

University of Illinois at Urbana-Champaign  
College of Education  
EDUC 201—Identity and Difference in Education  
Spring 2022

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	<p>AD2 1:00PM-2:50 Thursdays Jelena Pokimica: pokimic2@illinois.edu</p>
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	<p>AD4 11:00AM-12:50PM Fridays Joann Bandalas Castro: joannmb2@illinois.edu</p>
	<p>AD5 10:00AM-11:50AM Tuesdays Mackenzie Gillespie: dankle@illinois.edu</p>
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**Course Overview:** This course focuses on how we think about students and teachers, and how we, as students and teachers, are socially positioned in our roles and our various identity categories and community attachments. We will explore ways of knowing, teaching, and learning related to differences in identity and affiliation including school subjects and lessons learned from communities.

This course is designed for students interested in reflecting on their own experiences as learners, those considering careers in some form of teaching, and anyone interested in reflecting on how issues of inclusion, exclusion, power, and privilege influence educational theories and community-based practices.

Assignments encourage active and community-based learning, drawing on readings and experiences in community placements to critically reflect on issues and plans for future professional endeavors.

**Course Learning Outcomes:**

By the end of the course, students will:

- Examine how power and privilege impact equity and opportunities in schools
- Describe asset-based frameworks that affirm student identities
- Reflect on ways that socially constructed identities impact students and schools
- Analyze how issues of inclusion, exclusion, power, and privilege play out in education
- Critically reflect on one’s experiences within a community-based learning experience

**Required Readings:**

Wise, Tim. *White Like Me: Reflections on Race from a Privileged Son*. New York: Soft Skull Press, 2011.

All other required readings are available through the course Canvas site.

### Assignments and Grade Distribution:

**Community-Based Placements: 10%**—An important part of this class is the experience of working with a community organization. The School and Community Experiences Office will facilitate this process and help place you with a community organization. You will then work with that organization throughout the semester, completing a total of twenty contact hours. You can find additional information about the process here:

<https://sce.education.illinois.edu/community-experiences>

This grade is based on completing all twenty hours at your placement site and receiving a satisfactory report from your site supervisor. These hours should be completed by May 2nd.

Note: to get a grade for placement at all, you need to complete the required twenty hours.

**Community Placement Activities and Reflections: 15%**—As you are working with your placements, we also want you to reflect on how the ideas and themes that we are discussing in class relate to your placement experiences. To help facilitate this process, you will complete weekly activities and reflections within your discussion sections.

**Culminating assessments: 60%**—Three times throughout the semester you will complete culminating assessments over course concepts and themes. These will be in the form of take-home essays and will be distributed in your discussion sections.

**Discussion Section: 15%**—Your discussion section instructor will cover the elements of this grade, which includes discussion section-specific activities and participation.

**Note:** there will be a 10% deduction per day for any unexcused late work.

The final course grade will be based on the following scale:

93-100%	A	90-92%	A-
87-89%	B+	83-86%	B
80-82%	B-	77-79%	C+
73-76%	C	70-72%	C-
67-69%	D+	63-66%	D
60-62%	D-	Below 60%	Fail

### Students' Responsibilities:

Students are expected to listen to each weekly lecture recording and attend their discussion sections, having read the assigned materials and prepared to contribute to classroom discussions. More specific assignment, attendance, and class participation expectations will be detailed in your discussion sections.

### Additional Information:

#### Academic Integrity

The Illinois Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://www.admin.uiuc.edu/policy/code/>.

Academic dishonesty may result in a failing grade or other serious consequence. Every student is expected to review and abide by the Academic Integrity

Policy: <http://www.admin.uiuc.edu/policy/code/>. Please note that you are responsible for reading this policy. Ignorance is not an excuse for any academic dishonesty.

### **Disability Resources Statement**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call (217) 333-4603 (V/TDD), or e-mail a message to [disability@illinois.edu](mailto:disability@illinois.edu)

To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to see the instructor as soon as possible.

If you need accommodations, please speak to me after class, or make an appointment to see me, or see me during my office hours

### **Community of Care**

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at the Counseling Center (<https://counselingcenter.illinois.edu/>) or McKinley Health Center (<https://mckinley.illinois.edu/>). For mental health emergencies, you can call 911 or walk in to the Counseling Center, no appointment needed.

### **Disruptive Behavior**

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution for disciplinary action.

### **Emergency Response Recommendations**

Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. <http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>.

### **Family Educational Rights and Privacy Act (FERPA)**

Any student who has suppressed their directory information pursuant to *Family Educational Rights and Privacy Act* (FERPA) should self-identify to the instructor to ensure

protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information on FERPA.

