San José State University

Department of Humanities

HUM 10, Section 2: Chronicles of Education

Course and Contact Information

Instructor: Dr. Tova Cooper
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The following Wednesdays, 2-3
September 5, 12, & 19; October 3, 17, & 31; November 7 & 21; December 5

The following Mondays, 11-12:30
September 24, October 8 & 22, November 12 & 26, December 3

Office Hours:
NOTE: *You can also usually find me in my office on Tuesdays & Thursdays, 8-8:45 AM

Class Days/Time: T/TH, 1:30 PM -2:45 PM

Classroom: Clark 306

GE Category: C2 – Letters

Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, and announcements can be found on the Canvas learning management system course website. Students are responsible for regularly checking with Canvas to learn about any updates.

Course Description

This course uses chronicles, or narratives, to expand traditional views about the sites where education takes place and to articulate the educational forces that shape individuals and societies. GE Area: C2

Texts in this course represent global, multi-linguistic, gendered, neurodiverse, and multicultural perspectives on educational practice, philosophy, and history. Students will consider the history, philosophy, and practice of education through studying literature—including fiction, poetry, creative non-fiction, and educational autobiography—and essays on the neuroscience of education.
Course Goals

Courses in Arts and Letters should give students knowledge and understanding of the significant works of the human intellect and imagination. Students will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

General Education Learning Outcomes (GELOs)

Upon successful completion of this GE course, students will be able to:

GELO 1: Recognize how significant works of the human intellect and imagination illuminate enduring human concerns (satisfied through class discussion, midterm and final exams, and essay assignments).

GELO 2: Respond to significant works by writing both research-based critical analyses and personal responses (satisfied through autoethnography, midterm and final exams, essay assignments, and group project).

GELO 3: Write clearly and effectively (satisfied through grammar quizzes and written assignments, which will be assessed for grammar, clarity, conciseness and coherence).

Note: This course includes a writing assignment of more than 1,500 words.

Course Learning Objectives (CLOs)

Upon successful completion of this GE course, students will be able to:

CLO 4: Demonstrate self-awareness as educational subjects (satisfied through class discussion, autoethnography, final exam, and habit journal).

CLO 5: Demonstrate awareness of the diverse range of educational contexts and their historical, social and developmental foundations (satisfied through class discussion, midterm and final exams, group research project/presentation, and essay assignments).

CLO 6: Recognize the accomplishments of and issues related to women and diverse cultures in the chronicles of education (satisfied through class discussion, midterm exam, group research project/presentation, and essay assignments).

CLO 7: Productively collaborate with peers and with the professor (satisfied through class discussions, in-class group work, and group research project/presentation).

Required Texts/Readings

With a few exceptions, all reading materials will be available on Canvas, under “Files,” OR will be available on the Internet (with a link provided on Canvas).

Those who plan to read these texts electronically should make sure they are able to access the texts during class; others should print out the texts, and should bring the printout to class on the day we are discussing each particular text.
Make sure you have access to a bibliographic reference manual with MLA format; this can also be found online at the SJSU Writing Center [http://www.sjsu.edu/writingcenter/onlinerources/index.html](http://www.sjsu.edu/writingcenter/onlinerources/index.html)

Library Liaison
Peggy Cabrera
Phone: (408) 808-2034
Email: peggy.cabrera@sj-su.edu

Course Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination

Students will take a final exam on December 13, 7:15 AM-9:30 AM.

Determination of Grades

- Grades for this course will be determined according to the grade breakdown chart below.
- Students seeking to improve their grades may use instructor feedback to revise each written assignment one time.
- Written work will be evaluated according to criteria that I will present during regularly scheduled writing workshops, criteria that will also appear on handouts distributed during said workshops.
- Students will take quizzes and exams to demonstrate that they have read and studied course content. Students can achieve mastery over course content by keeping up with the reading, listening to course lectures, participating in class discussion, and taking notes.
- Occasionally I will offer extra-credit assignments. Students who complete these assignments can earn up to ten points, per assignment (example: If you received 80% on an essay and do a stellar extra-credit assignment, I will raise the 80% to 90%).

