

# Education 60: Schooling, Democracy, and Justice

University of California, Santa Cruz Summer Session 2, 2023

**Instructor:** Dr. Caroline Spurgin (she/her)

**Email:** [cspurgin@ucsc.edu](mailto:cspurgin@ucsc.edu)

**Time:** M/W 1:00-4:30 pm

**Location:** Natural Sciences Annex 101

**Office Hours:** Tuesday 11-12 (*or by appointment*)

**Office Hour Location:** [Zoom](#)

## Course description:

Survey course exploring the foundations of public education in the United States, including: the social and political forces within schools and school systems in the U.S., the history and formation of the system, and the educational policies and practices in our culturally and linguistically diverse nation. (Formerly Introduction to Education: Learning, Schooling, and Society.)

## Course overview :

This course explores historical, philosophical, psychological and sociological questions in American education and discusses historical policies and programs designed to improve U.S. schools. The course gives students an opportunity to explore their own interests and experiences as they prepare to teach or work in education related contexts. The course provides an introduction to the upper division courses offered in the Education Department. It is a required course for all education majors and minors.

We will explore the following overarching questions:

- What are the fundamental purposes of schooling? How are these purposes reflected in different pedagogical strategies and educational choices?
- How do schools reproduce and challenge prevailing patterns of power and privilege?
- What gets in the way of learning and teaching in public education?
- What types of educational institutions and curricula are most desirable in a multicultural democracy such as ours?

This course will push you to read academic texts closely and thoughtfully, consider your own experiences with education as they relate to the course content, discuss complex concepts with your classmates and instructor, develop a nuanced understanding of the history and purpose of public education, and decide ways in which you might incorporate this information in your future academic, professional, or personal life.

### Course Materials:

All course texts will be on our Canvas site.

### My Expectations:

This course will be challenging, and I have no doubt that you are capable of success. In order to ensure success in this course, I have the following expectations:

1. *Respect for your fellow classmates is essential.* We come to this course with unique perspectives and complex lived experiences, in general and as they relate to education. We will discuss personal experiences as they relate to the course content, some of which may be sensitive. It is important for all members of our classroom community to show openness and respect, and I expect that same level of respect during coursework outside of the classroom.
2. *You must dedicate time in order to be successful.* Taking a five-unit college course on the quarter system means that you have agreed to work 10-12 hours per week *outside of class*. It is important to acknowledge that your best work takes time and work that is rushed is not as effective for your learning.
3. *Practice effective communication strategies.* If you have questions about expectations for the course, please check the syllabus first. Then, check in with other students in the course. If you would like to have an extended conversation with me about the content of the course or the field of education, please join me during office hours! Or, if my set hours do not fit your schedule, send me an email to set up an alternative time. In emails to me, please make sure that your subject line is clear (e.g.: ED 60: insert-topic-of- the-email-here) and that your email is professional.
4. *Please come to class prepared.* Please join us on time for class and avoid distractions as you listen and participate. Please also complete the assigned readings for each class **before you come to class**. While I will supplement the readings with additional information in class, it is important that you have read and thoughtfully engaged with the texts ahead of lecture. As you read, consider:
  - What struck you as interesting about this reading?
  - How do the points in the reading connect to other class content or section discussions?
  - What did you find in the reading that was most relevant to you and your experience with education? Or, in what ways might these points be relevant in your future classes or career?
  - What aspect of the reading did you find problematic or confusing?

### Considerations around COVID-19 and other illnesses:

*What we can expect from each other:*

Each individual at UC Santa Cruz should act in the best interests of everyone else in our community. Please take care to comply with all university guidelines about masking, performing daily symptom checks, testing as required by the campus vaccine policy, self-isolating in the event of exposure, and respecting others' comfort with distancing. If you are ill or suspect you may have been exposed to someone who is ill, or if you have symptoms that are in any way similar those of COVID-19, please err on the side of caution and stay home until you are well or have tested negative after an exposure. Let me know that you're not feeling well, and I will respond about how best you can keep learning.

