

## EDCP 220-0201: Introduction to Human Diversity in Social Institutions

Fall 2017

Tuesdays & Thursdays 2:00PM– 3:15PM

Jimenez Hall, Room 2122

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### REQUIRED TEXTBOOK:

Adams, M., Blumenfeld, W.J., Castañeda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.). (2013). *Readings for diversity and social justice: Third Edition*. New York/London: Routledge. ISBN: 9780415892940

Additional readings available electronically through ELMS.

### COURSE OBJECTIVES

By the end of this course students will be able to:

1. Define and understand core concepts related to diversity, identity, oppression, and social justice, including: structural injustice, race & ethnicity, social class, gender, sexual orientation, religion, age, and disability.
2. Engage in critical analysis of the various forms of power, privilege, and oppression as they appear in individual and interpersonal behaviors, intergroup relations, institutional structures, and societal norms.
3. Reflect on their own social identity matrix and how people's social identity affects their attitudes and actions.
4. Apply dialogue techniques (i.e., perspective taking, active listening, examining assumptions, etc.) in order to engage in difficult conversations about issues of human diversity.

### CONFIDENTIALITY

Due to the nature of this course, self-disclosure may occur and sensitive issues will arise. Students are expected to respect their classmates at all times and keep the details of what is discussed in the class confidential. 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 with the instructor immediately.

### 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."**

**This pledge statement should be handwritten and signed on all graded assignments submitted for evaluation in this course.**

Students suspected of cheating, plagiarizing, or other academic dishonesty will be reported.

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

In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would love to work with you if you have a documented disability that is relevant to successfully completing your work in this course. If you need an academic accommodation due to a disability that is documented with Disability Support Services, please contact me as soon as possible. If you need help documenting your disability or more information about University of Maryland accommodation policies, please contact Disability Support Services at <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 information about an assignment, grade, class cancellation, or meeting is made, it will be released to the class at the earliest possible time using one of these mediums.

If you foresee conflicts with class or due dates in the syllabus, please contact the instructor ASAP or **at least one week in advance** to ensure a timely solution.

Email is the best way to contact the instructor. The instructor will generally respond within 24 hours with the exception of weekends and holidays. **Please note the instructor will not respond to emails containing questions sent within 24 hours before an assignment is due or before an exam.**

Other course policies, including attendance and technology use, can be found under the Class Engagement section of this syllabus.

## GRADING AND EVALUATION

### INFORMATION REGARDING ASSIGNMENTS

**If you foresee conflicts with any assignment due date or exam date, contact the instructor immediately.** I will be much more accommodating to those who come to me with conflicts a month before an assignment is due than those who come to me a day before an assignment is due.

**10 percentage points will be deducted from your assignment grade on any assignment that completed late.** An additional 10 percentage points will be deducted from the assignment for every additional 24 hours it is late.

Source	% Weight
Class Engagement	15
Reflection Discussion Posts	20
Systems Presentation	15
Identity Paper, Historical/Conceptual Analysis	10, 15 (25 total)
Immersion Activity Presentation	5
Final Exam	20

A+	97.000 - 100.000	B	83.000 - 86.999	C-	70.000 - 72.999	F	≤ 59.999
A	93.000 - 96.999	B-	80.000 - 82.999	D+	67.000 - 69.999		
A-	90.000 - 92.999	C+	77.000 - 79.999	D	63.000 - 66.999		
B+	87.000 - 89.999	C	73.000 - 76.999	D-	60.000 - 62.999		

### CLASS ENGAGEMENT

In accordance with course objective #4, this class encourages student reflection and the exchange of ideas and experiences. Because this class is experiential, it requires both the students and the instructor to be fully present (physically and mentally). As such, engagement is a graded aspect of this course.

Class engagement grades are based on four aspects: attendance, contribution to discussion, respect, and preparedness. Refer to the Class Engagement rubric for a summary of grading.

### *Attendance (3%)*

Attendance will be taken daily. In order for a student to receive the maximum engagement score for a unit, (s)he must arrive on time and not leave before the end of class for all classes. In the case of unexcused absences, the engagement score will decrease by 0.5 percent for each unexcused absence or incomplete class attendance. No points will be deducted for **excused** absences.

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); or
- Participation in university activities at the request of University authorities.

**Students claiming excused absence must contact the instructor and furnish documentary support for their assertion that absence resulted from one of these causes.** You must contact the instructor at least one week prior to the class session in question to discuss anticipated religious conflicts, and as soon as possible in the case of illnesses or conflicting university activities. It is your responsibility to get any notes that you missed or make up any material covered in classes, even if the absence is excused.

