

POSITIVE RESTLESSNESS: RECLAIMING LEARNING FOR DEMOCRACY  
Agenda Week 4: October 21, 2008

6:00 *Evening's agenda and check-in*

*Class housekeeping*

- Gillies and United Faculty of Evergreen
- Voter Registration ballots
- Optional writing conferences with faculty
- Other items: questions/comments/announcements

6:20 *Tracking and anticipating Tatum's argument*

- Re-convene work groups: review work on major themes from last class
- Writing on own: summarize key themes, adding those from this week's reading
- Conversation circle
  - What does Tatum say about intelligence and stereotyping?
  - Why might Tatum move into these topics?
  - What further insights are offered by Dweck and Johnson?
- Plenary of the whole

7:30 *Integrative paper assignment*

7:45 BREAK

8:00 *Exploring the complexity of Paulo Freire's "banking conception of education"*

Part I

- Work groups: discussion of notes and conceptual web-map
- Poster: draw a conceptual map with the banking conception of knowledge as a core concept from which other related conceptions are derived; prepare poster
- Roundabout: Additions to maps
- Plenary of the whole

Part 2

- Individual journal writing
- Conversation circle: Listening round followed by discussion
- Plenary of the whole

9:55 *Adjourn*

Additional assigned reading:

In addition to Tatum (chapters 3 & 4), please read the handout from Alfie Kohn, *The Schools Our Children Deserve*, chapter 3, "Getting Teaching and Learning Wrong: Traditional Education and Its Victims"

⇒ please turn over page for this week's Journal Topics

JOURNAL TOPICS: for week of Oct 22-28 (due week #6, by some unusual means)

- Which writer in our reading so far (see list) enables you to explore your own educational history in the most interesting and important new ways? What insights, questions, and re-visions come up as you make those explorations? Why are those especially important to you?

The Writers: Dweck, Sacks, Johnson, Tatum, Freire, Kohn

- In chapter 2 of *Can We Talk about Race?*, Tatum writes about stereotypes of intelligence and performance, and about the unusual consequence called “stereotype threat”: a person from an often-stereotyped category (e.g. race, gender) will tend to fulfill that stereotype when ‘difference’ is brought forward as part of the performance. Based upon any categories of difference with which you identify, have you encountered stereotyping of your intelligence and/or performance? How did that stereotyping affect you? Do you think “stereotype threat” was present in your experiences?
- As you think about your life up to the end of the high school years (about age 18), how much were you able to learn about communication across significant differences? In which parts of your life were you able to learn those skills? Have you been aware of ways in which your own level of learning (of these communication skills) differed from the learning of those around you?
- To what extent do Freire’s “banking conception” and Kohn’s analysis of traditional models of teaching and learning apply to your own school experiences? How did you fare within those systems? What sense of yourself as a learner did you gain during those school years?
- Many of you have experienced “traditional” school structures either in high school or in other colleges. Consider any differences you notice between those structures and the teaching/learning structures you have found at Evergreen so far. As you think about what supports you in being a successful and engaged learner, what single aspect of your education at Evergreen seems to play the largest role in that sense of yourself? Why has that particular feature made an important difference for you?