

San José State University
Humanities Department
LSTP 10 | Chronicles of Education | Fall 2021

Course and Contact Information

Instructor(s):	Cathlin Goulding, Ed.D.
Office Location:	Online
Email:	cathlin.goulding@sjsu.edu
Office Hours:	Tuesdays & Thursdays, 1:45-2:45 pm PST in our class Zoom room or by appointment Please email
Class Days/Time:	Tuesdays & Thursdays, 12:30-1:45 pm PST
Classroom:	Online
GE/SJSU Studies Category	C2-Letter

We acknowledge and are mindful that San Jose State University sits on the land of the Puichon Ohlonespeaking people and the Muwekma Ohlone people, who trace their ancestry through the Missions Dolores, Santa Clara, and San Jose. We remember their connection to this region and give thanks for the opportunity to live, work, learn and pray on their traditional homeland.

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.

Course Format

This is an online course. Computer and internet connectivity are required to participate in the course.

Course Materials and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on our [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teachingtools/canvas/student_resources) at http://www.sjsu.edu/ecampus/teachingtools/canvas/student_resources.

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.
- GELO 4*: Recognize how narratives and experiences of education have varied depending on an individual's intersectional makers of difference

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 class discussions and interactive activities

**Achieved through Mini-Assignments & Final Chronicles of Education Project

***Achieved through interactive activities & Final Presentation

Required Texts/Readings

Readings

Any required readings and materials can be found through a link or file on Canvas, or through an email update from the professor.

Library Liaison

Our librarian is Silke Higgins: silke.higgins@sjsu.edu

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, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus. LSTP 010 is a 3-unit course; therefore, you can expect to devote 9 hours a week to course-related activities.

All assignments will be submitted via the Course Canvas page.

Mini-Assignments 40% (GELO 1-2, CLO 4-7)

Mini-Assignment #1: *Education Autobiography*. Describe your educational experience and reflect on your education as part of a larger social and cultural context (750-1000 words).

Mini-Assignment #2: *Concept Map*. Using a digital or hand-written format, you will create a 1-page concept map that represents ideas in the course so far in any way you see fit. [Concept maps](#) usually have a “main concept” and branch out, like a tree, into sub-concepts. You should reflect a robust engagement with the materials and substantive connection between ideas. You can use words, phrases, quotations, images, memes, and links to other sources. Submissions must cite at least two different readings and integrate specific quotations.

Mini-Assignment #3: *Chronicles of Education in Popular Discourse*. Using [this template on Google Slides](#), you will compile “chronicles” of education within popular discourse. Sources might include newspapers, magazines, auditory material such as music or podcasts, various forms of visual media, social media, or any other medium. You will need at least 5 “chronicles” (1 on each slide). Along with a “snapshot” of each source (clipping, transcription, screenshot, etc.), students will include a brief (5-7 sentences) evaluation of the social and cultural forces at play.

Mini-Assignment #4: *Final Project Proposal*. Students will submit a one-page proposal for their final project ([here is the proposal template](#)). The proposal will ask you to select a specific “chronicle” theme from our course, narrow down a topic, and specify a format for your project.

Class Participation 20% (GELOs 1-4) (CLOs 4-7)

Class participation includes not only the quality of discussion but also the participation in various classroom activities. *Students should give full effort in participating and completing all classroom activities.* Class participation also includes consistently observing the classroom protocols and agreements. Students should come prepared with their reading materials and *be ready for discussion*. Students should also strive to be on time, attend class, and stay present and engaged throughout the class.

Chronicles of Education Final Project (30%) (GELO 1-3, CLO 4-7)

Students will engage in a self-directed educational research project to investigate an educational chronicle of their choice using a creative format (e.g., website, zine, podcast, photo essay, video). Please [see a detailed description of this project](#).

Final Project Presentation (10%) (GELO 1-3, CLO 4-7)

During our final class meeting, you will each take 3-5 minutes to give your classmates a preview of your Final Research Project for our class. During your time, you will:

- State your topic.
- Share a visual, audio, or graphic element from your project. Walk us through one or two highlights from your project.
- Tell us why this topic is important or how it shapes education today.

Grading Information

GRADING BREAKDOWN

- Mini-Assignments – 40% (10% per Mini-Assignment)

- Chronicles of Education Final Project - 30%
- Final Project Presentation - 10%
- Class Participation - 20%

Determination of Grades

Turning in an assignment late results in a 10% grade reduction for each day the assignment is late. Not turning in an assignment counts as zero, while a submitted assignment that failed could still count up to 59 points. Therefore, it is always important and in your best interest to submit all assignments.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

Classroom Protocol

Students are responsible for everything covered in class, whether students are present or not, and are encouraged to give class participation the same level of respect and responsibility you would bring to any professional space: that means treating everyone you engage with in a courteous manner, arriving to class punctually, and coming prepared to work with the assigned materials and activities of the day.

