

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
Social Cultural Foundations of Education
Course Syllabus for a 100% online cross-listed course:

Doctoral class Paulo Freire & Social Justice CRN: 17725 - SCFE
6323, 001 with

Master class Freirean Pedagogy & Social Justice CRN: 13385-
SCFE 5323, 001

Fall 2025

Professor: Cesar Rossatto, Ph.D.
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CREDIT HOURS: 3

Class meets online Monday through Friday, from Aug 25, 2023 - Dec 08, 2025.

Please Note: In the case of technological or electronic issues with Blackboard Collaborative, please contact the Help Desk directly, not the professor. Specific instructions for this are in the syllabus below. Please contact the Professor for academic, course-related purposes only.

Course Description

This course engages in the thinking of Paulo Freire, who was unarguably one of the most important educational philosophers of the 20th century. People struggling for liberation in all parts of the world have engaged Freire as a key educational component of their political projects. In this class, we will consider what are the possibilities and limitations of Freirean pedagogy for helping people name and change a social and educational reality premised upon inequality. In addition, the course looks at the work of those who apply, extend, critique, and reinvent the Freirean perspective. This class offers a unique transdisciplinary, multidisciplinary, and interdisciplinary approach.

COURSE OBJECTIVES AND STUDENT OUTCOMES:

Students will read and discuss a representative sample of Freire's writings along with other scholars in the field. Thus, students will have the opportunity to further their understanding of Freirean pedagogy and its applicability to their own agency. We will describe and discuss how schooling normatively works to recreate inequality and grapple with how Freirean pedagogy can be a venue to transform this oppressive situation. Students also can debate the limitations of Freire and pursue lines of thought that push the boundaries of Freirean pedagogy, as traditionally defined. Given our situatedness in the U.S., we will debate and wrestle with the applicability of Freire's contribution "beyond" Latin America and other parts of the world. Students will explore action projects, theoretical or philosophical questions, or empirical research of Freirean nature as the culminating activity of the course.

It presents a prospect for students/educators to rethink their positionality in reference to different interpretations of reality to create in depth opportunities for the exploration of their own experiences with schooling, teaching, and learning. This course challenges students to identify and deconstruct problematic hegemonic social structures, to ultimately recreate democratic possibilities and rethink schooling. It engages educators in the development of their own conscientization, regarding understandings of social theories and practices to question reality to uncover pupil's problematic represented narratives. These realities can be uncovered by empirical efforts that emphasize the ways students construct their beliefs and practices in the process of schooling. The content of the course builds global awareness and interdisciplinary approaches allowing educators to bring into class their own academic interests, and work within a critical perspective. In particular, the course assists educators to engage specially disenfranchised learners to integrate activities realistic to their historical, geographical, cultural, political, and economic backgrounds into emancipatory alternatives for social upper mobility and social justice.

TEXTS BOOKS FOR THE COURSE: (Available at the UTEP Bookstore)

1. *Pedagogy of the Oppressed*, by Paulo Freire
2. *Freirean legacy: Educating for social justice*, by Rossatto, C. Editors
3. Collection of articles (are available online free at UTEP main library, just follow the directions below to find it:

Guidelines to Access Online Readings:

UTEP Library Homepage: <https://www.utep.edu/library/>

click on **Advanced Search** option.

Choose **Course Reserve** from the options on the top.

Choose **Course Name**, on the left, and type the course name, then click on search

This will generate the course reserve list: **email Claudia to add your article:**

claudiai@utep.edu

COURSE ASSIGNMENTS:

All students receive a grade “A” from the first day of class; however, to maintain this grade each student must complete all assignments. Course objectives of this course will be achieved by following the assessment grade criteria for score points below:

1. Four (4) Reflective Papers

These reflective papers comprise 30 points of your final grade.

During the semester, you will be required to do *four reflection papers*. Each paper should be 4 pages long for doctoral students and 3 pages for master students. Use double spacing and font #12. The paper ought to be a reflective essay on the specific article or chapter as part of the course readings listed in the calendar below. By “reflective” I mean that it should be an examination and description/argument based on your own thinking or issues relative to the ideas presented in the course, i.e., the first part of the paper needs to be a summary of the reading with very objective info. You need to show you read the article and understood the main arguments, and then your reflection is welcome.

