

Education and Communities: Applied Critical Pedagogy  
TED 3330, CRN 18433  
University of Texas at El Paso  
Fall 2016

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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:**

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.

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:**

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 [...]

Be able to identify authors, theories and concepts in the critical pedagogical tradition.

Conduct and participate in informed class discussions and presentations, with concern for the involvement of all participants.

**Required Texts:**

Koppelman, K. L. (2016). *Understanding Human Differences: Multicultural education for a diverse America (What's New in Curriculum & Instruction)*. (5th Ed). Boston, MA: Pearson.

Giroux, H. A. (2016). *On Critical Pedagogy (Critical Pedagogy Today)*. New York, NY: Bloomsbury.

**Other Readings:**

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.

Vavrus, F., & Cole, K. (2002). "I didn't do nothin'": The discursive construction of school suspension. *The Urban Review*, 34(2), 87-111.

**Multimedia:**

Peters, W. (1971). *A class divided*. Doubleday.

<http://www.pbs.org/wgbh/frontline/film/class-divided/>

Kouhan, F. (2012). *Dropout Nation*. WGBH.

<http://www.pbs.org/wgbh/frontline/film/dropout-nation/>

**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.

**Q&A:**

OK, schooling is part of a larger social process...But what about that critical pedagogy part?

Let's start with the word critical. It has many meanings. Here are two that we will use in class:

- Characterized by careful, exact evaluation and judgment: a critical reading.
- Social theory that focuses on critiquing and changing society as a whole. Critical theory is about making the world more just and more inclusive. It's different from traditional social theory that just tries to explain social phenomena.

References:

Shor, I. (1993). Education Is Politics: Paulo Freire's Critical Pedagogy, pp. 8-24, in *Paulo Freire: A Critical Encounter*; McLaren, P., and Leonard, P., eds. London: Routledge.

And what about that word pedagogy?

Well, the Greek root, *ped-* refers to children (you've seen that it in the word pediatrician) and *-gogy* means to lead. Pedagogy is the art and science of being a teacher. The Latin word for pedagogy, education, is more commonly used in the U.S. today. Critical pedagogy refers to the work of Paulo Freire, one of the most important educators of the 20th century. Freire was from Brazil, and that is where he developed an approach to teaching that used learners' life experiences as the educational context, and had as its goal, the transformation of individuals and the social inequities that oppress them.

OK, but I just want to be a teacher...

Schooling is more than what happens in the classroom. We will look at schooling as a social process that is embedded in communities and in nations. Our focus is on the ways in which culture and power impact schooling. We will pay special attention to schooling as it is contextualized in local communities, and we will talk about and practice ways to bring students' knowledge and experiences into the classroom.

But why do this?

Because the things you will learn in this course will help you describe and interpret what is happening in the classrooms you observe, and later, what is happening to you as a teacher. You will learn to see things both on the micro-level (your own classroom experiences) and the macro-level (your school, its community, and schooling as a social process). The educational process is a primary means by which the individual and society are constructed (Shor, 1993). This course will also help you develop as a teacher, because it will show you ways to become more aware of yourself as an individual and as a social being. Awareness is the key to becoming a great teacher.

Authentic teaching is watchfulness, a mindful watching flowing from the heeding of the call in the pedagogical situation that the good teacher hears. Indeed, teachers are more than they do; they belong to that which is beyond their doing; they are the teaching (Aoki, 1990:16).

Teachers are professional learners, and the things you learn in this class will help you deepen the ways in which you learn, preparing you to become a reflective practitioner.

### **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. Included in the quality of the assignments are such attributes as organization and neatness, correct citation (APA), spelling, and critical thinking (well-supported, with examples). In addition, points are deducted for assignments turned in after due dates.

#### **1. Participation (Maximum of 15 points on 15 sessions)**

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 15 sessions, so it's imperative that you attend each class. You will get one point for participating in each class, you may be awarded no more than 2 points per class.

