



The American
University of Paris

<u>COURSE TITLE:</u>	D.Lab: Educational Justice	<u>COURSE NO:</u>	PO/HI3091
<u>PROFESSOR:</u>	Roman Zinigrad	<u>SEMESTER</u>	Fall 2022
<u>CLASS SCHEDULE:</u>	Mon + Thu 15:20-16:40	<u>CREDITS:</u>	4
<u>OFFICE HOURS:</u>	By appointment	<u>ROOM NO:</u>	G113
<u>OFFICE NUMBER:</u>	G-006		
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COURSE DESCRIPTION:

In discussing the “democratic ideal” of education, John Dewey emphasized two traits that link the educational experience and democracy. The aim of education, he argued, is to “generate greater reliance upon the recognition of mutual interests” and “continuous readjustment through meeting new situations.” Building from this observation, the Democracy Lab combines Dewey’s insights into education and democracy with recent trends in design-thinking pedagogy. The course focuses on generating opportunities for students to build a mutual interest based on their differences and provide a context for them to deploy this mutual interest toward solving a specific problem. To this end, the Democracy Lab explores key challenges to our contemporary democracy. This semester’s topic is educational justice.

Education is believed to be the strongest engine of change. It is trusted to restore justice and remedy social wrongs where law and politics fail to deliver. But education can also perpetuate injustice and become an instrument of oppression. Even with the best intentions, educational policies often uphold hidden biases, sidestep pressing moral dilemmas, or hopelessly fall behind current social needs. This course seeks to understand both the promise and limits of educational tools in achieving social justice.

In this Democracy Lab we will begin by exploring conceptual and theoretical schemes presently available for understanding contemporary controversies about education such as systemic barriers to education, links between lack of education and exploitation, bodily autonomy, “conversion therapy”, “don’t say gay” laws, science and religion in schools, homeschooling and unschooling, and digital transformation of education. We will explore how education constructs and is constructed by culture, religion, and economy; how it affects and is affected by the institutions of family, community, and state; and how it can achieve equality or inequality. In the second half of the course, we will then move towards developing educational prototypes that increase social goals. Our intention is to identify the building blocks of successful educational solutions that lead to reproductive, racial, economic, LGBTQ+ or disability justice, which implement legal, political, and entrepreneurial mechanisms. The Democracy Lab will explore these questions in very concrete terms. It provides a hands-on, design-thinking, experimental and creative space where students elaborate on a specific problem of educational justice and devise a potential solution together.

Following an introduction, the course is divided into five parts:

- I. FORMULATING THE QUESTION
- II. DEFINING THE PROBLEM
- III. REFINING THE PROBLEM
- IV. CONFLICTS: CAN EVERYTHING BE SOLVED WITH AN APP?
- V. RESOURCES FOR IMPLEMENTATION
- VI. CRAFTING SOLUTIONS

COURSE LEARNING OUTCOMES:

- Learn to identify the complex educational problems facing our contemporary democracies.
- Develop the capacity to put these problems into dialogue with other people who are thinking and attempting to solve these problems.
- Elaborate problem-solving strategies as individuals and as a group to address these complex problems.
- Learn to use accessible resources creatively to come to terms with these problems.

- Acquire tools for crafting impactful solutions to complex problems

GRADING POLICY:

- Class participation includes attendance, in-class presentations, fulfilling role in group work, and participating actively in class discussion (40%)
- Mid-term exam (25%)
- Final project (35%)

AUP Attendance Policy:

Students studying at The American University of Paris are expected to attend all scheduled classes, and attendance at all exams is mandatory. Students are responsible for reviewing and understanding any specific attendance policy that a faculty member might have set in the course syllabus. The French Department has its own attendance policy, and other departments or professors may do the same. Students are responsible for compliance in all cases. In case of absence, students should contact their professors to explain the reason for the absence. The Office of Academic Affairs will excuse an absence for students' participation in study trips related to their courses. A student's arrival at a course meeting more than 10 minutes late may be considered an unexcused absence. In all cases of missed course meetings, the responsibility for communication with the professor and for arranging to make up missed work rests solely with the student. Whether an absence (excused or unexcused) is accepted or not is always at the discretion of the professor or the department. Unexcused absences can result in a low or failing grade. Students must be mindful of this policy when making their travel arrangements, and especially during the drop/add and exam periods.

English Language Proficiency Statement:

As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

COURSE SCHEDULE:

I. FORMULATING THE QUESTION

Sep 5: **Introduction: What's the Matter with Education Today?**

Video: 'Heartbreaking Moment When Kids Learn About White Privilege,' *Channel 4* (Jun 30, 2020) <https://www.youtube.com/watch?v=1I3wJ7pJUjg>.

