

Engaging Education Class Spring 2010

Class Meeting @ Redwood Lounge:

Wednesday 3:00-6:00pm

Sections @ e2 Conference Room:

Thursday 2:30-3:40pm

Thursday 4:30-5:40pm

Friday 12:30-1:40pm

Friday 2:30-3:40

Class Facilitator:

Sara Mokhtari-Fox

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Office Hours: Posted at e²

Faculty Sponsor:

Lindsay Knisely

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Oakes College

Course Description

The e² class provides a space for students to **theorize and engage** in their education. Students will also come across activism in an academic environment. This seminar is **student-run and student-focused**, emphasizing **progressive models** of education and **non-traditional classroom settings**. The class will focus on the importance and need for **student empowerment, student voice, and student movement**. Students will be asked to **engage in critical dialogue and thinking**, collectively, **deconstructing the current educational structures and systems**, we are a part of. Students will also personalize class topics and discussions by **reflecting on the social, political, and cultural identities** they carry with them and exam their position within larger institutions. Students will explore **non-traditional forms of expression, learning, and resistance** such as art, dance, music, and theatre. Students will critically analyze the limitations of **coalition building and deconstruct our differences** as potential links to each other. Students will also be gaining some knowledge about the history of activism on the UC Santa Cruz campus, emphasizing importance and value of students in the process for change. We hope students will see connections amongst each other as student activists and create bridges for future collaboration.

Course Requirements

Attendance- Any unexcused absences will affect your grade and the class. **Bring your readers to class and section please.** If you plan to be absent, it is your responsibility to call any of the facilitators to let us know.

Section- Mandatory. Once a week to discuss readings and class in further detail. Discussion will be based on the readings already discussed on most recent Wednesday class.

Journals- A total of four journals are required by the end of the quarter. Journals are due in section on various weeks (dates outlined below) but if you feel like writing more than four go ahead. These are meant to be short, informal reflections of your thoughts on particular readings, class discussions or topics or related issues. Guiding questions will be handed out but feel free to let it come naturally.

Midterms- One midterm focused on personal growth and questioning will be due week 5. It includes essays and/or art reflecting your growth, your interpretation of the material and your progress in the class. The second midterm is the Facilitating Section assignment, details of which will be discussed in the first section meeting. It includes planning 30 minutes of section on a chosen week.

Project- Students are required to complete a project that will help your community over the course of the quarter. This can be a project such as designing a class, Ethnic Studies Pamphlet, timeline. Projects should relate to course materials and theories and should have a personal impact on others in the future, not only in the present. Projects should be coming from you and should represent the need in your community. Be imaginative with your project, create something that has never been done before, push the limits! You can collaborate with others in the class but with equal responsibilities to each person. *****SIDENOTE:** It's highly recommended that the project take place before the tenth week in the quarter.

Project Reflection- A description of the process and execution of the project. It should explain why the project is important for us now and the future using ideas found in the readings for the class, how it will be accomplished, and what the outcome will be.

Self-Evaluation- Students will evaluate their progress in class and grade themselves according to how they have progressed over the quarter. This is a time for the you to reflect on the work and contributions they have made to the class. The student evaluation will be taken into consideration for the final grade of the class.

Grading

Participation ~ 20%

- | | |
|-----------------------|-----|
| 1. Class Attendance | 10% |
| 2. Section Attendance | 10% |

Papers ~ 80%

- | | |
|--------------------|-----|
| 1. Journal Entries | 5% |
| 2. Midterms | 30% |
| 3. Final Project | 30% |
| 4. Self-Evaluation | 15% |

Grades ~ A-F

- A-** 100% - 90%
- B-** 89% - 80%
- C-** 79% - 60%
- D-** 59% - 50%
- F-** anything lower than 50%

Week 1- Welcome to the e² Class!

January 6

Welcome!!!