Assignments & Grade Breakdown

- Autoethnography 10%
- Habit Journal 10%
- Midterm Exam 15%
- Final Exam 15%
- Group Project/Presentation 10%
- Research Paper 20%
- Participation/Quizzes 10%
- Homework Assignments 1-5 10% (2% each)

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/) Make sure to review these university policies and resources.
NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

A  94 to 100
A-  90 to 93
B+  87 to 89
B   84 to 86
B-  80 to 83
C+  77 to 79
C   74 to 76
C-  70 to 73
D   60 to 69
F   0 to 59

Assignment Procedures

All assignments should be turned in at the beginning of the class in which they are due. I am not particular about what font or what size margins you use, but I do require that your essays have a minimum word count. Please put your word count in the upper, right-hand corner of your essay’s title page.

- If your word count falls below the required minimum, your grade will suffer.
- If you do not include a word count, I will not grade the paper.

If you go over the maximum word count a bit, it is okay. However, I have specific objectives for having you write short essays, so please try to stay within the word range I have given you.

If you need an extension because of a medical issue or some other unavoidable problem, you must contact me in advance of the due date (barring true medical emergency). Per SJSU policy, late papers will be accepted with no grade reduction in the case of a documented medical problem (e.g., a doctor’s note or dated bill) or a documented bereavement. All text-based assignments must be typed to be accepted.

Electronic Devices and Texting

To succeed in my course, you will need to be present; that means coming to class prepared and paying attention to what is happening in class. If you are texting or surfing the Internet, then you cannot be present for my course. If I find that you are using your electronic devices inappropriately, after one warning, you will need to turn them off.

Course Assignments

Autoethnography (10% of grade; Addresses GELOs 2-3; CLO 4; TPEs 1.1, 1.3, 3.3 & 4.1)

This educational autoethnography should be 500-750 words. In this self-reflexive, critical essay, you will examine how your previous educational experiences have influenced your perceptions, actions, and roles in the world. When writing this essay, you should consider not only formal educational experiences, but also family expectations; uncomfortable or exhilarating encounters with new people or cultures; and the link
between educational influences and your social position/identity. (See Canvas for full prompt, as well as preliminary steps 1 & 2, which need to be turned in as part of the final assignment).

**Habit Journal**: (10% of grade; Addresses CLO 4; TPE 3.4) Cognitive neuroscientists have discovered that habitual actions can reinforce established neural pathways or create new ones. For this assignment, you will choose one habitual action or tendency that you want to change. Your assignment is to make an effort to cut one unwanted habit out of your life, or to replace one habitual action or tendency with another (preferred) one. You should keep a weekly journal where you report and reflect on your progress (or lack thereof). You may keep this journal online or on paper (or in an actual journal). It will be due at the end of the semester. Each entry should be at least 100 words.

**Midterm exam** (15% of grade; Addresses GELOs 1-3, CLOs 5-6; TPE 3.4 & 4.2)

This exam will consist of three sections. Section I (Short Essay) consists of three short-essay questions about the course reading, covering the history, theory, and philosophy of education, as well as theories about how children learn. Section II (Identification) will include ten textual citations from material we have read; you will need to identify the author and title of each text, as well as the main idea represented by the textual citation. Section III (Multiple Choice) is composed of multiple choice questions about the material from the first half of the semester.

**Final exam** (15% of grade; Addresses GELOs 1-3, CLO 5; TPE 3.2, 3.4 & 4.2)

Like the midterm, this exam will consist of three sections. Section I (Short Essay) consists of three short-essay questions about the course reading. Section II (Identification) will include ten textual citations from material we have read; you will need to identify the author and title of each text, as well as the main idea represented by the textual citation. Section III (Multiple Choice) is composed of multiple choice questions about the material from the second half of the semester.

**Group research project/presentation** (10% of grade; Addresses GELOs 1-3, CLOs 5-7; TPE 2.2, 3.4, 4.7 & 4.8)

Your group will research and report on an educational topic relevant to what the class is studying. Your group will have 20-25 minutes (approximately 5 minutes per person). Forms of participation may include discussion of an issue, production of audio or visual materials, or facilitation of a question-and-answer session with the audience.