Further Reading:

Efe Peker, 'Right-Wing Populism and the Securitisation of Laïcité Narratives in French Education Policy,' *20 Social Policy & Society* 326 (2020).

David Miller, *Political Philosophy: A Very Short Introduction*, ch. 5 (OUP, 2003).

Video: 'Parental Rights: An Issue That Matters to Us All,' ParentalRights.Org (June 7, 2017) https://www.youtube.com/watch?v=6TG_6ExKLRQ&t=57s.

Michael Levenson, 'Paddling Makes a Comeback in a Missouri School District,' *New York Times* (27 August 2022) <https://www.nytimes.com/2022/08/27/us/corporal-punishment-schools.html>.

Project examples:

Plan International: <https://plan-international.org/quality-education/>.

Walls to Bridges: <http://wallstobridges.ca/what-we-do/>.

European Association for the Education of Adults (EAEA): <https://eaea.org/about-us/>.

Roma Education Fund: <https://www.romaeducationfund.org/>.

The Tocqueville Challenge

<http://tocquevillefoundation.org/the-tocqueville-challenge/>.

Sep 8: **Instances of Educational Injustice (*in absentia*)**

Paulo Freire, *Pedagogy of the Oppressed* 71-81 (30th Anniversary edition ed. 2000).

Choose and watch two videos:

Video: Last Week Tonight, 'School Police' (June 6, 2022)

<https://www.youtube.com/watch?v=KgwqQGvYt0g>.

Video: Last Week Tonight, 'School Segregation' (Oct 31, 2016)

<https://www.youtube.com/watch?v=o8yiYCHMAIM>.

Video: Last Week Tonight, 'Charter Schools' (Aug 22, 2016)

<https://www.youtube.com/watch?v=l htSPGAY7I>.

Video: Last Week Tonight, 'Standardized Testing' (May 4, 2015)

<https://www.youtube.com/watch?v=J6lyURyVz7k>.

Video: Last Week Tonight, 'Student Debt' (Sep 8, 2014)

<https://www.youtube.com/watch?v=P8pjd1QEAOc>.

Sep 12: What is Design Thinking?

A crash course from Stanford University's d.school

Sep 15: Instances of Injustice (*in absentia*)

Movie: *Mustang* (2015)

Sep 19: Trust the State, Not the Parents

Douglas Hodgson, *The Human Right to Education* 7-22 (1998).

Stephen Macedo, *Diversity and Distrust: Civic Education in a Multicultural Democracy* ch. 10 (Harvard University Press 2000).

Claire Suddath, 'When Private Schools Take Public Money But Still Discriminate,'

Bloomberg.com (Sep. 1, 2022), <https://www.bloomberg.com/news/newsletters/2022-09-01/when-private-schools-take-public-money-but-still-discriminate>.

Further reading:

Amy Gutmann, *Democratic Education* 19-41 (1999).

Sep 22: Trust the Parents, Not the State

Stephen G. Gilles, 'On Educating Children: A Parentalist Manifesto,' 63 *The University of Chicago Law Review* 937, 937-944 (1996).

Chandran Kukathas, 'Education and Citizenship in Diverse Societies,' 35 *International Journal of Educational Research* 319 (2001).

Eliza Shapiro and Brian M. Rosenthal, 'In Hasidic Enclaves, Failing Private Schools Flush With Public Money,' *New York Times* (Sep 12, 2022)

<https://www.nytimes.com/2022/09/11/nyregion/hasidic-yeshivas-schools-new-york.html?smid=nytcore-ios-share&referringSource=articleShare>.

Video: 'How the education wars are expanding beyond critical race theory,' *ABC News* (Feb 3, 2022) <https://www.youtube.com/watch?v=Dx8JKitp7zk>.

Sep 26: Equality

Debra Satz, 'Equality, Adequacy, and Educational Policy,' 3 *Education Finance and Policy* 424 (2008).

Video: 'Why Are Schools Still So Segregated?', *Above The Noise* (Feb 7, 2018)

<https://www.youtube.com/watch?v=v2TG9n0vc-4>.

Further Reading:

Michael Walzer, *Spheres of Justice* ch. 1 (1983).

Daniel Markovits, *The Meritocracy Trap: How America's Foundational Myth Feeds Inequality, Dismantles the Middle Class, and Devours the Elite* Introduction, ch. 1 (2019).

Sep 29: Guest Speaker, Sylvain Aubry: Privatization of Education

Oct 3: Autonomy

Andrew D. Mason, 'Autonomy, Liberalism and State Neutrality,' 40 *The Phil. Q.* 433, 435-440 (1990).

