

**EDCP 220-0101: Introduction to Human Diversity in Social Institutions
Spring 2016**

Tuesday & Thursday 2:00 PM-3:15PM
Skinner Hall, SKN 1115

Instructor: Blakely Mulder
Office hours: By appointment
3214 Benjamin Building
Email: bmulder@umd.edu

REQUIRED TEXTBOOK:

Adams, M., Blumenfeld, W.J., Castaneda, 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, appearance, 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 (e.g., perspective taking, active listening, examining assumptions, etc.) in order to engage in 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 to keep the details of what is discussed in the class and by whom confidential.

If you are concerned about or have strong reactions to the material covered in class, please discuss this with the instructor.

ACADEMIC INTEGRITY

The University of Maryland's Honor Code is 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. As part of the Honor Code, the following Honor Pledge should be handwritten and signed on all graded assignments submitted for evaluation in this course:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

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/>

Additionally, all lecture materials are copyright and the intellectual property of the instructor. Students may not sell these materials or reproduce them for anything other than personal use without written permission from the instructor.

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 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 (EMAIL)

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 media.

The instructor is reachable via email at bmulder@umd.edu. Emails will be responded in a timely manner (typically within 24 hours Monday-Friday). **Emails sent on Friday night, Saturday, or Sunday will not be responded to until the next Monday. Emails regarding assignments that are sent less than 24 hours before they are due may not receive a reply.**

If a student contacts the instructor more than once with questions that are stated clearly in the syllabus, 1 percentage point will be deducted from their engagement grade, in alignment with the statement on class participation and attendance. Students will be notified of this deduction, as well as the page of the syllabus on which the answer to their questions can be found. This policy is to ensure that students are taking responsibility for their own education.

Other course policies, including attendance and technology use policies, can be found under the Class Engagement section of this syllabus, beginning on page 3.

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 is submitted 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
Identity Paper	10
Class Facilitation	10
Journal Reflections	15
Law and Social Institutions Paper	15
Group Project and Presentation	15
Final Exam	20

A+	97.0 - 100.0	B	83.0 - 86.9	C-	70.0 - 72.9	F	≤ 59.9
A	93.0 - 96.9	B -	80.0 - 82.9	D+	67.0 - 69.9		
A-	90.0 - 92.9	C+	77.0 - 79.9	D	63.0 - 66.9		
B+	87.0 - 89.9	C	73.0 - 76.9	D -	60.0 - 62.9		

CLASS ENGAGEMENT

In accordance with course objective #4, this class encourages student reflection and the exchange of ideas and experience. 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 three aspects: attendance, contribution to discussion, and respect to others.

Attendance

Attendance will be taken daily. In order to be marked present, a student **must arrive on time and not leave before the end of class**. It is your responsibility to get missed notes or make up any material covered in classes, even if the absence is excused.

Absences will be counted as excused only with notification at least **12 hours prior to the missed class** and timely official documentation of the 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);
- Participation in university activities at the request of university authorities.
- Job or graduate school interviews

If the university is closed, we will not have class. Class cancellations (for university closures, inclement weathers, or any other reasons) will be communicated via ELMS as soon as possible.

Contribution to Discussion

The exchange of personal perspectives helps students learn to enter into a 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 integration of content from lectures and readings, thoughtful engagement with other students, 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.

Respect to Others (Including Technology Use Policy)

The purpose of this class is not to promote a particular perspective. The primary goal is to encourage and challenge you to think about your cultural background, your experiences and perspectives and how they might be different 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 other's reactions before making comments.

The following behaviors will not be tolerated and will negatively impact the student's class engagement grade, with other consequences as deemed necessary:

- Language that demeans or dehumanizes an individual or group, whether or not such individuals are present in the classroom. Examples of such language include racist and homophobic slurs, curse words aimed at people, and ableist 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 unrelated to the course material immediately at hand
 - Using one's cell phone for any purpose
 - Listening to music during class

Laptop computers and tablets may be used in class for note-taking only. At the discretion of the instructor, electronics will be announced if they should be in use (for educational purposes) or if they should be turned off. 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.

