

Education 60
Introduction to Education: Schooling, Democracy, and Justice
University of California, Santa Cruz
Summer Session 2, 2022

Instructors

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Class Meetings (Lecture):

- Mondays and Wednesdays, 9:00 a.m. to 12:30 p.m., Zoom
- Zoom Link:
<https://ucsc.zoom.us/j/99428221534?pwd=akduc3F4R3FMeUh0QW1SdVdmTmxkUT09>

Office Hours:

- By appointment with myself or the TA over Zoom
- We will also try to stay on Zoom for a few minutes after Lecture Mondays and Wednesdays.

Communication:

Good communication will be even more important now than in normal times. **In Canvas, PLEASE make sure that your notification settings are set to “notify me right away” for “Announcements,” “Grading,” and “Invitation”.** For directions on checking and adjusting these settings, please see <https://community.canvaslms.com/docs/DOC-10624-4212710344> (There are also directions there for opting to receive notifications via text.)

SPECIAL NOTE ON COVID-19 PUBLIC HEALTH CRISIS:

These are not normal times. Your health and safety, as well as caring for those in need of your support, should be your top priority. We are committed to offering a challenging, interesting, and relevant learning experience for you all—with enough flexibility to try to meet everyone’s needs. As we experience (and experiment with) remote instruction, there will be challenges and glitches along the way. But I am confident that, if we are all honest, patient, and compassionate with each other, we can have a positive learning experience. Please be in touch early (and often) to let us know how we can be of support.

A Helpful Resource for Transitioning to Remote Instruction during the COVID-19 crisis:

Keeping Learning UC Santa Cruz (Remote Learning Resources for Students):
<https://keeplearning.ucsc.edu/home>

SPECIAL NOTE ON COPYRIGHTS FOR COURSE MATERIALS AND STUDENT WORK:

Given the nature of remote instruction, it is important to clarify copyright information for the materials that I produce (including the syllabus), the Zoom class sessions themselves, and your written work. 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.”

TECHNOLOGY:

- To learn together remotely, we will be using two primary platforms:
 - We will use Zoom for our Lecture sessions, which are on Mondays and Wednesdays at the registrar-assigned times (9:00 a.m. to 12:30 p.m.) and for office hours. **A Zoom invitation will be posted in Canvas.** Here is a place to get some basic information about Zoom at UCSC (how to connect, quick guides, etc.): <https://its.ucsc.edu/zoom/index.html>
 - Canvas will be our course management system. Here are some tips and FAQs for using Canvas: <https://its.ucsc.edu/canvas/canvas-faq-student.html>
 - **If you anticipate technological problems preventing you from using Zoom or Canvas, please let us know as soon as possible.** We also understand that there will be glitches that none of us can predict. So we will all be patient with each other!

COURSE DESCRIPTION AND GOALS

This course explores historical, philosophical, psychological and sociological questions in American education and discusses historical policies and programs designed to improve US schools. It offers an overview of the influential theories on learning and teaching, focusing on how these views have influenced public education in a diverse society. 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.

Throughout the course, students will have the opportunity and responsibility to do the following: (a) read and comment on a wide variety of sources that inform the history, policies, and practices that have shaped American schooling, (b) reflect on their own educational experiences, (c) explore first-hand how the themes of the course are related to the experiences of US students from a variety of backgrounds and to current educational practices and policies, (d) learn from the diverse perspectives of their classmates, and (e) make connections among all of the above areas.

The course is intended to provide students with opportunities to work collaboratively, to the extent possible during remote instruction. I strongly believe that collaborative venues for discussing course-related topics and engaging in class assignments provide us with an opportunity to pool resources, consider alternative perspectives on a topic or issue, co-construct new knowledge on these topics, and extend our thinking in ways not available to us when we work individually.

