Social Foundations of Education

EDUC 207 (#70511 & #70512)
University of California Santa Cruz
Summer 2012

Ron Glass
Associate Professor

“It is fundamental for us to know that without certain qualities or virtues, such as a generous loving heart, respect for others, tolerance, humility, a joyful disposition, love of life, openness to what is new, a disposition to welcome change, perseverance in the struggle, a refusal of determinism, a spirit of hope, and an openness to justice, progressive pedagogical practice is not possible.”

● Paulo Freire
Pedagogy of Freedom, p. 108

Class meetings: 
Tuesdays/Thursdays: McHenry 0270
Section #1: 9:00am-12:00 noon
Section #2: 1:00-4:00pm

Office: McHenry 3122
Office Hours: Tuesdays/Thursdays; 8:00am-8:45am; 4:00pm-5:30pm; other times by arrangement
Phone: 831-459-5188
Email: rglass@ucsc.edu

Course Catalog Description: A sustained inquiry into the social, political, economic, and historical foundations of schools with an emphasis on community attitudes toward education. Student narratives of engagement and resistance will provide a basis for insights and interventions useful to educators.
Course Themes

The social, cultural, historical, economic, and political contexts dynamically and dialectically shape our self-understanding as well as the structures and social relations of our life. Similarly, our experiences in school and within the teaching and learning modalities operating in school influence both who we become and the society in which we grow up. Situating schooling and identity within these social foundations, this course examines the development of U.S. public schooling in the 19th century, and it explores the founding vision and purposes of schooling that aims to form citizens committed to justice and the construction of a democratic society. The course traces the persistence of the promise of egalitarian schools despite the race, class, gender, and language inequities enacted in them, and it investigates the possibilities for teaching for social justice despite that tattered promise and the inhospitable current context for public schooling. Drawing on a theory of education as a practice of freedom, the course provides a grounding for ethical and transformative teaching.

Course Expectations and Requirements

It is critically important to complete the readings in advance and to be thoughtfully prepared for each class meeting because this is a dialogue-based class. The class seeks genuine understanding of very complex issues, and since there may be a wide range of views represented in the class, discussion must be respectful even in the midst of sharp debate. Open, honest, reflective, focused, sensitive inquiry is expected. This class works best insofar as it becomes a supportive learning community. Each student’s active participation is needed, and consistent, punctual, prepared and interested involvement is expected. *The more we put into our weekly encounters, the stronger the course will be.* As students preparing to be teachers, you are expected to take your learning/teaching commitments as a course member extremely seriously.

Classroom etiquette requires that cell phones be turned off (or in buzzer mode for emergency calls), that full attention is given to the class, that computers only be used for class purposes, and that we listen carefully and without interruption to one another.

**READINGS:** This course is reading and theory-intensive (*100 pages or more of reading for each class session*) and some reading assignments are challenging, so please plan sufficient time not simply to complete the readings prior to each class but also to reflect on the issues raised by them. Your approach to the reading should be to grasp the core arguments, key themes, and broad points (rather than the particular details). However, reading preparation is important since the quality of class discussions depends decisively on it.

You should expect to spend at least 12-15 hours per week on reading, writing, and study preparations for this course.
The specific readings for each class are noted in the syllabus under the date and topic for the session. It is recommended that you keep a reading notebook to keep notes and comments on each reading to prepare you for the course assignments and class dialogues.

**Required Readings and Other Course Materials:** Two required books (Paulo Freire, *Pedagogy of the Oppressed*; and *Pedagogy of Freedom*) have been ordered through the Bay Tree Bookstore on campus, and they are also widely available through on-line and other brick-and-mortar outlets. Most required readings and some supplementary course materials will be available on eCommons (http://ecommons.ucsc.edu). Films shown in class are also available in McHenry Library.

**eCommons Information:** UCSC recommends using the latest version of Firefox or Internet Explorer to access eCommons. Safari and Google Chrome are not recommended. Firefox Javascript add-ons can conflict with eCommons and may need to be disabled. To log into eCommons, you must obtain and use a CruzID Gold password (http://its.ucsc.edu/services/accounts/change_gold_password.php). Once you have your CruzID Gold password, log into eCommons at: http://ecommons.ucsc.edu/

**Support for Using eCommons:** The best way for students to request support for eCommons is to contact the ITS Help Desk: http://itrequest.ucsc.edu/ ; (831) 459-HELP; help@ucsc.edu

---

**Read Read Read Read**

**Office hour discussions** are a good way to explore the readings, discussions, and your interests in greater depth. You can reserve time during regular office hours (sign-up on the professor’s office door) or other mutual times by contacting the professor (in person, by phone, or via email).

**Attendance is required at every course meeting.** The professor should be notified in advance of all necessary absences due to illness, religious holiday, or other legitimate reason. It is the student’s responsibility to consult with classmates and/or the professor about missed work.

Given the dialogical and participatory nature of the seminar, 2 (or more) absences, even if excused, are grounds for failure of the course.

Once two absences occur, an appointment with the professor must be made as soon as possible to explore the possibility of making special arrangements to pass the course, provide for an incomplete, or secure a medical leave of absence.
Assignments

The written assignments are opportunities to develop deeper understandings of the course themes and readings as well as yourself, and they will be the primary basis of your grade in the course. All writing is expected to be graduate-level quality. Assignments must be each student’s original work (except work explicitly assigned as collaborative). Submitted assignments should be word-processed (12-pt font, double-spaced, one-inch margin on all sides of each page). Spell and grammar check each assignment prior to submitting it for grading.