*What you can expect from me:*

I have designed our course following campus guidance and with current public health guidelines in mind. However, these guidelines may change in accordance with shifting infection rates or the emergence of new variants. If updated public health recommendations and university requirements make our current course format unfeasible, or if I experience a need to self-isolate, I will alter the format. This may include moving in-person sessions onto Zoom, modifying course assignments to work in a remote format, and reconfiguring exams (if applicable). I will communicate clearly with you via email or Canvas announcement about any changes that occur. I will provide as much advance warning as possible and give you all the information you need to transition smoothly to the new format. If you have questions about the changes, please reach out to your TA or to me so we can answer them.

**Course Requirements and Assessments:**

**Attendance (50 pts)**

**Attendance at each class session (5 pts)**

If you must miss a class session, contact me as soon as possible so we can make appropriate arrangements. Missing 2 or more class sessions may negatively impact your grade.

**In-class submissions (30 pts)**

During each class session, you will be asked to submit a 3 pt assignment as a record of your independent or group work (via Canvas)

**Weekly Reading assignments (80 pts)**

Except the first and last class, you will have reading and annotation/reflection assignments (together, these are your Reading Assignments) due before every class. Due Monday and Wednesday 8/2/23-8/28/23 at 10 a.m. (via Canvas)  
Consider using [NaturalReaders](#) or another text-to-speech app (I use Speechify)

**Critical Educational Autobiography (40 pts)**

Due Wednesday 8/16/23 at 11:59 p.m. (via Canvas)

**Final Project (50 pts)**

Date: Wednesday, August 30th at 11:59 p.m. (via Canvas)

**Letter Grade Assignment:**

A+ 100%

A 94%

A- 90%

B+ 87%

B 84%

B- 80%

C+ 77%

C 74%

C- 70%

D+ 67%

D 64%

F Below  
60%

**Course schedule\*:**

*\*Due dates and readings are subject to change. Please pay attention to the Canvas modules.*

**Day 1: Introduction to the course aims, norms and structures**

**Guiding questions:**

What will we do in this class? What are our conceptual aims, what skills will we hone, what will activities look like? What kind of tools can we use?

*Monday (7/31/23):*

- *No reading due*
- *In Class Reading (no need to read ahead of time):*
  - *Schoenbachetal, Reading for Understanding Ch4*
  - *Darder, Teaching as an Act of Love*

**Day 2: The American Schooling Dilemma**

**Guiding questions:**

Who are American students? What structural inequities do they face in and out of schools?

*Wednesday (8/2/23)*

- *James Baldwin, A Talk to Teachers*
- *Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). Chapter 1: The American Schooling Dilemma. Teaching to change the world. Routledge.*

**Day 3: Early foundations of the American public education system**

**Guiding questions:**

What were the purposes of early American Public schools? Who were they for, and why?

*Monday (8/7/23):*

- *Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). Chapter 2: History and Culture. Teaching to change the world. Routledge.*
- *Watch video linked in Day 3 Module on Canvas: School - The Story of American Public Education*

**Day 4: Purposes of public education**

**Guiding questions:**

What are the purposes of public schooling now? How are these purposes in tension with each other?

*Wednesday (8/9/23)*

- *Labaree, D. (1997). Private Goods, Public Goods: The American Struggle over Educational Goals. American Educational Research Journal 34 (1), pp. 39-81. **Please read the first half, pages 39-59.***
- *Listen to "Nice White Parents, episode one: The book of statuses." The New York Times.*

**Day 5: Purposes of public education, continued**

**Guiding questions:**

What are the purposes of schooling now? How are these purposes in tension with each other?

Monday (8/14/23):

- Labaree, D. (1997). *Private Goods, Public Goods: The American Struggle over Educational Goals*. *American Educational Research Journal* 34 (1), pp. 39-81. **Please read the second half, pages 60-74.**
- Listen to “Nice White Parents, episode two: I still believe in it.” *The New York Times*.

### Day 6: School Form & Midpoint Check-in

Wednesday (8/16/23)

- Watch: *Learning Matters - First to Worst*
- Listen to “Nice White Parents, episode three: This is our school, how dare you?.” *The New York Times*.

**Major assignment due: Critical Educational Biography**  
**See Major Assignments Canvas Module for Details**

### Day 7: School Tracking

Guiding questions:

What is school tracking? How is tracking related to the purposes of education?

Monday (8/21/23):

**Group A reads:** Anyon, *Social Class and the Hidden Curriculum of Work*

**Group B reads:** Rubin et. al, *Structuring Inequality at Berkeley High*

**Both Groups:** Listen to “Nice White Parents, episode four: Here’s another fun thing you can do.” *The New York Times*.

