Demonstration of SOE Dispositions and how students express them in this course:

Course Requirements:

- Become an effective teacher.
- Course requirements provide opportunities for you to develop and extend your knowledge, skills and dispositions needed to become an effective teacher.
- Understand how race/ethnicity, class, and gender are components of an individual’s identity.
- Understand how race/ethnicity, class, and gender are social constructs and how they shape opportunity, privileging some and hindering others.
- Explain how teachers’ race/ethnicity, class and gender influence the decisions they make about children, instruction, and the classroom environment.
- Identify salient issues of race/ethnicity, gender, and class in the contemporary preK-12 public school and societal context.
- Develop interviewing skills (question development, critical listening, data analysis)

Course Outcomes

All teacher education programs in the School of Education are guided by a commitment to “Making the Teaching and Learning Connection” through three Elements of Teacher Competency (ETC) indicators. Teachers who make the teaching and learning connection: 1. Understand and value the learner; 2. Know what and how to teach and assess and how to create an environment in which learning occurs; and 3. Understand themselves as professionals. These three elements of teacher competency are at the heart of the EHHP conceptual framework and guide what you will learn and how your learning will be assessed. Each course in the teacher education program provides opportunities for you to develop and extend your knowledge, skills and dispositions needed to become an effective teacher.

- ETC 1-Outcomes related to understanding and valuing the learner: Through this course you will develop a better understanding of race/ethnicity, class, and gender as critical components of students’ identity and how students’ identity develops through social interactions with peers and teachers within the school context.
- ETC 2-Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs: Through this course you will uncover how your actions (what and how you teach, how you interact with students, behavioral expectations, etc.) are critical to reversing inequities based on race/ethnicity, class, and gender.
- ETC 3-Outcomes related to understanding self as a professional: Through this course you will gain a deeper understanding of yourself as well as how race/ethnicity, class, and gender in the broader society and how cultural, social, economic, and historical forces impact you as a professional and expectations of what teachers can and cannot accomplish related to overcoming inequity.

Course Requirements:

Demonstration of SOE Dispositions and how students express them in this course:

- Belief that all students can learn (attitudes expressed about students and learning)
- Value and respect for individual differences (participation in class discussions and values expressed in course assignments)
- Value of positive human interactions (participation in class discussions)
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas
(participation in class discussions; completion of reading assignments; quality of course projects)
- Dedication to inquiry, reflection, and self-assessment (quality of course assignments; active participation in class discussions; support and encouragement of diverse ideas)
- Value of collaborative and cooperative work (participation in class activities)
- Sensitivity toward community and cultural contexts (insights expressed in class discussions and reflected in course assignments)
- Engagement in responsible and ethical practice (performance on course assignments and contribution to class activities)
- Development of professional mastery over time (performance over time on all assignments)

Students are responsible for:
- Completing all assigned readings and projects on time. Late assignments are accepted only at the instructor’s discretion. Points will be subtracted from late and/or improperly uploaded assignments.
- Attending to all course content (lecture, text, outside reading, handouts, research)
- Retrieving all missed assignments/notes from someone in class, not the instructor
- Utilizing internet, word processing, email and OAKS. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.
- Attending regularly and on time and actively participating in class (YOU CAN MISS NO MORE THAN TWO CLASS SESSIONS)

The professor is responsible for:
- Being prepared and actively engaged in all classes
- Being accessible to students outside of class
- Facilitating safe and stimulating classroom discussions
- Providing timely and constructive feedback on student work

Description of Projects/Assignments:
Students are expected to complete all assignments to receiving passing grade in this course.

1. Autobiography Outline

You will compete an outline for the Final Autobiography, which is due at the end of the semester. The outline will follow the structure and format of the four-part Final Autobiography, which is a baseline reflection on how race/ethnicity, class, and gender combine to shape the person you are. The autobiography is roughly based on Ezekiel’s article “I Grew Up White.” The topics generated in this assignment should guide your writing and research agenda for the course of the semester.

Part 1. Overview. Provide a general description of your upbringing. Where did you grow up? What values were instilled and by whom? How would you describe your community, neighborhood, and school communities? How has your community changed over the years? How have your overall beliefs, values, and expectations changed and what were major contributors to change and stability in your life.

Part 2. Race/ethnicity. Describe how you would characterize yourself in terms of race/ethnicity. What were your earliest understandings and conceptions of race/ethnicity? Did you personally experience racism or know people who did? What were attitudes toward people of other races within your family and community? Did you go to school with people of other races/ethnicities and to what extent did people interact across racial/ethnic lines?

Part 3. Class. Describe your social class as you were growing up. Class is usually determined by a combination of income, educational attainment, and social standing in the community. When did you first recognize social class differences and your family’s position along the class continuum? How were people of different classes treated in your community and school? What attitudes did members of your family display about people of different classes? Did your social class change while you were growing up?

