



**EQO11E EQUITY & OPPORTUNITY:
CITIZENSHIP & NATIONALITY in CONTEXT**
August Term 2022



SYLLABUS

CLASS TIME:	Section 1: 10am-12:30pm Section 2: 2-4:30pm	
CLASS DATES:	Week 1: August 15, 16, 18, 19 (M, T, Th, F) Week 2: August 22, 24, 25 (M, W, Th)	
MEETING ROOM:	Larsen 203	
PROFESSORS:	Celia Reddick creddick@g.harvard.edu	Carola Suárez-Orozco carola_suarezorozco@gse.harvard.edu

COURSE DESCRIPTION

Equity and Opportunity: Citizenship and Nationality in Context has been designed in coordination with the teaching teams for each of the Identity in Context modules.

Students in every module will:

1. engage deeply with key concepts in equity, systems of oppression, cycles of socialization and privilege, and social identities within the context of education;
2. connect and build meaningful relationships with each other while recognizing the multiple intersecting identities, perspectives and differences people hold;
3. make progress in understanding and reflecting on our experiences; and
4. discuss and imagine tools of transformation for particular contexts and communities.

Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. In this light, this module will consider how schools distribute and restrict educational opportunities to students based on their diverse political, transnational, postcolonial, (im)migrant, refugee, and other intersecting identities. In this course, we will specifically consider the role of schools as both sites of exclusion as well as sites of potential belonging and inclusion.

Students can expect to interact with each other and the teaching team in asynchronous and synchronous individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to select into a topic that they have not spent much time studying formally as a way to explore the foundational concepts of equity and opportunity through a relatively new frame.

A FEW WORDS ABOUT LANGUAGE

Language is inclusive when we use words that affirm and respect how people describe, express, and experience themselves. Non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. People may also choose various terms to signal their identities as members of racial, ethnic, tribal, caste, national, subnational, regional, religious, professional, and other groups; their (our!) choices of terms may vary whether they are located within the group and talking only to other insiders, in a mixed setting, or solely with outgroup members. This fluidity is natural, but can also add complexity. We invite all class members to share their pronouns, names, and other identities with the expectation that these identities and expressions will be honored. We also hope that all class members will show grace when colleagues stumble, and will ask for guidance when they are unsure what language to use.

COURSE REQUIREMENTS & EVALUATION

This course will be graded on a Satisfactory/No Credit basis.

Students earn a “Satisfactory” grade based on effort, attendance and participation, and the completion of all learning expectations detailed below.

Class Attendance, Preparation, and Participation

We expect you to attend class each day, complete readings and assignments on time, listen actively, participate thoughtfully in discussions and other activities, ask questions when you have them, and collaborate with your peers and the teaching team to co-construct focused, analytic, and reflective class discussions in a collaborative and inclusive framework. While having “peaks and valleys” of participation (i.e., days in which you participate a lot and others in which you participate less) is fine, total silence and lack of engagement will impede two of our central aims: building community and fostering our collective learning through our engagement with a diverse array of colleagues (you!) who have differing perspectives, lived experiences, and socialization. Because large chunks of each class will also be focused directly on the assigned materials, we encourage you to read and engage with the materials “actively” – i.e., highlight the text, take notes, write marginal comments and flag important passages with sticky notes, ask questions, draw connections, etc. in order to comprehend and process the materials before class begins. These practices will help us dig into big ideas at the theoretical or conceptual level, and also (perhaps paradoxically) help us get to the personal connections and implications for action more quickly and deeply.

We will discuss these goals and how to achieve them in our first class session; we will also reflect upon our class culture and collective practices at various points throughout the two week module. If the teaching team has concerns about your participation, we will let you know as soon as possible; likewise, if you have any questions or worries, please speak with either of us during student hours, before or after class, or via email.

Journal Reflections & Responses (Two journal entries due in Week 1; two entries due in Week 2)

Each student will maintain a reflective journal throughout the course, as well as respond to one or two partners’ reflective journals. The purpose of the journal is to provide you an opportunity to reflect on your personal understanding, interpretation, and thinking about the sessions, core concepts, and

assigned content/materials AND to have an opportunity for a conversation with the teaching team and your peers. Journals can be expressed through written, oral or visual arts forms. If you include images or alternative forms of representation, we ask that you add a written caption or explanation of your chosen medium. We anticipate that each journal entry will be approximately 300-500 words or its equivalent, though depth of reflection is more important than length.

