

EDUC 201 Identity and Difference in Education

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Lecture: Tues. 11-11:50

103 Mumford Hall

Course description:

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 play out in educational theories and in community-based practices. Assignments encourage active and community-based learning, drawing on readings and experiences in community placements to critically reflect on issues and plan for future professional applications.

Book: Octavia Butler, *Kindred* (we'll read and discuss this near the end of class but please order now from the bookstore of your choice--feel free to order a used copy)

All other readings are on the course moodle site

Participants in this course will explore how:

1. Identity is relational, contingent, strategic, and shifting--and also, closely held, stable, and protected
2. We are each culturally, politically, and historically situated and bring assumptions into our interactions
3. There are multiple ways of seeing and acting in the world, some augment, some critique, etc.
4. Education happens through and with community--we learn about the communities we work in by engaging with those communities

5. Living, teaching, and learning together requires negotiating difference, as well as experiencing and working through discomfort

6. Sharing responsibility for learning can help develop teaching and learning skills

Course assignments:

25% Community-based placements, including contact hours at site and satisfactory work report from TA (in this segment of the course grading: 20 hours, with all aspects of the work satisfactory for at least B work, 25 hours for B+, all satisfactory, 30 hours, all satisfactory for A). This is an integral part of class. Placements will form the basis for critical reflections in forum posts and in the final project. **Note:** Never use names of particular individuals you're working with in your discussions of your placement experiences--they have a right to privacy. We will talk more about this in class.

25% Weekly forum posts (prior to community-based placements, these will reflect on the readings; during community-based placements they will reflect on readings in conversation with placement experiences)

10% First exam--this will be assigned after the first third of class

10% Second exam--this will be assigned after the second third of class

20% Final reflective report on placement, including individual reflection, student group reflection, and reflection in conversation with expectations of placement (more details on this to follow later--assignments will build toward the completion of this report)

10% On-time attendance, active participation, quizzes (including attendance quizzes in lecture)--part of this grade will be assignments that teach classmates about the articles--we'll talk more about this in discussion section but given the reading load, our plan is to share responsibility for coverage of material.

Note: We may slightly revise readings but will always give advance notice.

Office hours, by appointment.

Disabilities Statement (standard 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 333-4603 (V/TDD), or e-mail a message to disability@uiuc.edu. To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to contact the instructor as soon as possible. If you need accommodations for any sort of disability, please email me and DRES after class.

Academic Integrity Statement (standard statement) 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. 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.

August 24 - August 30

Tues. Aug. 25, first day of lecture: Introduction

Our first day in lecture will introduce you to the professor, teaching assistants and each other. Please bring an object to class--not too big, not too sharp--that represents who you are and be ready to discuss this with other class members (and potentially volunteer to introduce yourself to the whole group). We'll also go over all the parts of the course and talk about the community placements.

August 31 - September 6

Tues. Sept. 1, week 2: Responsibilities in Teaching and Learning

Plato, Allegory of the Cave

Du Bois, Of the Coming of John

Rich, Claiming an Education

Perry, What Our Kids Are Learning When Adults Aren't Inclusive

September 7 - September 13

Tues. Sept. 8, week 3: Thinking about Identity in Teaching and Learning Relationships

Freire, Pedagogy of the Oppressed (read ch. 2)

Noddings, Caring in Education

Ladson-Billings, It's Not the Culture of Poverty, It's the Poverty of Culture

September 14 - September 20

Tues. Sept. 15, week 4 Critiquing Privilege and Researching Schools

Prof. Fouad Abd El Khalick on research and teaching

Combahee River Collective Statement

McIntosh, White Privilege and Male Privilege

Yosso, Whose Culture has Capital?

Delpit, The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children

September 21 - September 27

Tues. Sept 22 week 5 Language, Naming, and Power
Invited Prof. to talk about bilingual education

Griffith, Silva, Weinburgh, Language and Literacy Brokering: Becoming “Linguisticians”
through Parent Interviews
Delpit, Language Learning and Diversity
Zoe, Disability First: Autism is Not an Accessory
A Herstory of the #Blacklivesmatter Movement
CDC, Communicating With and About People with Disabilities
GLAAD, Media Guide: Transgender Issues

September 28 - October 4

Tues. Sept 2

Jervis, “How Come There Are No Brothers on That List?” Hearing the Hard Questions All
Children Ask
Izzary, Ethnic and Urban Intersections in the Classroom: Latino Students, Hybrid Identities, and
Culturally Responsive Pedagogy
Jones, Talking Cure: The Desire for Dialogue

October 5 - October 11

Tues. Oct. 6 week 7

Prof. Johnell Bentz on special education, equity, and community.
US Government Sensitivity Training: Disability

Shogren et al, The Perspectives of Students With and Without Disabilities on Inclusive Schools
Linton, Reshaping Disability in Teacher Education and Beyond
Forber-Pratt, The Americans with Disabilities Act: Empowering a Generation

October 12 - October 18

Tues. Oct. 13 week 8

LGBTQ Youth in Schools

Fact Sheet for Transgender and Gender Nonconforming Youth in Schools
Safe Schools Coalition, Understanding School Safety for Transgender Students
Hanlon, How Educators Can Address Homophobia in Elementary Schools

October 19 - October 25

Tues. Oct. 20 week 9

Diverse Genders

Fordham, “Those Loud Black Girls”: (Black) Women, Silence, and Gender “Passing” in the
Academy
Thorne, Gender How and Why

October 26 - November 1

Tues. Oct. 27 week 10

Identities, Communities, and Resistances

Invited Prof. to talk about stratification

Gonzalez, Left Out But Not Shut Down: Political Activism and the Undocumented Student Movement

Bettez, Critical Community Building

Morris, The Americans with Disabilities Act: Watch the Dramatic Protest that Made It Happen

November 2 - November 8

Tues. Nov. 3 week 11

Dilemmas of Assimilation and Exclusion

Prof. Yoon Pak will discuss history of Asian American education and assimilation in education
Ng, Lee, and Pak, Contesting the Model Minority and Perpetual Foreigner Stereotypes File

November 9 - November 15

Tues. Nov. 10 week 12

Kindred, part one

November 16 - November 22

Tues. Nov. 17 week 13

Kindred, part two

Prof. Greene to talk about evaluation

November 23 - November 29

Fall break

November 30 - December 6

Tues. Dec. 1 week 15

Sustainability and critical citizenship

Invited Prof. to talk about evaluation

Martusewicz, Edmundson, and Lupinacci, Rethinking Diversity and Democracy for Sustainable Communities

Westheimer, What Kind of Citizen?

December 7 - December 13

Tues. Dec. 8 week 16

Building Critical Reflection on Readings and Practice

December 14 - December 20

finals week