

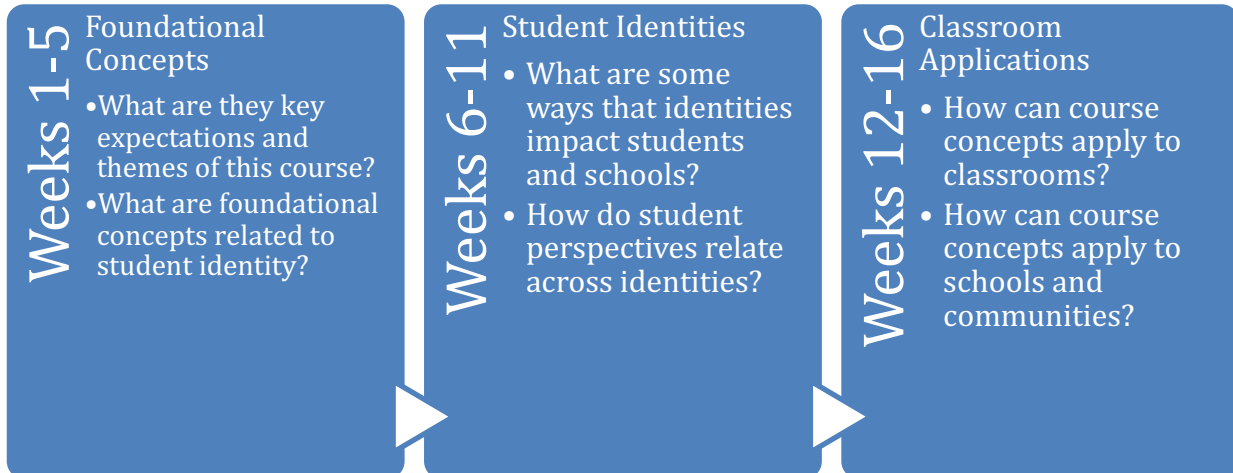
University of Illinois at Urbana-Champaign  
College of Education  
EDUC 201—Identity and Difference in Education  
Fall 2024

Professor:	Teaching Assistants/Discussion Section Instructors:
<p style="text-align: center;">Curtis Mason: masonc@illinois.edu 110 Education Building</p> <p style="text-align: center;">Office Hours: Mondays-1:00-2:30p</p> <p style="text-align: center;">EDUC 201 Lecture: Tuesdays, 11:00-11:50a 66 Library</p>	AD1 11:00AM - 12:50PM W / 17 Education Building Armando Torres: ajt7@illinois.edu
	AD2 11:00AM - 12:50PM R / 17 Education Building Sandy Jump: sjump@illinois.edu
	AD3 11:00AM - 12:50PM R / 42A Education Building Martha Perez-Mugg: marthap2@illinois.edu
	AD4 3:00PM - 4:50PM W / 17 Education Building Gariel Pierce: garielp2@illinois.edu
	AD5 1:00PM - 2:50PM R / 17 Education Building Soomin Nam: soominn3@illinois.edu
	AD6 1:00PM - 2:50PM W / 17 Education Building Joey Shepherd: joeyas2@illinois.edu
	AD7 1:00PM - 2:50PM R / 37 Education Building Samuel Kumi: skumi2@illinois.edu

**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 considering careers in some form of teaching and anyone interested in reflecting on how issues of inclusion, exclusion, power, and privilege influence educational- 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.

Here's an overview of how we're exploring these concepts throughout this class:



**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 approaches 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

This is a general education course, meeting the US Minority Cultures General Education Category. As such our course materials and assessments are designed to align with the US Minority Cultures Learning Outcomes available here: <https://gened.illinois.edu/learning-outcomes/#LO-US>

**Required Materials:**

All required class materials 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 December 9th.

**Lecture Activities: 5%**—During lectures we'll complete collaborative and individual activities that connect with our weekly themes and prepare you for your discussion sections.

**Critical Reflections: 20%**—Each week you will critically reflect on course themes and topics. The specific weekly reflection prompts and assignment expectations will be discussed more in your discussion section. These are due on the day before your discussion section meets.

**Culminating Assessments: 25%**—Two times during the semester you will individually complete assessments that will ask you to step back from the weekly critical engagements and reflect on broader course themes while also integrating relevant course materials.

