EDCP 220-0101 : Introduction to Human Diversity in Social Institutions  
Spring 2015  
Monday & Wednesday 11:00AM-12:15PM  
Benjamin Building, EDU 2119

Instructor: Jamie Welch, M.Ed.  
CHSE Department Suite (3rd Floor Benjamin Building)  
Office hours by appointment only  
Email: jcwelch@umd.edu

REQUIRED TEXTBOOK:  
Additional readings as assigned through ELMS.

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 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, PARTICIPATION, AND QUIZZES
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.

Approximately 12-15 pop quizzes will be given throughout the semester to assess your understanding of the assigned readings. Scores on these quizzes will count toward your quiz grade. Quizzes cannot be made up, but only the highest ten scores will constitute each students’ quiz grade. If a student fails to participate in class on more than three consecutive occasions, their highest quiz score will be dropped for 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. Three unexcused absences will result in a 5% deduction from the student’s final grade. Each additional unexcused absence will result in an additional 5% removed from that student’s final grade.

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. Documentation must be furnished within one week of your return to class. It is your responsibility to get missed notes or make up any material covered in class, even if the absence is excused.

ELECTRONICS POLICY
Students are permitted to take notes using laptop computers, but all other personal electronic devices are not permitted to be used during class time. If the instructor sees you using a personal cellular device during class time in a non-emergency situation, you will be asked to leave the room. Please be courteous of your classmates and do not surf the web, play games, or browse social media during class time. The instructor reserves the right to modify this electronics policy during the course of the semester, including prohibiting the use of electronic devices, depending on the use or misuse of electronics observed.
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/

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
Quizzes, 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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**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 one inch 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 reaction paper on the same major 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 May 4th, 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: Monday, February 16th)**
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 explicitly 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 3-4, students will prepare a 15-minute presentation based on at least 3 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. Use of PowerPoint or similar software is highly encouraged.

The presentation itself will be a 15-minute presentation in which you and your group members:

1. Summarize the articles (this should be the shortest part of the presentation)
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 (4-5) to the class to encourage thoughtful discussion based on readings and articles presented.

**Exams** (Exam 1: Wednesday, March 11th, Exam 2: Wednesday, May 6th)

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: Friday, May 15th 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.

**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 26th - Introduction to Course & Conceptual Frameworks**
Introduction to course (no assigned reading)

**Class 2. Wednesday, January 28th - 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. Monday, February 2nd - 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. Wednesday, February 4th – 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. Monday, February 9th - 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. Wednesday, February 11th – 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. Monday, February 16th – Introduction to Racism—Socialization Paper Due
• Castaneda and Zuniga — Racism: Introduction, p. 57-64
• IAT Test (directions on ELMS)

Class 8. Wednesday, February 18th - 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. Monday, February 23rd - 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. Wednesday, February 25th – 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. Monday, March 2nd – 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 4th - 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 Friday at 5:00pm

Class 13. Monday, March 9th - 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 previous Friday at 5:00pm

Class 14. Wednesday, March 11th – Exam 1

Spring Break March 16th - 20th

Class 15. Monday, March 23rd – 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. Monday, March 30th – 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. Wednesday, April 1st – Sexuality
• Blumenfeld, — Heterosexism-Introduction, p. 373-378
• Blumenfeld, — How Homophobia Hurts Everyone, p. 379-388
• Carbado — Privilege, p. 391-397

Class 19. Monday, April 6th – 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://robynochs.com/biphobia/

Class 20. Wednesday, April 8th - 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. Monday, April 13th – 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. Wednesday, April 15th – 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 20th - 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

Class 24. Wednesday, April 22nd – 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 27th - 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

Class 26. Wednesday, April 29th – Ageism & Adultism
• Bell, —Understanding Adultism, p.542-549
• http://www.huffingtonpost.com/hung-vo/what-does-bring-a-youthis_b_2200679.html

Class 27. Monday, May 4th – Bringing it all together.
Discussion: What will you do?

Class 28. Wednesday, May 6th - Exam 2, Final Q&A

Friday, May 15th
Liberation Paper due at 12 noon