

**San José State University College of Humanities and the Arts/Humanities  
Department LSTP 010, Chronicles of Education, Section 80, Spring 2021**

**Course and Contact Information**

**Instructor:** Christian Alvarado

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

**Class Days/Time:** MW 1:30 - 2:45

**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 online, 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 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 will be completed in the sequence laid out above. On Canvas, modules will open and close on specific dates, and (barring exceptional circumstances) assignments 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 the work for each module is exceptionally important, and designed to avoid stressful events such as online proctored examinations and major, high-stakes assignments. More information about the specifics of how our class operates will be given in class.

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 readings and lectures, and will be available on Canvas.

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

Over the course of the semester, students will demonstrate participation in class by attending synchronous sessions and completing in-class participation assignments. These will include both individual and group activities. Attendance will be taken each day of synchronous instruction.

### ***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%)
  - Participation (7.5%)
  - Module Project #1 (10%)
- **Module 2 (25% of Final Grade)**
  - Quizzes (7.5%)
  - Participation (7.5%)
  - Module Project #2 (10%)
- **Module 3 (25% of Final Grade)**
  - Quizzes (7.5%)
  - Participation (7.5%)
  - Module Project #3 (10%)
- **Module 4 (25% of Final Grade)**
  - Participation and Quiz (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 (January 27-31)

*Class: 1/27*

- An Introduction to the Course
- Syllabus Review
- “Education vs. Schooling”

**Quiz #1 and Discussion Post (Wikipedia Assignment):** due January 31st @ midnight

#### Week 2 (February 1-7)

*Class: 2/1 - “What is Education?” / “Chronicles and Narratives”*

- Read: Hayden White, *The Content of the Form* (6-10)

*Class: 2/3 - “Plato’s Republic and the Origins of Educational Tracking”*

- Read: Selections from Plato’s *Republic* (268-274)

**Quiz #2:** due February 7 @ midnight

#### Week 3 (February 8-14)

*Class 2/8 - “The Education of Émile” / “The Education of Sophie”*

- Read: Rousseau, Jean-Jacques, *Émile* (“Book First”)
- Read: Rousseau, Jean-Jacques, *Émile* (“Book V”)

*Class 2/10 - “Educational Institutions and the Learners they Create”*

- Read: McDermott, R.P. “The acquisition of a child by a learning disability”

**No assignments due this week**

#### Week 4 (February 15-21)

*Class 2/15 - “Emma Goldman and the Modern School”*

- Read: Goldman, Emma. “The Social Importance of the Modern School”

*Class 2/17 - “Paulo Freire and the Pedagogy of Liberation”*

- Read: Freire, Paulo. “Chapter 2” in *The Pedagogy of the Oppressed*

**Quiz #3:** due February 21 @ midnight

#### Week 5 (February 22-28)

- **NO LIVE CLASSES THIS WEEK**
- **Module Project #1:** due February 28 @ midnight

## MODULE 2: HISTORIES OF MISEDUCATION

### Week 6 (March 1-7)

#### ***Class 3/1 - "Education and the Structures of the World" / "What is Miseducation?"***

- Lecture: "Education and the Structures of the World"
- Read: Woodson, Carter. *The Miseducation of the Negro* (5-20, 62-72)

#### ***Class 3/3 - "The Miseducation of Larry P"***

- Listen: [Radiolab. "The Miseducation of Larry P"](#)

**Quiz #4**: due March 7 @ midnight

### Week 7 (March 8-14)

#### ***Class 3/8 - "Stiya: Narrative and Counternarrative"***

- Read: Embe. *Stiya: A Carlisle Indian Girl at Home*.

#### ***Class 3/10 - "On Normativity"***

- Read: Amanda Zink, "Carlisle's Writing Circle"

**Quiz #5**: due March 14 @ midnight

### Week 8 (March 15-21)

#### ***Class 3/15 - "The Creation of 'New Men'" / "The Young Lords"***

- Read: *The Young Lords: A Reader*. "Foreword" (ix-xiii), "On Education and Students" (Pages 125-132)

#### ***Class 3/17 - "Angela Davis and the Black Panthers"***

- Read: Davis, Angela. *Autobiography*, (77-80, 87-95, 101-105).