- Ian MacMullen, *Faith in Schools? Autonomy, Citizenship, and Religious Education in the Liberal State* 23, 88-111 (Princeton Univ. Press 2007).
- Stefaan E. Cuypers, *Is Personal Autonomy the First Principle of Education?*, 26 *J. of Phil. of Educ.* 5, 5-11 (1992) [Part I (Introduction) and highlighted text].
- Anne Branigin, 'Pennsylvania Becomes the 27th State to Restrict "Conversion Therapy,"' *Washington Post* (Aug. 18, 2022),
<https://www.washingtonpost.com/nation/2022/08/18/conversion-therapy-pennsylvania-ban/>.

- Oct 6: Guest Speaker, Edward Van Daalen: Education and Child Labor**
- Nico Brando, 'Child Work and Education, a Global Perspective', in *Handbook of Philosophy of Education* 209 (Randall Curren ed., Routledge 2022).
- Olga Nieuwenhuys, 'From Child Labour to Working Children's Movements', in *The Palgrave Handbook of Childhood Studies* 289 (Jens Qvortrup et al. eds., Springer 2009).
- Mélanie Jacquemin, 'Is school the solution to child labour? Not everywhere, and not for all children,' *OpenDemocracy* (Nov. 19, 2021),
<https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/is-school-the-solution-to-child-labour-not-everywhere-and-not-for-all-children/>.

II. DEFINING THE PROBLEM: HOW DO WE ADDRESS EDUCATIONAL INJUSTICE?

- Oct 10: Mid-Term Exam (analysis of a document for defining a problem) (1h20)**

- Oct 13: Designing YOUR Education Project**

- Oct 17: Choose Your Group: Formulating the Problem**

- 1) Student-led group presentations on problems based on groups listed below, identify up to three problems (the relevant readings should help!)
- 2) Think about potential solutions by **creating your own project**, e.g. working with existing NGOs, developing a technological tool, drafting a policy, elaborating a program, defining a research agenda.

Group 1: School-to-prison Pipeline

- Johanna Wald & Daniel J. Losen, *Defining and Redirecting a School-to-Prison Pipeline*, 99 *New Directions for Youth Development* 9 (2003).
- Tony Fabelo et al., 'Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement' (2011)
<https://csgjusticecenter.org/publications/breaking-schools-rules/>.
- Christopher A. Mallett, *The School-to-Prison Pipeline: A Critical Review of the Punitive Paradigm Shift*, 33 *CHILD ADOLESC SOC WORK J* 15 (2016).
- Pedro A. Noguera, *Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices*, 42 *THEORY INTO PRACTICE* 341 (2003).
- Erica R. Meiners, *RIGHT TO BE HOSTILE : SCHOOLS, PRISONS, AND THE MAKING OF PUBLIC ENEMIES* (2010).

Group 2: Discrimination: Racism, Homophobia, Colonialism

- Randall Kennedy, *For Discrimination: Race, Affirmative Action, and the Law* Introduction, chs. 1-2, 4 (2013).
- H. Richard Milner, *Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen*, 36 *EDUCATIONAL RESEARCHER* 388 (2007).
- Carla R Monroe, *Why Are "Bad Boys" Always Black?: Causes of Disproportionality in School Discipline and Recommendations for Change*, 79 *THE CLEARING HOUSE: A JOURNAL OF EDUCATIONAL STRATEGIES, ISSUES AND IDEAS* 45 (2005).
- Kelly Welch & Allison Ann Payne, *Racial Threat and Punitive School Discipline*, 57 *SOC PROBL* 25 (2010).

- Jun Sung Hong & James Garbarino, *Risk and Protective Factors for Homophobic Bullying in Schools: An Application of the Social–Ecological Framework*, 24 *EDUC PSYCHOL REV* 271 (2012).
- Michelle Birkett et al., *LGB and Questioning Students in Schools: The Moderating Effects of Homophobic Bullying and School Climate on Negative Outcomes*, 38 *J YOUTH ADOLESCENCE* 989 (2009).
- IAN RIVERS, *HOMOPHOBIC BULLYING: RESEARCH AND THEORETICAL PERSPECTIVES* (2011).
- Elizabeth Payne & Melissa Smith, *Rethinking Safe Schools Approaches for LGBTQ Students: Changing the Questions We Ask*, 14 *MULTICULTURAL PERSPECTIVES* 187 (2012).
- Stephen T. Russell et al., *Safe Schools Policy for LGBTQ Students and Commentaries*, 24 *SOCIAL POLICY REPORT* 1 (2010).
- MICHAEL SADOWSKI, *SAFE IS NOT ENOUGH: BETTER SCHOOLS FOR LGBTQ STUDENTS* (2020).
- Gerald Watson, *The Hidden Curriculum in Schools: Implications for Lesbian, Gay, Bisexual, Transgender, and Queer Youth*, 21 *ALTERNATE ROUTES: A JOURNAL OF CRITICAL SOCIAL RESEARCH* (2005).
- Maria Athina (Tina) Martimianakis et al., *Humanism, the Hidden Curriculum, and Educational Reform: A Scoping Review and Thematic Analysis*, 90 *ACADEMIC MEDICINE* 5 (2015).
- ANTI-COLONIALISM AND EDUCATION: THE POLITICS OF RESISTANCE (George J. Sefa Dei & Arlo Kempf eds., 2006).
- Murray K. Simpson, *From Savage to Citizen: Education, Colonialism and Idiocy*, 28 *BRITISH JOURNAL OF SOCIOLOGY OF EDUCATION* 561 (2007).
- Leon Tikly, *Education and the New Imperialism*, 40 *COMPARATIVE EDUCATION* 173 (Routledge May 2004).
- Jeong-eun Rhee & Mary Ann Danowitz Sagaria, *International Students: Constructions of Imperialism in the Chronicle of Higher Education*, 28 *THE REVIEW OF HIGHER EDUCATION* 77 (2004).
- Alan J. Bishop, *Western Mathematics: The Secret Weapon of Cultural Imperialism*, 32 *RACE & CLASS* 51 (1990).