Community Agreements

We must conduct ourselves with civility, decency, and have a great capacity for tolerating differing points of view. Our classroom can and should be a place where we can ask questions, debate, discuss, and entertain a variety of viewpoints, but we must also do so in a respectful and open way. We will be creating a collective set of community agreements for discussion and holding ourselves accountable for respecting these agreements as a central element of class participation.

Classroom Attendance and Participation

Regular attendance and class participation are required. All students are expected to engage in classroom discussions, participate in activities, and complete assignments on time. In order to be

considered present for the class, the student must arrive on time and remain for the entire class period.

University Policies

Per University Policy S16-9, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Electronic Device Policy

Use of electronic devices such as laptops, tablets, and desktop computers will be used during this course. **While mobile phones *may* be required during some activities, students are otherwise asked to silence and/or disable phones and computer messaging systems during class times.**

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/provost/Academic_Calendars) web page at http://www.sjsu.edu/provost/Academic_Calendars. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising) at <http://www.sjsu.edu/advising>.

Consent for Recording of Class and Public Sharing of Instructor Material

- [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.
- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class.
- Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- If you wish to record the class, you must request permission in writing and indicate whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."
- With student consent, the instructor will record Zoom meetings and post them on Canvas.

- Students will be asked to turn on their cameras in Zoom, but please let me know if you have special circumstances that don't allow for this.

Additional Information

Accessible Education Center (AEC)

Your experience in this class is important to me. If you need course adaptations or accommodations because of a disability or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability ([Academic Senate Policy F06-2](#)).

San José State University Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small group tutoring sessions. All appointments can be made online at sjsu.mywconline.com.

Peer Connections

Peer Connections is your campus-wide resource for mentoring (time management, note taking, study skills, getting involved, etc.), tutoring (undergraduate writing, lower division Math, Science, History, Humanities, etc.), supplemental instruction (review and study sessions for select courses), and learning assistants (support for interactive classrooms). Peer Connections also has a study space, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit the website at <http://peerconnections.sjsu.edu> for more information.

LSTP 10 | Chronicles of Education | Fall 2021 | Course Schedule

This schedule is subject to change with fair notice. Changes will be indicated in class (or through email) and can be verified on the Course Schedule in Canvas.

Class	Date	Topics & Readings	Assignment Due
1	8/24	Module #1: Introduction(s) to Course Reading(s) Due: N/A	
2	8/26	Module #2: Historical Overviews of US Education Watch <i>before</i> class: <u><i>School: The Story of American Public Education</i> available through YouTube, 7 videos, 55 minutes total</u> Carefully read the syllabus!	Come to class with questions about syllabus. Come prepared to establish “norms” we should have as a class.
3	8/31	Reading(s) Due: Gatto, J. T. (2003). <i>The underground history of American education</i> (pp. 61-75). Oxford Village Press.	
4	9/2	Module #3: Purposes of Schooling Reading(s) Due: Chomsky, N. (2002). The function of the schools. <i>Understanding power: The indispensable Chomsky</i> (pp. 233-238). The New Press.	
5	9/7	Module #4: Settler Colonialism and Education Reading(s) Due: Luther Standing Bear. (1994). “Luther Standing Bear (Lakota) Recalls his Experience at the Carlisle Indian Industrial School (1879).” In <i>Major Problems in American Indian History: Documents and Essays</i> , A. Hurtado & P. Iverson, Eds.	Mini-Assignment #1 Due
6	9/9	Reading(s) Due:	

		Lajimodiere, D. (2012). A healing journey. <i>Wicazo Sa Review</i> , 27(2), 5-19.	
7	9/14	Module #5: Enslavement and Education Reading(s) Due: Anderson, J. D. (1988). <i>The education of Blacks in the South, 1860-1935</i> (p. 1-3). University of North Carolina Press.	
8	9/16	Reading(s) Due: Williams, H. A. (2005). <i>Self-taught: African American education in slavery and freedom</i> (pp. 7-29). University of North Carolina Press.	
9	9/21	Module #6: The Environment and Education Reading(s) Due: Gonzalez-Carillo, S., & Merson, M. (2015). Transparency of water. In B. Bigelow, & T. Swinehart (Eds.), <i>A people's curriculum for the earth</i> (pp. 35; pp. 303-308). Rethinking Schools.	
10	9/23	Module #7: Segregation and Desegregation Reading(s) Due: Joffe-Walt, C. (Host). (2020, July). I still believe in it (Episode 2). [Audio podcast episode]. In Nice White Parents. <i>The New York Times</i> . https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial-2.html	
11	9/28	Reading(s) Due: Joffe-Walt, C. (Host). (2020, July). This is our school, how dare you? (Episode 3). [Audio podcast episode]. In Nice White Parents. <i>The New York Times</i> . https://www.nytimes.com/2020/08/06/podcasts/episode-three-this-is-our-school-how-dare-you.html	
12	9/30	Module #8: Disability and Education Watch before class:	