**General Guidelines**

- Please do NOT rely heavily on a Power Point presentation; keep your use of this medium limited to bullet points or links to videos or other websites.
- The purpose of this presentation is not to summarize what students have already read about your topic, but to bring in new information or present the issue from a different angle.
- Try to make the presentation entertaining and interactive; try to come up with creative ways to engage your audience.
  - Some ideas for involving your audience include: asking questions and moderating discussion; creating an interactive exercise; asking your audience members to respond to a controversial topic or relate a personal experience to an issue.
- Presentations often go better when the group collaborates, and when you practice your presentation in advance!

*Each student will be given a separate grade. This grade will be based on the presentation, plus the document you turn in on the day of your presentation. This document should include:*
• An outline of your presentation. Remember, this should not be an exact transcription of everything you will say.
• One paragraph describing the group work: how it was divided up, any challenges you faced and how you resolved them; and any lessons you learned about doing group work.
• One paragraph describing the research question that motivated you; the process of research and revision; the conclusions that resulted from your research; and the methodology you used (your particular approach to finding, using, and analyzing resources).

Research Paper (20% of grade; Addresses GELOs 1-3, CLOs 5-6, TPE 5.3)

You will conduct an in-depth study of a topic of interest to you, related to the course topic and readings. This may develop out of one of your shorter reading response essays. Suggested prompts and detailed guidelines will be posted on Canvas. Note: You are required to complete each step of the research paper, in a timely manner, in order to get full credit for the assignment. Steps include developing a research question, thesis, abstract, sentence outline, working draft, and final draft.

Class Participation/Quizzes (10% of grade; Addresses GELO 1, CLOs 4-7; TPE 2.2 & 3.5)

This course is designed to create a community in which all members are teachers and learners. Responsible participation from everyone in the community is required. Participation means: engaging in class discussions and the website (when relevant); completing the assigned readings and bringing your materials to class; and completing all required work, inside and outside of class. Though attendance per se shall not be used as a criterion for grading (according to Academic Policy F-69-24), if you are not in class, you can’t participate!

Participation

The participation grade is split into two parts: the journal & quizzes.

Participation Journal

Each time we meet in seminar, you will need to participate in one of the ways described below; you will also need to keep a journal of your daily participation, writing down how you participated each day (you should be specific but brief). You will turn in your journal at the end of the semester.

• Make a substantial contribution to class discussion (you can come up with something extemporaneously or plan a comment or intelligent question in advance).
• Respond in a meaningful way to a question or comment raised by someone else in the class (including the professor).
• Write a meaningful entry in your journal about a specific topic or argument that came up in class.
• Participating actively on 20 or more occasions, in one of the above manners, will earn you an A for this half of your participation grade. Participating 15 or more times will earn you a B. Participating 10 or more times will earn you a C. Any less than 10 participation entries in your journal will earn you a D or F for this half of your participation grade.

Quizzes

I will regularly give short quizzes on the day’s assigned material. There will not be make-ups for these quizzes, so if you are not in class for the quiz, you will get a zero. I understand that sometimes people are too sick or something else comes up, so Canvas will drop the 2 lowest quiz grades.

Participation Rubric
Quizzes: 50%

Journal: 50%

**Short Homework Assignments 1-5 (10% of grade; see below for GELOs, CLOs & TPEs)**

Most of these assignments are not too long, but you should still follow formal writing guidelines—introducing your main idea, writing complete paragraphs, and proofreading your work before turning it in! Read the assignment carefully; if the prompt asks you to provide textual evidence, for example, make sure you do so!

**HW#1: Answer questions about Autoethnography Readings (Addresses TPE 1.3)**

Answer questions (posted on Canvas, under Assignments) about the autoethnographic film by Emmanuel Vaughan-Lee, as well as the written narratives by Malcolm X, Richard Wright, and Sherman Alexie.