*In class: Introduction to Final project*

### Day 8: American public higher education

Guiding questions:

What is the structure of higher education in the US? How is American higher education shaped by the purposes of education?

Wednesday (8/23/23) - Today’s class is on Zoom from 1 pm - 3 pm

**Group A Reads:** *Neoliberalism, Corporate Culture, and Promise of Higher Education: The University as a Democratic Public Sphere (first half: 425-442)*

**Group B Reads:** *Neoliberalism, Corporate Culture, and Promise of Higher Education: The University as a Democratic Public Sphere (second half: 442-457 + abstract)*

**Both groups watch:** *Declining by Degrees (film)*

*In class: Final Project Workshop*

*Work on Final Project*

### Day 9: Teaching to change the world

#### Guiding questions:

How do teachers work within unequitable structures to serve their students? What pedagogies empower historically marginalized and underserved students? What challenges do teachers face? How might they overcome those challenges?

*Monday (8/28/23)*

#### **Group A reads:**

- Paris, D. (2012). *Culturally sustaining pedagogy: A needed change in stance, terminology, and practice*. *Educational researcher*, 41(3), 93-97.

#### **Group B reads:**

- Ladson-Billings, G. (1995). *But that's just good teaching! The case for culturally relevant pedagogy*. *Theory into practice*, 34(3), 159-165.

#### **Both groups watch:**

- [\*Abolitionist Teaching and the Future of Our Schools\* \(Love, Muhammad, Simmons, Haymarket Books, 2020\)](#)

*Work on Final Project*

### Day 10: Education for liberation

#### Guiding questions:

How can we leverage what we've learned to imagine a more equitable and democratic education system?

How can we bring these earlier strands together and consider how they impact our earlier ideas about the purpose of public education?

*Wednesday (8/30/23):*

- *No reading due*

***Major Assignment Due: Final Project***

***See Major Assignments Canvas Module for Details***

## University Policies and Resources

If you need reasonable accommodations for this course, please contact and register with the **Disability Resource Center (DRC)**. You can reach UCSC's DRC office at (831) 459-2089 or visit <http://drc.ucsc.edu> for more information. Then please meet with me privately (e.g. office hours, after class, or some other appointment time) so we can plan your accommodation.

If you or someone you know would benefit from psychological support, do not hesitate to contact the helpful folks at **UCSC Counseling & Psychological Services (CAPS)**: 831-459-2628 or [caps.ucsc.edu](http://caps.ucsc.edu)

Confidential resources are available through the **UCSC CARE Office**. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

Please note that if you tell me or your TA about a situation involving **Title IX misconduct**, I am required to share this information with the Title IX Coordinator. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

UCSC's **Slug Support** is available to support students with their basic needs and with making connections to resources across campus. Visit: <https://ucsc.zoom.us/j/93660537349?pwd=MDJ0WDgxOWc3M2hVlVpVm4wRHNoUT09> to learn more or email [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu) with questions or requests.

**No Place for Hate:** Our classroom is not a place for hate speech or bias and any incidents will be taken seriously. To report an incident or for additional campus resources, please visit: <https://reporhate.ucsc.edu/index.html>.

Any form of academic dishonesty, such as plagiarism, cheating, falsifying other people's work as your own, or other violations will be taken seriously, such as a failing grade in this course in addition to other sanctions per Campus Policy. For more information and the **University's response to plagiarism cases**, consult: <http://deanofstudents.ucsc.edu/student-conduct/student-handbook/pdf/100.0-code-of-student-conduct.pdf>. And consult <https://ue.ucsc.edu/academic-misconduct.html> for complete information about the misconduct policy for undergraduate students.

Please also note that the PowerPoint, Canvas, and lecture materials that I have created for this course are **protected by U.S. copyright law**. This means you cannot share these materials with anyone outside of the class. Here is the University guidance, based on US copyright law:

*“My lectures and course materials, including powerpoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by [University policy](#). I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is registered and enrolled in this course.*

*You may not [reproduce, distribute or display \(post/upload\)](#) lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without my express written consent. You also may not allow others to do so.*

*If you do so, you may be subject to student conduct proceedings under the UC Santa Cruz [Student Code of Conduct](#), Section 102.23.*

*Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.”*