

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

Mondays & Wednesdays 11:00AM – 12:15PM
Benjamin Building, EDU 2119

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Office hours: By appointment only

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 (e.g., 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/>

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 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, 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
Cultural Roots Paper & Sharing	10
Class Facilitation	10
Journal Reflections	15
Law and Social Institutions Paper	15
Group Project and Presentation	15
Final Exam	20

A+	97.00 - 100.00	B	83.00 - 86.99	C-	70.00 - 72.99	F	≤ 59.99
A	93.00 - 96.99	B -	80.00 - 82.99	D+	67.00 - 69.99		
A-	90.00 - 92.99	C+	77.00 - 79.99	D	63.00 - 66.99		
B+	87.00 - 89.99	C	73.00 - 76.99	D -	60.00 - 62.99		

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**. 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.

Students claiming excused absence must contact the instructor 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.

Contribution to Discussion

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, self-reflection, and integration of content from class and readings. 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 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 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.

CULTURAL ROOTS PAPER AND SHARING (Due: Monday, February 8th)

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 **MUST** discuss their race, 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 **briefly** (3-4 mins) summarize and share excerpts from your paper in class and **bring to class** a drawing, a picture, personal item, lyrics of a song (if it's brief), poem, etc. in order to facilitate group dialogue. The only presentation medium that you will not be able to use is a computer. (Assignment adapted from Dr. Richard Shin)

The paper should be 2-4 pages in length (Times New Roman, 12-point font, 1-inch for all margins, double spaced, does **not** need a title page). 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 **AND** submit to ELMS on time.

CLASS FACILITATION (Due: Variable. See Course Schedule. Sign up on ELMS by February 10th)

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. 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 **about** 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. Proper citation of readings and lecture should be in APA (6th Edition) format. Please proofread for grammar and spelling.

LAWS AND SOCIAL INSTITUTIONS PAPER (Due: Wednesday, March 9)

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 **AND** submit to ELMS on time.

GROUP PROJECT AND PRESENTATION (Due: Monday, May 2nd or Wednesday, May 4th)

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)

FINAL EXAM (Monday, May 9th 11:00AM - 12:15PM in class)

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

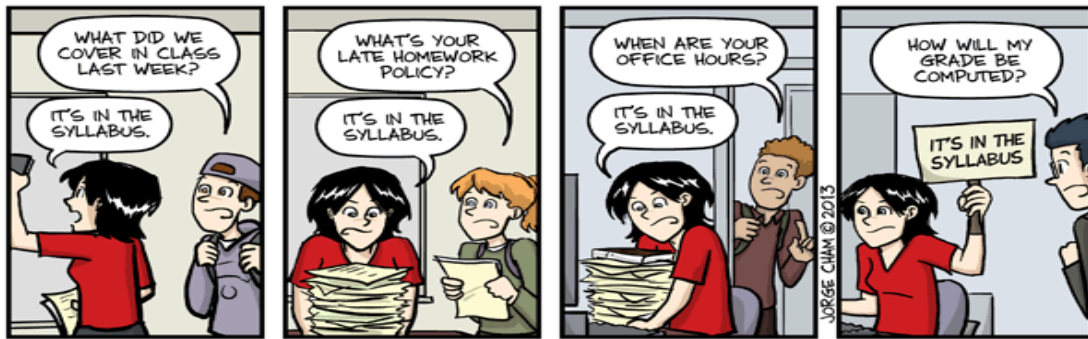
****Note:** In addition to the textbook readings listed below, you may be required to read additional articles that reflect current events and/or themes that emerge in class discussion. While these are not listed in the syllabus, they are considered a mandatory portion of the curriculum. These reading assignments will be posted on ELMS at least 3 days in advance of the due date. CF: Class Facilitation; JR: Journal Reflection; Txt: Textbook

The schedule below is subject to change by the instructor. If any changes are made, students will be notified in class and online.