You will select two class sessions in Week 1 to which you want to respond, and two class sessions in Week 2. Those in Section 1 (AM) can sign up for your choices [here](#), and those in Section 2 (PM) [here](#). Journal entries will be due at 10 am EST following the chosen class (so if you respond to Session I from 10:30-1 on August 15, your journal entry will be due at 10 am EST on August 16. Your response to your partners' journals will be due by 10 am EST the day after they submit (so if your journal partner submits a journal entry to Session 1 by 10 am EST on August 16, you would need to read and respond to their entry by 10 am EST on August 17).

We recommend that you create a GoogleSlides or GoogleDoc file for your journal or PowerPoint Online, or you might like [this template](#) (make a separate copy for yourself!). You can also create OneDrive or Microsoft Teams or Dropbox file, so long as the teaching team and your journal partners can access your journal and comment on it.

We encourage you to use the journal reflections as a space to process, challenge, extend, apply, reimagine, etc. any and all of the ideas and practices within the course, including ones that the teaching team puts forward. Feel free to challenge us and one another. We also recommend that you use the journal to challenge yourself, to interrogate your ideas from the perspective of someone who might intelligently disagree with you. In other words, your journal should be a place for you to discuss your opinions from several perspectives. We recommend that across the four journal entries you engage in at least two of the following areas of exploration:

Self-Reflection: Examples include self-critique or analysis, an awareness of self-and/or self-impact, and explaining and expanding on an 'a-ha!' moment you had related to the topic, session, and/or course content (readings, materials, etc.).

- What personal experiences does this raise for you?
- When was the first time you noticed this? What kind of impact did it have on you?
- What are you doing to combat, unlearn, or improve upon previous assumptions as a result of your 'aha' moment?

Intellectual Theorizing: Examples include integrating relevant thinking and information from academic sources/readings, bringing in related narratives from other sources (friends, family, etc.) and/or framing the conversation within a broader context of social justice.

- How do the topics from the readings and class session interact with the overall systems of society, especially in education?
- What new insights does this spark from your previous explorations on this identity topic?

Applications to Future-Work/Practice: Examples include considering how insights, questions, or ideas may inform your future work or practice in education.

- What am I learning about myself?
- How could what I am unearthing shape my work in the future?
- What are the implications for these topics/insights in my roles at HGSE and beyond?

- What specific topic do I find especially compelling and want to continue to explore in the future?

When you respond to your partners' journals, you may note differences/similarities between your own journey and your partners', draw on concepts discussed in our class conversations to extend or challenge their ideas, or raise questions to promote deeper reflection and learning.

Final Reflection: Identity in Context Synthesis (Due September 1 by 11:59pm EST; submit via Canvas)

For the final assignment, you are asked to synthesize your personal takeaways, learning edges and lingering questions from your journals, class discussions and course readings to address three domains of growth: connecting to self, practice, and future. This synthesis could be in the form of a written essay (suggested length 6-8 pages), a podcast (suggested 10-15 minutes), a collection of poems with a text that offers a brief reflection on the connection between how the course inspired this collection, a piece of visual art with explanation, or another medium of your choosing. Your final assignment should engage in significant ways with at least three materials (texts, videos, cases, etc.) from the class and demonstrate clear connections to the course.

Below is a list of guiding questions to support your thinking in these three areas. We encourage you to incorporate concrete examples in your reflection (past experiences or interactions that you might now see in a new light), specific references to what you found insightful (concepts or cases from the readings or course activities), or particular areas in which you plan to continue your intentional reflection and growth (personal or professional).

Connection to SELF

- What have you learned and what new insights have you gained about this identity strand?
- What are you doing to combat, unlearn, or improve upon previous assumptions as a result of your "aha moment" (i.e., a moment of sudden insight or discovery)?
- How has your understanding of self changed as a result of engaging in this material?

Connection to PRACTICE

- What reflections do you have about how the course content connects to social systems, especially through the lens of education?
- What new insights did this course spark in relation to your previous explorations on this identity topic?
- How does the course content connect to creating a more equitable education system?

Connection to the FUTURE

- How do you anticipate this experience to shape your work in the future?
- What are the implications for these topics/insights in your future roles?
- What additional topics are you hoping to explore and unpack during your time at HGSE?

ADDITIONAL POLICIES & EXPECTATIONS

In our course, we'll adhere to the overarching principles that guide HGSE as a community and which have been shared with you by our Dean Bridget Terry Long:

- Respect for the rights, differences, and dignity of others;
- Honest and ethical preparation and submission of all academic work;
- Honesty and integrity in dealing with all members of the community;
- Accountability for personal and professional behavior.