IDENTITY PAPER (Due: Tuesday, February 2nd)

In accordance with course objective #3 and in order to facilitate course objective #4, students will begin the class with a brief essay exploring their socio-cultural identities. Students should discuss their race or ethnicity, social class, gender, sexual orientation, religion, AND ability status as they understand them. They should incorporate concepts used from the conceptual frameworks of the class, including identity, privilege, oppression, and Harro's cycle of socialization. Indicate, for example, whether you had discussions about race, gender, class, etc. in your families of origin. For example, "Traditional gender roles were strongly reinforced in my family" OR "Homosexuality was rarely discussed in my family. When the topic came up, it was mostly talked about in a negative way." Be sure to address how your various social locations have resulted in privilege as well as marginalized social status. The paper should be in first person and illustrative examples may be used. Furthermore, be prepared to summarize or share excerpts from your paper in class in order to facilitate group dialogue. (Assignment adapted from Dr. Richard Shin)

The paper should be 2-4 pages in length (Times New Roman, font size 12, 1 inch margins, double spaced). Proper citations and references should follow the APA style (6th Edition). Papers will also be graded for grammar and spelling. Please proofread.

Please bring a stapled hard copy of your paper to class on the day it is due.

CLASS FACILITATION (Due: Variable. See Course Schedule)

In accordance with the four course objectives, students will work in groups of four (one group of five) to lead a class discussion and activity on one of six topics throughout the course of the semester. The aim of this assignment is to increase students' active engagement with the material. Group members will take primary responsibility for one of four tasks: 1) Writing discussion questions based on the day's reading(s), 2) Leading the class discussion, with an emphasis on dialogue 3) Choosing and leading a class activity relevant to the reading(s), and 4) Relating the reading(s) to overarching course concepts by debriefing and dialoging with class. The group may plan their facilitation around the readings provided in the syllabus or may select additional or replacement readings on the same topic with prior authorization from the instructor a week in advance of their facilitation date. All group members must meet with the instructor at least one week prior to their class facilitation date in order for their discussion questions and activity to be approved. The presentation should last 45-60 minutes. Additional information will be provided at a later date.

JOURNAL REFLECTIONS (Due: See Course Schedule)

In accordance with course objective #3, this course requires the integration of reading, lecture, and discussion material with self-reflection. Therefore, 7 reflection prompts will be posted on ELMS throughout the course (some reflections are mandatory). **Students must complete 5 of the 7 prompts, including the mandatory prompts. Mandatory journal grades cannot be dropped.** Reflections should only be 1-3 paragraphs-- 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 to ELMS by the due date indicated in the prompt.

LAWS AND SOCIAL INSTITUTIONS PAPER (Due: Thursday, March 10th)

In accordance with course objective #2, this assignment will provide students with an opportunity to examine the role government plays in promoting or preventing discrimination. You will pick a legal ruling from the list on ELMS and (1) summarize the law; (2) discuss what identity it relates to; (3) discuss the implications for the target group (the group most affected or intentionally affected by the law); and (4) discuss the implications for non-targets and the larger American society. The paper should draw upon course readings and discussions, as well as outside materials.

The paper should be 4-5 pages in length (Times New Roman, font size 12, 1 inch margins, double spaced), not including references. Proper citations and references should follow the APA style (6th Edition). Papers will also be graded for grammar and spelling. Please proofread.

Please bring a stapled hard copy of your paper to class on the day it is due.

GROUP PROJECT AND PRESENTATION (Due: Thursday, May 5th)

In accordance with course objective #3, this project requires students to apply course content to every day life, assessing community members' attitudes and/or actions surrounding concept(s) discussed in this course by conducting informal role-plays. For example, a group may assess the campus community's views on interracial dating in the following way: Two members play an interracial couple and another group member strikes up conversation with passers-by before asking them if the couple makes them

uncomfortable. Then two members play a same-race couple, and the procedure is repeated. Results are compared.

Students will work in groups of 4-6 to design and carry out a project approved by the instructor. This is not a formal, IRB-approved research experiment. No identifying information may be collected from participants, and no data is to be used outside of this class. More detailed information about the assignment will be given at a later date. (Assignment adapted from Dr. Joycelyn Landrum-Brown)

Each group's findings will be presented in class May 5th and 10th.

