Seminar in Critical Pedagogy

EDUC 173 (#20831)
University of California Santa Cruz
Fall 2011

Ron Glass
Associate Professor

“[F]or me ... the educational practice of a progressive option will never be anything but an adventure in unveiling. It will always be an experiment in bringing out the truth.” - Paulo Freire

Class meetings: Tuesdays/Thursdays
10:00am – 11:45am; 5 Units
Social Sciences II-179

Office: McHenry 3122
Office Hours: Wednesdays, 2:00 – 4:00pm (sign-up on office door to self-schedule; other times and days available by appointment and prior arrangement)
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Graduate Student Course Associate
Linnea Beckett (lbeckett@ucsc.edu)

Undergraduate Student Course Assistants
Carmella Crissman (ccrissma@ucsc.edu)
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Course Themes

This seminar is a philosophical and pedagogical exploration of the relationships among oppression, power, society, education, and change. It examines how history, power, economics, and discrimination shape societal perspectives and schooling practices, and considers ways to transform education.

Course Expectations and Requirements

It is critically important to complete the readings in advance and to be thoughtfully prepared for each course meeting because this is a dialogue-based seminar. The course seeks genuine understanding of very complex issues, and since there may be a wide range of views represented among students, discussion must be respectful even in the midst of sharp debate. Open, honest, reflective, focused, sensitive inquiry is expected. This seminar works best insofar as it becomes a supportive learning community. Each student’s active participation is needed, and consistent, punctual, prepared and interested involvement is expected. The more each of us puts into our weekly encounters, the stronger the course will be. A portion of the course grade will be based upon participation and attendance.

Classroom etiquette requires that cell phones be turned off (or in buzzer mode for emergency calls), that full attention is given to the class, that computers only be used for class purposes, and that we listen carefully and without interruption to one another.

READINGS: This course is theory-intensive and the reading assignments are challenging, so plan sufficient time not simply to complete the readings prior to each class meeting but also to reflect on the issues raised by them. The quality of class discussions depends decisively on reading preparation. The weekly reading loads and the demands of the written assignments vary, so arrange your schedules accordingly! You should expect to spend at least ten hours per week (on average) on reading, writing, and study preparations for this course. The specific readings for each class are noted in the syllabus under the date and topic for the session. It is recommended that you keep a vocabulary list and a reading notebook for reflections, questions, and comments on each reading to prepare you for the course assignments and class dialogues.

Required Books: Four required books are available for sale in the BayTree Bookstore, and they can also be purchased on-line. Note that we use the 2nd Edition of the Critical Pedagogy Reader (some assigned chapters are not in the 1st edition). Additional required readings will be distributed via emails as PDF files.


**OFFICE HOUR DISCUSSIONS** are a good way to explore the readings, seminar discussions, and your interests in greater depth. You can reserve regular office hour times with the professor by a sign-up posted on his office door or you can reserve these or other mutually available times by contacting him in person, by phone, or via email. *Students are strongly encouraged to meet with the professor at least once during the quarter.* The Graduate Student Course Associate and Undergraduate Student Course Assistants are also available for conversations through individual arrangements, and their hours will be announced at the start of the quarter. The Undergraduate Course Assistants can be especially valuable for consultation regarding the Reading Essay assignment (see below).

**ATTENDANCE IS REQUIRED** at every course meeting. *The professor should be notified in advance of all necessary absences* due to an illness, religious holiday, or other legitimate reason. It is the student’s responsibility to consult with classmates and/or the professor about missed work. *Lost points for excused absences can be partially made up through submission of a one-page reading reflection (and the self-assessment if one is assigned for that day).*

**ABSENCES = FAILURE.** Given the dialogical and participatory nature of the seminar, FOUR absences, even if excused, are grounds for failure of the course.

If four absences occur, an appointment with the professor must be made *as soon as possible* to explore the possibility of making special arrangements to pass the course, provide for an incomplete, or secure a medical leave of absence.