		<p>Newnham, N. & LebBrecht, J. (Directors). (2020). <i>Crip Camp</i>. [Motion picture]. Good Gravy Films and Higher Ground Productions.</p> <p>https://www.netflix.com/title/81001496</p> <p><i>Professor Goulding's Netflix account:</i> login: goulding.cathlin@gmail.com. password: 2FHmGZ%y0d0z</p>	
13	10/5	<p>Reading(s) Due: Valle, J. W., & Connor, D. J. (2019). <i>Rethinking disability: A disability studies approach to inclusive practices</i> (pp. 15-38). Routledge.</p>	Mini-Assignment #2 Due
14	10/7	<p>Module #9: Gender and Education</p> <p>Reading(s) Due: Tempel, M.B. (2016). It's OK to be neither: Teaching that supports gender-independent children. In <i>Rethinking sexism, gender, and sexuality</i> (pp. 56-62). Rethinking Schools.</p>	
15	10/12	<p>Reading(s) Due: Choose ONE reading:</p> <p>Pascoe, C. J. (2011). School rituals: Performing and policing gender and sexuality. In <i>Dude, you're a fag: Masculinity and sexuality in high school</i> (pp. 39-49). University of California Press.</p> <p>Pascoe, C. J. (2011). Embodying the fag: Ricky's Story. In <i>Dude, you're a fag: Masculinity and sexuality in high school</i> (pp. 65-71). University of California Press.</p> <p>Pascoe, C. J. (2011). A stud with the ladies + Girls respond. In <i>Dude, you're a fag: Masculinity and sexuality in high school</i> (pp. 87-92; 104-107). University of California Press.</p> <p>Pascoe, C. J. (2011). The homecoming queen: Jessie Chau. In <i>Dude, you're a fag: Masculinity and sexuality in high school</i> (pp. 133-140). University of California Press.</p>	

16	10/14	Module #10: Non-Formal Approaches to Education Reading(s) Due: Greene, M. (2001). <i>Variations on a blue guitar: The Lincoln Center Institute lectures on aesthetic education</i> (pp. 49-56). Teachers College Press.	
17	10/19	Reading(s) Due: Barry, L. (2019). <i>Making comics</i> (pp. 4-18). Drawn & Quarterly.	
18	10/21	Module #11: Charter School Debates Watch before class: Guggenheim, D. (Director). (2010). <i>Waiting for Superman</i> . Electric Kinney Films, Participant, and Walden Media.	
19	10/26	Watch before class: Bruhn, M., Cavanaugh, J., & Donlan, L. (Directors.) (2011). <i>The Inconvenient Truth Behind Waiting for Superman</i> . Real Reform Studios. https://vimeo.com/41994760	
20	10/28	Module #12: School-to-Prison Pipeline Reading(s) Due: Nelson, L., & Lind, D. (2015, October 27). The school-to-prison pipeline, explained. <i>Vox</i> . https://www.vox.com/2015/2/24/8101289/school-discipline-race	
21	11/2	Reading(s) Due: Sokolower, J. (2011, Sept 1). Schools and the new Jim Crow: An interview with Michelle Alexander. <i>Rethinking Schools</i> . https://rethinkingschools.org/articles/schools-and-the-new-jim-crow-an-interview-with-michelle-alexander/	
22	11/4	Module #13: Education for Social Justice Chronicles	Mini-Assignment #3 Due

		Reading(s) Due: Baldwin, J. (1963). A talk to teachers. <i>Child development and learning</i> , 7-12.	
23	11/9	Readings Due: Freire, P. (2018). <i>Pedagogy of the oppressed</i> (pp. 43-69). Bloomsbury Publishing.	
24	11/11	NO CLASS	
25	11/16	Workshop Day!	
26	11/18	Workshop Day!	Mini-Assignment #4 Due
27	11/23	Reading(s) Due: hooks, b. (2014). <i>Teaching to transgress</i> (pp. 35-44). Routledge. Love, B. L. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom</i> (pp. 1-15). Beacon Press.	
28	11/25	NO CLASS	
29	11/30	Module #14: Closings	
30	12/2	Student Research Presentations	Final Presentation
			Final Chronicles of Education Project due by Friday, 12/10 by 11:59pm.