Two points will be deducted for each late paper. Please submit work under the designated area on Bb. **Just copy and paste it**, please do not upload it. You will see a link for that purpose on Bb. The Bb system will not allow for late submissions!

2. Essay Final Paper

The Essay Final Paper comprises 30 points of your final grade.

In writing, this “essay” (12 pages for doctoral students; 10 pages for master students) requires that you pick a topic or issue related to the course to be presented and discussed on the last day of class. Therefore, while you are taking stock of your own thoughts, the objective of the paper is to try to make a point about the course ideas. Thus, you should pick a topic about which you feel passionate. Think of this paper as having the opinionated passion of an editorial but also having the introspective humility of a confession. In other words, you can share how this class changed your views about yourself and the world, and what you have learned. On the last day of class, you will share your paper ideas with the class in an oral presentation. At the **Oral Presentation** students must give one page handout for each classmate with meaningful information in it or develop a power point presentation. Late paper loses five points for each day that it is late.

Please note that 5 out of 30 points are for classroom presentation.

Late paper loses five points for each day that it is late. The Bb system will not allow

late submissions.

Grading will be based on clarity, cohesiveness, and logic; accordingly, the academic rationale expected of graduate students. APA Style is expected to be used, as is proper APA citing for papers and PowerPoints. If you are not sure about this, please refer to APA, 7th Edition for further information.

All levels of TExES Competencies will be evaluated in this assignment.

3. Publishable Lesson Plan

The Publishable Lesson Plan comprises 20 points of your final grade.

In this assignment each student will prepare two top model lesson plans or classroom activity that is real and usable at any grade level for any educational institution (public school, or private, university...). Students will submit in writing detail steps of this lesson plan focusing on social context of education, social justice, and contextualized teaching; it needs to be critical to foster critical consciousness. Please present a brilliant and innovative idea. It needs to be publishable and may be also submitted to the freireanpedagogy@criticalpedagogy.org Guidelines for the “Publishable Lesson Plan” assignments are found at the end of this syllabus. Please note that 5 out of 20 points are for the oral classroom presentation.

All levels of TExES Competencies will be evaluated in this assignment.

4. Individual Paragraph Reflection Assignment

Read all assigned readings for the day and submit in writing an **Individual Reflective Paragraph** (except those where you would write a 4/3-page paper). This assignment (**worth 10 points**) focuses on your ability to:

- a) read and understand the article’s main arguments,
- b) critically process or reflect on it,
- c) Bring your notes to participate in the discussion and construction of knowledge at the online classroom. When the class is online students need to participate in the online classroom discussion.
- d) Keep it simple but not simplistic (write about 200 words). Submit it on Blackboard before class starts at the due date. Copy and paste (don’t upload it) your reflection in the Individual Paragraph Reflection Submission link inside of the Blackboard Course Content Link or on the orange section (left hand side).

The blackboard system will not allow late submissions. Late paper loses points for each day that it is late.

All levels of TExES Competencies will be evaluated in this assignment.

5. Student Classroom Presentation

Students will choose a recent article on Freirean Education/studies from the library and present it in class. (Ten **10 points** are allocated for this assignment). Please share your choices with the professor online ASAP before the second week of class and number your choice preference (1 to 3), your peers in class may choose the same, so we need more than one option. First come, first served. Master's degree students will be paired up and will present in pairs. Professor will send the pairing list. Doctoral students will present solo.

Additional Activities

Covering assigned daily readings, pop quizzes may be given, and the results incorporated into the classroom participation segment of grading. An open notebook test may be given at the end of semester of notes from class and student will only be allowed to consult his or her own notes. Students are required to log in to the professor's blackboard page from day one and fulfill assigned tasks as stated on syllabus.

All levels of TExES Competencies will be evaluated in these assignments.

The quality of assignments and work may determine ultimately grade qualifications. For instance, assignments are evaluated using best judgment and rationale criteria as follows:

["A" = model quality] Content/substance, presentation/articulation are model academic quality.

["B" = exceeds satisfactory level] This qualification shows students above satisfactory effort.

["C" = satisfactory] It means that the basic requirements of the assignments are met.
Points x grade

90-100= A // 80-89= B // 70-79= C // 60-69= D+ // below 59= F

To maintain "A" or "B" grades, all assignments must have been turned in class of due date, whether the student is present or not.