Date	Topics	Readings Due	Assignments Due
Unit 1: Conceptual Frameworks			
Class 0: M 1/25	SNOW DAY	NO CLASS	
Class 1: W 1/27	Welcome and Intros; Communicating across Difference through Dialogue	-Read Syllabus -Bridging Differences Through Dialogue, Zúñiga, Txt p 635-638 -Flick, Inside the Understanding Process, ELMS -McKay, Davis, & Fanning, Listening, ELMS	
Class 2: M 2/1	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 -Finding my Eye-identity, Chung, Txt p 109-111	Complete Survey
Class 3: W 2/3	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 -About Privileged Groups, Goodman, ELMS	
Class 4: M 2/8	Cultural Roots	To be determined	Cultural Roots Paper Due and Presentation
Unit 2: Race			
Class 5: W 2/10	Introduction to race(ism)	-Defining Racism, Tatum, Txt p 65-68 -Rachel Dolezal, Botelho, ELMS	Group Facilitation Sign up on ELMS Complete Survey
Class 6: M 2/15	Race: Building understanding Racial Colorblindness	-Identification Pleas, Gansworth, Txt p 111-114 -The Emperor's New Clothes, Williams, Txt p 119-124 -I, Racist, Metta, ELMS -This new study explains why white..., Zeilinger, ELMS	JR #1 Mandatory
Class 7: W 2/17	Race and the legal system	-Police Brutality and Racial Tensions, Krol, ELMS -The Right Choices, The Economist, ELMS -Masked Racism, Davis, ELMS	
Unit 3: Social Class			
Class 8: M 2/22	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)	
Class 9: W 2/24	Class: Keeping the poor poor The cycle of poverty	-What's Debt Got to Do with It, Williams, Txt p 171- 174 -Nickel and Dime, Ehrenreich, ELMS (p 100-103; 132-148; 193-222) -Additional or replacement readings as assigned	Social Class CF: 1) _____ 2) _____ 3) _____ 4) _____
Class 10: M 2/29	Class, race, and educational	-Budgets Leave Children By the Wayside, McLaughlin, ELMS	JR #2

	inequality	-An Hereditary Meritocracy, The Economist, ELMS - <i>Savage Inequalities</i> , Kozol, ELMS (p 107-118)	
Unit 4: Gender			
Class 11: W 3/2	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) -Feminism, hooks, Txt p 340-342	
Class 12: M 3/7	Feminists vs. the patriarchy Violence against women	-Out-of-Body Image, Heldman, Txt p 346-349 -Women's Pay, Bernstein, Txt p 349-351 -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 - <i>Additional or replacement readings as assigned</i>	Gender CF: 1) _____ 2) _____ 3) _____ 4) _____
Class 13: W 3/9	Transgender issues Mid-Semester Feedback	-Call Me Caitlyn, Bissinger, ELMS -What Makes a Woman, Burkett, ELMS -It's Incredibly Scary to be a TWOC, Michaels, ELMS	Law and Social Institutions Paper Due
M 3/14	SPRING BREAK	NO CLASSES	JR#3
W 3/16	SPRING BREAK	NO CLASSES	
Unit 5: Sexual Orientation			
Class 14: M 3/21	Introduction to sexual orientation	-LGBT Terms and Definitions, U Michigan, https://internationalspectrum.umich.edu/life/definitions -Biphobia, Ochs, ELMS -How Homophobia Hurts Everyone, Blumenfeld, 379-387	
Class 15: W 3/23	Sexual orientation: Fighting for civil rights	-Same-sex marriage, Bernstein, ELMS -United Nations Address on Global LGBT Rights, Clinton, Txt p 420-424 - <i>Additional or replacement readings as assigned</i>	Sexual Orient. CF: 1) _____ 2) _____ 3) _____ 4) _____
Class 16: M 3/28	Hetero- and homonormativity Intro to Group Project and Presentation	-Biphobia, Ochs, ELMS -Kinsey and the study of human sexuality, Mulder, ELMS	JR #4
Unit 6: Religion			
Class 17: W 3/30	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	
Class 18: M 4/4	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 - <i>Additional or replacement readings as assigned</i>	Religion CF: 1) _____ 2) _____ 3) _____ 4) _____

Class 19: W 4/6	Islamaphobia	-Je suis Charlie?, The Associated Press, ELMS -Trump sets off a furor, Haberman & Pérez-Peña; Goodstein & Kaplan, ELMS	JR #5
Unit 7: (Dis)ability			
Class 20: M 4/11	Introduction to (dis)ability	-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	
Class 21: W 4/13	Ableism	-Recognizing Ableist Beliefs, Peters, Castaneda, Hopkins, & McCants, Txt p 523-534 <i>-Additional or replacement readings as assigned</i>	(Dis)ability CF: 1) _____ 2) _____ 3) _____ 4) _____
Class 22: M 4/18	(In)visible disabilities and mental health	-Life with an Invisible Illness, Esposito, ELMS -Shining a Light on Mental Illness, World Bank, ELMS	JR #6
Unit 8: Appearance Diversity and Social Justice			
Class 23: W 4/20	Appearance Diversity Intro to Social Justice; Power and Social Norms	-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>	
Class 24: M 4/25	Cycle of liberation	-Developing a Liberatory Consciousness, Love, Txt p 601-605 -What Can We Do?, Johnson, 612-618 -FLExing Cross-Cultural Communication, Castañeda, Txt p 134-139 <i>-Additional or replacement readings as assigned</i>	Appearance and/or Social Justice CF: 1) _____ 2) _____ 3) _____ 4) _____
Class 25: W 4/27	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	
Wrapping Up			
Class 26: M 5/2	Group Presentations		JR #7 Mandatory
Class 27: W 5/4	Group Presentations		
Class 28: M 5/9	Final Exam in class		



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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