NO REQUIRED TEXTS

- **All required readings will be available on Canvas.**
- *Note: In order to facilitate productive discussions, please try to have the assigned readings available during our Zoom sessions.*

COURSE WORK OVERVIEW AND GRADING

- **40% Attendance and Participation** . I account for active attendance and engagement in discussions during class, which includes faithful preparation of readings before class. Active engagement includes verbally participating in class activities/discussions, completing small group breakout room activities, and/or contributing relevant comments in the classroom/chat. In groups, you will also facilitate a discussion section session based on a selection of the scheduled readings. Participation also includes daily responses on the Canvas Discussion Board.
 - **10% Attendance and active participation:** Show up prepared and on time to each class. Engage thoughtfully and actively in in-class discussion and activities
 - **10% Canvas Discussion Board:** These will be substantive responses to the readings each day, in two parts: **1. Analysis** of the material, and **2. Connection** between some aspect(s) of your own experiences and the material. Due before each class at 9:00 AM. See below for more details.
 - **10% Asynchronous Work:** Each day will have some additional content for you to engage with on your own followed by a short written response or activity.
 - **10% Group Discussion Leader Summary:** Each student will lead one short (25-30 minutes) discussion with a small group on that day's readings. Discussion leaders will be responsible for leading discussion, reporting back to the whole class and turning in a **one-page summary** which includes a short summary of the readings, 2-3 quotes, some keywords, and 2-3 discussion questions. Discussion Leader summaries are due BEFORE the class you are leading discussion (by 9:00 AM). Further details will be provided in class and on Canvas.
- **30% Critical Educational Autobiography:** You will integrate and apply material from readings, Canvas discussions, and lectures, into an analytic memoir of your educational experiences throughout your life. Ideally this will be an edited collection of the Part 2 responses from your daily Canvas Discussion Board responses.
- **30% Final Project:** You will go beyond the readings and in-class activities to explore themes of the course in a particular "real-life" setting or issue. You will; create something directly responsive to Education-related issues explored in the course and the events of the day or addressing other pressing needs related to the course that you want to spend your time and energy on. You will choose your own audience and topic to address, and your own format (including those less commonly used in academia) to convey your understanding.

DETAILED COURSE REQUIREMENTS AND ASSIGNMENTS

1. Read the assigned readings BEFORE the class in which they are discussed.

Rationale: Much of the content of the course will be accessed through the assigned readings. While I will provide additional information in class, the readings will serve as the foundation of each class session. Having done the reading for each class will help you participate in various Zoom options for reflection and discussion, which will help your learning. Your reading and participation will also challenge all of our initial thinking, will help you develop your own arguments more clearly, and will lead to a deeper understanding of the themes and content of the course.

Details: Guiding questions and topics for discussion are included in the syllabus and on Canvas to help you focus your reading and to provide some starting points for our web-based and in-class discussions. In addition, you are encouraged to identify your own important themes and topics for discussion. (In other words, don't limit your reflections on readings to questions or topics that I generate.)

When reading and commenting on chapters and articles, you might want to consider the following guiding questions that could apply to all the readings:

- What struck you as interesting about this reading?
- How do points or claims made in this reading relate or compare to those brought up in other readings for this course?
- How might the authors of other readings from the course respond to the arguments posed or ideas presented within this reading?
- What did you find in the reading that you feel will be useful/relevant for your future career? Why?
- What did you find in the reading that helped you better understand a past experience or important phenomena or event(s)?
- What aspect of the reading did you find problematic or did you disagree with? Why?
- What questions did the reading raise for you?

Evaluation criteria: Both your class participation grade and your Canvas discussion board grade (see below) will be based in part on evidence that you have read the assigned readings in advance of each class.

2. Attend class regularly and Participate

Rationale: The course is designed to allow you to learn from the readings, each other, and me through lively discussions in class. There is no substitute for being in class for these discussions. In addition, I am interested in getting to know you and hearing what you have to say!

Details:

- Each class will feature different kinds of discussions and activities surrounding the readings and the themes of the class, including partner, small group, and whole class formats. There will also be short in-class writing activities ("quick writes" at the beginning of the class and other writing prompts during class). In our Zoom sessions,

there will be a variety of ways to participate (polls, “reactions,” oral discussions, written chat responses, etc.).