All assignments are expected to reflect true academic quality, ideas well-articulated and a grammatically correct presentation will be evaluated.

For the most part, all main requirements are contained in this syllabus; however, the professor reserves the right to make additional assignments, which may assist students to further improve their professional development.

STUDENT RESPONSIBILITIES

Since this class is based on collective construction of knowledge rather than its mastery, in-class participation is essential. Students are expected to participate as much as

possible by submitting all tasks assigned for the day on time and complete all aspects of syllabus, as stated, and attend/participate in class every day we are scheduled to meet and avoid missing any class. However, in the event of an emergency on an exceptional basis, or under extenuating circumstances, students may contact the professor to make any necessary arrangements. **More than two absences require that the student withdraw from the course.** For the only two absences allowed on this course, if unjustified, five (5) points will be deducted from final grading. The “absent student,” i.e. a student, who misses participation activities, is expected to catch up with course work. Students who are absent from the class session will be required to research, summarize, and present one article related to the issues discussed in class on the session following the absence. Note: Professor reserves the right to drop any student for insufficient course progress, work, and/or participation. For any unjustified “absence” students will lose up to 5 points. For justified “absences” students are required to send Dr. Rossatto appropriate documentation.

For the most part, all main requirements are contained in this syllabus; however, the **professor reserves the right to make additional assignments, which may assist students to improve their professional development.**

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate and expected in graduate level academic discourse.

Keep a copy of all assignments until the course is completed and final grades are recorded. Please make certain that your name, as well as assignment number or title is on each assignment. Proofread carefully. Graduate work should be as close to error-free as is humanly possible. If an extreme emergency arises, notify the professor in writing. Students will utilize the American Psychological Association (APA) form of documentation throughout the course. It is important to realize that the most important words in a paper are the students’, not those of the supportive research. You should strive always to draw inferences from research material and weave into your papers your reaction and evaluation of source material. One of the worst things you can submit to your peer group, or your instructor, is a “patchwork”—that is, a project that simply links a series of quotations or paraphrased sentences that is followed by citation. Explain and analyze!

ELECTRONIC MAIL

Each student is expected to establish an email address at UTEP and/or elsewhere for email communication with professor. The computer lab in Education 212 (or any other Student Computer Lab on campus) can help facilitate this requirement for those who need an email address. An email address will be required for blackboard dialogue participation.

LOGGING ON TO BLACKBOARD

1. Open Internet browser window (IE or FireFox)
 2. In the Address bar, type in the following URL: <http://my.utep.edu>
 3. You will get some alert messages, click OK for them
 4. Locate the sign-in area at the top right side of the screen and log in using your UTEP email username and password
 5. Once you have logged in, locate the Blackboard link on the left side and click it. This will open another window.
 6. Scroll down until you reach this semester's listing of courses and click on the course that you are enrolled in.
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LEARNING RESOURCES

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering a course) as well as the resources below.

UTEP Library @ <http://uteplibrary.utep.edu/online/> Provides access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

RefWorks @

<http://0www.refworks.com.lib.utep.edu/refworks2/?r=authentication::init&groupcode=RWUTEIPaso>

Bibliographic Citation Tool

Check out the RefWorks tutorial (<http://www.refworks.com/tutorial/>) and Fact Sheet and Quick-Start Guide

(<http://www.refworks.com/content/products/content.asp>)

University Writing Center (UWC)

<http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter>

Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available

UTEP VIRTUAL PRIVATE NETWORK

UTEP's electronic resources (i.e. Library resources) are available to registered students when working from outside the campus network. To access these resources, you will need to set up a Virtual Private Network (VPN) that basically recognizes you are a UTEP

student and can look for journals and use subscriptions UTEP/You have paid for. Setting up a VPN is simple @ <http://admin.utep.edu/Default.aspx?tabid=58534>

TECHNICAL SUPPORT

Please use the Browser Checker

<http://blackboard.utep.edu/webct/urw/tp0.lc3230446603001/browserchecker.dowebct?checkType=&java=true&cookies=true&popups=true>

Or located at the top of the Blackboard Portal to ensure you have all the right plugins for this and other courses.