**No assignments due this week**

### Week 9 (March 22-28)

#### ***Class 3/22 - "Unfulfilled Promises: the 1960s and Education in the U.S."***

- Read: Radical Education Project. "To Get a Good Job, Get a Good Education"

#### ***Class 3/24 - "Education, Gender, and the Socioeconomic"***

- Read: Radical Education Project. "Day Care? Who Cares?"

**Quiz #6**: Due March 28 @ midnight

### Week 10: (March 29-April 4)

- **SPRING BREAK!**

### Week 11 (April 5-11)

- **NO LIVE CLASSES THIS WEEK**
- **Module Project #2**: due April 11 @ midnight

## **MODULE 3: EDUCATION AND THE CARCERAL STATE**

### **Week 12 (April 12-18)**

#### ***Class 4/12 - "What is a carceral state?" / "Education and Population"***

- Read: Foucault, Michel. *The Birth of Biopolitics* (66-70)

#### ***Class 4/14 - "Disciplining Subjects: Michel Foucault and Education"***

- Read: Foucault, Michel. *Discipline and Punish*, "The Means of Correct Training" (pages 170-194) *and* "Panopticism" (pages 218-228)

**Quiz #7**: due April 18 @ midnight

### **Week 12 (April 19-25)**

#### ***Class 4/19 - "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"

#### ***Class 4/21 - "Education and Profit"***

- Read: Heitzeg, *The School-to-Prison Pipeline*, (3-16, 65-67)

**Quiz #8**: due April 25 @ midnight

### **Week 13 (April 26-May 2)**

#### ***Class 4/26 - "Normativity and its Consequences" / "What is an anti-racist pedagogy?"***

- Read: Martin and Beese, "Talking Back at School," *Urban Education*

#### ***Class 4/28 - "Who is in the School-to-Prison Pipeline?"***

- Read: Snapp et al., "Messy, Butch, and Queer," *The Journey of Adolescent Research*
- *Lecture*: "Who is in the School-to-Prison Pipeline?"

**Quiz #9**: due May 2 @ midnight

### **Week 14 (May 3-9)**

- **NO LIVE CLASSES THIS WEEK**
- **Module Project #3**: due May 9 @ midnight

## **MODULE 4: FROM THEORY TO PRACTICE**

### ***Week 16 (May 10-16)***

#### ***Class 5/10 - "Writing Workshop"***

- No required readings

#### ***Class 5/12 - "Closing Thoughts"***

- No required readings

**Discussion Post and Quiz #10**: due May 16 @ midnight

### ***Week 17 (May 17-23)***

- Self-guided work on Module Project #4
- **No required discussion post, readings, lectures, or quizzes this week**
- Module Project #4 due May 26 @ midnight

## ALL ASSIGNMENT DUE DATES

1. **Quiz #1 and Discussion Post (Wikipedia Assignment):** due January 31st @ midnight
2. **Quiz #2:** due February 7 @ midnight
3. **Quiz #3:** due February 21 @ midnight
4. **Module Project #1:** due February 28 @ midnight

END OF MODULE ONE

5. **Quiz #4:** due March 7 @ midnight
6. **Quiz #5:** due March 14 @ midnight
7. **Quiz #6:** Due March 28 @ midnight
8. **Module Project #2:** due April 11 @ midnight

END OF MODULE TWO

9. **Quiz #7:** due April 18 @ midnight
10. **Quiz #8:** due April 25 @ midnight
11. **Quiz #9:** due May 2 @ midnight
12. **Module Project #3:** due May 9 @ midnight

END OF MODULE THREE

13. **Discussion Post and Quiz #10:** due May 16 @ midnight
14. **Module Project #4:** due May 26 @ midnight

END OF COURSE