- Because I believe that having some structure and being in frequent touch during times of crisis will facilitate your learning, **attendance is required for the regular Monday and Wednesday classes**
- As at least 60 minutes of each class is moved to asynchronous work, most Educ 60 Zoom classes will end before the fully scheduled time. However, please hold the full time on your schedule because we may need to use that time creatively (e.g. for holding remote office hours, making announcements, troubleshooting technology problems, answering your questions, etc.).
- I also understand that there may be circumstances during these unusual times that will prevent some of you from attending all the classes. **Please let the instructor and TA know as soon as possible if, due to the current public health crisis, you anticipate missing, or unexpectedly had to miss, one of the Zoom Lecture sessions on Mondays and Wednesdays.** *There will be alternative make-up work available (and required) for those who need to miss individual classes due to COVID-related or other obstacles.*
- **What to do if you have to miss a class:**
 1. Do all the required reading for the class you will miss.
 2. Review the lecture video and slides from the class you missed (available on Canvas after class)
 3. Submit a one page make-up document:
 - a. One paragraph summary of that day’s readings
 - b. Engage in writing in the in-class activities on the slides you missed to the extent possible (quick writes, videos, discussion prompts, etc.)
 - c. Two key takeaways from the readings/lecture
 - d. Two questions from the readings and other content from the class you missed

Evaluation criteria: There will be an attendance quiz each day that just records your attendance for that class. This quiz will have an access code provided in class and will close by the end of that day’s lecture. In addition, there will be occasional in class quickwrites or other participation activities that will contribute to your attendance and participation score.

Note about Zoom Recording of Class Sessions:

In order to facilitate access during the COVID public health crisis, I will be recording the Zoom sessions “live” during Lecture and posting them on Canvas for students to view/review. Please note that UC policy, based on US copyright law, holds that “no business, association, agency, or individual, including a student, shall give, sell, or otherwise distribute to others or publish any recording made during any course presentation without the written consent of the instructor/presenter and the Chancellor.) That means that you can view the recordings for your own purposes during this course but you cannot share the videos with anyone outside the class for any purpose, without my and the University’s permission. The UC policy can be found here: <http://copyright.universityofcalifornia.edu/resources/recorded-presentations.html>

3. Canvas Discussion Board:

Rationale: (1) to allow you to focus on the required readings before class and begin to articulate some of your comments, questions, and connections, (2) to allow you to exchange ideas and opinions with classmates you may not have been able to talk with in class, and around readings

that we may not have time to discuss adequately in class (3) create a bank of written responses and ideas that you can draw from for other writing in the course, especially the Critical Educational Autobiography.

Details: You are required to submit **one TWO PART response** on the Canvas Discussion Board before each class (ONE *Analysis* and ONE *Connection*).

- **Part 1 Analysis** asks you to write a brief synthesis and substantive analysis of the readings for that day. This extends beyond just summarizing the material, and elaborates on your own ideas, arguments, and analyses.
- **Part 2 Connection** asks you to make connections between some aspect of your own experiences and the readings. **Part 2** responses will eventually be revised, edited, and assembled together to become your final Critical Educational Autobiography, so putting in significant effort each week (especially for Part 2) will pay off in the end.
- Each part should be *roughly* 200-300 words (400-600 words in total)
- Both Part 1 and 2 should be numbered and submitted in the same response
- **Discussion Board Responses are due before class (9:00 AM)**

Norms:

This part of the course is designed to be a place where students can share, discuss, and debate ideas. Therefore, a lively exchange of ideas is welcomed and encouraged. In all cases, however, the dialogue should be respectful to each other, as well as to the authors, students, and teachers whose ideas and actions we will be discussing.

Evaluation criteria for Discussion Board Posts:

- Your posts make reference to the specific, concrete, substantial, and important information and ideas from the readings. Quotes and citations used to strengthen and support analyses and connections.
- You connect that information and ideas to your own experience (e.g. articulating your own reactions, commenting on what you have observed in schools, families, communities, and society; sharing your own experiences) and/or other readings from the course.
- Your post is thoughtful, extends beyond just summarizing the material.
- Your post is written with care (your sentences are constructed well; you have proofread your entry, etc.).
- Each part should be *roughly* 200-300 words (400-600 words in total)

This portion of your grade will be based on the number and quality of responses that you submit meeting the above criteria. Late or missing posts will result in a lower grade.

NOTE: While collaborative discussion is always welcome and encouraged, your actual response is an individual one and should reflect your original thoughts and comments.

4. Asynchronous Work.

Rationale: A portion of the course materials for each day have been moved to asynchronous work, meaning you are responsible for completing this work outside of our normal class times each day. Your participation in this asynchronous work assigned at the end of each lecture helps us to follow the developing understandings of individuals and the class as a whole, allowing us to adapt our instruction accordingly.

Details: The asynchronous work will have you engaging with new content in a variety of formats (podcast, video, op-ed, blog post, etc.) related to that day's topic or focus. After engaging with the content, you are required to submit a short written response (roughly 300 words) about how this material connects, extends, and challenges your experiences and related course content.