### *Contribution to Discussion (4%)*

The exchange of personal perspectives helps students learn to dialogue with people different from themselves. In order to attain the most from this course, students are encouraged to participate frequently and voluntarily. In participating, students should demonstrate personal sharing, thoughtful engagement with other students, evidence of perspective taking, and self-reflection. 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. For each of the 8 units in class, students who do not contribute or contribute only very minimally to discussions will have 1.0% deducted from their "contribution to discussion" portion of the class participation grade.

### *Respect to Others (Including Technology Use Policy) (4%)*

The purpose of this class is not to promote a particular perspective or political correctness. The primary goal is to encourage and challenge you to think about your cultural background, experiences and perspectives and how they might be different from or similar to others. For all class discussions and assignments, students are asked to be honest and respectful. As such, students should strive to pay attention in class, both during lecture and dialogue portions, and consider others' reactions before making comments.

**The following behaviors will not be tolerated and will result in a 0.5% deduction from the student's class engagement grade:**

- Language that is meant to **intentionally** demean or dehumanize an individual or group, whether or not such individuals are present in the classroom. Examples of such language include racist and homophobic slurs, misogynistic curse words, and ablest exclamations.
- Behavior that distracts oneself and others from course content, including:
  - Conducting private conversations (written or verbal) during class
  - Using a laptop for any activity (unless pre-approved by the instructor).
  - Using one's cell phone for any purpose (unless pre-approved by the instructor).

**Laptop computers are not allowed unless otherwise stated.** At the discretion of the instructor, an announcement may be made if electronics should be in use (for educational purposes). If you require assistive technology for a disability or believe the technology used throughout this course (ELMS, in-class videos) may be problematic to you, please see the paragraph on Accommodations for Persons with Disabilities.

### *Preparedness (4%)*

Students should complete the assigned readings and come to class prepared to discuss them. As a demonstration of this preparation, students should write down a short note for each set of class readings, identifying at least TWO of the following: a piece of information that you found the most interesting, a piece of information that was new to you, a piece of information that you did not fully understand, a perspective that you did not agree with, or a piece of information that you can connect to material you have learned in another course / another educational setting. This written note should be brought to class for sharing with others. Failure to show evidence of class preparation will result in a warning the first time, and a 0.5% deduction in class engagement grade for every time thereafter.

### **REFLECTION DISCUSSION POSTS** (Due: See Course Schedule and ELMS)

In accordance with course objective #3, this course requires the integration of reading, lecture, and discussion material with self-reflection. Therefore, eight reflection prompts will be posted on ELMS throughout the course. **Students should complete reflections for each unit.** An explanation of grades is provided in the reflection rubric. Students may choose to submit more reflections if they wish, but only the best five scores will be incorporated in the total grade for reflections. Reflections should only be about one paragraph—they are not essays! However, a good reflection will demonstrate that the student is answering the prompt **fully**, incorporating key concepts from the readings and class sessions, integrating relevant personal insights and experiences, and reflecting on themselves and society.

Reflections should be submitted on ELMS by the due date indicated in the prompt.

### **SYSTEMS PRESENTATION** (Due: Variable; See Course Schedule)

In alignment with course objective #2, students will select an identity (see course schedule) and present on the systems of power, privilege, and oppression experienced by this identity. Throughout the semester, groups of 2 or 3 students will select an **artifact from the media** that highlights the power, privilege, and oppression experienced by this identity group as well as a **law or regulation** that promotes or prevents discrimination of this group. Students will then present on their identity, artifact, and law/regulation in a class presentation.

For the artifact: students will be responsible for bringing in an artifact from the media (television, YouTube, movie clip, news article, music video, magazine ad, commercial, etc.) that exemplifies the theoretical issues discussed throughout the class (racism, sexism, classism, heterosexism, ableism, etc.). Please do your best to use an artifact that you uncover from your life as opposed to simply Googling “sexist commercials.” If you decide to present an audio or video clip, it should last up to 5 minutes.

For the law: choose a law/regulation from ELMS. Make sure that the implications of the law for the target identity as well as for individuals outside the target identity/larger American society are discussed. This part of the presentation should draw upon outside materials.

Using concepts and theories from class lectures and readings, **you will help your peers identify and discuss** the ways in which your artifact and law reinforce systems of power, privilege, and oppression in our society.

Please contact the instructor one week prior to the presentation date for approval of the artifact that will be presented in class. The entire group critique should last approximately 20 minutes. See rubric for more information.

### **IDENTITY PAPER** (Due: September 28)

In this essay, you will examine how your identities have shaped your personal and professional life in a 5-6 page paper. While there are many areas one could choose from (i.e., race, ethnicity, gender, sexual orientation, religion/spirituality, socioeconomic status, age, and cognitive/physical abilities), students are only required to discuss a minimum of three categories. Pick the groups that you feel are most relevant to your identity. This is a narrative essay, so “I” statements are encouraged. The log should be typed in Times New Roman, size 12 font, and double-spaced with one-inch margins.