Week 2- His/Her/Ourstory

January 13

**Bring in 'artifact' representing something about you and your identity

Readings:

- Paulo Freire- "Pedagogy of the Oppressed"-Chapter 1
- bell hooks- "Teaching to Transgress"-Engaged Pedagogy
- Beverly Daniel Tatum- "Why Are All the Black Kids Sitting Together in the Cafeteria?"- Embracing a Cross-Racial Dialogue
- Allen Johnson- "Privilege, Power, Difference"-What Privilege Looks Like in Everyday Life

Week 3- Social/Political Identity Formations

January 20

**Journal #1 DUE in Section

- David Newman-"Identities & Inequalities"- Manufacturing Difference
- Robert Jensen- "White Privilege Shapes the U.S."
- Walter Rodney- "The Groundings with My Brothers"- African History in the Service of Black Revolution
- Carla Trujillo- "Chicana Lesbians: Fear and Loathing in the Chicano Community"
- Winona LaDuke- "Recovering the Sacred"- Masks in the New Millennium
- Stacey Lee- "Becoming Racialized Americans"

Week 4- Intro to Educational Inequity

January 27

*Midterm 1 handed out

Readings:

- Paulo Freire- "Pedagogy of the Oppressed"-Chapter 2
- Johnathan Kozol- "Shame of the Nation"-Hitting Them Hardest When They're Small
- Dolores Delgado-Campbell- "Choosing Democracy: A Practical Guide to Multicultural Education" –How Society and Schools Shortchange Boys & Girls
- Bill Ayers- "Race Course Against White Supremacy"- School and Society

Week 5- Criminalization of Youth: School to Prison Pipeline

February 3

****Midterm 1 DUE at beginning of class**

Readings:

- Rebecca Gordon, Libero Piana & Terry Keleher- “Zero Tolerance”- Zero Tolerance: A Basic Racial Report Card
- Bernardine Dohrn- “Race Course Against White Supremacy”- Two Systems of Youth Justice
- Soo Ah Kwon- “Beyond Resistance: Youth Activism & Community Change”- Youth of Color Organizing for Juvenile Justice
- Angela Davis- “Masked Racism” Fall 1998
(<http://www.colorlines.com/article.php?ID=309&p=1>)

Week 6- Importance of E-Squared & Student Activism

February 10

****Journal #2 DUE in Section**

Readings:

- UCSC Activism Timeline
- David Emiliano Zapata Maldonado, Robert Rhoads, & Tracy Lachica Buenavista- “The Student Initiated Retention Project”
- Martin Luther King Jr.- “Letter from Birmingham Jail” April 1963
(http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)
- James Loewen- “Lies My Teacher Told Me”-What is the Result of Teaching Like This?

Week 7- Current Struggles in Higher Education

February 17

Readings:

- The Education Coalition- “Chronicling the Cuts”- Nov 17, 2009
- Walter Ben Michaels- “The Trouble with Diversity”- Richer Not Better
- C.L.R James- “The C.L.R James Reader”- Black Studies and the Contemporary Student
- The S.I.N Collective- “Students Informing Now (S.I.N) Challenge the Racial State in California without Shame...SIN Verguenza!”
- Academia Semillas Del Pueblo

Week 8- Projects!

February 24

- Pedro Noguera & Chiara Cannella- Beyond Resistance- “Youth Agency, Resistance, and Civic Activism: The Public Commitment to Social Justice”
- Berry Checkoway & Katie Richards-Schuster- “Beyond Resistance”- Youth Participation for Educational Reform in Low-Income Communities of Color
- e² Class Fall 2005- “The Need for Ethnic Studies!”
- Michelle Remoreras Watts- “Not White Enough, Not Filipino Enough: A Young Mestiza’s Journey”

Week 9- Organizing 101

March 3

****Journal #3 DUE in Section**

- Linda Stout- “Bridging the Class Divide and Other Lessons for Grassroots Organizing”-Principals for a New Organizing Model
- Haunani-Kay Trask- “From a Native Daughter: Colonialism and Sovereignty in Hawaii; Women’s Mana”
- Rev. Deborah Lee- “From Race to Sexual Orientation: API Perspectives on Marriage Equality”
- George Lipsitz- “The Possessive Investment in Whiteness”

Week 10- The Personal is Political: Bring it All Together

March 10

****Final Project Evaluation & Self Evaluation & Journal #4 DUE in Class**

Readings:

- bell hooks- “All About Love”- “Community: Loving Communion”
- Elizabeth Martinez- “De Colores Means All of Us”
- William Ayers- “Teaching the Personal & the Political”- Ten Ways to be a Good School
- Frances E. Kendall- “Understanding White Privilege”- Becoming an Ally & Building Authentic Relationships Across Race
- Notes from Nowhere- “We Are Everywhere”- Power: Building it Without Taking It