FINAL EXAM (Monday, May 16)

In accordance with course objective #1 a cumulative final exam will be given at the end of the course. This exam will take place on Monday, May 16th at 10:30 am. More details will be announced 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 do additional short assignments based on current events or class material. While these are not listed in the syllabus, they are considered a mandatory portion of the curriculum. These assignments will be posted on ELMS at least 3 days in advance of the due date.

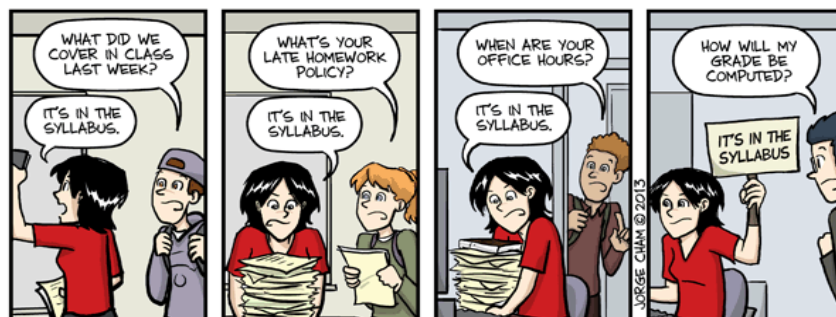
Date	Assignments Due	Topics Discussed in Class
Unit 1: Conceptual Frameworks		
1/26	SNOW DAY	
1/28	-Read syllabus -The Social Construction of Difference, Johnson, Txt p 15-17 -Bridging Differences Through Dialogue, Zúñiga, Txt p 635-638	Introduction to the course Identity
2/2	-Theoretical Foundations, Bell, Txt p 21-26 -Conceptual Foundation, Hardiman, Jackson, & Griffin, Txt p 26-35	Privilege & oppression Introduction to identity paper
2/4	-The Cycle of Socialization, Harro, Txt p 45-52 -Finding my Eye-identity, Chung, Txt p 109-111	Structural injustice and the cycle of socialization
Unit 2: Race		
2/9	Identity Paper Due -Defining Racism, Tatum, Txt p 65-68	Introduction to race

	-Rachel Dolezal, Botelho, ELMS	
2/11	Colorblind racism scale, ELMS -Identification Pleas, Gansworth, Txt p 111-114 -The Emperor's New Clothes, Williams, Txt p 119-124	Race: Building understanding Colorblindness
2/16	Journal reflection 1 (mandatory) -Police Brutality and Racial Tensions, Krol, ELMS -The Right Choices, The Economist, ELMS	Race and the legal system
Unit 3: Social Class		
2/18	-Class in America, Mantsios, Txt p 150-156 -Introduction, Adams, Txt p 142-145 (Global economic context- economic, social, and cultural dimensions of class)	Introduction to social class Introduction to Law and Social Institution Paper
2/23	-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) <i>-Additional or replacement readings as assigned</i>	Class: Keeping the poor poor The cycle of poverty Social Class Group Facilitation
2/25	-Budgets Leave Children By the Wayside, McLaughlin, ELMS -An Hereditary Meritocracy, The Economist, ELMS - <i>Savage Inequalities</i> , Kozol, ELMS (p 107-118)	Class, race, and educational inequality
3/1	Journal reflection 2	Wrap up race and social class
Unit 4: Gender		
3/3	-Introduction, Hackman, Txt p 317-323 -Patriarchy, the System, Johnson, Txt p 334-339	Introduction to gender Gender ≠ sex
3/8	-Lean In, Sandberg, ELMS (p 14-24) -Out-of-Body Image, Heldman, Txt p 346-349 -Women's Pay, Bernstein, Txt p 349-351 -Feminism, hooks, Txt p 340-342 <i>-Additional or replacement readings as assigned</i>	Gender socialization Feminists vs the patriarchy Gender Group Facilitation