If you have technical problems with the course, please visit the UTEP Support Center

<http://bbsupport.utep.edu/ics/support/default.asp?deptID=8318>

which contains the Blackboard Knowledge Base and UTEP online course FAQ repository where you can find answers to the most frequently asked technical questions and resolution steps for common technical issues. You can also submit a help ticket via this website and receive a reply within a few minutes.

Telephone and Walk-in Support are also available from the UTEP Help Desk:

M - F: 7AM - 8PM

Sat: 9AM - 1PM

Sun: 12PM - 4PM

- Calling from on-campus: x 4357 (HELP)
- Local phone number: (915) 747-5257
- Library Room 300

If you do have access to the UTEP campus, you can also visit an on-campus lab:

Students may also visit the ATLAS lab

http://issweb.utep.edu/home/index.php?option=com_content&view=article&id=99&Itemid=346 located within the Undergraduate Learning Center (UGLC building) for additional technical assistance.

POLICY STATEMENTS

ADA Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation, then the Office of Disabled Student Services located at UTEP needs to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 915.747.5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity.

Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

Academic Dishonesty

Academic Dishonesty is NEVER tolerated by UTEP. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course. Forms of academic dishonesty include Collusion—lending your work to another person to submit as his or her own; Fabrication—deliberately creating false information on a works cited page, and Plagiarism—the presentation of another person's work as your own, whether you mean to or not (i.e., copying parts of or whole papers off the Internet). See the Dean of Students website at <http://www.utep.edu/dos/acadintg.htm> for more information.

AI, Artificial Intelligence, and Fake News Concerns

In this class, our goal is to make an approximation to the truth—not a rigid, dogmatic truth that silences dissent, but one that empowers students to deepen their understanding of complex topics. Students are expected to use **Google Scholar** as a primary tool for locating scholarly and peer-reviewed research. These sources are vetted by editorial boards composed of PhD-level scholars who assess the quality, accuracy, and validity of the work prior to publication.

Artificial Intelligence (AI) refers to computer-controlled systems or robots that perform tasks typically associated with human intelligence, such as reasoning, learning, and decision-making. AI systems often rely on **dataveillance**—the monitoring and **profiling of individuals' digital activities**—to optimize their functions.

However, AI also presents serious ethical concerns. When used to generate and disseminate **fake news**, it can manipulate public opinion, distort reality, and undermine personal agency by reducing individuals to algorithmic profiles. Such misuse of AI must not be integrated into classroom praxis unless it becomes the subject of **critical analysis**.

AI-generated misinformation often targets vulnerable groups, including religious or sports fanatics and conspiracy theorists, who may be more susceptible to ideological manipulation. This poses a significant challenge to the academic community, especially when personal beliefs and unfounded opinions are prioritized over **scientific rigor, evidence, and fact-checking**.

While AI has legitimate applications in fields such as medical diagnostics, search engines, and voice or handwriting recognition, its role in spreading falsehoods can be classified as **criminal activity** and a serious threat to society. Beyond the responsibility of legal and justice systems to address this issue, universities must also serve as spaces for **critical inquiry**, where students and professors collaboratively **deconstruct fallacies**, **challenge ideological manipulation**, and **promote intellectual integrity**.

CLASS CALENDAR, DAILY READINGS, CONTENT, AND ASSIGNMENTS

“Doesn’t matter what we cover in this class, but what you discover.”

FREIREAN PEDAGOGY/PAULO FREIRE and SOCIAL JUSTICE

Course Schedule for Fall 2025

Begin in “Start Here: First Day— **Module 1**

Topics: Student Centeredness Education, Action Research; Hands on research, Hate and fear ideology deconstructed by love praxis

Date	Readings	Assignments
Aug 25-29	<p>Introductions and Students’ topic of interest is the center of this course’s curriculum.</p> <p>Overview of Syllabus</p> <p>Read as much as you can, bell hooks: <i>All about love</i>. (not required to read the whole book)</p> <p>Full audio Book reading: https://www.youtube.com/watch?v=wSEIYx9jui0</p> <p>See lecture from professor</p>	<p>1. “Unearned Sense of Privilege” on Discussion Board (exercise)</p> <p>2. Introductions</p> <p>3. Submit your Student Profile Form</p> <p>4. Paragraph Reflection and Bb discussion</p>