**HW#2: Emotion and Learning (Addresses GELOs 2-3, CLO 4, TPE 1.5)**

In 500-600 words, respond to one of the following options:

**Option 1:** Explain how stress influences learning, drawing on Andrew Curran’s book. Include a personal anecdote or observation if you think it will help illustrate your point.

**Option 2:** Use an insight you gleaned from Curran’s book to revisit an educational experience you experienced or observed. Did something Curran said about the brain give you new insight into your perception, memory, or understanding of that educational experience (whether it was something that happened to you, something you observed, or an opinion you developed about a teacher or teaching method)?

**HW#3: How Children Learn (Addresses GELOs 2-3, CLO 4, TPE 1.5 & 4.2)**

In 500-600 words, respond to one of the following options:

**Option 1:** Describe the parenting styles of the four families represented in Balmes’ documentary, *Babies*. Then describe the effects that these parenting styles had on the babies, making sure to use specific examples from the film to support your argument. Finally, explain what family had your favorite parenting style, and why it was your favorite.

**Option 2:** John Locke, Jean Piaget, and Deb Roy all draw their observations about children and childhood after doing extensive observation of children. Take about 15 minutes to either observe a baby or child in your community, or if you cannot arrange this, find an online video of a baby or child (ideally without any adult commentary). Take notes. In completing this assignment, consider the following: What did you observe about the behavior of this baby or child? What conclusions about the nature of childhood (as a mode of being or thinking) can you draw from your observations? Make sure to link what you observe to one observation from Locke, Piaget or Roy (also making sure to quote one of them directly).

**HW#4: Multicultural Education (Addresses CLO 6, TPE 1.6)**

In a 500-600 word essay, respond to one of the following prompts:

**Option 1:** What does Richard Rodriguez argue about bilingual education, and what is your position on his assimilationist perspective?
Option 2: Chua’s controversial parenting memoir exploits the myth of the model minority to advertise the success of her “Chinese” parenting techniques. What do you think of her argument and her technique? Respond by analyzing specific passages that illustrate her position and her method of defending it.

HW#5: Bias & Learning (Addresses GELOs 2-3, CLOs 4 & 6, TPE 6.2)

In a 500-600 word essay, respond to the following prompt:

What argument do you think Coco Fusco and Guillermo Gómez-Peña were making in The Couple in the Cage? Some questions to spark your thinking: what point/points does the film make about the nature of knowledge-formation? What about the role of context and/or stereotypes in producing knowledge? Did you like the film? Why or why not? You DO NOT have to answer all these questions—but you should refer to specific aspects of/scenes from the film when answering the prompt.

University Policies

Academic integrity

The University’s Academic Integrity Policy is available at: http://www.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at: http://www.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

List of Readings, in Alphabetical Order
Books, Stories, and Articles
Blake, William. Selected poems
Curran, Andrew. The Little Book of Big Stuff About the Brain: The True Story of Your Amazing Brain (2008)
Devlin, Keith Devlin. “The Mathematical Brain” from Mind, Brain & Education: Neuroscience Implications for the Classroom
Dewey, John. Chapter 4 ("Social Control") from Experience and Education
Freire, Paulo. from Pedagogy of the Oppressed (1968), pp. 71-86
Lareau, Annette. Chapters 1 & 2 from Unequal Childhoods: Class, Race, and Family Life (2003); Latinx Youth” in Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World
Locke, John. from Some Thoughts Concerning Education (1692)
Piaget, Jean. “The First Stage: The Use of Reflexes” from The Origins of Intelligence in Children (1952)
Rossetti, Christina. “Goblin Market” (1862)
Roy, Deb. “The Birth of a Word” (TEDx)
Strunk & White, The Elements of Style
Wollstonecraft, Mary. “The Prevailing Opinion of a Sexual Character Discussed,” from A Vindication of the Rights of Woman (1792), pp. 16-40
Wordsworth, William. Selected poems.
Films/Videos
Balmes, Thomas. Babies (2010)—film
Guillermo Gómez-Peña and Coco Fusco, The Couple in the Cage
The Making of Asian America: A History