

TED 3330 *Education and Communities: Applied Critical Pedagogy*
– Syllabus, Fall 2018 –

Course Information

CRN: 12141

Dates: Aug 27, 2018 - Dec 06, 2018

Classroom: Education Building 405

Time: 5:30PM - 8:20PM

Note: During September 2018, this course meets online through Blackboard.

Course Instructor

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Lecturer

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Course Description

An examination of applied critical pedagogy and the multiple roles of teachers in the 21st century. Includes a field-based application of the socio-cultural foundations of education within the context of local schools and communities. Emphasizes the cultural, structural and institutional dynamics of schooling in multicultural communities.

Course Objectives

The purpose of this course is to help educators become reflective practitioners by introducing them to critical ways of thinking about the social processes that shape schooling both in the United States and Latin America. To understand these processes, we will engage in the scholarly study of societal aspects that shape the identities of both educators and the institutions they serve.

1. Through readings of education theorists and practitioners, this course invites educators to reflect on and discuss how societal power arrangements within our communities influence the cultural, structural and institutional dynamics relevant to educational politics, policies, and educators' perspectives.
2. In other words, the purpose of this course is to introduce you to ways of thinking about schooling as one component of the complex social process that shapes students' lives, and to begin your journey to becoming a reflective educator. We will do this through a scholarly study of identity, paying close attention to how it impacts teaching and learning.

Students in Critical Pedagogy are expected to:

1. Utilize technology effectively during the duration of the course (you will need access to a computer or tablet).
2. Read, reflect, discuss, and write about the fundamental concepts and principles of critical pedagogy, taking in consideration the impact of issues concerning race, social class, gender, sexual orientation [...]
3. Be able to identify authors, theories and concepts in the critical pedagogical tradition.
4. Conduct and participate in informed class discussions and presentations, with concern for the involvement of all participants.

Texas Pedagogy and Professional Responsibilities Standards Alignment

This course gives you early field experience, along with the tools to observe and interpret what you see. Learning the principles of educational anthropology and multicultural approaches to pedagogical practice will aid you in aligning your teaching practice with all of the following standards:

1. **Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. **Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. **Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

4. **Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

University Policies

1. **Attendance:** Even as this class has 5 online sessions, every in-person class meeting is vital. As a major emphasis is placed upon classroom discourse and collaboration in this course, attendance to in-person class sessions is mandatory. Full credit can still be earned with one absence. University policy allows for student withdrawal if a certain number of classes are missed.
2. **Academic Honesty:** Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.
3. **Students with Disabilities:** If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA)

Course Readings

Books:

1. Freire, P. (1968) ***Pedagogy of the Oppressed*** (any edition, eBook, etc.)
 - a. Freire, P. (1968) *Pedagogía del Oprimido* (cualquier edición)
 - b. Freire, P. (1968) *Pedagogia do Oprimido* (qualquer edição)

Journals:

