29th - Race and Ethnicity
• Tatum, —Defining Racism, p. 65-68
• Gansworth, —Identification Pleas, p. 111-114
• http://www.michigandaily.com/opinion/michigan-color-american-plus-chinese /
• http://www.autostraddle.com/eight-ways-ive-been-made-to-feel-about-my-asian-eyes-247934 /

Class 9. Wednesday, October 1st - Race and Ethnicity
• Lipsitz, —The Possessive Investment in Whiteness, p. 77-86
• Arminio—Waking Up White, p. 125-126
• http://time.com/85933/why-ill-never-apologize-for-my-white-male-privilege/ 

Class 10. Monday, October 6th – Race and Ethnicity
• Symbolic Racism, History, and Realty: The Real Problem with Indian Mascots, p. 72-77
• Fayad, —The Arab Woman and I, p. 114-115
• http://everydayfeminism.com/2013/09/cultural-exchange-and-cultural-appropriation/

Class 11. Wednesday, October 8th – 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. Monday, October 13th - Gender
• Kimmel, —Masculinity as Homophobia, p. 329-334
• Katz, —Violence Against Women is a Men's Issue, p. 342-346
• http://time.com/30545/its-time-to-end-rape-culture-hysteria/
• http://time.com/40110/rape-culture-is-real/
• Post advertisement images on ELMS by Tuesday at 5:00pm
Class 13. Wednesday, October 15th - Gender
• Heldman, — Out of Body Image, p. 346-349
• Hurdis – Women of Color Feminism and the Third Wave, 361-365
• Russo & Spatz – A Call to Action, 365-367
• Post advertisement images on ELMS by Tuesday at 5:00pm

Class 14. Monday, October 20th – Exam 1

Class 15. Wednesday, October 22nd – Cycle of Liberation
• Harro, — The Cycle of Liberation, p.618-625
• Love, — Developing a Liberatory Consciousness, p. 601-605

• 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. Wednesday, October 29th – Transgender Issues
• Meyerowitz, --Introduction, p. 425-432
• Spade,--Multilating Gender, p. 437-443
• Serano, -- Trans Woman Manifesto, p. 443-447
• http://www.glaad.org/reference/transgender

Class 18. Monday, November 3rd – Sexuality
• Blumenfeld, — Heterosexism-Introduction, p. 373-378
• Blumenfeld, — How Homophobia Hurts Everyone, p. 379-388
• Carbado — Privilege, p. 391-397

Class 19. Wednesday, November 5th – 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
• http://robynnochs.com/biphobia/

Class 20. Monday, November 10th - Religion
• Adams & Joshi, — Introduction, p. 229-237
• Schlosser, — Christian Privilege, p. 243-244
• 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. Wednesday, November 12th – Religion
• Eck — Working it Out, p. 270-272
• Eck –See you in Court p. 272-277
•http://www.salon.com/2014/07/10/the_impossibility_of_religious_freedom_hobby_lobby_wheaton_college_and_the_challenge_for_liberals/

Class 22. Monday, November 17th – 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. Wednesday, November 19th - Ability
• Clare, —Gawking, Gaping, Staring, p. 498-501
• Kingsley, —What I’d Tell That Doctor, p. 510
• http://www.dailykos.com/story/2013/11/17/1256259/-The-Cochlear-Implant-Controversy
• Berube—Crip Theory selection (on ELMS)

Class 24. Monday, November 24th – 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
• http://www.nytimes.com/2012/12/02/magazine/the-autism-advantage.html?pagewanted=all&_r=1&

Wednesday, November 26th—No Class

Class 25. Monday, December 1st - Ageism & Adultism
• DeJong & Love—Intro to Agism and Adultism, p. 535-542
• Butler, —Another Form of Bigotry, p. 559-565
• Center on Aging Studies, University of Missouri-Kansas City, —Black Elderly, p. 567-568
• http://www.theguardian.com/money/2012/jan/16/young-older-people-age-discrimination-work
• **Last day to turn in reaction papers (3 reaction papers total)

Class 26. Wednesday, December 3rd – Ageism & Adultism
• Bell, —Understanding Adultism, p.542-549
• http://www.huffingtonpost.com/hung-vo/what-does-bring-a-youth_b_2200679.html

Class 27. Monday, December 8th - Bringing it all together.
Discussion: What will you do?

Class 28. Wednesday, December 10th - Exam 2, Final Q&A

Wednesday, December 17th
Liberation Paper due at 12 noon