Work in **Module 2:**

Topics: Politics and Psychoanalysis, Teachers as Cultural Workers

Date	Readings	Assignments
<p>Sept 1 holiday UTEP Closed Sept 02-05</p>	<p>Politics and Psychoanalysis by Eric Fromm</p> <p>Letters to Cristina, by Paulo Freire</p> <p>Teachers as Cultural Workers</p>	<p>Paragraph Reflection</p> <p>Paragraph Reflection</p> <p>Paragraph Reflection</p>

Work in **Module 3, 4, and 5** together:

Topics: Videos on Paulo Freire's view of the world, education

Date	Readings	Assignments
Sept 08-12	Watch a video on Paulo Freire and write a short reflection on it and share reflections in class	Paragraph Reflection

Work in **Module 4**:

Topics: Why study Freire and Why social justice?

Date	Readings	Assignments
Sept 08-12	Library Research on importance of Freire's work and respond the question: Why study Freire when we have so many other relevant scholars/educators? And why social justice? Read an article and write a short paragraph reflection on it and share your reflection in class	Paragraph Reflection

Work in **Module 5**

Topics: Freire Pedagogy of Possibility; Transformative Optimism, Schooling Engagement

Date	Readings	Assignments
Sept 08-12	Blind Optimism: A cross-cultural study of students' temporal constructs and their schooling engagement. In the book: Engaging P. Freire Pedagogy of Possibility: From blind to transformative optimism: A cross-cultural study of students' temporal constructs and their schooling engagement. By Rossatto, Cesar	4-Page Paper due (4 pages doctoral st

Work in **Modules 6, 7, and 8** together:

Topics: Manufacturing Consent and Matrix

Date	Readings	Assignments
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Sept 15-19	Video: Chomsky Manufacturing Consent and Matrix	Paragraph Reflection
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Work in Module 7:

Topics: Hegemony, colonization and neo colonization, geopolitics

Date	Readings	Assignments
Sept 15-19	In: The Colonizer and the Colonized, read: Does the colonial exist? And Mythical portrait of the colonized by Albert Memmi DeNicolo, Christina Passos, et al. “Reimagining Critical Care and Problematizing Sense of School Belonging as a Response to Inequality for Immigrants and Children of Immigrants.” Review of Research in Education, vol. 41, 2017, pp. 500–30. JSTOR, http://www.jstor.org/stable/44668705 Presenters: Lattimore-Staple, and Perkins Amaya	Paragraph Reflection Paragraph Reflection

Work in Module 8:

Topics: Freirean Legacy; White Identity, Hegemony/Matrix and Consciousness

Date	Readings	Assignments
Sept 15-19	Wake up, Neo: White Identity, Hegemony, and Consciousness in the Matrix, By Ricky Lee Allen (From book: Freirean Legacy, Rossatto, Editor, Read this chapter).	Paragraph Reflection

Work in Module 9 and 10 together:

Topics: Social Justice, Neoliberalism, Ethics

Date	Readings	Assignments
Sept 22-26	Social Justice in Times of McCarthyism Renaissance: Surveillance, Ethics, and Neoliberalism, by Cesar Rossatto Class, Race, and Power: Interest group politics and education By Williams, A.	Paragraph Reflection

	Presenters: Cayman Tamez and Reid Rennee	
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Work in Module 10:

Topics: Critical Pedagogy, Agency, Literacy, Reading the Word and the World

Date	Readings	Assignments
Sept 22-26	<p>Does Critical Pedagogy work with privileged students? By Ricky Lee Allen and Cesar Rossatto</p> <p>Literacy: Reading the Word and the World, by Paulo Freire & Donaldo Macedo,</p> <p>Mirza, U. J. (2025). Regime Change: The Need for Scientific Critical Consciousness. <i>International Journal of Critical Diversity Studies</i>, 7(1), 86–110. https://doi.org/10.13169/intecritdivestud.7.1.0086</p> <p>Presenter: Juan Santana</p>	<p>Paragraph Reflection</p> <p>Paragraph Reflection</p> <p>Paragraph Reflection</p>

Work in Module 11:

