Identity and Schooling  
EDUC 40 (#36215) 

Fall Quarter 2009

Tuesdays & Thursdays, Noon – 1:45pm  
Lectures: Classroom Unit 1  
Discussion Sections (days/times/locations TBD)  
Weeks 3-9 & 11

Professor Ron Glass

Office:  257 Social Sciences I  
Phone:  459-5188  
Email:  rglass@ucsc.edu  
Office hours: Tuesdays & Thursdays, 10:00 – 11:30am. Drop-in, and a sign-up is available on the office door for these hours. Other appointment times can also be arranged.

Course Assistants  
Sonia Gandara (sgandara@ucsc.edu)  
Erick Hernandez (esherman@ucsc.edu)  
Abraham Jones (aujones@ucsc.edu)  
David Manalo (dmanalo@ucsc.edu)  
Javier Mojarro (jimojarro@ucsc.edu)

Course Description: This course examines the connections between the structures and processes of schooling and identity formation, particularly in relation to culture, race, class, gender, and language. It uncovers the roots of schooling in 19th century social, economic, and political transformations and their dominant ideological structures. The course investigates contradictions in the aims of public schooling in a democratic society, and explores possibilities for resistance to the dominant ideologies that shape identities. Finally, it examines education as a liberating force in human and social development.

Course Expectations, Policies, and Information: The course seeks genuine understanding of some very complex issues and not rote memorization of facts or concepts. Texts and discussions must be approached honestly, openly, and critically. Thoughtful, focused, and sensitive inquiry is expected. Discussions are required to be respectful even in the midst of sharp debate. Since some of the topics can be controversial and difficult to talk about, possibly at times evoking painful or distressing memories and feelings, we need to be mindful of creating a learning community that makes the class as safe as possible for exploring ideas and experiences. Each of us is responsible for the class becoming a learning community that facilitates truthful, respectful, and compassionate relations among participants and critical investigation of the course themes.
In order for the course to work well, active participation by everyone is needed. Participation occurs through consistent, punctual, prepared, and interested attendance at and involvement in course lectures and discussion sections. Attendance and participation are required for both lectures and discussion sections.

Critical dialogue about the course topics and readings is expected. The more each person puts into our weekly encounters in lectures, sections, and office hours, the stronger the course will be.

Classroom etiquette requires that cell phones and other electronic devices be turned off (or phones in silent buzzer mode to receive emergency calls, and not used for text messaging), that full attention be given to the class, that computers be used only for note-taking (not emailing or web surfing), and that we listen carefully and without interruption to one another.

Reading: The course readings include a range of philosophical, historical, and autobiographical texts. The specific readings for each week and class meeting are listed in this syllabus and can be found in the library; one text (Douglass’ Autobiography in Early African American Classics) is for sale in Bay Tree Bookstore, and the other readings are available for sale in a Reader. It is very important that readings be completed in advance of the lectures and discussion sections for which they are assigned. The reading load varies week to week and some texts are quite challenging, so please plan sufficient time not simply to quickly complete the readings prior to each class but also to reflect on the issues raised by them. The value of the lectures and the quality of discussions depend decisively on reading preparation.

In addition, several videos or films are required viewing. These may not be available through the library, so attendance at lecture on the designated dates to view them is important.

Office hour discussions with the professor are a good way to explore the course topics and your interests in greater depth than will generally be possible in class meetings. The professor has a drop-in appointment sign-up sheet on his office door (days and times as noted above) or you can contact him directly (in person, by phone, or email) to reserve a mutually agreeable time.

Students are also very strongly encouraged to form reading and study groups in order to more fully explore the topics, issues, and study/reflection/reading questions. These groups can be a way to get some critical feedback on ideas in preparation for exams or assignments.

ASSIGNMENTS AND GRADING

Very Important! Read this section of the syllabus very carefully and be sure to understand specific assignments and their grade values.

Written Assignments: The written assignments will consist of two essays and a mid-term exam. All essay and exam questions will focus on the central themes of the course and require interpretation and analyses of the readings, films, and lectures. The essays place a premium on a firm grasp of the arguments in the texts and a capacity to bring the texts (including films), lectures, and discussions into dialogue around complex themes. All writing must be each student’s original work and of university quality. With the exception of the in-class mid-term exam, assignments should be typed or word-processed using 12 pt type fonts, double spacing, and a one-inch margin on all sides of the paper. You must spell- and grammar-check your essays before submitting them for grading.
The first reflective essay must be submitted at the start of the class session indicated in this syllabus. Your mid-term exam must be taken in class on the date indicated in this syllabus. Your final thematic essay must be submitted to Professor Glass’ mailbox no later than the date and time indicated in the syllabus. These assignments require clear and concise interpretations and analyses of the readings, films, and lectures; positions on issues must be supported with sound and valid arguments and relevant textual and experiential evidence. Although relatively short in length, the essays require careful and thorough preparation, so note the dates and plan your schedule accordingly. The final thematic essay REQUIRES that you work with Writing Tutors to plan (week 7), draft (week 8), and revise (week 9) your essay prior to its final submission (Monday, December 7). More information about this will be provided during the course. For all assignments, the quality of the interpretations and analyses, and the strength of the arguments advanced, will count most heavily for the grade.

