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 experience within a community-based learning experience
Required Readings:
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](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 the end of week 14. Note: to get a grade for placement at all, you need to complete the required twenty hours.

**Community Placement Booklet: 75%**—To integrate the ideas in this course with your placement experiences, you will complete an accompanying booklet. This booklet’s template will be provided to you and will include sections to note your observations about your placement site, interviews with participants, and overall insights that connect to course materials. As part of these observations, you will complete shorter reflections and longer, more complex culminating assessments that prompt you to integrate course content with your placements.

*The reflections collectively make up 15% of your total grade.*

*The four culminating assessments are worth 15% or 60% total.* Note: the final exam is your fourth culminating assessment.

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

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

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>C</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>Below 60%</td>
<td>Fail</td>
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</table>

**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/](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/](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

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/](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/](https://counselingcenter.illinois.edu/)) or McKinley Health Center ([https://mckinley.illinois.edu/](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/](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/](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](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](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.

These are the listed dates when the lectures will be posted to our course Canvas page. Since the lectures will be recorded and posted to our course Canvas site, we will not meet as a class at this time. I will be available via Zoom or in my office though to discuss any questions or thoughts about the course material.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Date</th>
<th>Weekly Theme</th>
<th>Readings/Viewings</th>
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<tbody>
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<td>For each week, review the work(s) in <strong>bold</strong> and one or more other works of interest.</td>
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<td><strong>Assignment deadlines are underlined.</strong></td>
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<tr>
<td>1</td>
<td>Aug-24</td>
<td>Course Introduction</td>
<td>• None</td>
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</tbody>
</table>
| 2    | Aug-31       | Personal and Social Identities | • H. Samy Alim and Djano Paris, "What is culturally sustaining pedagogy and why does it matter?"  
• Monita Bell, “Teaching at the Intersections”  
• Tara J. Yosso, “Whose Culture has Capital?” |
| 3    | Sept-7       | Who Are We? | • **Plato, “Allegory of the Cave”**  
• James Baldwin, “Stranger in the Village”  
• Adriene Rich, “Claiming and Education”  
• Ken Robinson, “Changing Education Paradigms” |
| 4    | Sept-14      | Who Am I? Who Are You? Why Teach? | • **Paulo Freire, chapter 2, Pedagogy of the Oppressed**  
• Jonathan Kozol, “Letters to a Young Teacher”  
• Sonia Nieto, “Still Teaching in Spite of it All”  
• Shawn Ginwright, “The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement” |
| 5    | Sept-21      | Assimilation and Exclusion | • **Jennifer C. Ng, Sharon S. Lee, and Yoon K. Pak, “Contesting the Model Minority and Perpetual Foreigner Stereotypes”**  
• The American Experience, “In the White Man’s Image”  
• Native Voice TV, “We Are People, Not Your Mascot”  
• **Culminating Assessment #1 assigned on September 23rd at 3:00pm Central Time. It is due on September 28th by 11:00am Central Time.** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Presentations</th>
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| 6    | Sept-28 | Accessibility, Inclusion, Special Education | • Eddie Ndopu, “It’s Time to Rethink the Language of Accessibility. And to Imagine a More Equal World”  
• Pete Wright, “The History of Special Education Law”  
• Daniel Share-Strom, “Dear Society...Signed, Autism”  
• Chandni Kazi, “My Learning Disability: A Love Story”  
• NPR, “A Few Things to Know about American Sign Language” |
| 7    | Oct-5   | Understanding Gender                       | • Signithia Fordham, “Those Loud Black Girls”: (Black) Women, Silence, and Gender ‘Passing’ in the Academy”  
• Gender Spectrum, “Understanding Gender”  
• In The Life Media, “Becoming Me” |
| 8    | Oct-12  | LGBTQ Youth and Schools                    | • Sylvia Rivera Law Project, “Fact Sheet: Transgender & Gender Nonconforming Youth in School”  
• GLAAD, “GLAAD Media Reference Guide—Transgender”  
• Joleen Hanlon, “How Educators Can Address Homophobia in Elementary Schools”  
• Matthew Beck, “It Began with Me:’ An Exploration of Exemplary School Counselor and Principal Experiences with LGBT Students.”  
• Culminating Assessment #2 assigned on October 14th at 3:00pm Central Time. It is due on October 19th by 11:00am Central Time. |
| 9    | Oct-19  | Complex Identities and Challenging Issues  | • Kathe Jervis, “How Come There Are No Brothers on that List?”  
• Jason G. Irizarry, “Ethnic and Urban Intersections in the Classroom: Latino Students, Hybrid Identities, and Culturally Responsive Pedagogy”  
• nprED, “This Islamic School Helps Students Build Their American and Muslim Identity” |
| 10   | Oct-26  | The Power of Language and the Politics of Representation | • Lisa Delpit, “Language Diversity and Learning”  
• Terry Blas, “I’m Latino, I’m Hispanic”  
• Alicia Garza, “A Herstory of the Black Lives Matter Movement”  
• Martha Elena Garza, “A Tejana Testimonio: Language Experiences and the Impact for Teaching and Learning” |
<p>| 11   | Nov-2   | History, Identities, and Communities       | • Christopher M. Span and Ishwanzya D. Rivers, “Reassessing the Achievement Gap: An Intergenerational Comparison of African American Student Achievement before and |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
<th>Assignments</th>
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</thead>
</table>
| Nov-9 | Identities and Education                   | • **Gloria Ladson-Billings**, “The Social Funding of Race: The Role of Schooling”  
• Frontline, “A Class Divided”  
• Whiteness Project, “White Millennials in Dallas, TX, Talk About Race”  
• Lisa Delpit, “The Silenced Dialogue: Power and Pedagogy in Educating People’s Children”  
• Culminating Assessment #3 assigned on November 11th at 3:00pm Central Time. It is due on November 16 by 11:00am Central Time. |
| Nov-16| Reflections on Race and Privilege          | • **Wise, White Like Me: Reflections on Race from a Privileged Son** (preface through p. 124) |
| Nov-30| Reflections on Race and Privilege, Continued | • **Wise, White Like Me: Reflections on Race from a Privileged Son** (p. 125-rest of book)  
• Community-Based Placement hours due by December 2nd. |
| Dec-7 | Course Conclusion: Where Do We Go From Here? | • Culminating Assessment #4 (the final exam) assigned after this week’s lecture, December 7th at 12:00pm Central Time. It is due on Monday, December 13th by 11:59pm Central Time. |