**Course Engagement: 10%**—To help support your interaction with the course materials and your classmates, you will be assessed on your engagement in discussion section-specific activities.

**Group Presentation: 10%**—For this presentation, you will collaborate with other classmates in your discussion sections to contextualize and share additional details on a relevant class topic.

**Community Placement Project: 20%**—For this activity, you'll work with other students in your discussion section to reflect and find connections across your placement experiences. This project will consist of individual and group components that you'll work on throughout the semester, out of class, and during some lecture sections. Ultimately, you'll present your group connections with other EDUC 201 students during our final on Friday, December 13th, from 8:00 a.m.-11:00 a.m.

**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 attend each weekly lecture and their discussion sections, having read the assigned materials, and prepared to contribute to classroom discussions. Unexcused absences and demonstrated unpreparedness during class will result in a decrease in your course engagement grade. More specific assignment, and class engagement expectations will be detailed in your discussion sections.

Students should expect six hours of student work each week, apart from the course instruction time.

### **Additional Information:**

#### **Academic Integrity**

The University of Illinois at Urbana-Champaign 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://studentcode.illinois.edu/>. Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

#### **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 (<https://conflictresolution.illinois.edu>; [conflictresolution@illinois.edu](mailto:conflictresolution@illinois.edu); 333-3680) for disciplinary action.

#### **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.

### **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**

Students must submit requests for accommodations for religious observances directly to instructors. The request should be submitted in advance of the conflict to allow for enough time both for consideration of the request and facilitation of alternative arrangements, as necessary. If students need assistance in formulating the request, the Office of the Dean of Students offers an [optional resource](#) that should prove helpful. For more information and/or guidance, please contact the [Office of the Dean of Students](#).

### **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).

### **Disability Resources Statement**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities should contact the course instructor as soon as possible. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact [Disability Resources and Educational Services](#) (DRES). DRES provides students with academic accommodations, access, and support services. 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).

### **Writers Workshop**

The Writers Workshop's mission is to support the University of Illinois community by providing free writing assistance for students, faculty, and staff from all disciplines and at all stages of the writing process. Whether you're working on a course paper, senior capstone, personal statement, group writing project, thesis or dissertation, or manuscript for publication, our consultants are available to help. Visit us at any stage of the writing process: brainstorming, organizing ideas, polishing final drafts, citing sources, and more.

The Workshop offers online appointments, in-person appointments, and evening drop-in hours. The Workshop also sponsors writing groups and provides presentations about academic writing skills. Find more information at <http://writersworkshop.illinois.edu/> or learn more about our policies (<https://writersworkshop.illinois.edu/about-the-workshop/policies/>) and our services (<https://writersworkshop.illinois.edu/services/>). You can also find us on Facebook ([Writers Workshop at Illinois](#)), Twitter ([@WorkshopIL](#)), and Instagram ([UIUC Writers Workshop](#)).

### **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 McKinley Health Center (<https://mckinley.illinois.edu/>). Or the Counseling Center (<https://counselingcenter.illinois.edu/>). For urgent matters during business hours, no appointment is needed to contact the Counseling Center. For mental health emergencies, you can call 911.

### **Mental Health and Wellness Resources**

We understand the impact that struggles with mental health can have on your class experience. Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below and found here: <https://wellness.illinois.edu/>. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

### **Emergency Response Recommendations**

Emergency response recommendations can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/resources-for-instructors/>. 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/>.

**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. The lecture meets on Tuesdays at 11:00am in 66 Library for everyone—the discussion section meeting day and time varies depending on the section in which you are enrolled.

