

**San José State University College of Humanities and the Arts/Humanities
Department LSTP 010, Chronicles of Education, Section 99, Spring 2021**

Course and Contact Information

Instructor: Christian Alvarado

Office Location: N/A

Email: christian.alvarado@sjsu.edu

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 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 (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 (January 27-31)

- *Lecture*: “An Introduction to the Course”
- *Lecture*: “Syllabus Review”
- *Lecture*: “Education v. Schooling”
- **Quiz #1**
- **Discussion Post**: Wikipedia Assignment due January 31st @ midnight

Week 2 (February 1-7)

- *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 February 7 @ midnight

Week 3 (February 8-14)

- 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 (February 15-21)

- 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 February 21 @ midnight

Week 5 (February 22-28)

- **Module Project #1** due February 28 @ midnight

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

MODULE 2: Histories of Miseducation

Week 6 (March 1-7)

- *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**: due March 7 @ midnight

Week 7 (March 8-14)

- *Read*: Embe. *Stiya: A Carlisle Indian Girl at Home*.
- *Lecture*: “Stiya: Narrative and Counternarrative”
- *Read*: Amanda Zink, “Carlisle’s Writing Circle”
- *Lecture*: “On Normativity”
- **Quiz #5**
- **Discussion Post**: due March 14 @ midnight

Week 8 (March 15-21)

- *Lecture*: “The Creation of ‘New Men’”
- *Read*: *The Young Lords: A Reader*. “Foreword” (ix-xiii), “On Education and Students” (Pages 125-132)
- *Lecture*: “The Young Lords”
- *Read*: Davis, Angela. *Autobiography*, (77-80, 87-95, 101-105).
- *Lecture*: “Angela Davis and the Black Panthers”
- **Discussion Post**: Due March 21 @ midnight

Week 9 (March 22-28)

- *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 March 28 @ midnight

Week 10: (March 29-April 4)

- SPRING BREAK!

Week 11 (April 5-11)

- Module Project #2 due April 11 @ midnight
- **No required discussion post, readings, lectures, or quizzes this week**

MODULE 3: Education and the Carceral State

Week 12 (April 12-18)

- *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 April 18 @ midnight

Week 13 (April 19-25)

- *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 April 25 @ midnight

Week 14 (April 26-May 2)

- *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 May 2 @ midnight

Week 15 (May 3-9)

- **No required discussion post, readings, lectures, or quizzes this week**
- Module Project #3 due May 9 @ midnight

MODULE 4: From Theory to Practice

Week 16 (May 10-16)

- Self-guided work on Module Project #4
- **Quiz #10**
- **No required readings, lectures, or quizzes this week**
- **Discussion Post**: 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. **Discussion Post and Quiz #1:** Wikipedia Assignment due January 31st @ midnight
2. **Discussion Post and Quiz #2:** due February 7 @ midnight
3. **Discussion Post and 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. **Discussion Post and Quiz #5:** due March 14 @ midnight
7. **Discussion Post:** Due March 21 @ midnight
8. **Discussion Post and Quiz #6:** Due March 28 @ midnight
9. **Module Project #2:** due April 11 @ midnight

END OF MODULE TWO

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

END OF MODULE THREE

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

END OF COURSE