Evaluation Criteria: Each written response to asynchronous work will be scored out of 10 points and the following criteria

- Your response explores how the material Connects, Extends, and Challenges your experiences and understanding of the topics.
- Your response makes reference to the specific, concrete, substantial, and important information and ideas from the readings/content
- Your post is thoughtful and elaborates on your ideas and arguments.
- Your post is written with care (your sentences are constructed well; you have proofread your entry, etc.) Roughly 300-400 words
- Asynchronous work assigned after our Monday classes is due Tuesdays by 11:59 PM and work assigned after our Wednesday classes is due Fridays by 11:59 PM

5. Discussion Leader and Discussion Leader Summary:

Rationale: (1) to allow you to focus more closely on course readings before class and summarize, identify key points and quotes, and generate questions about the readings (2) to have you take a more active role in promoting discussion on the readings among your peers, and (3) to allow you to exchange ideas and opinions with classmates which you may not have been able to do in the discussion board and around readings that we may not have time to discuss adequately in class.

Details: Each student will **lead one short (25-30 min) discussion** with a small group on a reading you selected. Discussion leaders will be responsible for leading discussion, reporting back to the whole class and turning in a **one-page summary** which includes a short summary of the reading, 2-3 quotes, some keywords, and 2-3 discussion questions. The summary will be individually submitted, although there will be more than one discussion leader each week. Discussion Leader summaries are due **BEFORE the class you are leading discussion (by 9:00 am)**.

Norms:

This part of the course is designed to be a place where students can share, discuss, and debate ideas. Therefore, a lively exchange of ideas is welcomed and encouraged. In all cases, however, the dialogue should be respectful to each other, as well as to the authors, students, and teachers whose ideas and actions we will be discussing.

Evaluation criteria for Discussion Leader Summaries: Discussion Leader Summaries will be scored out of 10 points and the following criteria:

- Your written summary accurately represents the key points and concepts of the readings with reference to the specific, concrete, substantial, and important information and ideas from the readings.
- You identify 2-3 important quotes and some key words from the reading.
- You generate 2-3 discussion questions to promote discussion about the readings and concepts in your reading and/or how this particular reading connects to other readings in the course. These questions are then shared in your small groups to facilitate discussion on the reading.

- Your summary is written with care (your sentences are constructed well; you have proofread your entry, etc.). *Roughly* 300 words (although word count not strictly enforced)

NOTE: While collaborative discussion is always welcome and encouraged, your actual response is an individual one and should reflect your original thoughts and comments.

6. Critical Educational Autobiography

Rationale: Your own educational experiences are central to this course, and much of the course material is designed to help you reflect and critically analyze those experiences in new ways. This paper asks you to use course material and concepts to reflect on and critically analyze your own educational experiences as a way to better organize and articulate these new understandings.

Details: You will integrate and apply material from readings, Canvas Discussion Board posts, and lectures, into an analytic memoir of your educational experiences throughout your life. Ideally this will be an edited collection of the Part 2 responses from your daily Canvas Discussion Board responses. You are encouraged to use your Part 2 Discussion Board posts to build up your paper. You may choose to only focus your written reflection on a few topics from the course, or a wider survey of course topics, but your paper should draw directly from course materials and your own experiences. Papers should be 3-5 pages in length, double spaced, 12 pt Times New Roman font.

Evaluation criteria: Autobiographies will scored out of 100 points (30% of your course grade) and evaluated on following four criteria:

- **Critical:** Writing critically engages with your life experiences in ways that reflect, push against, or push beyond the course content. (25 points)
- **Educational:** Connects with/draws on a range of course content (25 points)
- **Autobiography:** Centers around your own educational and life experiences, spanning a range of years and contexts (25 points)
- **Mechanics:** Well written and draws on a wide range of class readings. Includes a brief introduction to your own educational background; clear connections and transitions between the different parts; strong connection and flow between paragraphs, especially in terms of chronology; and quotes/material from specific course readings to support/expand on different parts. (25 points)
- **DUE Friday, August 26, by 11:59 p.m. (via Canvas)**

7. Final Project

Rationale: The project is designed to allow you to go beyond the readings and in-class activities to explore the themes of the course in a particular “real-life” setting or issue. The intent is to create something directly responsive to Education-related issues explored in the course and the events of the day or addressing other pressing needs related to the course that you want to spend your time and energy on.

