EDCI 6392: Critical Pedagogy

EDCI 6392.001 Fall 2018  Dr. Kelli Bippert
Wednesday 7:00pm-9:30pm  Office: 241
Location: ECDC 238  Office Hours: Mon & Wed 12pm-3pm
Office Telephone: 825-3314  Email: kelli.bippert@tamucc.edu

I attempt to reply to email and voicemails within 48 business hours.

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.

Rationale
This course is designed for graduate students and teachers who wish to learn about critical issues and theories that apply to education. The course is designed to show how the political, social, cultural, and historical who are interested in pursuing their knowledge about the subject of literature for children and adolescents.

Standards
TExES Objectives: N/A

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?
Course Topics
1. The Frankfurt School of Thought and Other Theoretical Influences
2. Contemporary Contributions to Critical Pedagogy
3. Power Differentials in Education: Marginalization and Mainstream
4. Pedagogical Approaches Associated with Critical Pedagogy
5. 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)

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Late assignments will drop one letter grade per day (10%). See blackboard for rubrics and grading criteria.

Grading
90-100 points A
80-90 points B
70-80 points C
60-70 points D

Major Course Requirements
Assignments:
- Reflective Journals (10), 50 points
- Article presentation, 50 points each
- Theory/ theorist paper 100 points

Assignments
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 weekly reflections 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.

Article presentation: You will be assigned two articles this semester based on the critical theory that best aligns with your personal research interests. The presentation will be based on the assigned article, and at least three additional sources. These sources need to be academic in nature. The presentations should take between 20-30 minutes, and include an activity for the class. More information will be provided on Blackboard and in class.
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. This assignment will require additional readings on the part of the student. More information, including scoring rubric, will be provided in Blackboard.

**Tentative Class Schedule**

- **Notes:** Chapter readings and assignments are to be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>What is critical pedagogy?</td>
<td>In class and Blackboard: “Critical Pedagogy: An Introduction,” Darder, Baltodano, &amp; Torres</td>
<td>Reflective Journal 1</td>
</tr>
<tr>
<td>Sep 5</td>
<td>Culture, politics, and the critical lens</td>
<td>“Cultural Politics and the Text,” Michael Apple (Blackboard)</td>
<td>Reflective Journal 2</td>
</tr>
<tr>
<td></td>
<td>The Frankfurt School</td>
<td>Bronner, Ch. 1-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of subtheories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation for next week: Overview of concepts from</td>
<td>Bronner, Ch. 5-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedagogy of the Oppressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 19</td>
<td>Paolo Freire’s contributions to critical theory and pedagogy</td>
<td>“Pedagogy of Love: Embodying Our Humanity,” Antonia Darder</td>
<td>Reflective Journal 4</td>
</tr>
<tr>
<td></td>
<td>Article assignments</td>
<td>Freire, Ch. 1-2</td>
<td></td>
</tr>
<tr>
<td>Sep 26</td>
<td>Paolo Freire (continued)</td>
<td>Freire, Ch. 3-4, and Extension or Communication</td>
<td>Reflective Journal 4</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Social Class and the Hidden Curriculum</td>
<td>“Social Class and the Hidden Curriculum,” Jean Anyon</td>
<td>Begin presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Confronting Class in the Classroom,” bell hooks</td>
<td>Reflective Journal 5</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Intersectionality</td>
<td>“American Indian Geographies of Identify and Power: At the Crossroads of Indigena and Mestizaje,” Sandy Marie Anglaïs Grande</td>
<td></td>
</tr>
<tr>
<td>Oct 24</td>
<td>Gender &amp; Sexuality</td>
<td>“Feminist Analysis of Gender and Schooling,” Kathleen Weiler</td>
<td></td>
</tr>
<tr>
<td>Oct 31</td>
<td>Gender &amp; Sexuality</td>
<td>“Sexuality Education and Desire: Still Missing After All These Years,” Fine &amp; McClelland</td>
<td>Reflective Journal 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“LGBTQ Inclusion as an Outcome of Critical Pedagogy,” Michelle L. Page</td>
<td></td>
</tr>
<tr>
<td>Nov 7</td>
<td>Critical Literacy</td>
<td>“Teaching How to Read the World and Change It: Critical Pedagogy in the Intermediate Grades,” Robert E. Peterson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Oh, They’re Sending a Bad Message’: Black Males Resisting &amp; Challenging Eurocentric Notions of Blackness Within Hip Hop &amp; the Mass Media Through Critical Pedagogy,” Bettina Love</td>
<td></td>
</tr>
<tr>
<td>Nov 14</td>
<td>Critical Literacy</td>
<td>“Toward a Critical Pedagogy of Popular Culture: Literacy Development Among Urban Youth,” Ernest Morrell</td>
<td>Reflective Journal 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theorist Paper Draft due</td>
<td>Theorist Paper Draft due</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Bringing Critical Pedagogy to the Classroom</td>
<td>“I Won’t Learn from You!: Thoughts on the Role of Assent in Learning,” Herbert Kohl</td>
<td>Reflective Journal 10</td>
</tr>
<tr>
<td>Dec 5</td>
<td><strong>Work Day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 12</td>
<td>Final presentations</td>
<td></td>
<td>Theory/Theorist papers due</td>
</tr>
</tbody>
</table>

**Required or Recommended Readings**

**Texts (Required)**


**Selected Bibliography (Recommended)**


**Additional Course Policies**

**Attendance/tardiness**

Online participation in this class is expected; your participation will be evaluated based on your contributions to asynchronous class discussions.

**Late work and Make-up Exams**

Full credit will not be given for late assignments. Assignments will be closed on BlackBoard at the deadline posted. If there is an unavoidable serious event that causes problems with meeting a course deadline, communicate with me via the Message tool in BlackBoard.

**Extra Credit**

Extra credit is not an option for this course.
Ground rules for discussions and assignments

Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises. These guidelines apply to any asynchronous or synchronous discussions online.

Respect

We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs. When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved. Show courtesy.

Comfort

Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating. I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together! No question is stupid! We all learn at different paces and by asking questions.

Honesty

You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions. All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use. In interpreting others' comments, we should be fair-minded and understanding.

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 will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in
question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**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.

**Preferred methods of scholarly citations**

Scholarly paper organization and citations must follow the Association of American Psychologists (APA) Style Manual, 6th Edition. (See required textbook.)

**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, 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.