Critical Pedagogy

Course Description
The course focuses on a set of philosophical positions and educational practices that have come to be known as “critical pedagogy.” Critiques and inquiries associated with this line of scholarship address issues of difference and disadvantage in power structures—historical patterns as well as current manifestations in such areas as race, gender, and politics. A goal of critical pedagogy is transformation.

Learning Objectives
1. What are the types of research design?
2. What are the frameworks that fit various types of research and how do they differ?
3. How does curriculum function as a shaping force in society?
4. How do the outcomes of each of these differ and why?
5. Are race, class, gender and sexuality related to research design?
6. How has research operated in a modern world?
7. How might curriculum research operate in a post-modern world?
8. What are the factors which contribute to your research design needs?

Major Course Requirements

Assignments:
Reflective Journals 20%
Theorist paper 35%
Practice Paper 35%
Class Participation 10%

Reflective Journals: The purpose of this assignment is to engage you in reflective exploration of your practice, the curriculum orientation(s) under which you make decisions, and possible alternatives or directions for you to consider in your own practice. This is an evolving project which will require you to write a weekly reflection responding to questions raised and discussed in class, class readings, outside readings of theorists and curriculum books, and your own lived experience. Follow the themes develop in class and include critical insight into your emerging understanding of your practice in relation to the themes. Do not simply summarize the content of the class.

Theorist Paper: The purpose of this assignment is to build a more critical understanding of the field of critical pedagogy. Choose a theoretical perspective and represent a particular theorist and his or her views. Describe and explain their contribution thoroughly including its strong and weak points from both historical and practical points of view.
Practice Paper:
The purpose of this paper is to offer you the opportunity to begin to construct your own views on the contributions of critical pedagogy in schooling and society in particular. In this paper you should draw on all the recourse used in class and your own experiences. Your paper, like the theory paper should be 5 -10 pages, double-spaced, should provide:

- an overview of the main points
- relevance to current situations in educational curriculum and instruction
- your personal situation (classroom, subject, school)
- state and societal situations (public education, private schools, etc)
- a critique using any of the frameworks raised in the text and/or discussed in class

Required Texts


Course Policies

Attendance/tardiness
Attendance is expected at all classes. There is a high positive correlation between consistent, punctual attendance and higher course grades. It is virtually impossible to receive an A in the course if there are absences and/or lateness.

Late work and Make-up Exams
NA

Extra Credit
NA

Cell Phone/Electronic Device Usage
Vigorously discouraged

Academic Integrity / Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test may result in failure.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services
Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 5th is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations

It is important that this paper be written in a formal manner. Sources should be cited throughout and a bibliography presented using APA guidelines. The paper will be marked, not only for content, discussion, and incisiveness, but also for correct grammar, sentence structure and presentation of its argument at a graduate level of competence.

Classroom/professional behavior

Throughout this exploration we will become acquainted with the predominant perspectives and paradigms in the field and the scholars who represent them. Each of us will attempt (in turn) to answer the question of worth for ourselves – a sobering but useful exercise! By the end of the semester, my hope is that we will have come to an appreciation of the complexity of educational experience. This calls for tolerance and understanding of difference.

All teachers are curriculum developers. Hence, given that everyone taking this course has expertise in developing curriculum in one’s own field, the move in this course will be from the theoretical to the practical. The primary purpose of the course, then, will be to make you to become aware of the framework under which you make curriculum decisions and then to frame other possibilities.

Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01,

Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in
Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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Syllabus

Week 1: read Life in schools
Week 2: Discuss Life in Schools
Week 3: Assigned Readings and seminars
Week 4: Assigned Readings and seminars
Week 5: Presentations and seminars