In addition to the three major assignments, every lecture and discussion section will have short written assignments that will be announced and written in class.

*If you have any question about grading, schedule an appointment with professor Glass as soon as possible to review your assignment.*

---

**Reflective Essay.** 750 word limit.
Due Thursday, October 8, at lecture.
10% of the course grade.
This brief essay requires you to use the conceptual framework of “Anybody, Nobody, and Somebody in School” to analyze your own experiences in school.

‡ In your first paragraph, provide a very brief summary of the conceptual framework, and also an overview statement of how it aligned with your own position in school. Next, describe and explain your positioning in relation to the framework. Finally, provide a brief conclusion that indicates what you learned (if anything) about yourself through this reflection. Here are some questions to help you prepare the assignment: Were you positioned differently in this framework by different groups of students, by different teachers, in different grade levels or classes? Was your self-concept the same or different from how this framework positions you? How does your out-of-school position (e.g., within family, neighborhood, or religious community) compare to your in-school position?

**Mid-Term Examination.**
October 29 (Thursday)
25% of the course grade.
The mid-term examination will consist of one essay question and a variety of other short answer questions. The questions may draw from any of the course readings, films, and lectures up to the date of the exam.

**Thematic Essay.** 1000 word limit.
Due December 7, Monday, by 5pm.
Turn in @ professor Glass’ mailbox (Soc Sci I-218).
30% of the course grade.
This essay will require you to synthesize the course material in relation to the broad thematic topic around which the course is structured. You will be working on this essay beginning in week seven of the course, and it will be submitted at the end of the course. You are required to work with a Writing Tutor in the planning, drafting, and revision phases of the essay preparation (more information will be provided about this during the quarter). These meetings with the Writing Tutors will
be worth 1/3 of the grade on this assignment (25 points for the planning meeting; 50 points for the meeting to review the draft; 25 points for the meeting to review your revisions).

‡ How do the structures, processes, and content of schooling shape the individual identities of students? What role do dominant ideologies play in these structures, processes, and content? What other forces impact the identities of students, and what role do dominant ideologies play in these spheres of influence? How is it possible to be/come Somebody-in-Particular despite the coercive power of the various identity-forming influences in a person’s life?

Attendance & Participation
Lectures and Discussion Sections
35% of the course grade.

Woody Allen once wrote that 80% of life is just showing up; that is not the case in this course. However, showing up on-time and prepared, and being engaged, will get you a good way toward high marks for 35% of your grade. For full credit, participation is required, and this is especially demonstrated through prepared involvement in lecture dialogues, discussion sections, and office hour dialogues, and by completion of short written assignments announced in each lecture and discussion.

Students are responsible for all course content in lectures and discussion sections, even on days they may be absent, whether excused or not.

YOU MUST BE ON TIME (no more than 10 minutes late),
SIGN THE ROSTER,
STAY FOR THE DURATION of the session, and
PARTICIPATE (COMPLETE THE WRITTEN ASSIGNMENT)
in order to get FULL CREDIT.

Lectures (20 total):

- On time + assignment completed = 7 points
- Late + assignment completed = 4 points
- On time + no assignment = 3 points
- Late + no assignment = 2 points
- Final lecture, evaluation completed = 10 points

Discussion Sections (8 total – weeks 3-9, 11):

- On time + participation + assignment completed = 25 points
- Late + participation + assignment completed = 20 points
- On time + participation - no assignment = 15 points
- Late + participation - no assignment = 10 points
- Late + no participation - no assignment = 5 points

**TIME’S RUNNING OUT...**

**EXCUSED ABSENCES.** Absences can be excused for good cause (akin to legitimate absence from employment, such as for illness or an emergency) IF the professor (or course assistant) is notified in advance by email or phone. For the first two excused absences from lecture, and the first excused absence from discussion section, students will be permitted to make up the missed written assignment and receive full credit. Two additional excused absences from lecture, and one additional excused absence from discussion section will be permitted, however completion of the missed written assignment will enable receipt only of partial credit (as if late attendance).

**UNEXCUSED ABSENCES** result in ZERO points for that lecture or discussion section.
!!! POSSIBLE COURSE FAILURE FOR ABSENCEs, EXCUSED OR NOT. Since participation in the course and the formation of a learning community are critical to the course as a whole as well as to the learning of each student, more than four absences from lecture (excused or not) or more than two absences from discussion sections (excused or not) may result in course failure, at the discretion of the professor. In the case of such absences, students should contact Professor Glass as soon as possible to discuss with him whether special arrangements can be made to have an opportunity to complete the course satisfactorily.

