

**San José State University College of Humanities and the Arts/Humanities  
Department LSTP 010, Chronicles of Education, Section 02, Fall 2020**

**Course and Contact Information**

**Instructor:** Christian Alvarado

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**Office Hours:** By appointment, email me

**Class Days/Time:** Online, Asynchronous

**Classroom:** N/A

**GE Category:** C2-Letter

**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 Learning Outcomes (GELO)***

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

GELO 1\*: Recognize how significant works illuminate enduring human concerns.

GELO 2\*: Respond to significant works by writing both research-based critical analyses and personal responses.

GELO 3\*\*\*: Write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

***Course Learning Outcomes (CLO)***

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

CLO 4\*: Demonstrate self-awareness as educational subjects

CLO 5\*: Demonstrate awareness of the diverse range of educational contexts and their historical, social, and developmental foundations

CLO 6\*: Recognize the accomplishments of and issues related to women and diverse cultures in the chronicles of education

CLO 7\*\*\*: Productively collaborate with peers and with the professor

\*Achieved through readings, discussions, activities, and assessments

\*\*Achieved through major writing assignments

\*\*\*Achieved through discussion, peer feedback, group activity/presentations

**Course Resources** Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas website. Additional videos will be available online.

**Course Requirements and 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. LSTP 010 is a 3-unit course; therefore, you can expect to devote 9 hours each week to course related activities.

## How the Class Works: A Brief Introduction

Prior to outlining the class itself, I want to provide a summary of how this course will progress, my expectations for you as a student, and important information about what it means to complete this class during the time of coronavirus. Historically, my version of this course has relied heavily on in-class interactions between peers and, of course, myself. I hope to continue this orientation as much as is generative, but our conversion to an online format (and an asynchronous one at that) provides some challenges to this end. Thus, while there will be aspects of this class that require you to engage with both your peers and your professor, a significant portion of it will focus on areas which lend themselves well to our format: namely, critical self-reflection, a deep engagement with ideas and texts, and the cultivation of what we will come to think about as an “educational consciousness.” By “educational consciousness,” I mean the ability to conceptualize how we think about education in a grounded and intellectual way, and how people have thought about it in the past.

As you’ll see in the class schedule below, this course is module-based. The trajectory of this class is organized under four different banners, each of which builds off of those prior to it. They are as follows:

- **What is Education?**
- **Histories of Miseducation**
- **Education and the Carceral State**
- **From Theory to Practice**

Each of these modules will be introduced in-depth as you encounter them, and must be completed in the sequence laid out above. Modules will open and close on specific dates, and (barring exceptional circumstances) must be completed within the ascribed timeframes. **The amount of work for each module is distributed equally and there is no midterm or final examination for the course.** Instead, your final course grade will be calculated based on your scores for each module. The modules are worth 25% of your final grade each, totalling 100 points over the semester, and an overall score for each will be calculated from your assignments for that module. In other words, keeping up with work for each module is exceptionally important, and designed to avoid possibly stressful events such as online proctored examinations and major, high-stakes assignments. More information about the specifics of how our class will operate can be found in the “Introduction to the Course” and “Syllabus Review” lectures.

According to the official description of this class, its aim is to study “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.” Our interpretation of “chronicles” or “narratives” (terms that will be explored more robustly in our class materials) will be a broad one. Materials for this class range from autobiographies, to pedagogical theory, to government reports; but, as we will see, all of them create narratives about education or are fundamentally shaped by experiences which authors deem “educational.” It is our task to work toward understanding how the category of “education” has operated in different times to different ends, and to imagine what future versions of it we might want to see realized as either educators ourselves or individuals invested in educational issues. I wish you a generative semester, and I look forward to learning alongside you all.

- *Professor Christian Alvarado*

## **Description of Course Requirements**

### ***Quizzes (25%) - GELO 1-3, CLO 4-6***

A total of ten (10) quizzes will be given over the course of the semester.. Each will ask students to respond to their readings and lectures, and will be embedded as a part of the lectures themselves.

### ***Discussion Posts (25%) – GELO 1-3, CLO 4-7***

Over the course of the semester, students will complete a total of ten (10) discussion posts on our course Canvas page. There are three possible formats for posts: they can be written, recorded as audio, or recorded as video. Requirements for length and duration will be provided in the prompts for each post.

### ***Module Projects (50%) - GELO 1-3, CLO 4-7***

At the conclusion of each module, students will be expected to complete a module project. These projects are intended to serve as an opportunity for you to demonstrate what you've learned in a given module, your thoughts on our course materials, and think through the ideas which we are focused upon in a sustained fashion. Requirements for length and duration will be provided in the prompt for each module project.

