Course Objective:
The purpose of this course is to explore how and in what ways schools produce social inequalities based on socially constructed conceptions of identity (e.g., race, class, gender, ethnicity, sexual orientation, disability, language). Students will survey and critically analyze relevant literature. Similarly, they will be expected to critically reflect on their own lived experiences as raced, classed, abled, and gendered individuals in order to develop a deep understanding of the influence of larger social institutions on the individual. Students will understand race, class, gender, sexual orientation, ability, and other identity markers as interrelated and interactive, not as isolated variables. This course will also examine how human diversity frames and is framed by our lives, and how the transformation of social and educational practices might re-frame lives.

This course was designed to help students develop a sense of social responsibility and a desire to affect change in their own lives, in their professional practice, and in the wider society. The goal is for students to understand that we have a collective responsibility to improve society, and that in their roles as “cultural workers,” educators, counselors, and administrators are uniquely placed to either reproduce or rupture historical patterns and practices of exclusion, disrespect, and marginalization of students in schools.

Class assignments will help students critically examine educational processes by focusing on the following questions: Whose knowledge is of most worth? Who selected this particular knowledge? Why is it organized and taught in this way? How does this organization and pedagogy marginalize other forms of knowledge? What values, beliefs, and practices are embedded in current educational practices and policies? How do race, class, ethnicity, ability, gender, etc. structure people’s access to institutional resources and privileges? How do ability, class, ethnicity, gender, etc. interact to produce economic and political inequalities in society? In schools?

Warner’s Diversity and Inclusion Goals and Values:
The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human
development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community (http://www.rochester.edu/warner/warnerataglance/diversity.html). See http://www.rochester.edu/diversity/philosophy.html for the University of Rochester’s statements about diversity.

Classroom Environment:
This course is designed to facilitate students’ examination of identity, privilege and inequality, and demands a good deal of reflection and action, or praxis, to do so. At times, class discussion may be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Given the important work of leading social change, we need to have these discussions in a safe, supportive, and anti-oppressive environment. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people and our community. It is important that we listen to each other about how our words and actions impact one another and that we talk about any moment in class during which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on others’ ideas. We will negotiate other guidelines about classroom discussions throughout the course.

Course Requirements:

1) **Analytic Memos** (10% of grade): For each class, students will be responsible for posting an analytic memo to the class blog (on Blackboard) (10 in total). These posting require that you develop 2-3 questions and comments that emerged from the readings. Postings should reflect your analysis and synthesis of the readings and point to areas for further clarification and/or areas that challenged your thinking in new ways. You will also be expected to comment on your peers’ postings. Postings are due by Midnight before the class.

2) **Reflective Journal** (10% of grade): Additionally, this course requires that you document your development throughout the course by keeping an individual journal. Journal entries must reflect personal engagement with the class, readings, and additional experiences of particular relevance. These will be collected every third week for feedback.

3) **Class Engagement** (10% of grade): Students are expected to actively participate in the class and its activities; therefore this will be part of the overall grade for the session.

4) **Class Discussants** (10% of grade; in pairs): Students will help facilitate a class discussion. Students will work in pairs that will be determined during the first class. Discussions should take 30-45 minutes.
5) **Identity Representation and Essay**: (20% of grade) Each student will create a representation of who she or he is as a raced, classed, gendered, sexed and abled person. These representations should creatively reflect the communities and groups with whom you identify and reflect the cultural influences that have helped shape you as a person. We will share these representations with each other as a group. As a supplement to the identity representation, each student will write a 3-page essay which responds to the following questions:

- In what ways does society support/not support who you are as a cultural being?
- What did this project ask you to confront that you found challenging?
- What structures and/or systems of power are linked with the realities you represented regarding your identity?

6) **Deconstruction Paper** (20% of grade; individual or in pairs): Students will analyze a selected text with respect to the questions stated in the course objectives. Use course readings to guide your analysis and to substantiate claims. Students may select from a wide variety of texts including: textbooks (at any grade level), newspapers, interviews you conduct with people, films, articles, books, websites, song lyrics, etc. The goal of this assignment is to read the text critically, examining ways in which the issues raised in this course are represented in the text and analyzing the consequences of the representation. Please include reflections on what is said (and not said), how people or groups are positioned, and what the meanings of this are in the larger society. Papers should be 7-10 pages, doubled spaced, 12-size Times New Roman font, and in APA format.