NO LATE WORK POLICY:
Assignments MUST be completed at the designated time. ONLY EXTREME CIRCUMSTANCES (serious illness or injury) can warrant a delay in completion of the assigned essays and exams. Students who experience such a situation must contact Professor Glass at the phone or email listed on the syllabus BEFORE deadlines, if at all possible, to explain the situation, and he will make reasonable accommodations at his discretion.

ACCOMMODATIONS FOR DISABILITIES: Students with documented disabilities will be accommodated in accordance with recommendations provided by the Disability Resource Center.

IMPORTANT NOTICE: High standards of academic integrity are required of all students, in accord with the University Code of Student Conduct, Principles of Community, and Academic Integrity Policy. Penalties for violating these policies can be severe, including failure of the course and expulsion from the University. For further information, consult:

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

Reflective Essay ≤ 100 points
Midterm Exam ≤ 250 points
Thematic Essay – Writing Tutor Meetings ≤ 100 points
Thematic Essay ≤ 200 points
Lecture Attendance/Writing ≤ 150 points
Section Attendance/Participation/Writing ≤ 200 points
TOTAL ≤ 1000 points

Grades: A+ = 990-1000; A = 930-989; A- = 900-929; B+ = 870-899; B = 830-869;
B- = 800-829; C+ = 770-799; C = 700-769; D = 600-699; F ≤ 599

Both ‘A’ and ‘B’ grades on assignments indicate proficiency in meeting the expectations, though they differ in the quality of mastery. The ‘C’ grades indicate that substantial improvement is needed, while lower grades indicate unacceptable work.

It is expected that every student can understand the content and master the requirements of the course, and the Course Assistants and professor will provide feedback and guidance to help students achieve mastery. This support should help mitigate disadvantages some students face in virtue of the fact that grades are dependent on reading and writing skills that are neither uniformly nor fairly distributed across the range of students in the course. See the professor as early as possible in the quarter if you have any particular concerns about the assignments or the grading.
Professor’s Reserved Right: The professor reserves the right to make changes to any or all elements of the course described in this syllabus, including policies, topics, readings, course requirements, and/or assignments. In the event that a change is deemed necessary, the professor will provide sufficient notice to the students for them to make the needed adjustments to complete the course satisfactorily.

“‘Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It's our light, not our darkness, that most frightens us. We ask ourselves, ‘Who am I to be brilliant, gorgeous, talented, and fabulous?’ Actually, who are you not to be?… Your playing small doesn't serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you… And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.’”

• Nelson Mandela, 1994 (quoting Marianne Williamson)

Tentative Course Schedule
Topics, Readings, and Films

Week One
Thu 9/24: Introduction to the Course

Week Two
Tue 9/29 Engaged Teaching and Learning


Thu 10/1 Anybody, Nobody, and Somebody in School

Week Three

Tue 10/6   Literacy, Identity, and Freedom


Thu 10/8   Reading/Writing Words/the World

**Reflective Essay DUE at start of lecture.**


Week Four

Tue 10/13   Common Schools and the Aims of Public Schooling


Thu 10/15   One Best System of Schooling


Week Five

Tue 10/20   Schooling in the White Man’s Image


Thu 10/22 To Remain an Indian


Week Six

Tue 10/27 What’s in a Name?


Thu 10/29 MIDTERM EXAMINATION
Bring two bluebooks.
No books, notes, computers.

Week Seven

Meet with Writing Tutor to Plan Thematic Paper

Tue 11/3 Language and the Struggle for Equal Schooling


Thu 11/5 Language and Identity

Week Eight

Meet with Writing Tutor to Review Preliminary Draft of Thematic Paper

Tue 11/10  The Language of Schooling


Thu 11/12  Gender and Schooling


Week Nine

Meet with Writing Tutor to Review Revisions to Draft of Thematic Pap

Tue 11/17  Gender, Class, Race: Intersections and Schooling


Thu 11/19  Resistance and Identity


Week Ten

Tue 11/24  Education and Struggles for Justice


Thu 11/26  (ANTI-)THANKSGIVING HOLIDAY BREAK

Week Eleven

Thu 12/1  Education as a Practice of Freedom


Tue 12/3  Concluding Reflections
Course Evaluation

Thematic Essays Due Monday December 7

Thematic Essays Due, Monday, December 7. Turn in to Professor Glass’ mailbox in the Education Department mailroom, Social Sciences I second floor, room 218, NO LATER THAN 5pm. NO LATE PAPERS WILL BE ACCEPTED.