1. Counterpoints Vol. 382, 2010: Education in Hope: Critical Pedagogies and the Ethic of Care
Available at Jstor with your UTEP login: <https://0-www-jstor-org.lib.utep.edu/stable/i40115903>
 - a. Monchinski, T. (2010A). **Chapter Two: Critical Pedagogies and Contemporary Education.** *Counterpoints*, 382, 13-43.
 - b. Monchinski, T. (2010B). **Chapter Six: Critical Pedagogy, the Ethic of Care, and Educational Reform.** *Counterpoints*, 382, 163-190.
 - c.
2. Counterpoints Vol. 378, 2011: *Does Your Vote Count? Critical Pedagogy and Democracy.*
Available at Jstor with your UTEP login: <https://0-www-jstor-org.lib.utep.edu/stable/i40115916>
 - a. Carr, P. (2011). **Chapter 1: Introduction: Seeking Democracy through Critical Pedagogy.** *Counterpoints*, 378, 3-26.
 - b. Carr, P. (2011). **Chapter 7: Democracy, Critical Pedagogy and the Education of Educators.** *Counterpoints*, 378, 123-151.
 - c.
3. Counterpoints Vol. 422, 2012: *Critical Pedagogy in the New Dark Ages: Challenges and Possibilities.*
Available at Jstor with your UTEP login: <https://0-www-jstor-org.lib.utep.edu/stable/i40115951>
 - a. Section Three: Trends in Critical Pedagogy
 - i. Kincheloe, J. L. (2012). **Critical Pedagogy in the Twenty-First Century: Evolution for Survival.** *Counterpoints*, 422, 147-183.
 - b. Section Four: Critical Pedagogy in the Classroom
 - i. Aronowitz, S. (2012). **Paulo Freire's Radical Democratic Humanism: The Fetish of Method.** *Counterpoints*, 422, 257-274.
 - ii. Darder, A. (2012). **Creating the Conditions for Cultural Democracy in the Classroom.** *Counterpoints*, 422, 275-299.
 - iii.
4. The Urban Review Vol. 34, Issue 2, June 2002:
Available at Springer Link with your UTEP login: <https://0-link-springer-com.lib.utep.edu/journal/11256/34/2/page/1>
 - a. Vavrus, F., & Cole, K. (2002). **"I didn't do nothin'": The discursive construction of school suspension.** *The Urban Review*, 34(2), 87-111.
5. Equity & Excellence in Education, Volume 41, 2008 - Issue 4:
Available at Taylor & Francis with your UTEP login: <https://0-www-tandfonline-com.lib.utep.edu/toc/ueee20/41/4>
 - a. Morrison, K. A., Robbins, H. H., & Rose, D. G. (2008). **Operationalizing culturally relevant pedagogy: A synthesis of classroom-based research.** *Equity & Excellence in Education*, 41(4), 433-452.

Assignments and Grading

Discussion Boards (20 points)

There will be **5 Discussion Boards** on the class' Blackboard, you will have a week to complete each of these assignments, you should post 2 entries per week, and each entry is worth 2 points (please refer to the class calendar for due dates). The Discussion Board entries should comply with the following:

1. Your first entry should be posted in response (reply) to an initial entry I (Emiliano) will post; this entry will be related to the required prior listening for that week, as well as in-class the multimedia.
 - a. This entry should be at least a paragraph long (5 sentences), and answer any questions I may pose thoroughly.
2. Your second entry should be in reply to one of you colleagues responses to my original entry or
 - a. In reply to one of your colleagues responses to your own entries.
 - b. This second entry should also be at least a paragraph long (5 sentences).

Note on Multimedia: You are required to listen to the podcast episode AND watch the accompanying video, there are two separate *Play* buttons one in the center of the video, and one to the left of the Podcast title:



Andreas Schleicher: What Are The Keys To A Successful Education System?



Written Assignments (60 points)

There will be a total of **10 writing assignments** turned in throughout the semester. They will be turned in via Blackboard (or email in an emergency), you will have a week to complete each of these assignments (please refer to the class calendar for due dates). The written assignments will be free-writing exercises for the most part, but should comply with the following:

1. They should be at least 3 paragraphs long (each paragraph will be awarded a maximum of 2 points, for a total of 6 possible points per assignment)
 - a. The first paragraph will be introductory, in which you will discuss:
 - i. The Required Prior Listening for that week
 - ii. The In-Class Multimedia from the week prior
 - b. The second paragraph will be reflective, and will outline how your personal experiences help you relate to the week's topics, readings, and multimedia.
 - c. The third paragraph will be critical, and it should discuss how the class may or may not impact your practice as an educator and why.

Participation (20 points)

Your voice matters, and so does your participation in class. I acknowledge that participation grades often favor extroverts, therefore the class is structured so that there are opportunities to participate in different ways. There are **10 in-person class sessions** in which you can earn a total of 20 participation points, I will award 10 out of these 20 points at the end of the semester, while the other 10 will be awarded by your colleagues.