Examples of questions you may want to answer (but not required) include:

- How do you identify in a specific category and how did you learn to identify this way?
- In what ways was this identity influenced by your neighborhood or hometown?
- What other factors have contributed to this identity (i.e. family, school, friends, religion, etc.)?
- How important is this identity to you?
- How did people react to your category?
- How do the categories you picked interact with each other?

### **HISTORICAL/CONCEPTUAL ANALYSIS OF IDENTITY PAPER** (Due: Dec. 5)

This paper is an opportunity for you to build upon the ideas you discussed in your personal narrative by putting them in a social-historical context. Choose a few themes from your narrative and consider how these experiences have shaped the lives of others in your position. Using journal articles, books, and other sources, you will examine research on these themes, taking special care to highlight important concepts or social processes. And please note that because this is a research paper, it will have a more formal tone and style than the personal narrative. This paper should combine the identity paper, and the analysis should build upon your identity narrative. You should have at least 6 sources for this paper. Please use APA citation style.

**IMMERSION ACTIVITY PRESENTATION** (Due: Dec.5)

Students will be required to attend one on or off-campus event within a community with which they are unfamiliar and give a mini presentation. Students should consider what the experience was like, and how it was similar/different to preconceived notions about that particular group. Creativity is recommended, including pictures or videos of the experience.

**FINAL EXAM** (Dec. 7)

A cumulative final exam will be given at the end of the course. More details will be given at a later date.

**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 may 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. These reading assignments will be posted on ELMS at least 5 days in advance of the due date.

Date	Topics	Reading	Assignments Due
<b>Unit 1: Conceptual Frameworks</b>			
<b>Class 1:</b> <b>Tu 8/29</b>	Welcome and intros	Read Syllabus	
<b>Class 2:</b> <b>Th 8/31</b>	Communicating across Difference through Dialogue	-Bridging Differences Through Dialogue, Zúñiga, Txt p 635-638 -Flick, Inside the Understanding Process, ELMS -McKay, Davis, & Fanning, Listening, ELMS	
<b>Class 3:</b> <b>Tu 9/5</b>	Identity and Social Stratification	-The Complexity of Identity: 'Who am I?', Txt p 6-9 -The Cycle of Socialization, Harro, Txt p 45-52 -Identities and Social Locations, Kirk & Okazawa, Txt, p 9-15	Discussion Post (DP) #1
<b>Class 4:</b> <b>Th 9/7</b>	Structural injustice and Worldviews	-Theoretical Foundations, Bell, Txt p 21-26 -Conceptual Foundation, Hardiman, Jackson, & Griffin, Txt p 26-35 -The Social Construction of Difference, Johnson, Txt p 15-17	
<b>Unit 2: Race</b>			
<b>Class 5:</b> <b>Tu 9/12</b>	Introduction to race(ism)	-Defining Racism, Tatum, Txt p 65-68 -Rachel Dolezal, Botelho, ELMS	
<b>Class 6:</b> <b>Th 9/14</b>	Race and the legal system	-Police Brutality and Racial Tensions, Krol, ELMS -The Right Choices, The Economist, ELMS	DP #2
<b>Class 7:</b> <b>Tu 9/19</b>	Race: Building understanding Racial Colorblindness	-Identification Pleas, Gansworth, Txt p 111-114 -The Emperor's New Clothes, Williams, Txt p 119-124	Group Presentation on Race
<b>Unit 3: Social Class</b>			