Impact Statement

In the discussion of politically complex and charged issues, interpersonal as well as intellectual discomfort may arise. It is necessary to engage in discussion of these issues in order to come to a comprehensive, critically conscious understanding of how prejudice and discrimination operate in our lives and the larger world around us. It is only by engaging in an open and honest discussion of inequity that we can learn how to build inclusive and socially just communities both on-campus and beyond. If you become particularly distressed about any discussion, please speak to Carola and/or Celia immediately, and/or take advantage of the services offered by HUHS. You are also always welcome to check in with Tracie Jones or Kevin Boehm in OSA, both of whom can connect you to additional support services.

Mandatory Reporting Statement

An essential aspect of the dialogue process is to cultivate a learning environment in which you feel comfortable sharing information related to your life experiences in classroom discussions and assignments. As your dialogue facilitators, one of our responsibilities is to help create this space and to keep the information shared in our classroom private to the greatest extent possible (“take the lessons, leave the stories”). However, as Instructors at HGSE, we also have mandatory reporting responsibility to disclose any information regarding incidents or suspicion of sexual misconduct, abuse, or a crime that may have occurred to the Office of Sexual Assault Prevention & Response. If you would like to speak to someone confidentially about something that has occurred, please contact (617) 495-9100. If you would like to review the full Harvard University police on Sexual Misconduct, please review it at <https://titleix.harvard.edu/policy>.

Academic Integrity

Academic work submitted for this course must be the work of the participant and any sources used in compiling must be accurately and thoroughly cited. Please, adhere to all expectations learned in the tutorial you already completed: [Using Evidence in Academic Writing](#).

Writing Resources and Support

HGSE Writing Services offer resources NOT TO BE MISSED! You can find lots of resources on their website and you are encouraged to make individual appointments to get individualized support on your academic writing. You can get valuable help on your writing if you plan ahead! <https://communicate.gse.harvard.edu/>

Accessibility and Accommodations

We are committed to creating a learning space where everyone can participate and engage as fully as possible. We strive to provide information and resources in multiple formats (text, visuals, audio, independent reflection, group reflection, etc.) to enable more access possibilities for every student in this module. We recognize that there are many reasons students may need to adjust their pace and/or method of learning, including but not limited to disability, temporary or ongoing personal life circumstances, unexpected emergencies, or other learning differences.

- If you have any access needs that we can better support by redesigning any aspect of this module, including the ways in which assignments are submitted for feedback, you are welcome and encouraged to reach out to us to let us know how we can better support you.

- Students with disabilities may choose to formally register with Student Support Services with KellyAnn Robinson, Associate Director of Student Support Services (Kellyann_robinson@gse.harvard.edu) as well for questions and support needs.
- You do not need to have a specific reason or diagnosis to talk to us about your access needs. Our goal is to support students in the way that makes the most sense for them at this point in time.
([Accessibility statement adapted from EQO11B and Lydia X.Z. Brown,2020](#))

COURSE WEEKLY SCHEDULE

*Note: All assigned texts are available on Canvas under Library Reserves.

SESSION 1 (8/15) Conceptualizing Identity & Social Belonging

What are citizenship and nationality and how do these concepts interrelate? How do various forms of intersecting identities contribute to social belonging or exclusion? What are our own diverse identifications with and experiences of citizenship and nationality?

- Tatum, B.D. (2010). The Complexity of Identity: “Who Am I?” In Adams, M., Blumenfeld, W., Castañeda, C., Hackman, H., Peters, M. & Zúñiga, X (Eds.), Readings for Diversity and Social Justice (pp. 5-8). New York: Routledge. [E&O Identity in Context Core Text]
- Young, I. M. (2000). Five Faces of Oppression. In Adams, M., Blumenfeld, W., Castañeda, C., Hackman, H., Peters, M. & Zúñiga, X (Eds.), Readings for diversity and social justice (pp. 35-49). New York: Routledge. [E&O Identity in Context Core Text]
- Coates, T. (2015). Between the World and Me. New York: Spiegel and Grau. Chapter 1, pp. 5-12, 23-56, 69-71.
- Chimamanda N.A. The Danger of a Single Story
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

Additional recommended resources:

For more information about intersectionality:

- Coaston, J. (2019). Intersectionality Wars <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

For an insightful perspective on identity written by philosopher Kwame Anthony Appiah:

- Appiah, K. A. T. (2018) *The lies that bind: Rethinking identity*. Liveright.

