

POSITIVE RESTLESSNESS: RECLAIMING LEARNING FOR DEMOCRACY

Fall quarter, 2008
CRN: 10261

Tuesday evenings, 6-10 pm
4 credits

Faculty team

Lester Krupp
Email: kruppl@evergreen.edu
Office: Sem II B-2115
Home Phone: 360-943-4299

Gillies Malnarich
Email: malnarig@evergreen.edu
Office: Sem II E-3117
Work: 360-867-6609; Cell: 360-951-4455

COURSE DESCRIPTION AND GUIDING QUESTIONS

What is the purpose of education? What practices turn learning into schooling, and schooled experience into what Paulo Freire called the “restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and each other”?

We will explore the foundational principles of progressive education through writers like John Dewey, W.E.B. Dubois, Myles Horton, bell hooks, Ira Shor, and others in the context of our own diverse educational histories. In addition, this course will address the learning needs of students making the transition from the requirements of a traditional system to Evergreen’s unique approach to learning.

REQUIRED READINGS

- Dewey, John. 1997 (1938). *Experience and Education*. Touchstone: New York.
ISBN 0-684-83828-1
- Tatum, Beverly Daniel. 2008. *Can We Talk About Race? And Other Conversations in an Era of School Resegregation*. Houghton-Mifflin.
ISBN 978-0-8070-3285-9
- Zull, James E. 2002. *The Art of Changing the Brain: Enriching Teaching by Exploring the Biology of Learning*. Stylus Publishing: LLC.
ISBN 1-57922-054-1

SOME DETAILS

On assigned reading:

Right now, we are meeting to decide on specific texts and assignments. Our plan is to select *two books—perhaps three*—that everyone will read. Throughout the quarter, we will also assign selected articles and excerpts from books. As soon as we make a final book selection, we will post the readings on the Evening and Weekend website. Please email us as well; we appreciate that some students like to start reading for their fall programs and courses during the summer months.

On evening meetings:

Classes are working/learning sessions. We will combine reading-based seminars, exploratory writing and seminar exercises, workshops, and other activities designed to develop the habits of mind and academic skills connected to making the most of an education at Evergreen. Students can expect to work 6 to 10 hours per week outside of class, primarily in reading and related written work. Writing assignments will include self-reflective writing, summaries of theorists’ ideas, and reader response papers.

On expectations:

Classes at Evergreen are designed to be *learning communities*. Expect to explore the course’s guiding questions from classmates’ multiple and divergent perspectives. Expect to learn how to become an attentive listener, especially when ideas challenge your beliefs. Expect to rethink what you “know to be true.”

On requirements:

- Excellent attendance and full participation in class activities including seminar and group work.
- Completed summary notes and/or reader’s response to assigned reading due on day of class.
- Attendance at scheduled mid-quarter and end-of-term conferences with faculty.
- Completed portfolio including all assigned work.
- Completed self-evaluation and faculty evaluation.