7) **Portfolios of learning** (20% of grade): As a culminating assignment, students will be responsible for maintaining and completing a portfolio. The portfolio must contain discussion board postings, journal entries, completed essays, and relevant articles which challenged and/or engaged your own understanding and development. Students must write a 5-7 page analytical paper (doubled spaced, 12-size Times New Roman font, and in APA format) reflecting on their development throughout the course. Additionally, students will be responsible for developing a creative presentation of their portfolio.

Questions to consider:

- At the beginning of the course, how would I describe my understanding of identity, power and privilege? How have I grown? Was there any resistance to concepts explored throughout the course? Where might that have come from?
- What have I learned by taking this course? What have I learned about myself?
- What was particularly challenging about this course?
- What do I want to know more about? What do I want to continue to work on?

**Required Texts:**
All readings will be posted to Blackboard.
Grading:
Analytic Memos: 10 points
Reflective Journal: 10 points
Class Engagement: 10 points
Class Discussant: 10 points
Identity Representation and Essay: 20 points
Deconstruction Paper: 20 points
Portfolios of learning: 20 points

Total 100 points

Course grading:
Standard criterion-referenced: A = 94% and above; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-80%; C = 74-76%; C- = 70-73%

Class Schedule:

Tue. Jan. 22 – class 1 – Who are you? Where do you come from?

- Overview of the course, introductions (20 minutes) 7:40-8:00
- “I am from” poems and sharing (7-10 minutes to write; 15 minutes to share) 8:05-8:30
- BREAK 8:30-8:40
- Classroom norms (Warner’s and our own, to start; 10-15 minutes) 8:40-8:55
- Discussant sign up and Snack list
- Individual free writing in journals (7 minutes): philosophies of education (8:55-end)
  - Consider these questions:
    - At the beginning of the course, how would I describe my understanding of identity, power and privilege? Who am I? How do my identities frame the way I interact within society? How might my identities influence my relationship with others?
    - Additionally, for educators, counselors, administrators: How do my identities influence my teaching/practice and my relationships with my students or clients? Why do I teach or counsel?

Tue. Jan. 29 – class 2 – Identity matters


**Tue. Feb. 5 – class 3 – Privilege and Whiteness (Zach and Hannah)**


**OPTIONAL AND RECOMMENDED:**


**Tue. Feb. 12 – class 4 – Critical pedagogy (Keith and Ryan)**

EVERYONE READS THESE TWO:


**CHOOSE ONE OF THESE:**


*Reflective journal #1 due*

**Tue. Feb. 19 – class 5 – Introduction to Deconstruction (film screening)**

Identity Representation and Essay due
Tue. Feb. 26 – class 6 – Let’s talk about race (Precious, Chris)


Tue. Mar. 5 – class 7 – Pride & prejudice: Class and inequity (Katie and Brynne)


Tue. Mar. 12 – class 8 – It’s complicated: Sexuality and gender (Yun and Yingjia)

EVERYONE READS THESE THREE:


CHOOSE ONE OF THESE:


OPTIONAL AND RECOMMENDED:


**Reflective journal #2 due**

**Tue. Mar. 19 – class 9 – Ecojustice and environmental equity  (Cathy and Xiao)**


**Tue. Mar. 26 – class 10 – The F-word (8 letters…) (Julia, Emily)**


**Deconstruction papers due**

**Tue. Apr. 2 - class 11 – Faith (Suheyla and Breanna)**


**Tue. Apr. 9 - class 12 – Dis/Ability (Meitong and Dylan)**


**Reflective journal due**

**Tue. Apr. 16 – class 13 – Agency and Activism (Toni and Katie)**


Tue. Apr. 23 – class 14: Class chooses focus for this evening

Tue. Apr. 30 – NO CLASS: AERA

Tue. May 7 – class 15 – Wrap up – Portfolio displays

Portfolios of Learning and Presentations of Learning due