Please prepare ahead of class: Bring an object (or a picture or other depiction of the object) that reflects upon or otherwise illuminates something about your civic or national identity. You'll be invited to share it with the class.

SESSION 2 (8/16) Mechanisms of Exclusion

What are some of the historical, economic, political, and social factors that play a role in structuring opportunity? What are the ways in which people from marginalized groups have been left out of the opportunity structure? In what ways are social exclusions enacted? How do societies structure and signal exclusion for what groups?

- Harro, B. (2013). The cycle of socialization. In Adams, M., Blumenfeld, W., Castañeda, C., Hackman, H., Peters, M. & Zúñiga, X (Eds.), Readings for diversity and social justice (pp. 45-52). New York, NY: Routledge. [E&O Identity in Context Core Text]
- McGhee, H. (2021). Racism drained the pool (Chapter 2). *The sum of us: What racism costs everyone and how we can prosper together*. New York: One World, 37-57.
- Staats, C. (2016). Understanding implicit bias: What educators should know. *American Educator*, 39(4), 29-43.

Additional recommended resources:

- If you have time, we suggest taking TWO Implicit Bias Tests -- <https://implicit.harvard.edu/implicit/takeatest.html>
- Heather McGee on the Ezra Klein Show, discussing The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together https://www.nytimes.com/2021/02/16/podcasts/ezra-klein-podcast-mcghee-transcript.html?mc=aud_dev&ad-keywords=auddevgate&gclid=CjwKCAjwr56lBhAvEiwA1fuqGrElleEs-4SLg0w2nNBI-l4RAH7P8Kxqm3VV1b5ZlqxJw_V06hsUCRoCUzoQAvD_BwE&gclidsrc=aw.ds
- Goodman, A. H., Moses, Y. T., & Jones, J. L. (2012). Race and education (Chapter 14) *In Race: are we so different?* John Wiley & Sons.

Please prepare ahead of class: Choose a 1-2 sentence quotation from one of the readings for today to read aloud to the class.

SESSION 3 (8/18) Colonialism & Education

What is the legacy of colonialism globally and in the US? Why does it matter and for whom? How have schools participated in and enabled white supremacy through colonialism, neocolonialism, and settler colonialism? How should we think about these processes historically, and about the educational systems, institutions, and curricula that we have inherited as a result? What responsibilities do educational institutions have to recognize, address, and mitigate harm caused by these policies and practices? What are our own roles and responsibilities as survivors, perpetrators, beneficiaries, and/or challengers to these systems?

- Pember, M.A. (2019, March 8). [Death by Civilization](#). The Atlantic.
- [Stolen Children | Residential School survivors speak out](#) (16 mins)
- wa Thiong'o, N. (1986). *Decolonising the Mind: The Politics of Language in African Literature*, pp. 4-20. London: James Currey Ltd.
- Mikander, P. (2016). Globalization as Continuing Colonialism: Critical Global Citizenship Education in an Unequal World. *Journal of Social Science Education*, 15(2), 70-79.

Additional recommended resources:

- [Schooling the World: The White Man's Last Burden \(64 mins\)](#)
- [The Trojan Horse Affair Podcast](#)
- Rodney, W. (2018). *How Europe Underdeveloped Africa*. La Vergne: Verso.
 - o Begin at "Education for underdevelopment" and read to "Development by contradiction," pp. 238-261.
- [The Violent Legacy of the British Empire \(30 mins\), Fresh Air, NPR](#)

Please prepare ahead of class: Reflect on when you were first exposed to issues of colonialism. How was it taught at school, if at all? How are these materials sitting with you now?

SESSION 4 (8/19) Accidents of Birth

How do accidents of birth shape opportunity and school experiences? What is the role of birthplace, refugee status, and documentation status in shaping educational and life experiences?

- Shachar, A. (2009). *The birthright lottery: citizenship and global inequality*. Cambridge, MA: Harvard University Press. Introduction, pp. 1-18.
- Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America*. Oakland, California: University of California Press. Ch. 5, pp. 92- 119 and pp. 212- 217.
- Dryden-Peterson, S. (2017). Refugee education: Education for an unknowable future. *Curriculum Inquiry*, 47(1), 14-24.

Additional recommended resources:

- Suárez-Orozco, C., Yoshikawa, H., Teranishi, R., & Suárez-Orozco, M. (2011). Growing up in the shadows: The developmental implications of unauthorized status. *Harvard Educational Review*, 81(3), 438-473.
- Suárez-Orozco, C., Gaytán, F. X., Bang, H. J., Pakes, J., O'Connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology*, 46(3), 602-618.