Date	Topics	Reading	Assignments Due
<b>Class 8:</b> <b>Th 9/21</b>	Introduction to social class	-Class in America, Mantsios, Txt p 150-156 -Introduction, Adams, Txt p 142-145 (Global economic context- economic, social, and cultural dimensions of class)	
<b>Class 9:</b> <b>Tu 9/26</b>	Class: Keeping the poor poor The cycle of poverty	-What's Debt Got to Do with It, Williams, Txt p 171-174 -Nickel and Dimed, Ehrenreich, ELMS (p 100-103; 132-148; 193-222)	DP #3
<b>Class 10:</b> <b>Th 9/28</b>	Class, race, and educational inequality	-Savage Inequalities, Kozol, ELMS (p 107-118) -An Hereditary Meritocracy, The Economist, ELMS	Identity Paper Due
<b>Class 11:</b> <b>Tu 10/3</b>	Wrap up race and social class		Group Presentation on Social Class
<b>Unit 4: Gender</b>			
<b>Class 12:</b> <b>Th 10/5</b>	Introduction to gender Gender ≠ sex Gender socialization	-Introduction, Hackman, Txt p 317-323 -Patriarchy, the System, Johnson, Txt p 334-339 -Lean In, Sandberg, ELMS (p 14-24)	
<b>Class 13:</b> <b>Tu 10/10</b>	Feminists vs. the patriarchy	-Out-of-Body Image, Heldman, Txt p 346-349 -Women's Pay, Bernstein, Txt p 349-351 -Feminism, hooks, Txt p 340-342	
<b>Class 14:</b> <b>Th 10/12</b>	Violence against women	-Violence Against Women is a Men's Issue, Katz, Txt p 342-346 -University Survey...Sexual Assault, Gray, ELMS -The Realities of Sexual Assault on Campuses, Best Colleges, ELMS	DP #4
<b>Class 15:</b> <b>Tu 10/17</b>	Transgender issues	-What Makes a Woman, Burkett, ELMS -It's Incredibly Scary to be a TWOC, Michaels, ELMS	Group Presentation on Gender
<b>Unit 5: Sexual Orientation</b>			
<b>Class 16:</b> <b>Th 10/19</b>	Introduction to sexual orientation	-LGBT Terms and Definitions, U Michigan, ELMS -Biphobia, Ochs, ELMS -How Homophobia Hurts Everyone, Blumenfeld, 379-387	
<b>Class 17:</b> <b>Tu 10/24</b>	Sexual orientation: Fighting for civil rights	-Same-sex marriage, Bernstein, ELMS -United Nations Address on Global LGBT Rights, Clinton, Txt p 420-424	DP #5
<b>Class 18:</b> <b>Th 10/26</b>	Wrap up gender and sexual orientation		Group Presentation on Sexual Orientation
<b>Unit 6: Religion</b>			

Date	Topics	Reading	Assignments Due
<b>Class 19:</b> Tu 10/31	Introduction to religion Christian hegemony	-Christian Privilege, Blumenfeld, Txt p 244-250 -Religious Oppression, Joshi, Txt p 250-254 -Oral History of Adam Fattah, Ahmad, Txt p 294-295 -Student Faces Town's Wrath, Goodnough, Txt p 299-301	DP #6
<b>Class 20:</b> Th 11/2	Religion and human freedoms "separation of church and state" Free speech and religious persecution	-Taking the Indian Out of the Indian, Grinde, Txt p281-282 -From Pearl Harbor to 9/11, Williams, Txt p 283-286 -Je suis Charlie?, The Associated Press, ELMS	Group Presentation on Religion
<b>Unit 7: Ability and Appearance Diversity</b>			
<b>Class 21:</b> Tu 11/7	Introduction to ability Visible disabilities	-Introduction, Castaneda & Peters, Txt p 461-465 -The Social Construction of Disability, Wendell, Txt p 481-485 -How to Curse in Sign Language, Ashley and Deborah, Txt p 504-509 -Disability and Poverty, Fessler, ELMS	
<b>Class 22:</b> Th 11/9	Invisible disabilities Ableism	-In the LD Bubble, Pelkey, Txt p 511-514 -Recognizing Ableist Beliefs, Peters, Castaneda, Hopkins, & McCants, Txt p 523-534	DP #7
<b>Class 23:</b> Tu 11/14	Appearance Diversity	-The Disturbing Effects Our Beauty Standards Have, Zeilinger, ELMS -Men's Standards of Beauty, ELMS	Group Presentation on Appearance
<b>Unit 8: Social Justice</b>			
<b>Class 24:</b> Th 11/16	The cycle of liberation	-Developing a Liberatory Consciousness, Love, Txt p 601-605 -What Can We Do?, Johnson, Txt p 612-618 -Flexing Cross-Cultural Communication, Castañeda, Txt p 134-139	
Tu 11/21	<b>No Class</b>	<b>Thanksgiving Recess</b>	
Th 11/23	<b>No Class</b>	<b>Thanksgiving Recess</b>	
<b>Class 25:</b> Tu 11/28	Becoming an ally	-Becoming an Ally, Evans & Washington, Txt p 411-420 -Review Recognizing Ableist Beliefs, Txt p 532-534 -Allies, Anzaldúa, Txt p 627-629	DP #8
<b>Class 26:</b> Th 11/30	Social Injustices discussion		
<b>Wrapping Up</b>			
<b>Class 27:</b> Tu 12/5	Immersion Activity Presentations		Historical/Conceptual Analysis of Identity Paper Due

Date	Topics	Reading	Assignments Due
Class 28: Th 12/7	Final Exam in class		

**NOTE: The instructor retains the right to make changes to the syllabus during the course of the semester.**



## IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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### REFERENCES

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