Part 4. Gender. Describe how you would characterize yourself in relation to gender (this includes both gender identification and sexual orientation). When were you first aware of your gender and did you ever wish your gender were different? Have you experienced gender discrimination or sexual harassment at work or in school? Do you know anyone who is gay, lesbian, bisexual or transgendered and what kinds of issues have they dealt with? How have your views on gender and sexuality changed over time?

Points: 25 points
Length: 2-3 pages
Due: September 3

<table>
<thead>
<tr>
<th>Grading criteria: Autobiography Outline</th>
<th>Pts. possible</th>
<th>Pts. earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough presentation of information in all four sections</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Vivid description of childhood influences</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Thoughtful presentation of factors leading to changes</td>
<td>5</td>
<td></td>
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</tbody>
</table>
2. **Comparative educational experiences (three)**

These three papers will provide you and opportunity to compare yourself with people who differ from you in terms of race/ethnicity, class, and gender. For each paper select someone who differs from you. Develop a set of interview questions (we will work together on ideas for these questions), record the person’s comments, and analyze their statements and experience in relation to your own. You should also tie in course readings in developing the interview questions and in your discussion. We will spend time in class on interviewing protocol.

*Points:* Each 50 points – total 150 points

*Length:* each 4-5 pages

*Due:* #1 – October 18; #2 – November 12; #3 – December 3

<table>
<thead>
<tr>
<th>Grading criteria: Comparative educational experiences</th>
<th>Pts. possible</th>
<th>Pts. earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriateness and sensitivity of interview questions and resulting data</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Depth and thoughtfulness of analysis of data and comparison to self</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Thoroughness of link to readings</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quality of writing (organization and grammar)</td>
<td>5</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
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</tbody>
</table>

3. **Examination of school or classroom climate and culture**

An objective of this course is to understand how society in general and educators in particular perpetuate racial/ethnic, class, and gender inequities in schools and classrooms. In most cases this is done unintentionally, but the effects are still felt by students. This assignment provides an opportunity to examine how racial/ethnic, class, and/or gender inequities are perpetuated or addressed in schools or classrooms. For those of you who are not currently teaching, you can do one of the following:

- Partner with a classmate who is working in a school (you each will write separate papers)
- Use the College of Charleston as a research site
- Gain permission and return to a school you attended
- Gain permission from a friend or relative who teaches
- Talk to me about other ideas

If you choose to examine your own classroom, consider the following questions along with others you develop:

- In what situations might I favor students most like myself?
- How does the curriculum I use in my classroom privilege some children over others?
- How do my favored instructional strategies possibly favor some students over others?
- For what reasons might some parents feel unwelcome in my classroom?
- Do I embrace or avoid discussions of race/ethnicity, class, and gender and how does my comfort level with these issues affect my students?
- To what extent do students interact with each other across racial/ethnic, class, and gender lines?

If you choose to examine a school, consider the following questions:

- In what situations are some students favored over others at this school?
- How does the district’s curriculum privilege some children over others?
- How does the school structure and organization possibly favor some students over others?
- For what reasons might some parents feel unwelcome in the school?
- Do members of the school community embrace or avoid discussions of race/ethnicity, class, and gender and how does the overall comfort level with these issues affect students?
- To what extent do students interact with each other across racial/ethnic, class, and gender lines?

As you observe the school or classroom, consider what you have learned in course readings and discussions and make explicit links to readings and discussions in your write up of findings.

*Points:* 50 points
### Grading criteria: School or classroom culture/climate

<table>
<thead>
<tr>
<th></th>
<th>Pts. possible</th>
<th>Pts. earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivid description of how race/ethnicity, class, and gender manifest in the school or classroom</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Depth of reflection on how actions of adults, including yourself, impact students</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Evidence that observations and reflections are guided by course readings and discussions</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quality of writing (organization and grammar)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td></td>
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</table>

### 4. Final exam: Final Autobiography and Presentation

For the final exam, you will complete the autobiography you started at the beginning of the semester and reflect upon and revise it based on what you have learned this semester. Be sure to be explicit about which readings, activities, and discussions influenced your decision to change or retain parts of the autobiography.

On the day of the final exam, each person will have the opportunity to creatively present yourself to the class. I encourage you to see this as a performance in which you demonstrate to the class your understanding of your own race/ethnicity, class, and gender and how this affects you as a teacher and an advocate for children. Each performance will be NO MORE THAN 8 MINUTES LONG!