Topics: Pedagogy of the Oppressed, Central Station Movie

Date	Readings	Assignments
Sept 29-Oct03	<p>Pedagogy of the Oppressed</p> <p>Video: <i>Central Station</i>, See link: http://www.youtube.com/watch?v=pjq4GH9ajv watch</p> <p>Whitewashed Critical Perspectives: Restoring the Edge to Edgy Ideas, Compton-Lilly, Catherine ; Ellison, Tisha Lewis ; Perry, Kristen H. ; Smagorinsky, Peter 2022; https://utep.primo.exlibrisgroup.com/permalink/01UTEP_IN ST/1q3tr5t/cdi_informaworld_taylorfrancisbooks_9781003087632</p> <p>Here's the link to the specific chapter and pages #s: https://utep.primo.exlibrisgroup.com/permalink/01UTEP_IN ST/1f86khh/cdi_proquest_ebookcentralchapters_6610878_16_121</p> <p>Presenter: Arleigh Ingram</p>	<p>(4 Page Paper due) (4 pages doctoral)</p> <p>Paragraph Reflection</p>

Work in Module 12:

Topics: Mentoring the Mentor, Pedagogy of Heart, Rethinking Education as the Practice of Freedom:

Date	Readings	Assignments
Oct 6-10	<p>Mentoring the mentor, by Paulo Freire</p> <p>Pedagogy of Heart, by Paulo Freire</p> <p>Giroux, H. A. (2010). Rethinking education as the practice of freedom: Paulo Freire and the promise of critical pedagogy. <i>Policy futures in education</i>, 8(6), 715-721.</p> <p>Tolbert, S., Aceves, A. F., & Olave, B. T. (2023). From False generosity to True Generosity: Theorizing a critical imaginary for science education. In <i>Palgrave studies in education and the environment</i> (pp. 163–184). https://doi.org/10.1007/978-3-031-35430-4_10</p> <p>Presenter: Diana Dominguez</p>	<p>Paragraph Reflection</p> <p>Paragraph Reflection</p> <p>Paragraph Reflection</p> <p>Paragraph Reflection</p>

Work in Module 13 and Module 14:

Topics: Videos on Freire and Borderland Studies a professional presentation

Date	Readings	Assignments
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Oct 13-17	<p>Videos on Freire</p> <p>Shih, Y.-H. (2018). Rethinking Paulo Freire’s dialogic pedagogy and its implications for teachers’ teaching. <i>Journal of Education and Learning</i>, (4), 230–235. https://doi.org/10.5539/jel.v7n4p230</p> <p>Presenter Lopez, Evan A.</p>	Paragraph Reflection
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Work in Module 14:

Topics: Teaching to Transgress: Education as the practice of freedom; Paulo Freire: On Hope, by Kathleen Weiler; Video: “Borderlands” (Activity)

Date	Readings	Assignments
Oct 13-17	<p>Teaching to Transgress: Education as the practice of freedom, read: Paulo Freire, by bell hooks</p> <p>Paulo Freire: On Hope, by Kathleen Weiler</p> <p>Video: “Borderlands” (Activity) See last page of syllabus</p>	<p>Paragraph Reflection</p> <p>Paragraph Reflection</p> <p>Prepare a video of the directions at th</p>

Work in Module 15:

Topics: Critiques of Freire; Myths of Paulo Freire; Culture, Language, and Race

Date	Readings	Assignments
Oct 20-24	<p>Myths of Paulo Freire, by Kathleen Weiler</p> <p>A Dialogue: Culture, Language, and Race by Paulo Freire</p>	<p>Paragraph Reflection</p> <p>Paragraph Reflection</p>

	and Donaldo Macedo	
	Rereading Paulo Freire, by Kathleen Weiler	Paragraph Reflection
	Paulo Freire’s Legacy and Critical Pedagogy in Dark Times by Henry A. Giroux. Policy & Practice: A Development Education Review, Issue 40. Retrieved from https://www.developmenteducationreview.com/issue/issue-40/paulo-freire%E2%80%99s-legacy-and-critical-pedagogy-dark-times	Paragraph Reflection
	Presenter: Melissa Martinez	

Work in Module 16:

Topics: Pedagogy of the City and Cultural Action for Freedom

Date	Readings	Assignments
Oct. 27-31	From book: Freirean Legacy, read chapter: Critical pedagogy applied praxis: A Freirean interdisciplinary project and grassroots social movement	Paragraph Reflection
	Pedagogy of the City, by Paulo Freire	4 Page Paper due (4 pages doctoral stu
	Cultural Action for Freedom (2000 edition), By Paulo Freire	Paragraph Reflection
	Paulo Freire and the praxis of liberation: Education, organization and ethics. Management Learning, Misoczky, M. C. (2024). 55(1), 124–140. https://doi.org/10.1177/13505076231201734	Paragraph Reflection
	Presenters: Smith Christopher and Chavez Natalia	