2. Short Reading Responses (Maximum of 30 points on 10 responses)

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. Each week, before you come to class, you will write a short answer about a question regarding the reading for the week. These answers will be submitted on-line, through Blackboard. Remember that reading is much more than the repeating of facts, these questions are a starting place in our classroom conversation. They are intended to inspire you to read and to be prepared for class. Answers should be written in 3 or 4 short paragraphs, the recommended length is between 200 and 300 words, (roughly 1/3 of a page single-spaced or 2/3 of a page double-spaced). Cite all readings with American Psychological Association (APA) style in-text citations but do not waste any of your words with direct quotes (1-2 word terms or phrases are ok). Include full bibliographic references at the bottom (these are not included in the 200 word suggested minimum). Each response is worth 2 points. Your lowest response grade will not be included in your total grade. Responses will be graded as follows:

3	Demonstrates careful reading and analysis, writing is clear, length appropriate, uses APA citations, is submitted on time.
2	One of the above is missing.
1	More than one of the above is missing.
0	Not submitted.

3. Midterm: Integrative Reading Response (Maximum of 25 points)

We will not cover all of the Koppelman (2016) sections in class. You will read one of the un-covered sections and write a longer written response to a question I will post as our midterm examination in Blackboard. These responses will require you to synthesize and integrate ideas from several of the readings. Each of these responses will be a **minimum of 1,200 words**. Cite all readings with APA-style in-text citations and full bibliographic references at the end (bibliographic references do not count in the 1,200 word minimum). Please submit them through Blackboard as an attachment. Each response is worth 5 points and will be graded using the following rubric:

Points	Reading	Analysis
25	<p><b>Advanced:</b> The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of</p>	<p><b>Advanced:</b> The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response offers a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>

	the source text.	
20	<p><b>Proficient:</b> The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p><b>Proficient:</b> The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>
15	<p><b>Partial:</b> The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) but not of important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p><b>Partial:</b> The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing, but merely asserts rather than explains their importance,</p> <p>Or one or more aspects of the response’s analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>
10	<p><b>Inadequate:</b> The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text’s central idea(s), and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p><b>Inadequate:</b> The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s choosing,</p> <p>Or numerous aspects of the response’s analysis are unwarranted based on the text,</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>

#### 4. Final Reflective Essay (30 Points)

Your final written essay for this class involves synthesizing what you have learned from experience, and from our course. You will get more detailed information about how to write it up by consulting with the instructor (electronically or in person) after October 28. Expect to write a paper of at least 1,200 words in APA format.

#### Assignments

Date / work due	Class topics & activities	Assignments due before class
Thursday, August 25	<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Syllabus</li> <li>● Course Overview</li> <li>● APA Standards</li> </ul>	
Thursday, September 1 Reading Response 1	<ul style="list-style-type: none"> <li>● Understanding Prejudice</li> <li>● Watch “<i>A Class Divided</i>”</li> </ul>	Read: “Understanding Ourselves and Others: Clarifying Values and Languages”: Section 1.1. in Koppelman, K. L. (2016). <i>Understanding Human Differences</i> .
Wednesday, September 7	Census Day	
Thursday, September 8 Reading Response 2	<ul style="list-style-type: none"> <li>● What is “discourse”?</li> </ul>	Read: “Understanding Prejudice and its Causes”: Section 1.2 in Koppelman, K. L. (2016). <i>Understanding Human Differences</i> .
Thursday, September 15 Reading Response 3	<ul style="list-style-type: none"> <li>● Begin Reading Vavrus &amp; Cole (2002) <i>The discursive construction of school suspension...</i></li> </ul>	Read: “Communication, Conflict, and Conflict Resolution”: Section 1.3. in Koppelman, K. L. (2016). <i>Understanding Human Differences</i> .
Thursday, September 29 Reading Response 4	<ul style="list-style-type: none"> <li>● Vavrus &amp; Cole (2002) discussion and analysis</li> </ul>	Read: “Sexism, Where the Personal Becomes Political”: Section 3.10. in Koppelman, K. L. (2016). <i>Understanding Human Differences</i> .
Thursday, October 6 Reading Response 5	<ul style="list-style-type: none"> <li>● Watch “A Deeper Look: The Poverty Divide” <a href="http://www.pbs.org/video/2365792043/">http://www.pbs.org/video/2365792043/</a></li> </ul>	Read: “Classism: Misperceptions and Myths About Income, Wealth, and Poverty”: Section 3.9. in Koppelman, K. L. (2016). <i>Understanding Human Differences</i> .
Thursday, October 13 Reading Response 6	<ul style="list-style-type: none"> <li>● Watch “The daunting struggle to diversify elite public high schools” <a href="http://www.pbs.org/newshour/bb/the-daunting-struggle-to-diversify-elite-public-high-">http://www.pbs.org/newshour/bb/the-daunting-struggle-to-diversify-elite-public-high-</a></li> </ul>	Read: “The Challenge of Diversity to American Institutions”: Section 4.13. in Koppelman, K. L. (2016). <i>Understanding Human Differences</i> .

