

**ENGAGING EDUCATION CLASS**  
**TENTATIVE SPRING 2011**  
*“Justice for Our Communities and Ourselves  
through Art, Love and Healing”*

**Class location:** Redwood Lounge

**Class Facilitators:**

Brittaney Barba  
bbbarba@ucsc.edu

Alejandra Sanchez  
asanche5@ucsc.edu

**Faculty Sponsor:**

Lindsay Knisely, Oakes College  
lknisely@ucsc.edu

**Class Sections:**

TBA

**Office Hours:** Posted at e<sup>2</sup>

**Course Description**

The e<sup>2</sup> 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 Michael James’ five elements of the social biography and using education as a practice of social change**. 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. 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.

***FREE-writes:*** A total of four FREEwrites are required by the end of the quarter. FREEwrites are due in section on various weeks (dates TBA) but if you feel like writing more than four go ahead. These are meant to be 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 critical analyzing will be due week 5. It includes 1 essay and/or art project 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 20 minutes of section on a chosen week.

**Project-** Students are required to work as a class to choose 1 or 2 projects that will reflect and address the needs of our communities in and/or outside of the university through the arts (performance, visual, audio, film, spoken word, media) using the e2 vision. *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 collective collaboration.*

\*\*\***SIDENOTE:** Everyone is responsible for equal share of work.

**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 students 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 ~ 35%**

1. Class Attendance 20%
2. Section Attendance 15%

### **Papers~ 65%**

1. Freewrites 5%
  2. Midterms
- Midterm I (Personal Growth & Critical Analysis) 10%
  - Midterm II (Facilitation Assignment) 15%

### **Group Work**

1. Final Project 35%
2. Self-Evaluation Mandatory

### **Grades ~ A-F**

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

**Week 1 (Jan.5)- Welcome to e<sup>2</sup> Class!**

**Week 2 (Jan. 12)- Digging into OurStory**

- The Transformation of Silence into Language and Action by *Audre Lorde*

- “Gee, You Don’t Seem Like An Indian From the reservation” by *Barbara Cameron*
- Reclaiming the Bible Through Storytelling by *Sheila Collins*
- Storytelling in SisterSong and the Voices of Feminism Project by *Loretta J. Ross*
- Poem by *Sambathany Chen*, *Rainbow Theater Fall 2010 Poets Corner*
- \* Sections start, bring a Keepsake to class

### Week 3 (Jan.19)- Rethinking Ours, Yours, My Identities

- Pedagogy of the Oppressed, Chapter 1 *Paulo Freire*
- Boundaries: Arab/American by *Lisa Suhair Majaj*
- Not Just My Closet: Exposing Familial, Cultural, and Imperial Skeletons by *Linda M. Pierce*
- Because I am it’s a race thing trip by *Chong Xiong (poem)*
- On Black-Brown Relations, Conversation between *Cornel West and Jorge Klor de Alva* interviewed by *Earl Shorris*
- La conciencia de la mestiza Towards a New Consciousness by *Gloria Anzaldua*
- \*\*\***Introduction to class project**\*\*\*
- \*\*\***1<sup>st</sup> FREE-write due**\*\*\*

### Week 4 (Jan.26)- Popular Education (Michael James)

- Pedagogy of the Oppressed, Chapter 2 *Paulo Freire*
- A talk to Teachers by *James Baldwin*
- “The Souls of Black Folks” by *W.E.B. Du Bois*
- Seeing more than Black and White” by *Elizabeth Martinez*
- We Make the Road by Walking, Conversations on Education and Social Change, *Myles Horton and Paulo Freire*

### Week 5 (Feb.2)- Intro to Educational Inequity (Barrios Unidos)

- Chapter 2 Hitting Them Hardest When They’re Small by *Jonathan Kozol*
- White Privilege in Schools by *Ruth Anne Olson*
- The Missing Discourse About Gender and Sexuality in the Social Studies by *Margaret Smith Crocco*
- Internalized oppression and the Culture of Silence *Rethinking the Stereotype of the - Quite Asian- American Student –Keith Osajima.*
- \*\*\***1<sup>st</sup> midterm due**\*\*\*
- \*\*\***2<sup>nd</sup> FREE-write due**\*\*\*

### Week 6 (Feb.9)- Ethnic Studies 101

- The Grid of History, Cowboys, and Indians by *Roxanne-Ortiz*
- The Need for Ethnic Studies by e2 class Fall 2005
- Keepin’ it Real in Hip Hop Politics: A Political Perspective of Tupac Shakur by *Karin L. Stanford*
- “Chicana Lesbian: Fear and Loathing in the Chicano Community” by *Carla Trujillo*

Week 7 (Feb.16)- e2 OurStory timeline & student activism at UCSC (Leo, Latrice, Sayo, Pau,)

- UCSC/e2 Student Activism Timeline
- Recent e2 History
- Constructing a Counter-Narrative: Students Informing Now (S.I.N) Re-Frames Immigration and education in the United States by *The SIN Collective*
- What is White Supremacy? By *Elizabeth 'Betita' Martinez*
- \*\*\***second midterm starts, student facilitations from week 7-10\*\*\*\***
- \*\*\***3rd FREE-write due\*\*\*\***

Week 8 (Feb.23)- Youth and Resistance (Eden)

- Engaged Pedagogy by *Bell Hooks*
- Zero Tolerance: A Basic Racial Report Card by *Rebecca Gordon, libero Delia Piana, and Terry Keleher*
- Fools Banish from the Kingdom: Remapping Geographies of Gang Violence between the Americas (Los Angeles and San Salvador) by *Elana Ziberg*
- Masked Racism: Reflections on the Prison Industrial Complex by *Angela Davis*
- Jose Magayon* - Middle school poems

Week 9 (March 2)- Artivism (Terisa)

- “Poetry is Not a Luxury” by *Audre Lorde*
- \*\*\***4<sup>th</sup> FREE-write due\*\*\*\***

Week 10 (March 9)- The Personal is Political: Bringing it All Together (Barrios Unidos)

- Chap. 2 A revolution of values, The promise of Multicultural Change by *Bell Hooks*
- Coalition Building Among People of Color, A discussion with *Angela Y. Davis* and *Elizabeth Martinez*
- Community: Loving Communion by *Bell Hooks*
- Ella’s Song – lyrics & music by *Bernice Johnson Reagon*

**Finals Week (March 15-18<sup>th</sup>)**

**Key terms :**

American Dream, Assimilation, Womyn of Color, heteronormative, Patriarchy, gen meritocracy, American dream, assimilation, gender roles, heteronormative, lesbianism, blackness, whiteness, ghetto, people of color, womyn of color, working-class, transgender, ally, community. feminism, multiculturalism, mystification, hegemony, Third World, tribalism, acculturation, agency, paradigm, undocumented, im/migrant. white supremacy, social movements, Civil Rights movement, colonization, genocide, Manifest Destiny, patriarchy, Ethnic Studies, revolution, affirmative action, institutionalized racism, capitalism, globalization, gentrification, classism, socioeconomic status, social mobility, neoliberalism