**Points:** Revised autobiography: 50 points; performance: 50 points

**Length:** Revised autobiography: 6 - 8 pages, performance: 8 minutes

**Due:** December 12

<table>
<thead>
<tr>
<th></th>
<th>Pts. Possible</th>
<th>Pts. earned</th>
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</thead>
<tbody>
<tr>
<td>Significant modification to each of the four sections or compelling explanation for retaining sections as is</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Clear evidence and connections to how readings and class discussion influenced your views of yourself</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Quality of writing (organization and grammar)</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Pts. Possible</th>
<th>Pts. earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear presentation of your research</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Clear tie to yourself as teacher and advocate for children</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Creativity of presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 5. Class participation

Attendance will be taken. A student may miss up to 5 hours of class without penalty. A student may be dropped from the course by the professor after 5 hours of absences. A student missing any more of 5 hours of class without formal and approved documentation through Student Affairs will lose all Attendance and Participation points. Your classroom participation will be used to make final grading determinations if you are not solidly within a grading band. If students are not thoroughly reading class materials or submitting assignments on par with my expectations, participation points will be awarded subjectively.
Grading criteria: Class Participation

<table>
<thead>
<tr>
<th>Points possible</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular and timely attendance</td>
<td>15</td>
</tr>
<tr>
<td>Thorough preparation for each class (completing all readings and outside assignments on time)</td>
<td>5</td>
</tr>
<tr>
<td>Active participation in course discussions</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

Summary of Assignment Value and Due Date

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiography Outline</td>
<td>9/3</td>
<td>25</td>
</tr>
<tr>
<td>Comparative experience: Race/ethnicity</td>
<td>10/18</td>
<td>50</td>
</tr>
<tr>
<td>Comparative experience: Class</td>
<td>11/12</td>
<td>50</td>
</tr>
<tr>
<td>Comparative experience: Gender</td>
<td>12/3</td>
<td>50</td>
</tr>
<tr>
<td>Examination of school or classroom climate/culture</td>
<td>11/19</td>
<td>75</td>
</tr>
<tr>
<td>Final Autobiography</td>
<td>12/12</td>
<td>75</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>12/12</td>
<td>50</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

Evaluation Scale:
Grades are figured in the School of EHHP as follows:

A= 100 – 93 \[ \text{C+} = \text{84-81} \]
B+ = 92 – 89 \[ \text{C} = \text{80-77} \]
B = 88 – 85 \[ \text{F} = \text{76-0} \]
C+ = 84 – 81

Accommodations
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

Tentative Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. August 27</td>
<td>Introductions, syllabus review, identity \ Examination of school culture \ Social constructions of race, class and gender</td>
<td></td>
</tr>
<tr>
<td>RACE/ETHNICITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. September 3</td>
<td>Racial categories: Same genes, different lives</td>
<td>Read: Section A of Pollock \ Read: Ezikiel (OAKS) \ Autobiography Outline due</td>
</tr>
<tr>
<td>3. September 10</td>
<td>Opportunities provided and denied in schools</td>
<td>Read: Section B of Pollock \ Complete IRB training</td>
</tr>
<tr>
<td>4. September 17</td>
<td>Curriculum and race/ethnicity</td>
<td>Read: Section C of Pollock \ Show: Off Track</td>
</tr>
</tbody>
</table>
### 5. September 24
**Asking about and acting against racism**
Read: selections from Sections D-F of Pollock

### 6. October 1
**Educating immigrant students**
Read: Monzó and Rueda (OAKS)
Read: Fine et.al. (OAKS)
Read: Galindo (OAKS)

### CLASS

### 7. October 8
**What is class?**
Read: articles on *Class Matters* website
Show: *Frozen River*
**Comparative experience #1: Race/ethnicity due**

### October 15
**Fall Break!**

### 8. October 22
**Class and the achievement gap**
Read: Rothstein -- all

### 9. October 29
**Class and childhood**
Lareau: 1-104, Appendix B

### 10. November 5
**Class, language and institutions**
Lareau: 105 - 257

### GENDER

### 11. November 12
**Do gender inequities really exist?**
Read: Sandler (OAKS)
Read: Tyack and Hansot (OAKS)
**Comparative experience #2 : Class due**

### 12. November 19
**Issues for gay, lesbian, bi, transgendered**
Read: Griffin (OAKS)
Read: McCarthy (OAKS)
Read: Ward (OAKS)
**Examination of school or classroom culture due**

### 13. November 26
**Is single gender a solution?**
Read: Lee, Marks, & Byrd (OAKS)
Read: Single Sex education (OAKS)

### SYNTHESIS & PERFORMANCES

### 14. December 3
**School & classroom culture and race, class & gender**
**Comparative experience #3: Gender due**

### 15. December 12 (4:00 – 7:00 pm)
**Performances and revised autobiographies**
Final autobiography due
Class presentations due

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### Readings on OAKS


### Supplemental Reading

*General*


**Race/Ethnicity**


**Class**


Gender