## **Grade Breakdown by Module as Percentage of Final Grade**

- **Module 1 (25% of Final Grade)**
  - Quizzes (7.5%)
  - Discussion Posts (7.5%)
  - Module Project #1 (10%)
- **Module 2 (25% of Final Grade)**
  - Quizzes (7.5%)
  - Discussion Posts (7.5%)
  - Module Project #2 (10%)
- **Module 3 (25% of Final Grade)**
  - Quizzes (7.5%)
  - Discussion Posts (7.5%)
  - Module Project #3 (10%)
- **Module 4 (25% of Final Grade)**
  - Final Discussion Post (5%)
  - Module Project #4 (20%)

### ***Late Assignments***

Late assignments will result in a full letter grade reduction for each day late. Missing assignments count as zero; therefore, it is in your best interest to submit all assignments to earn points towards your final grade.

## **Grading Information**

Determination of Grades

*Grade Percentage*

*A plus - 96 to 100%; A - 93 to 95%; A minus - 90 to 92%; B plus - 86 to 89 %; B - 83 to 85%; B minus - 80 to 82%; C plus - 76 to 79%; C - 73 to 75%; C minus - 70 to 72%; D plus - 66 to 69%; D - 63 to 65%; D minus - 60 to 62%; F 59% or lower*

**Classroom Protocol**

Students will be respectful of our learning community by actively participating in course activities and being an attentive learner who respectfully engages with diverse ideas. Hateful, violent, and demeaning discourse is not permitted and will be swiftly addressed.

**University Policies** University policies are conveniently located in a central repository on the website of the office of graduate and undergraduate programs. They are available in full at the following link: <http://www.sjsu.edu/gup/syllabusinfo/>

## Course Schedule

### *Session Date Topics, Readings, Assignments, Deadlines*

Note: This schedule is subject to change with fair notice.

### **MODULE 1: What is Education?**

#### ***Week 1 (August 19-23)***

- *Lecture*: “An Introduction to the Course”
- *Lecture*: “Syllabus Review”
- *Lecture*: “Education v. Schooling”
- Quiz #1
- **Discussion Post**: Wikipedia Assignment due August 23rd @ midnight

#### ***Week 2 (August 24-30)***

- *Lecture*: “What is Education?”
- Read: Hayden White, *The Content of the Form* (6-10)
- *Lecture*: “Chronicles and Narratives”
- Read: Selections from Plato’s *Republic* (268-274)
- *Lecture*: “Plato’s Republic and the Origins of Educational Tracking”
- Quiz #2
- **Discussion Post**: due August 30 @ midnight

#### ***Week 3 (August 31-September 6)***

- Read: Rousseau, Jean-Jacques, *Émile* (“Book First”)
- *Lecture*: “The Education of Émile”
- Read: Rousseau, Jean-Jacques, *Émile* (“Book V”)
- *Lecture*: “The Education of Sophie”
- Read: McDermott, R.P. “The acquisition of a child by a learning disability”
- *Lecture*: “Educational Institutions and the Learners they Create”
- **No discussion post this week**

#### ***Week 4 (September 7-13)***

- Read: Goldman, Emma. “The Social Importance of the Modern School”
- *Lecture*: “Emma Goldman and the Modern School”
- Read: Freire, Paulo. “Chapter 2” in *The Pedagogy of the Oppressed*
- *Lecture*: “Paulo Freire and the Pedagogy of Liberation”
- Quiz #3
- **Discussion Post**: due September 13 @ midnight

#### ***Week 5 (September 14-20)***

- Module Project #1 due September 20 @ midnight

- No required discussion post, readings, lectures, or quizzes this week

## **MODULE 2: Histories of Miseducation**

### ***Week 6 (September 21-27)***

- *Lecture*: “Education and the Structures of the World”
- *Read*: Woodson, Carter. *The Miseducation of the Negro* (5-20, 62-72)
- *Lecture*: “What is Miseducation?”
- *Listen*: [Radiolab. “The Miseducation of Larry P”](#)
- *Lecture*: “The Miseducation of Larry P”
- Quiz #4
- **Discussion Post**: due September 27 @ midnight

### ***Week 7 (September 28-October 4)***

- *Lecture*: “On Normativity”
- *Read*: Embe. *Stiya: A Carlisle Indian Girl at Home*.
- *Lecture*: “Stiya: Narrative and Counternarrative”
- *Lecture*: “Strategic Essentialism”
- Quiz #5
- **No discussion post this week**