Course Calendar & Multimedia Links

Date	Session	Location	Required Prior Reading	Required Prior Listening	Link	In-Class Multimedia	Link	Due
28-Aug-18	Online Session 1	Blackboard	Syllabus					
4-Sep-18	Online Session 2	Blackboard		<i>What Are The Keys To A Successful Education System?</i>	http://n.pr/2v6vM3L	Andreas Schleicher's TED talk: <i>Use Data to Build Better Schools</i>		Discussion Board 1
11-Sep-18	Online Session 3	Blackboard		<i>Should We Stop Telling Kids They're Smart?</i>	http://n.pr/28Q3SS2	Carol Dweck's TED Talk: <i>The Power of Believing you can Improve</i>		Discussion Board 2
18-Sep-18	Online Session 4	Blackboard		<i>How Do Schools Kill Creativity?</i>	http://n.pr/1rn00HE	Ken Robinson's TED Talk: <i>Do Schools Kill Creativity?</i>		Discussion Board 3
25-Sep-18	Online Session 5	Blackboard		<i>How Do We Teach College Students To Ask Big Questions?</i>	http://n.pr/2mn02Bv	Liz Coleman's TED Talk: <i>A Call to Reinvent Liberal Arts Education</i>		Discussion Board 4
2-Oct-18	Class Session 1	Ed. Building 405	<i>Paulo Freire's Radical Democratic Humanism: The Fetish of Method</i>	<i>Why Do We Create Stereotypes?</i>	http://n.pr/1vWpNpw	Jamila Lyiscott's TED Talk: <i>What Does It Mean To Be 'Articulate'?</i>	http://n.pr/1vWoh6Z	Discussion Board 5
9-Oct-18	Class Session 2	Ed. Building 405	<i>Chapter Two: Critical Pedagogies and Contemporary Education</i>	<i>The Rise Of Rising Intonation, AKA Uptalk</i>	http://n.pr/2kpJ5ak	<i>Interview With Actress Lake Bell</i>	http://n.pr/2kpJ5ak	Assignment 1
16-Oct-18	Class Session 3	Ed. Building 405	<i>Democracy, Critical Pedagogy and the Education of Educators</i>	<i>How Do We Cultivate Women Leaders?</i>	http://n.pr/1aKBIT2	<i>Why We Have Too Few Women Leaders</i>	http://n.pr/1aKBIT2	Assignment 2
23-Oct-18	Class Session 4	Ed. Building 405	<i>Introduction: Seeking Democracy through Critical Pedagogy</i>	<i>How Does Imposter Syndrome Affect Students Of Color?</i>	http://n.pr/2FH9Sbx	<i>How Students Of Color Confront Imposter Syndrome</i>	http://n.pr/2FH9Sbx	Assignment 3
30-Oct-18	Class Session 5	Ed. Building 405	<i>Creating the Conditions for Cultural Democracy in the Classroom</i>	<i>How Can Mentors Guide Kids To Live Up To Their Potential?</i>	https://n.pr/2lz4nfR	<i>Help For Kids The Education System Ignores</i>	https://n.pr/2lz4nfR	Assignment 4
6-Nov-18	Small Group Session 1	Ed. Building 405	<i>Pedagogy of the Oppressed Chapter 1</i>	<i>How Can Mentors Push Students To Move Beyond Circumstances?</i>	https://n.pr/2IBN0uL	<i>My Story, From Gangland To Star Teacher</i>	https://n.pr/2IBN0uL	Assignment 5
13-Nov-18	Small Group Session 2	Ed. Building 405	<i>Pedagogy of the Oppressed Chapter 1</i>	<i>A Year Of Love And Struggle In A New High School</i>	http://n.pr/2kTD6y7			Assignment 6
20-Nov-18	Small Group Session 3	Ed. Building 405	<i>Pedagogy of the Oppressed Chapter 2</i>	<i>They Can't Just Be Average</i>	http://n.pr/2lbmpOD			Assignment 7
27-Nov-18	Small Group Session 4	Ed. Building 405	<i>Pedagogy of the Oppressed Chapter 2</i>	<i>The Fierce Debate Over High Standards</i>	http://n.pr/2lxV5dS			Assignment 8
4-Dec-18	Class Session 6	Ed. Building 405	<i>Critical Pedagogy, the Ethic of Care, and Educational Reform</i>	<i>Word Watch: A Code Switch Game Show</i>	https://www.npr.org/player/embed/632049531/632131904			Assignment 9
11-Dec-18			<i>Critical Pedagogy in the Twenty-First Century: Evolution for Survival</i>					Assignment 10