### **Religious Observances**

The Religious Observance Accommodation Request form is available at <http://odos.illinois.edu/community-of-care/resources/docs/Religious-Observance-Accommodation-Request-Form.pdf>. Submit the form to the instructor and to the Office of the Dean of Students ([helpdean@illinois.edu](mailto:helpdean@illinois.edu)) by the end of the second week of the course; in the case of exams or assignments scheduled after this period, students should submit the form to the instructor and to the Office of the Dean of Students as soon as possible.

### **Sexual Misconduct Reporting Obligation**

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](http://wecare.illinois.edu/resources/students/#confidential).

Other information about resources and reporting is available here: [wecare.illinois.edu](http://wecare.illinois.edu).

### **Posting of Classroom Content**

Recording material from in this course, including lectures, discussions or other activities is forbidden. Sharing recorded material or posting it online is also forbidden. Any violation of these policies will be forwarded to the Office of Student Conflict Resolution for disciplinary action.

## **COVID-19 Expectations for On-Campus Discussion Sections**

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols.

Students who feel ill must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non-compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

### Face Coverings

All students, faculty, staff, and visitors are required to wear face coverings in classrooms and university spaces. This is in accordance with CDC guidance and University policy and expected in this class.

Please refer to the University of Illinois Urbana-Champaign's COVID-19 website for [further information on face coverings](#). Thank you for respecting all of our well-being so we can learn and interact together productively.

### Building Access

In order to implement COVID-19-related guidelines and policies affecting university operations, instructional faculty members may ask students in the classroom to show their Building Access Status in the Safer Illinois app or the Boarding Pass. Staff members may ask students in university offices to show their Building Access Status in the Safer Illinois app or the Boarding Pass. If the Building Access Status says "Granted," that means the individual is compliant with the university's COVID-19 policies—either with a university-approved COVID-19 vaccine or with the on-campus COVID-19 testing program for unvaccinated students.

Students are required to show only the Building Access Screen, which shows compliance without specifying whether it was through COVID-19 vaccination or regular on-campus testing. To protect personal health information, this screen does not say if a person is vaccinated or not. Students are not required to show anyone the screen that displays their vaccination status. No university official, including faculty members, may ask students why they are not vaccinated or any other questions seeking personal health information.

### Course Schedule (please note that the schedule and readings are subject to change):

This course is broken down into two components: the lecture and the discussion sections. Each lecture will be recorded and posted on our course Canvas page. Your discussion section will meet in person.

Week Number	Dates	Weekly Theme	Readings/Viewings For each week, review the work(s) in <b>bold</b> and one or more other work as determined by your discussion section instructor  <u>Assignments are underlined</u>
1	January 17-21	Course Introduction	<ul style="list-style-type: none"> <li>• None</li> </ul>
2	January 24-January 28	Personal and Social Identities	<ul style="list-style-type: none"> <li>• <b>H. Samy Alim and Djano Paris, "What is culturally sustaining pedagogy and why does it matter?"</b></li> <li>• Monita Bell, "Teaching at the Intersections"</li> <li>• Tara J. Yosso, "Whose Culture has Capital?"</li> </ul>
3	January 31-February 4	Who Are We?	<ul style="list-style-type: none"> <li>• <b>Plato, "Allegory of the Cave"</b></li> <li>• James Baldwin, "Stranger in the Village"</li> <li>• Adriene Rich, "Claiming and Education"</li> <li>• Ken Robinson, "Changing Education Paradigms"</li> </ul>