Group 3: Curriculum: Sex ed, Evolution

- Shelby Astle et al., ‘College Students’ Suggestions for Improving Sex Education in Schools beyond “Blah Blah Blah Condoms and STDs,”’ 21 *Sex Education* 91 (2021).
- Amy Bleakley et al., ‘Public Opinion on Sex Education in US Schools,’ 160 *Arch Pediatr Adolesc Med* 1151 (2006).
- Eric Plutzer et al., ‘Teaching Evolution in U.S. Public Schools: A Continuing Challenge,’ 13 *Evolution: Education and Outreach* 14 (2020).
- Stephen L. Carter, ‘Evolutionism, Creationism, and Treating Religion as a Hobby,’ 1987 *Duke Law Journal* 977 (1987).
- Glenn Branch & Ann Reid, ‘Evolution Education in the U.S. Is Getting Better,’ *Scientific American* (Sep. 12, 2020), <https://www.scientificamerican.com/article/evolution-education-in-the-u-s-is-getting-better/>.

Group 4: Privatization

- Manfred Nowak, *Human Rights Or Global Capitalism: The Limits of Privatization* ch. 2 (2017).
- ‘Guiding Principles on the Human Rights Obligations of States to Provide Public Education and to Regulate Private Involvement in Education (The Abidjan Principles)’, 8 *International Human Rights Law Review* 117 (2019).
- The Abidjan Principles <https://www.abidjanprinciples.org/>.

III. REFINING THE PROBLEM

- Oct 20: Which problem do YOU want to solve?**
Focusing YOUR problem/solution – group discussion/individual worksheet
Presentation: 5 minutes/15 minute discussion with class

- Oct 24: Design Thinking**
Working backwards lab: from solution to problem
1. [Moneythink](#)
2. [Right to Education Initiative](#)

Discussion:

- 1) What problem are they trying to solve?
- 2) What are the resources available for solving that problem?
- 3) Other ways of solving the same problem?

IV. CONFLICTS: CAN EVERYTHING BE SOLVED WITH AN APP?

- Oct 27: Hidden Biases and Elusive Justice**
Greta Byrum & Ruha Benjamin, '[Disrupting the Gospel of Tech Solutionism to Build Tech Justice](#)', Stanford Social Innovation Review (2022).

Oct 31-Nov 2: FALL BREAK – no classes

- Nov 3: Conflicts in Education: What kinds of solutions are possible in a democracy?**

- Nov 7: Conflicts in Education: Part 2.**

V. RESOURCES FOR IMPLEMENTATION

- Nov 10: Defining goals, defining success**
Marshall Ganz, *Why David Sometimes Wins: Strategic Capacity in Social Movements*, in *The Psychology of Leadership: New Perspectives and Research* 209-240 (David M. Messick & Roderick M. Kramer eds., 2004).

Discussion: Leadership, Organization, and Strategy

- Nov 14: Group work on conflicts in chosen area (individual worksheet)**

- Nov 17: Presentations on resources:**
Group work and presentations on 3 potential resources and how they could be accessed, mobilized, or harnessed.

- Nov 21: Group activity: Debate (opposing stances) in front of the class**

VI. CRAFTING SOLUTIONS

- Nov 24: Thinking towards a solution**
Group Assignment: Present two examples of other organizations or individuals that are doing something comparable to your project

- Nov 28: Group work on final prototype**

- Dec 1: Making choices/trade-offs**
Take a look at this “budget spending trade-offs” app:
<https://www.nationalpriorities.org/interactive-data/trade-offs/>
Bring an object that represents a solution to a problem and discuss what kind of trade-offs the designers have faced

- Dec 5: Meetings to confirm final implementation plan**

- Dec 12-16(?): Final exam period: Presentations of final prototype**