Please prepare ahead of class: How does the concept 'accident of birth' apply to you or someone you care about? What personal connections to this concept can you make? Reflect on this and come prepared to share with a partner/small group.

SESSION 5 (8/22) Schools as Gatekeepers

How do schools distribute and restrict educational opportunities to students based on their diverse political, transnational, refugee, migrant, postcolonial, and other civic identities? How have schools served as gatekeepers, and how has this legacy affected our identities as learners and educators?

- Valenzuela, A. (2010). *Subtractive schooling: US-Mexican youth and the politics of caring*. Suny Press (Forward xv-xviii & Ch. 5 pp. 61-111).

- Baldwin, James. (1963). A Talk to Teachers. (Note this is what his speech is always referred to as, although the full citation is as follows: Delivered October 16, 1963, as “The Negro Child – His Self-Image”; originally published in The Saturday Review, December 21, 1963, reprinted in The Price of the Ticket, Collected Non-Fiction 1948-1985, Saint Martins 1985.)
- SKIM: Valenzuela, A. (2010). *Subtractive schooling: US-Mexican youth and the politics of caring*. Suny Press (Ch. 1 pp. 3-30).
- SKIM: Goodman, Moses, Y. T., & Jones, J. L. (2012). *Race : are we so different?* Wiley-Blackwell. (Chapter 14, pp. 174-227)

Additional recommended resources:

- Suárez-Orozco, C. Countering cascading xenophobia: Educational settings at the frontline. (2022), In Suárez-Orozco, M. & Suárez-Orozco, C. *Education: Our Global Compact in a Time of Crisis*. New York: Columbia University Press, 118-138.

Please prepare ahead of class: How have you observed school acting as a gatekeeper, either in your personal or professional life, or in current affairs? Reflect on this and come prepared to share with a partner/small group.

SESSION 6 (8/24) Schools as Gateways and Sites of Possibilities

Conversely, how can schools serve as sites of possibilities? What does educational equity look like? How have our own trajectories been shaped by our educational experiences and what would we want to imagine for the future?

- Levinson, M., Geron, T., & Brighouse, H. (2022). Conceptions of educational equity. AERA Open [E&O Identity in Context Core Text]
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum. Ch. 2, pp. 71-86. [E&O Identity in Context Core Text]
- Bartlett, & García, O. (2011). Educating Immigrant Youth: Lessons Learned (Chapter 9). *Additive Schooling in Subtractive Times: Bilingual Education and Dominican Immigrant Youth in the Heights*. Vanderbilt University Press, 231-246.

Additional recommended resources:

- Bartlett, & García, O. (2011). From Subtractive to Additive Schooling: The History of Gregorio Luperón High School (Chapter 4). *Additive Schooling in Subtractive Times: Bilingual Education and Dominican Immigrant Youth in the Heights*. Vanderbilt University Press, 69-114.

Please prepare ahead of class: Visit [Reimagining Migration](#) and pick an example of an educational approach that you see as additive.

SESSION 7 (8/25) Visions of Citizenship & Belonging

What IS a good citizen? How do experiences of transnational citizens extend or challenge our traditional understanding of citizenship? What does “global citizenship” mean to us, and how do we understand this in relation to rising nationalism across the globe? How can schools be sites of inclusive belonging expanding visions of citizenship? How do we go about inclusively teaching about civic participation in divisive times? How are young people challenging the civic roles that they have been assigned to create change in the world?

- McGhee, H. (2021). The Solidarity Dividend (Chapter 10). *The sum of us: What racism costs everyone and how we can prosper together*. New York: One World, 246-276.
- Suárez-Orozco, C., Hernandez, M. G., & Casanova, S. (2015). "It's sort of my calling": The civic participation and social responsibility immigrant origin emerging adults. *Research in Human Development*, 12(1), 84-99.
- Russell, G.S. (2020). Constructing citizenship and a post-genocide identity (Chapter 3). *Becoming Rwandan: Education, Reconciliation, and the making of a post-genocide citizen*. New Brunswick: Rutgers University Press, 55-98.

Additional recommended resources:

Resource for teachers teaching about immigration:

- Dabach, D. B., Merchant, N. H., & Fones, A. K. (2018). Rethinking immigration as a controversy. *Social Education*, 82(6), 307-314.

To prepare in advance: Read through the final assignment instructions in this syllabus and be prepared to ask any questions you may have.