Each assignment is described briefly; additional information will be provided in class.

Reflection Essay. ~ 4 pages.
Due Session #3
20% of the course grade (≤ 200 points).

In this essay, write about your experiences in and out of schools that shaped you as a learner, and that oriented you to study and the production of knowledge. How is your commitment to learning and producing knowledge related to creating a more just world? How do your formative experiences and your current way of being a learner shape your intention to teach?


Reading Reflection Essays. ~ 750 words each.
Due on three Tuesdays: Session #5 (August 6); Session #7 (August 13); Session #9 (August 20)
Each essay is 15% of the course grade (≤ 150 points each)

Each essay should focus on the analysis of a brief key quotation from one of the assigned readings from the prior week, explicating its meaning, interpreting its significance, and connecting it to the course themes. A quotation should be selected for its explanatory power and ability to illuminate core ideas not only in the focal text but also in related texts. Stronger essays will make connections among texts and themes, and illuminate the ways in which social, cultural, historical, economic, and political forces impact teaching and learning in public schools.

Synthesis Essay. ~ 8 pages.
Due Final Class, Session #12, August 30
35% of the course grade (≤ 350 points)

This essay should be a developed, systematic reflection on the course themes, readings, and discussions. This is an opportunity to integrate the course materials with your self-understanding, and to explore topics at both a feeling and thinking level. You should
pick a topic, or set of related topics, that is of deep and genuine interest to you, and develop a position that utilizes relevant readings and frameworks from discussions.

In addition, you should append a final page to your essay that examines your own performance in the course (that is, the degree to which your were fully present and engaged, well prepared, and a contributor to the learning of others).

You may want to use office hours to discuss your essay ideas with the professor as the course goes along.

CAUTION: VERY IMPORTANT: Work must be turned in at the specified date and time or it may be assessed a penalty of 10% of the assignment value per day late.

Grading

High standards of academic integrity are expected of each student, in accord with the University Code of Student Conduct, Principles of Community, and the Academic Integrity Policy. Penalties for violating these standards can be severe, including expulsion from the University. For additional information, consult these websites:

http://www2.ucsc.edu/judicial/handbook05-06/index.html
http://www.ucsc.edu/about/principles_community.asp
http://www.ucsc.edu/academics/academic_integrity/.

If at any time you do not understand the basis of a grade, you should meet with the professor as soon as possible to review your work, clarify expectations, and determine what you need to do to earn the grade you seek.

Assignment values:

Reflective Essay ≤ 200 points
Reading Essays ≤ 450 points
Synthesis Essay ≤ 350 points
TOTAL ≤ 1000 points

GRADES: Only A and B level grades are passing for graduate studies.

A = 940 – 1000; A- = 900 – 939; B+ = 870 – 899; B = 830 – 869; B- = 800 – 829
C = 700 – 799; D = 600 – 699; F ≤ 599

Instructor’s Reserved Right: The instructor reserves the right to make changes to all elements of the course described in the syllabus, including topics, readings, course requirements, and/or assignments. In the event that such a change is deemed necessary or desirable, the instructor will provide sufficient notice to the students for them to make the needed adjustments to complete the course satisfactorily.
Course Topics and Reading Assignments

• Tentative Schedule •

1. TUE – July 24  Review of Syllabus; Introduction to Course
   Learning and Producing Knowledge Together
   Learning to be Transformative Teachers

Read:

In-Class: Building a Learning Community

2. THU – July 26  Identity and Schooling: Anybody, Nobody and Somebody in School

Read:

In-Class: Privilege Walk
Identity Cards

3. TUE – July 31  From Common Schools to One Best System
   Americanization and Schooling in the White Man’s Image

Read:


**In-Class:** Immigration Timeline

**4. THU – Aug 2  Racial Legacies, Struggles for Equal Schooling, and the Re-Segregation of Schools**

**Read:**


**In-Class:** Community Maps

**5. TUE – Aug 7  Race-Critical Anti-Racism Pedagogy**

**Read:**


In-Class: Racial Formation

6. THU – Aug 9 Gender and Schooling

Read:

In-Class: Gender Formation

7. TUE – Aug 14 Gender, Sexuality, and Schooling

Read:
In-Class:  

8. THU – Aug 16  
**Race, Gender, and Class Intersections: The Language of Schooling**

Read:

9. TUE – Aug 21  
**Education as a Practice of Freedom: Reading and Writing the World and Words**

Read:
- Paulo Freire. *Pedagogy of the Oppressed.* Preface, Chapters 1, 3, 4
- [www.ProjectWatsonville.net](http://www.ProjectWatsonville.net)

In-Class:  
Codifications

10. THU – Aug 23  
**Dialogical Education for Social Justice**

Read:
- Paulo Freire. *Pedagogy of the Oppressed.* Ch 2
- Paulo Freire. *Pedagogy of Freedom.* Ch. 4

In-Class: Rethinking Classrooms

11. TUE – Aug 28 Community and Education for Social Justice

Read:

In-Class: Teaching for Communities and not only Classrooms

12. THU – Aug 30 Ethical Issues and Teaching for Social Justice

Course Evaluation Discussion

Read: