

Education and Communities: Applied Critical Pedagogy
TED 3330, CRN 27285
University of Texas at El Paso
Spring 2018

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Disclaimer:

This syllabus is a draft outline of the course for this semester. Modifications will be implemented as class and community discussions develop throughout the course.

Course Description:

Welcome to TED 3330, Education and Communities: Applied Critical Pedagogy. 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 México. 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.

Course Objectives:

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. 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 [...]
2. Be able to identify authors, theories and concepts in the critical pedagogical tradition.
3. Conduct and participate in informed class discussions and presentations, with concern for the involvement of all participants.

Required Texts:

1. Freire, P. (2014) *Pedagogy of the oppressed*. New York, NY: Bloomsbury.

Other Readings (will be provided by instructor):

1. Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap two sides of the same coin?. *Educational Researcher*, 39(1), 59-68.
2. 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.
3. Vavrus, F., & Cole, K. (2002). "I didn't do nothin'": The discursive construction of school suspension. *The Urban Review*, 34(2), 87-111.

Multimedia:

1. Koughan, F. (2012). *Dropout Nation*. WGBH.
<http://www.pbs.org/wgbh/frontline/film/dropout-nation/>
2. NPR (2013) *All Things Considered: Interview with Lake Bell*
<https://www.npr.org/player/embed/570177171/570177273>
3. NPR (1993) *The Rise of Rising Intonation AKA Uptalk*
<https://www.npr.org/player/embed/570177171/570177271>
4. NPR (2017) *Hidden Brain: The Edge of Gender*
<https://www.npr.org/player/embed/556115299/556763934>
5. NPR (2017) *Raising Kings: a Year of Love and Struggle at Ron Brown College Prep*
 - a. Episode 1: *A Year of Love and Struggle in a New High School*
<https://www.npr.org/sections/codeswitch/2017/10/18/558104287/a-year-of-love-and-struggle-in-a-new-high-school>
 - b. Episode 2: *"They Can't Just Be Average"*
<https://www.npr.org/sections/codeswitch/2017/10/25/559535682/they-cant-just-be-average-lifting-students-up-without-lowering-the-bar>
 - c. Episode 3: *The Fierce Debate Over High Standards*
<https://www.npr.org/sections/codeswitch/2017/11/01/561066256/to-fail-or-not-to-fail-the-fierce-debate-over-high-standards>

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:

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.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

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.

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

University Policies:

Attendance: Every class meeting is vital. As a major emphasis is placed upon classroom discourse and collaboration in this course, attendance 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.

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.

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)

Grading

Points earned from 100 possible points will determine your grade in the course. Students who complete each assignment should not assume that full credit is given. The quality, more than the quantity of the assignment, is the most important consideration for grading purposes.

1. Impromptu Participation:

Your participation matters. I acknowledge that participation grades often favor extroverts, therefore the class is structured so that there are opportunities to participate in different ways. We only have around 10 group sessions, so it is imperative that you attend each class. You will get points for participating in each class, and more for asking as many questions as you like (especially to your colleagues), how easy is that?

2. Prepared Participation:

Just as teachers need to be prepared for the classes they teach, so do university students. Reading and reflecting are essential to being successful in this course. You need to read the required texts in order to participate actively in class. Most weeks you will prepare to discuss an assigned reading. Remember that discussions involve much more than the repeating of facts, your prepared remarks are a starting place in our classroom conversation. These exercises are intended to inspire you to read and to be prepared for class.

3. Midterm and Final Exams:

We will agree on the criteria for the midterm and final exams as a group. These academic exercises will likely require you to synthesize and integrate ideas from several of the readings and from our discussions in class, as well as the multimedia pieces we examine, overall they will be graded in two academic dimensions: Research & Analysis.

Calendar and Assignments

Monday, January 22, 2018	
Monday, January 29, 2018	<ol style="list-style-type: none"> 1. Listen to NPR (2013) <i>All Things Considered: Interview with Lake Bell</i> https://www.npr.org/player/embed/570177171/570177273 2. Listen to NPR (1993) <i>The Rise of Rising Intonation AKA Uptalk</i> https://www.npr.org/player/embed/570177171/570177271 3. Listen to NPR (2017) <i>Hidden Brain: The Edge of Gender</i> https://www.npr.org/player/embed/556115299/556763934 4. Prepare pre-class notes: Do I use <i>uptalk</i>? Where did I learn it? Why/when/where, do I use it?
Monday, February 05, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Read Morrison, K. A., Robbins, H. H., & Rose, D. G. (2008). Operationalizing culturally relevant pedagogy: A synthesis of classroom-based research. <i>Equity & Excellence in Education</i>, 41(4), 433-452. 3. Prepare pre-class notes
Monday, February 12, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Read: Chapter 1 on Freire, P. (2014) <i>Pedagogy of the Oppressed</i>. 3. Prepare pre-class notes
Monday, February 19, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Read: Chapter 2 on Freire, P. (2014) <i>Pedagogy of the Oppressed</i>. 3. Prepare pre-class notes: How am I reproducing oppression? Why?
Monday, February 26, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Read: Chapter 3 on Freire, P. (2014) <i>Pedagogy of the Oppressed</i>. 3. Midterm Pt. 1
Monday, March 05, 2018	Midterm Pt. 2
Monday, March 12, 2018	Spring Break
Monday, March 19, 2018	<ol style="list-style-type: none"> 1. Read Vavrus, F., & Cole, K. (2002). "<i>I didn't do nothin'</i>": <i>The discursive construction of school suspension</i>. <i>The Urban Review</i>, 34(2), 87-111. 2. Prepare pre-class notes
Monday, March 26, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). <i>The achievement gap and the discipline gap two sides of the same coin?</i>. <i>Educational Researcher</i>, 39(1), 59-68. 3. Prepare pre-class notes
Thursday, March 29, 2018	Spring Drop/Withdrawal Deadline
Monday, April 02, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Listen to Episode 1: <i>A Year of Love and Struggle in a New High School</i> https://www.npr.org/sections/codeswitch/2017/10/18/558104287/a-year-of-love-and-struggle-in-a-new-high-school 3. Prepare pre-class notes
Monday, April 09, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Listen to Episode 2: "<i>They Can't Just Be Average</i>" https://www.npr.org/sections/codeswitch/2017/10/25/559535682/they-cant-just-be-average-lifting-students-up-without-lowering-the-bar 3. Prepare pre-class notes
Monday, April 16, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Listen to Episode 3: <i>The Fierce Debate Over High Standards</i> https://www.npr.org/sections/codeswitch/2017/11/01/561066256/to-fail-or-not-to-fail-the-fierce-debate-over-high-standards 3. Prepare pre-class notes
Monday, April 23, 2018	<ol style="list-style-type: none"> 1. Turn in post-class notes 2. Final Pt. 1
Monday, April 30, 2018	Final Pt. 2
Monday, May 07, 2018	Final Pt. 3