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?

Student Learning Outcomes
1. Students will demonstrate a command of the field of curriculum theory
2. Students will demonstrate the ability to conduct original research

Course Topics
1. The Frankfurt School of Thought and Other Theoretical Influences
2. The Work of Paolo Freire
3. Contemporary Contributions to Critical Pedagogy
4. Power Differentials in Education: Marginalization and Mainstream
5. Pedagogical Approaches Associated with Critical Pedagogy
6. Research Emphasizing Praxis

Instructional Methods and Activities in the Course
1. Traditional methods (reading of texts, submission of reports).
2. Approaches associated with critical pedagogy (cycles of reflection-action-reflection, dialogue, autobiography, critical inquiry based on participant-observation)

Evaluation and Grade Assignment
15 points - Participation in class dialogue and activities
30 points – Reflective Journal
20 points - Report on, and discussion of, work of one noted critical theorist
20 points – Report of critical inquiry into cultural or pedagogical practice
15 points- Critical Book Review
Grading
90-100 points A
80-90 points B
70-80 points C
60-70 points D

Major Course Requirements

Assignments:
Reflective Journals  20%
Design theory paper   35%
Discussion Papers  3 x 10%
Class Participation  15%

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.

Discussion Papers:
The purpose of these papers 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 papers 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
Selected Bibliography

**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
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be
held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Schedule
Week 1: August 30
Week 2: September 6
Week 3: September 13
Week 4: September 20
Week 5: September 27
Week 6: October 4
Week 7: October 11
Week 8: October 18
Week 9: October 25
Week 10: November 1
Week 11: November 8
Week 12: November 15
Week 13: November 22
Week 14: November 29 – no class, Thanksgiving
Week 15: December 6 – last class day