

TIMOTHY It's absolutely essential to figure out a way of managing who's speaking when, who's taking
PATRICK turns, in any kind of seminar discussion. You don't want one or two or three or a cohort of
MCCARTHY: voices to kind of dominate the discussion. I, at least, initially, will call on people when they raise
their hand, so there's a norm that's sort of established early on that usually sustains itself
through the term.

I usually take the lead in that, in part, because I am very intentional about making sure that I
call on people in inequitable ways. And I will sometimes wait, if there are three male hands up,
I will wait for a woman's hand to go up, and I'll call on her.

SPEAKER 1: It becomes impervious to like a legal structure because they're just so ingrained.

TIMOTHY Yeah, good.

PATRICK

MCCARTHY:

SPEAKER 2: Also, going back to that you were saying about the Irish boys.

TIMOTHY I also tried to do that-- particularly in a class like this-- do that with respect to racial identities
PATRICK and ethnic identities and try to not call on a whole bunch of white people all at once. And make
MCCARTHY: sure that people of color and white people are having kind of equitable distribution of
comments.

TYNAN JACKSON: I was very conscious of how many times white students had spoken compared to how many
times black students had spoken. I think it is very important that he is the one that is deciding
who gets to talk. He gets to call on someone that hasn't talked in a while-- instead of always
having the loudest, most confident person choose when they will speak.

OLIVIA CASTOR: The seminar definitely helped me be more attentive to the different speakers in the room and
the different ways in which people stepped up and then stepped back. I was more quiet
towards the beginning. And it really helped me see [INAUDIBLE]-- with regards to
sophomores, juniors, or seniors-- who speaks up when.

JEREMY SABATH: I had another seminar this semester in which a similar attempt was made to try and balance
the perspectives and things like that. And so I, being a person who has a lot to say and has, in
the past, in his other class, become agitated when I know that professors and teachers-- all

the way back to elementary school-- would pass over me, it was much easier to deal with in Professor McCarthy's class because the students are just so good. And, it like sounds cheesy, but I gained a lot from their perspectives, and so I was happy to yield to them.

TIMOTHY

I mean for a class like this, where we are talking about issues of equity and equality and race

PATRICK

and gender and difference and power and inequality and all of these things, there is nothing

MCCARTHY:

more important to a classroom dynamic than making sure that there's an equitable

contribution. That everybody feels included. That they belong. That they have the capacity to

be brave. That they're going to be respected when they are. But all of those things about the

dynamics of identity and navigating the dynamics of identity and power that relates to identity

is something that I think about all the time.