Work in Modules 17:

Topics: Pedagogy of Hope and Critical Consciousness

Date	Readings	Assignments
Nov 03-07	Pedagogy of Hope, by Paulo Freire	Paragraph Reflection

	<p>Education for Critical Consciousness, By Paulo Freire</p> <p>Reading Paulo Freire by M. Gadotti</p> <p>Paulo Freire's pedagogy of liberation. Cortina, R., & Winter, M. (2021).</p> <p>Presenters: Sanchez Jorge and Diana Dominguez</p>	<p>4-page paper due (4 pages doctoral stu</p> <p>Paragraph Reflection</p> <p>Paragraph Reflection</p>
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Work in **Module 18 and **Module 19** together:**

Topics: Politics of Education, Culture Power and Liberation, Higher Ed,

Date	Readings	Assignments
Nov.10-14	<p>The Politics of Education: Culture Power and Liberation by Paulo Freire</p> <p>Paulo Freire on Higher Education: A dialogue at the National University of Mexico, by Miguel Escobar, Alfredo Fernandez, and Gilberto Guevara-Niebla with Paulo Freire</p>	<p>Paragraph Reflection</p> <p>Paragraph Reflection</p>

Work in **Modules 19:**

Topics: Freire's Understanding of History, ethics, pedagogy of solidarity

Date	Readings	Assignments
Nov.17-21	<p>Videos on Paulo Freire, See Bb for details</p> <p>Freire's Understanding of History, Current Reality, and Future Aspirations: His Dream, Take on Ethics, Pedagogy of Solidarity. By Rossatto, Cesar</p> <p>A humanizing pedagogy: Reinventing the principles and practice of education as a journey toward liberation. del Carmen Salazar, M. (2013). Review of Research in Education, 37(1), 121-148.</p> <p>Presenters: Jackie Ho Shing and Laura Rizo</p>	<p>Paragraph Reflection</p> <p>Paragraph Reflection</p> <p>Paragraph Reflection</p>

Work in Modules 20:

Topics: Pedagogy of Revolution

Date	Readings	Assignments
Nov 24-26 Nov. 27-28 Thanksgiving (University closed) NO CLASS	Paulo Freire: A critical Encounter, Edited by Peter McLaren and Peter Leonard Che Guevara, Paulo Freire and the Pedagogy of Revolution by Peter McLaren I know why this doesn't feel empowering: A critical race analysis of critical pedagogy, by Gloria Ladson-Billings Reading Paulo Freire: A Revolutionary Educator. Presenter: Bryan Matthew Monroe	Paragraph Reflection Paragraph Reflection Paragraph Reflection Paragraph Reflection

Work in Modules 21:

Topics: Critiques to Freire's work, Critical Racial Analysis, Journey Ahead

Date	Readings	Assignments
Dec 01 - 05	We Make the Road by Walking, Myles Horton & Paulo Freire Final Assignments due Final Paper and Lesson Plans With oral presentations for both	Paragraph Reflection Final Papers due Final Assignments due Final Paper and Lesson Plans with

Work in Modules 22:

Topics: Critical consciousness, Dialogue,

Date	Readings	Assignments
Dec 08	Continuation of Final assignments is needed	

Publishable Lesson Plan Guidelines

This “Publishable Lesson Plan” assignment may be based on student personal experience as an educator that has produced outstanding rapport with pupils. Submit an interesting classroom design conducive to contextualized learning. It needs to be a model of lesson plan with any grade level that can be implemented in real schooling settings. Describe activities that use individualized and/or collective instruction through critical pedagogy. Your lesson plan can cover a myriad of topics and approaches to education. It needs to show practical ideas, how-to frameworks, and its positive results in the classroom. It must be a model for other educators who can use this idea as a resource and learning tool for their own planning and delivery of critical educational curriculum.