### ***Week 8 (October 5-11)***

- *Read*: *The Young Lords: A Reader*. “Foreword” (ix-xiii), “Young Lords Platform and Rules” (9-15), “On Education and Students” (Pages 125-132)
- *Lecture*: “The Creation of ‘New Men’”
- *Read*: Davis, Angela. *Autobiography*, (77-80, 87-95, 101-105).
- *Lecture*: “Angela Davis and the Black Panthers”
- **Discussion Post**: Due October 11 @ midnight

### ***Week 9 (October 12-18)***

- *Read*: Radical Education Project. “To Get a Good Job, Get a Good Education”
- *Lecture*: “Unfulfilled Promises: the 1960s and Education in the U.S.”
- *Read*: Radical Education Project. “Day Care? Who Cares?”
- *Lecture*: “Education, Gender, and the Socioeconomic”
- Quiz #6
- **Discussion Post**: Due October 18 @ midnight

### ***Week 10 (October 19-25)***

- Module Project #2 due October 25 @ midnight
- **No required discussion post, readings, lectures, or quizzes this week**

## **MODULE 3: Education and the Carceral State**

### ***Week 11 (October 26-November 1)***

- *Lecture*: “What is a carceral state?”
- *Read*: Foucault, Michel. *The Birth of Biopolitics* (66-70)

- *Lecture*: “Education and Population”
- Read: Foucault, Michel. *Discipline and Punish*, “The Means of Correct Training” (pages 170-194) **and** “Panopticism” (pages 218-228)
- *Lecture*: “Disciplining Subjects: Michel Foucault and Education”
- Quiz #7
- **Discussion Post**: due November 1 @ midnight

### ***Week 12 (November 2-8)***

- *Lecture*: “Race, Tracking, and Criminalization”
- Read: Davis, Angela. “Race and Criminalization,” in *The House that Race Built* (264-278)
- Read: bell hooks, “A Memory of My Girlhood”
- *Lecture*: “The Material and Psychic Impacts of Structural Racism”
- Read: Heitzeg, *The School-to-Prison Pipeline*, (3-16, 65-67)
- *Lecture*: “Education and Profit”
- Quiz #8
- **Discussion Post**: due November 8 @ midnight

### ***Week 13 (November 9-15)***

- *Lecture*: “Normativity and its Consequences”
- Read: Martin and Beese, “Talking Back at School,” *Urban Education*
- *Lecture*: “What is an anti-racist pedagogy?”
- Read: Snapp et al., “Messy, Butch, and Queer,” *The Journey of Adolescent Research*
- *Lecture*: “Who is in the School-to-Prison Pipeline?”
- Quiz #9
- **Discussion Post**: due November 15 @ midnight

### ***Week 14 (November 16-22)***

- **No required discussion post, readings, lectures, or quizzes this week**
- Module Project #3 due November 22 @ midnight

### ***Week 15 (November 23-29, THANKSGIVING BREAK)***

- **No required discussion post, readings, lectures, or quizzes this week**

## **MODULE 4: From Theory to Practice**

### ***Week 16 (November 30-December 6)***

- *Lecture*: “The Problem of Education”
- *Lecture*: “Inquiry and Understanding”
- Self-guided work on Module Project #4
- Quiz #10
- **No required readings, lectures, or quizzes this week**

- **Discussion Post:** due December 6 @ midnight

***Week 17 (December 7-13)***

- *Lecture:* “Reflections on Educational Consciousness”
- Self-guided work on Module Project #4
- **No required discussion post, readings, lectures, or quizzes this week**
- Module Project #4 due December 13 @ midnight

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**ALL ASSIGNMENT DUE DATES**

1. August 23: **Wikipedia Assignment** due @ midnight
2. August 30: **Discussion Post** due @ midnight
3. September 13: **Discussion Post** due @ midnight
4. September 20: **Module Project #1** due @ midnight

END OF MODULE ONE

5. September 27: **Discussion Post** due @ midnight
6. October 11: **Discussion Post** due @ midnight
7. October 18: **Discussion Post** due @ midnight
8. October 25: **Module Project #2** due @ midnight

END OF MODULE TWO

9. November 1: **Discussion Post** due @ midnight
10. November 8: **Discussion Post** due @ midnight
11. November 15: **Discussion Post** due @ midnight
12. November 22: **Module Project #3** due @ midnight

END OF MODULE THREE

13. December 6: **Final Discussion Post** due @ midnight
14. December 13: **Module Project #4** due @ midnight

END OF COURSE