4	February 7-11	Who Am I? Who Are You? Why Teach?	<ul style="list-style-type: none"> <li>• <b>Paulo Freire, chapter 2, <i>Pedagogy of the Oppressed</i></b></li> <li>• Jonathan Kozol, "Letters to a Young Teacher"</li> <li>• Sonia Nieto, "Still Teaching in Spite of it All"</li> <li>• Shawn Ginwright, "The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement"</li> </ul>
5	February 14-18	Assimilation and Exclusion	<ul style="list-style-type: none"> <li>• <b>Jennifer C. Ng, Sharon S. Lee, and Yoon K. Pak, "Contesting the Model Minority and Perpetual Foreigner Stereotypes"</b></li> <li>• Lee, "Op-Ed: What does it mean to be American? Ask an immigrant"</li> <li>• PBS Utah, "Unspoken: America's Native American Boarding Schools"</li> <li>• Native Voice TV, "We Are People, Not Your Mascot"</li> <li>• <u>Culminating Assessment #1 assigned during discussion section. It is due the following week in your discussion sections.</u></li> </ul>
6	February 21-25	Accessibility, Inclusion, Special Education	<ul style="list-style-type: none"> <li>• <b>Eddie Ndopu, "It's Time to Rethink the Language of Accessibility. And to Imagine a More Equal World"</b></li> <li>• Pete Wright, "The History of Special Education Law"</li> <li>• Daniel Share-Strom, "Dear Society...Signed, Autism"</li> <li>• Chandni Kazi, "My Learning Disability: A Love Story"</li> <li>• NPR, "A Few Things to Know about American Sign Language"</li> </ul>
7	February 28-March 4	Understanding Gender	<ul style="list-style-type: none"> <li>• <b>Signithia Fordham, "Those Loud Black Girls": (Black) Women, Silence, and Gender 'Passing' in the Academy"</b></li> <li>• Gender Spectrum, "Understanding Gender"</li> <li>• In The Life Media, "Becoming Me"</li> </ul>
8	March 7-March 11	LGBTQ Youth and Schools	<ul style="list-style-type: none"> <li>• <b>Sylvia Rivera Law Project, "Fact Sheet: Transgender &amp; Gender Nonconforming Youth in School"</b></li> <li>• GLAAD, "GLAAD Media Reference Guide—Transgender"</li> <li>• Joleen Hanlon, "How Educators Can Address Homophobia in Elementary Schools"</li> <li>• Matthew Beck, "It Began with Me: An Exploration of Exemplary School Counselor and Principal Experiences with LGBT Students."</li> </ul>
March 14-18: No Classes Spring Break			

9	March 21-25	Complex Identities and Challenging Issues	<ul style="list-style-type: none"> <li>• <b>Jason G. Irizarry, “Ethnic and Urban Intersections in the Classroom: Latino Students, Hybrid Identities, and Culturally Responsive Pedagogy”</b></li> <li>• Kathe Jervis, “How Come There Are No Brothers on that List?”</li> <li>• nprED, “This Islamic School Helps Students Build Their American and Muslim Identity”</li> </ul>
10	March 28-April 1	The Power of Language and the Politics of Representation	<ul style="list-style-type: none"> <li>• <b>Lisa Delpit, “Language Diversity and Learning”</b></li> <li>• Terry Blas, “I’m Latino, I’m Hispanic”</li> <li>• Alicia Garza, “A Herstory of the Black Lives Matter Movement”</li> <li>• Martha Elena Garza, “A Tejana <i>Testimonio</i>: Language Experiences and the Impact for Teaching and Learning”</li> <li>• <u>Culminating Assessment #2 assigned in your discussion sections. It is due the following week in your discussion sections.</u></li> </ul>
11	April 4-8	History, Identities, and Communities	<ul style="list-style-type: none"> <li>• <b>Christopher M. Span and Ishwanzya D. Rivers, “Reassessing the Achievement Gap: An Intergenerational Comparison of African American Student Achievement before and after Compensatory Education and the Elementary and Secondary Education Act”</b></li> <li>• Shereen Marisol Meraji, “Before <i>Brown v. Board</i>, Mendez Fought California’s Segregated Schools”</li> <li>• Beverly Daniel Tatum, “Connecting the Dots: How Race in America’s Classrooms Affects Achievement”</li> </ul>
12	April 11-15	Identities and Education	<ul style="list-style-type: none"> <li>• <b>Gloria Ladson-Billings, “The Social Funding of Race: The Role of Schooling”</b></li> <li>• Frontline, “A Class Divided”</li> <li>• Whiteness Project, “White Millennials in Dallas, TX, Talk About Race”</li> <li>• Lisa Delpit, “The Silenced Dialogue: Power and Pedagogy in Educating People’s Children”</li> </ul>
13	April 18-22	Reflections on Race and Privilege	<ul style="list-style-type: none"> <li>• <b>Wise, <i>White Like Me: Reflections on Race from a Privileged Son</i> (preface through p. 124)</b></li> </ul>
14	April 25-29	Reflections on Race and Privilege, Continued	<ul style="list-style-type: none"> <li>• <b>Wise, <i>White Like Me: Reflections on Race from a Privileged Son</i> (p. 125-rest of book)</b></li> <li>• <u>Culminating Assessment #3 (the final exam) assigned on April 25th at 12:00pm Central Time. It is due on Monday, May 9th by 11:59pm Central Time.</u></li> </ul>
15	May 2-May 6	Course Conclusion: Where Do We Go from Here?	<ul style="list-style-type: none"> <li>• <u>Community-Based Placement hours due by May 2nd.</u></li> <li>• <b>No discussion sections this week</b></li> </ul>