The purpose of this exercise is to build a collection of teaching resources that expose theories and experiences of educators that value a democratic classroom. The following are specific conceptions and requirements for the “Publishable Lesson Plan”:

1. Article should be in APA format.
2. Should include a brief bio student area of expertise and history (student's name).
3. Theories that are used to prepare the lesson plan and classroom practice.
4. Description of the practice (work or activities, how-to, results, etc.).
5. State: Grade level (elementary, middle, or high school) and subject area.
6. Lesson plans should involve one or more of the following teaching strategies and components:

Conscientization; Critical Thinking as a way of questioning reality, not higher order thinking; Deconstructing oppressive structures; Participatory democracy; Critical Pedagogy; Critical multiculturalism; Social justice: Equity, Access, Empowerment; Diversity: race, class, gender, socio-economic; Humanism; Educators as social agents; Teachers as transformative intellectual leaders; Organic intellectuals; Holistic education

Grassroots empowerment; Liberation; Emancipation.

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- Freire, P., & Macedo, D. (1987). *Literacy: Reading the word & the world*. South Hadley, MA: Bergin & Garvey Publishers, Inc.
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- Weiler, K. (2001). Rereading Paulo Freire. In K. Weiler (Ed.), *Feminist engagements: Reading, resisting, and revisioning male theorists in education and cultural studies* (pp. 67-87). New York: Routledge.

Complementary/Recommended Reading (not required)

We know what's best for you: Silencing of people of color. By Esquivel, A., Lewis, K., Rodriguez, D., Stovall, D., & Williams, T. (2002). *The Freirean legacy: Educating for social justice* (pp. 207-219).

Silencing in Public Schools, by Michelle Fine

Subtractive Schooling, by Angela Valenzuela

Centeredness of School Pedagogy, by Cesar Rossatto

Paulo Freire last words for the generations that follow (An interview with Paulo) by Cesar Rossatto

Human Beings, a Passion and a Platform: The Aesthetics Space by Augusto Boal

Hand out of Dewey and other Freirean books' cover pages

White Terror and Oppositional Agency: Towards a Critical Multiculturalism by Peter McLaren

Literacy for Stupidification: The Pedagogy of the Big Lies by Donaldo Macedo

Critical Pedagogy and the Postmodern/Modern Divide by Henry Giroux

New Jim Crow

Borderlands Video Activity

A "*La Freire*" please rationalize our local borderland reality and express your critical reflections of it by using a 5 to 10 minutes video with your narrative.

Freire discusses the importance of dialogue, denouncing and announcing, pedagogy of heart, hope ... how do you build a critical analysis, and critical consciousness based in our local experiences? Use images to do an academic illustration of our local intricates.

Examples:

I personally like to look at what happens on the border from a historical and geopolitical perspective. When the Global north interferes in the global south immediately, we see a reaction at the border. I like to say the border is like a thermometer to measure the temperature of global social tensions, either politically, economically, socially...

I like to analyze critically who is allowed in and who is not. Why do we call transnational immigrants as illegal aliens?

What are our fears? Why is so much money wasted on the surveillance of the border? Can we think of other ways of dealing with our local struggles?

What are the injustices in the local context?

Why can capital cross the border but the people crossing is criminalized?

How do we generate justice rather than charity?

How to humanize the process among humans? Governments? I proposed the law of reciprocity.
Don't do to others what you don't want it to be done to you...

What are the other possible worlds as Freire indicates?

Student Profile

(Detach this form and submit it on the first or second day of class)

(Last Name)
Name)

(First

Email address: _____

Local phone*: _____ Home phone* (if different) _____

Address: Street (or campus box and room)

City

Zip

Objections to syllabus or what other content do you think this course should cover and why?

Any additional comments you may have (e.g. What you hope to do professionally, health problems (ADA), experiences at UTEP, etc. that professor should be informed).

Please inform the professor of any change in phone numbers during the semester. Also feel free to discuss with the professor any difficulties you may have with the course.

I read and fully understand the requirements as stated in this course's syllabus. I comprehend that this class is based on dialogue and discussion of relevant topics related to multiculturalism that may be controversial for some students. Therefore, I agree to express my opinion respectfully, making my best effort to contribute to harmonious classroom climate without engaging in any disruptive, condescending, or hostile attitude. My participation in classroom discussion and dialogue will be based on facts and evidence drawn from scholarly work, not opinions based on beliefs or fake news.

Student Signature

Date