Week Number	Dates	Weekly Theme	Course Materials For each week, review the work(s) prior to meeting with your discussion section. <u>Assignments are underlined</u>
1	August 26-30	Course Introduction Part I: Course Structure and Introductory Themes	<ul style="list-style-type: none"> <li>• None</li> </ul>
2	September 2-6	Course Introduction Part II: Foundational Perspectives	<ul style="list-style-type: none"> <li>• H. Samy Alim and Django Paris, “What is Culturally Sustaining Pedagogy and Why Does it Matter?”</li> <li>• National Museum of African American History and Culture, “Talking About Race: Whiteness”</li> <li>• Monita Bell, “Teaching at the Intersections”</li> </ul>
3	September 9-13	Student Identity	<ul style="list-style-type: none"> <li>• Tara J. Yosso, “Whose Culture has Capital?”</li> </ul>
4	September 16-20	Teacher Identity	<ul style="list-style-type: none"> <li>• Sonia Nieto, “Still Teaching in Spite of it All”</li> <li>• The Education Trust, “Through Our Eyes: Perspectives and Reflections from Black Teachers”</li> </ul>
5	September 23-27	Student Belonging	<ul style="list-style-type: none"> <li>• Gabriel Rodriguez, “Suburban Schools as Sites of Inspection: Understanding Latinx Youth’s Sense of Belonging in a Suburban High School”</li> <li>• <u>Culminating Assessment #1 assigned during discussion sections. It is due the following week in your discussion sections.</u></li> </ul>
6	September 30-October 4	Identity and Language	<ul style="list-style-type: none"> <li>• Lisa Delpit, “Language Diversity and Learning”</li> <li>• Martha Elena Garza, “A Tejana <i>Testimonio</i>: Language Experiences and the Impact for Teaching and Learning”</li> </ul>
7	October 7-11	Assimilation and Exclusion	<ul style="list-style-type: none"> <li>• Jennifer C. Ng, Sharon S. Lee, and Yoon K. Pak, “Contesting the Model Minority and Perpetual Foreigner Stereotypes”</li> <li>• Erika Lee, “Op-Ed: What does it mean to be American? Ask an immigrant”</li> </ul>
8	October 14-18	Accessibility, Inclusion, and Special Education	<ul style="list-style-type: none"> <li>• Eddie Ndopu, “It’s Time to Rethink the Language of Accessibility. And to Imagine a More Equal World”</li> <li>• Pete W. D. Wright and Pamela Darr Wright, “The History of Special Education Law”</li> <li>• Chandni Kazi, “My Learning Disability: A Love Story”</li> </ul>

9	October 21-25	Gender Perspectives	<ul style="list-style-type: none"> <li>Susan McCullough, "Girls, and Gender and Power Relationships in an Urban Middle School"</li> <li>National Women's Law Center, "Dress Coded: Black Girls, Bodies, and Bias in D.C. Schools"</li> </ul>
10	October 28-November 1	LGBTQ+ Youth and Schools	<ul style="list-style-type: none"> <li>GLSEN, "Improving School Climate for Transgender and Nonbinary Youth"</li> <li>Anita R. Gooding, et al., "Situated Agency: How LGBTQ Youth Navigate and Create Queer(ed) Space"</li> </ul>
11	November 4-8	Historical Roots of Inequities	<ul style="list-style-type: none"> <li>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"</li> <li>Beverly Daniel Tatum, "Connecting the Dots: How Race in America's Classrooms Affects Achievement"</li> <li><u>Culminating Assessment #2 assigned in your discussion sections. It is due the following week in your discussion sections.</u></li> </ul>
12	November 11-15	Asset-Based Pedagogies	<ul style="list-style-type: none"> <li>Amy Seely Flint &amp; Wanda Jagers, "You Matter Here: The Impact of Asset-Based Pedagogies on Learning"</li> <li>Shawn Ginwright, "The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement"</li> </ul>
13	November 18-22	Curriculum and Teaching Practices	<ul style="list-style-type: none"> <li>Jason G. Irizarry, "Ethnic and Urban Intersections in the Classroom: Latino Students, Hybrid Identities, and Culturally Responsive Pedagogy"</li> <li>Say More on That, "Noor Ali on the 'Right Mug' and the Narratives of Muslim American Youth"</li> <li>Jeanette Haynes Writer and H. Prentice Baptiste, "As Elders in Our Villages: Re-Imagining Racist and Anti-Indianist Public Schools"</li> </ul>
14	November 25-29	No Class—Fall Break	
15	December 2-6	School Leadership	<ul style="list-style-type: none"> <li>Muhammad Khalifa, "Culturally Responsive School Leadership"</li> <li><u>Community-Placement Project Individual Component due in discussion sections.</u></li> </ul>
16	December 9-11	Where Do We Go From Here?	<ul style="list-style-type: none"> <li><u>Community-Based Placement hours due by December 9th</u></li> <li><b>Discussion sections do not meet this week</b></li> </ul>
Course Final	December 13th 8:00am-11:00am	<ul style="list-style-type: none"> <li>Community Placement Project Group Presentations</li> </ul>	