Details: You will choose your own audience and topic to address, and your own format (including those less commonly used in academia) to convey your understanding. If you'd prefer, please feel free to write a conventional research paper individually (4-6 pages) discussing a topic of your choice. You are welcomed to work on your Final Project individually or in a group of no more than 4 people (please inform the instructor and TA if you plan to submit as a group).

Evaluation Criteria: 100 pts and 30% of Course Grade (See Final Project Description PDF on Canvas for more details). Due **Friday, August 26, by 11:59 p.m. (via Canvas)**

COURSE TOPICS AND SCHEDULE

Daily schedule:

Each 9:00-12:30 class will roughly follow the same schedule (subject to change):

- 09:00-09:03: Greetings and settling in
- 09:03-09:10: Daily Attendance Quiz/Quickwrite
- 09:10-09:20: Course information/updates/housekeeping
- 09:20-10:00: Small Group Discussions on readings (led by student Discussion Leaders)
- 10:00-10:30: Whole class reflection
- 10:30-10:45: 15 min break
- 10:45-11:30: Lecture and wrap up
- 11:30-12:30: Asynchronous work (independent)

Day 1 July 25: Intro, Overview and Setup

Materials:

- **Reading:** Check syllabus, look at the Canvas site, ask questions in the discussion forum

Due before class:

- N/A

Asynchronous Activities (due Tuesday by 11:59 PM)

- **Course introduction Survey:** <https://forms.gle/XSLHN7NnWYs3arKk7>
- **Article:** Baldwin, James. A Talk to teachers

Day 2 July 27: Purposes of Education

Focal Questions: What is the purpose of education? What role does it play?

Materials:

- **Chapter:** Chapter 1: The History and Political Goals of Public Schooling in Spring, J. H. (2018). American education (Eighteenth edition). New York. Routledge.

Due before class:

- Discussion Board

Asynchronous Activities (due Friday by 11:59 PM)

- **Podcast:** Nice White Parents Episode 1:
<https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>

Day 3 Aug 1: Purpose Theory & The Formation of the System

Focal Questions: How did the formation of the system shape the purpose? How has the purpose shifted over time?

Materials:

- **Article:** Oakes, J., Lipton, M., Anderson, L. & Stillman J. (2013). Teaching to change the World. Chapter 2. History & Culture: How Expanding Expectations and Powerful Ideologies

Due before class:

- Discussion Board

Asynchronous Activities (due Tuesday by 11:59 PM)

- **Video:** The Story of the American Public School System: As American as Public School, 1900-1950
https://players.brightcove.net/1513023957001/HyGZasuG_default/index.html?videoId=3291389670001

Day 4 Aug 3: Equity and Education

Focal Questions: How has the system changed in the past towards inclusiveness and equity? What are some diversity challenges faced by schools (e.g. disparities in graduation rates, academic achievement, etc.) How is equity and social justice defined?

Materials:

- **Chapter:** Carl Grant & Christine Sleeter, Doing Multicultural Education Chapter 3
- **Websites:** Supreme Court Cases that have shaped Education Policy:
 - **Website** - School Desegregation: Brown v. Board
<https://www.oyez.org/cases/1940-1955/347us483>
 - **Website** - Free Speech: Tinker vs. Des Moines
<https://www.oyez.org/cases/1968/21>

Due before class:

- Discussion Board

Asynchronous Activities (due Friday by 11:59 PM)

- **Podcast** – Nice White Parents episode 2:
<https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial-2.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>

Day 5 Aug 8: Institutional Inequity

Focal Questions: What does inequity look like in schools today? How are resources distributed?

Materials:

- **Article:** Oakes, J. (2000) The Distribution of Knowledge. In Arum, R. & Beattie, I. B.(Eds.) The Structure of Schooling: Readings in the Sociology of Education. New York, NY: McGraw-Hill.

- **Article:** Anyon, Jean, Dr. "Social Class and the Hidden Curriculum of Work." Journal of Education, 1980. Web. 03 Mar. 2014.
<http://www1.udel.edu/educ/whitson/897s05/files/hiddencurriculum.htm>

Due before class:

- Discussion Board

Asynchronous Activities (due Tuesday by 11:59 PM)

- **Film:** From First to Worst <https://youtu.be/r5NhiM9ApCw>
- Final project ideas Discussion Board

Day 6 Aug 10: The Education Debt

Focal Questions: What is the achievement gap? How can the achievement gap be reframed as an opportunity gap? What is the education debt and how does it relate to students' opportunities?