	<a href="#">schools/</a>	
Thursday, October 20 <b>Midterm due</b> (Integrative Reading Response)	<ul style="list-style-type: none"> <li>● Begin Reading Gregory, Skiba &amp; Noguera, (2010) <i>The achievement gap and the discipline gap...</i></li> </ul>	Read Section 3.8 in Koppelman, K. L. (2016). <i>Understanding Human Differences</i> for your <u>midterm examination</u> .
Thursday, October 27 Reading Response 7	<ul style="list-style-type: none"> <li>● Gregory, Skiba &amp; Noguera, (2010) discussion and analysis</li> </ul>	Read: “Rethinking Education as the Practice of Freedom: Paulo Freire and the promise of critical pedagogy”: Chapter 8 in Giroux, H. A. (2016). <i>On Critical Pedagogy</i> .
Friday, October 28	Final withdrawal date.	
Thursday, November 3 Reading Response 8	<ul style="list-style-type: none"> <li>● Critical Pedagogy, the legacy of Paulo Freire.</li> </ul>	Read: “Critical Pedagogy in dark times”: Chapter 1 in Giroux, H. A. (2016). <i>On Critical Pedagogy</i> .
Thursday, November 10 Reading Response 9	<ul style="list-style-type: none"> <li>● Critical Pedagogy and the promise of democratization.</li> </ul>	Read: “The promise of Critical Pedagogy in the age of Globalization: towards a pedagogy of democratization”: Chapter 4 in Giroux, H. A. (2016). <i>On Critical Pedagogy</i> .
Thursday, November 17 Reading Response 10	<ul style="list-style-type: none"> <li>● Critical Pedagogy as a matter of context, ethics, and politics.</li> </ul>	Read: “Higher education and the politics and pedagogy of educated hope.”: Chapter 6 in Giroux, H. A. (2016). <i>On Critical Pedagogy</i> .
Thursday, November 24	<ul style="list-style-type: none"> <li>● Teaching in meaningful ways.</li> </ul>	Read: “Neoliberalism and the politics of public pedagogy”: Chapter 7 in Giroux, H. A. (2016). <i>On Critical Pedagogy</i> .
Thursday, December 1	<ul style="list-style-type: none"> <li>● Watch “Dropout Nation” <a href="http://www.pbs.org/wgbh/frontline/film/dropout-nation/">http://www.pbs.org/wgbh/frontline/film/dropout-nation/</a></li> <li>● Discuss Final’s Requirements</li> </ul>	Read: “No bailouts for youth: education and pedagogy in an era of responsibility”: Chapter 5 in Giroux, H. A. (2016). <i>On Critical Pedagogy</i> .
Thursday, December 8 <b>Final Paper Due.</b>	<ul style="list-style-type: none"> <li>● Course discussion</li> </ul>	