3/10	<p>Law and Social Institutions Paper Due</p> <p>-Violence Against Women is a Men's Issue, Katz, Txt p 342-346</p> <p>-University Survey...Sexual Assault, Gray, ELMS</p> <p>-The Realities of Sexual Assault on Campuses, Best Colleges, ELMS</p>	Violence against women
3/15	<p>Journal Reflection 3</p> <p>SPRING BREAK</p>	
3/17	SPRING BREAK	
3/22	<p>-Call Me Caitlyn, Bissinger, ELMS</p> <p>-What Makes a Woman, Burkett, ELMS</p> <p>-It's Incredibly Scary to be a TWOC, Michaels, ELMS</p>	Transgender issues
Unit 5: Sexual Orientation		
3/24	<p>-LGBT Terms and Definitions, U Michigan, http://internationalspectrum.umich.edu/life/definitions</p> <p>-How Homophobia Hurts Everyone, Blumenfeld, 379-387</p>	<p>Introduction to sexual orientation</p> <p>Star Activity</p>
3/29	<p>-Same-sex marriage, Bernstein, ELMS</p> <p>-United Nations Address on Global LGBT Rights, Clinton, Txt p 420-424</p> <p><i>-Additional or replacement readings as assigned</i></p>	<p>Sexual orientation: Fighting for civil rights</p> <p>Sexual Orientation Group Facilitation</p>
3/31	<p>Journal reflection 4</p> <p>-Biphobia, Ochs, ELMS</p> <p>-Kinsey and the study of human sexuality, Mulder, ELMS</p>	<p>Hetero- and homonormativity</p> <p>Wrap up gender and sexual orientation</p> <p>Introduction to Group Project and Presentation</p>
Unit 6: Religion		
4/5	<p>-Christian Privilege, Blumenfeld, Txt p 244-250</p> <p>-Religious Oppression, Joshi, Txt p 250-254</p> <p>-Oral History of Adam Fattah, Ahmad, Txt p 294-295</p> <p>-Student Faces Town's Wrath, Goodnough, Txt p 299-301</p>	<p>Introduction to religion</p> <p>Christian hegemony</p>

4/7	Journal reflection 5 -Taking the Indian Out of the Indian, Grinde, Txt p281-282 -From Pearl Harbor to 9/11, Williams, Txt p 283-286 <i>-Additional or replacement readings as assigned</i>	Religion and human freedoms "separation of church and state" Free speech and religious persecution
4/12	-Je suis Charlie?, The Associated Press, ELMS -Trump sets off a furor, Haberman & Pérez-Peña; Goodstein & Kaplan, ELMS	Islamaphobia
Unit 7: Ability		
4/14	-Introduction, Castaneda & Peters, Txt p 461-465 -The Social Construction of Disability, Wendell, Txt p 481-485 -Disability and Poverty, Fessler, ELMS	Introduction to ability
4/19	Journal reflection 6 -Recognizing Ableist Beliefs, Peters, Castaneda, Hopkins, & McCants, Txt p 523-534 <i>-Additional or replacement readings as assigned</i>	Ableism Ability Group Facilitation
4/21	-Life with an Invisible Illness, Esposito, ELMS -Shining a Light on Mental Illness, World Bank, ELMS	Mental health and invisible disabilities
Unit 8: Social Justice		
4/26	-The Disturbing Effects Our Beauty Standards Have, Zeilinger, ELMS -Men's Standards of Beauty, ELMS (same file as above) <i>-Additional or replacement readings as assigned</i>	Power and social norms Appearance Diversity/ Social Justice Group Facilitation
4/28	-The Cycle of Liberation, Harro, Txt p 618-625	The cycle of liberation Final exam study guide posted
5/3	-Becoming an Ally, Evans & Washington, Txt p 411-420 -Allies, Anzaldúa, Txt p 627-629	How to be an ally
Wrapping Up		
5/5	Journal reflection 7 (mandatory)	Group Presentations

5/10		Group Presentations
5/16	Study for final exam	Final Exam, 10:30 am



IT'S IN THE SYLLABUS

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

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Image from: <http://phdcomics.com/comics/archive/phd051013s.gif>

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