Materials:

- **Article:** Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. Educational Researcher

Due before class:

- Discussion Board

Asynchronous Activities (due Friday by 11:59 PM)

- **Podcast:** Nicole Hannah Jones:
<https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one>
- Midpoint draft of Critical Educational Autobiography

Day 7 Aug 15: Control, School, & Policy

Focal Questions: Who controls schools? What is the distribution of control among family, local, State, Federal domains?

Materials:

- **Article:** Montrop, H., & Sunderman, G.L. (2009) Why High Stakes Accountability Sounds Good But Doesn't Work - and why we keep doing it anyway.
<https://escholarship.org/uc/item/8w50w04c>
- **Op-Ed:** Metha, Jal: Why Equity Has Been a Conservative Force in American Education—And How That Could Change
<https://www.edweek.org/leadership/opinion-why-equity-has-been-a-conservative-force-in-american-education-and-how-that-could-change/2019/02>
- **Short Video:** A Nation at Risk: 30 years later <https://youtu.be/R9WMI703WrA>

Due before class:

- Discussion Board

Asynchronous Activities (due Tuesday by 11:59 PM)

- **Podcast** – Nice White Parents – 3:
<https://www.nytimes.com/2020/08/06/podcasts/episode-three-this-is-our-school-how-dare-you.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>

Day 8 Aug 17 Social Justice in Education and our Future

Focal Questions: What can social justice look like? What is participatory action research? How can we make change? What other forces are there to enact change?

Materials:

- **Reading:** Camarota J. & Romero, A.F. (2009). A social justice epistemology and pedagogy for Latina/o students : Transforming public education with participatory action research. In New Directions for Youth Development. Eds T. M. Brown and L. F. Rodriguez. Youth in Participatory Action Research Journal.
- **Reading:** Bigelow, B. et al. (Eds) (1994). Introduction: Creating Classrooms for Equity and Social Justice. In Rethinking our Classrooms: Teaching for Equity and Justice

Due before class:

- Discussion Board

Asynchronous Activities (due Tuesday by 11:59 PM)

- **Podcast** – Episode 4 Nice White Parents:
<https://www.nytimes.com/2020/08/13/podcasts/nice-white-parents-school.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>

Day 9 Aug 22: Revisiting the Purpose of Education

Focal Questions: How does the purpose of schools shape what schools look like? How does the form of school reflect the function? What can we do to make change?

Materials:

- **Film:** Precious knowledge <https://ucsc.kanopy.com/video/precious-knowledge>
 - NOTE: you have to log in with your CruzID and gold password
- **Reading:** [SKIM AGAIN] Chapter 1: The History and Political Goals of Public Schooling in Spring, J. H. (2018). American education (Eighteenth edition). New York. Routledge.
- **Optional Film:** The Finland Phenomenon <https://youtu.be/8jJONUXGsNo>

Due before class:

- Discussion Board

Asynchronous Activities (due Tuesday by 11:59 PM)

- **Podcast:** Nice White Parents Episode 5:
<https://www.nytimes.com/2020/08/20/podcasts/nice-white-parents-school.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>

Day 10 Aug 24: Wrap Up and Final

Focal Questions: n/a. Optional drop-in for questions about the Final Project and Critical Educational Autobiography during class time

Materials:

- none

Due Friday Aug 26 by 11:59 PM

- **Final Project**
- **Critical Educational Autobiography**

ACADEMIC INTEGRITY

Students are expected to adhere to the five principles of academic integrity: **honesty, trust, fairness, respect, and responsibility**. According to the UCSC Official University Policy on Academic Integrity for Undergraduate Students, “academic misconduct includes but is not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty or as further specified in campus regulations.” Potential violations will be taken extremely seriously and will result in consequences as outlined in the university policy at <https://ue.ucsc.edu/academic-misconduct.html>

STUDENTS WITH DISABILITIES

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first week of the Summer quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

OTHER NEEDS FOR SUPPORT

Please be in touch early and often with how we can be of support of your learning needs, whether or not you are a student with a DRC Accommodation Authorization.