**ASSIGNMENTS**

The written assignments are opportunities to develop deeper understandings of the course themes and readings as well as of yourself, and they will be the primary basis of your grade in the course. All writing must be each student’s original work (except work explicitly assigned as collaborative). *Submitted assignments should be word-processed (12-pt font, double-spaced, one-inch margin on all sides of each page). Spell and grammar check each assignment prior to submitting it for grading.*
Each assignment is described here briefly; additional information will be provided in class.

- **Self-Reflection as a Learner and Social Justice Advocate**
  ~3-4 pages
  Due Session #4, October 4
  15% of the course grade (≤ 150 points)

This course requires each student to be committed to study and to her or his own learning. In addition, the seminar requires collective study and learning by everyone through contributions to class dialogues and leadership, and through careful attention to preparation. To get you ready for these responsibilities as a learner, *this essay asks each of you to take stock of your approach to study, to the production of knowledge and an engaged learning environment, and to the construction of a more just world. Conclude your essay by articulating a set of goals for yourself for this class* (these will be integral to your completion of the in-class self-assessments described below). This assignment will only be meaningful in so far as you approach it with honesty, and with clarity about its significance in relation to the topics being investigated.

- **In-Class Essays and Self-Assessments, ~1 page each**
  6 Tuesdays during the quarter (NOT 9/27, 10/4, 11/22, & 11/29)
  Up to 30 points each (total ≤ 180 points)
  ++ Final class evaluation (20 points)
  All together, in-class essays, self-assessments and the course evaluation are 20% of the course grade.

At the end of six Tuesday class meetings, each student will provide a *brief reflection on the course themes/readings* in response to a question posed by the professor and a *self-assessment grade/score* that addresses his/her preparation, presence, contribution, learning, and progress toward his/her class goals. Further information will be provided in class.

In addition, the **final seminar meeting** (December 1st) will be a collective course assessment and also the formal individual anonymous university course evaluation; attendance and participation in these evaluation exercises will be worth **20 points**.

**Seminar Leadership Assignments**
Seminar Sessions #6 → #18

- **Class Handout, ~1 page**
  5% of the course grade (≤ 50 points)
- **Reading Essay, ~4 pages**
  25% of the course grade (≤ 250 points)
  ++ Leadership Group Project

Each student will sign up (during the second class) to become a member of a **Leadership Group** responsible for one of the seminar sessions (#6 → #18). Each student will write a class handout and an analytic essay focused on the readings for that session. The four students who sign up for the same seminar session will work together as a Leadership Group to take responsibility for leading 45 minutes of the seminar. Each Leadership Group is required to meet with one of the Undergraduate Course Assistants to discuss the readings and plan their seminar session.

*Each member* of the Leadership Group for a particular seminar session will prepare a **Class Handout** (~1 page). The handout should cite one quotation from the reading assignment and provide a commentary on its significance for understanding the theoretical/analytic frameworks.
of the course and the ongoing class discussion. Consultation with the Undergraduate Course Assistants can be helpful in the selection of the quotation and development of the handout. The handout should be distributed via email – as an MSWord (.doc or .docx) attachment – to the students, Course Associate and Assistants, and professor at least 24 hours in advance of the seminar session for which the reading is assigned.

The Reading Essay (~4 pages) should focus on the analysis of the text(s) assigned for that session, explicating its (their) meaning, interpreting its (their) significance, comparing it (them) to other relevant text(s), and connecting it (them) to the course and session themes and analytic frameworks. This essay must be submitted to the professor at the start of the seminar session on which it is focused. Working with the professor, the Undergraduate Course Assistants will provide detailed comments on the essays, while the professor will assign the grade and provide overall comments. This will enable each student to receive substantive feedback.

The Leadership Group, in addition to preparing handouts, will plan 45 minutes of activity for the seminar; each group is required to consult with an Undergraduate Course Assistant in planning how they will use that time. Possible activities include focused small group thematic or text-based discussions; role-plays or skits; creation of posters or charts, or other art-based activities to analyze texts or themes; debates; etc.

Course Reflection Essay + Final Self-Assessment, ~ 8 pages

35% of the course grade (≤ 350 points)

Each student can determine the precise format for her/his Course Reflection Essay; the approach is somewhat flexible in that it can concentrate on one or two substantial topics and include (or not) relevant self-reflections. However, all the writing should be developed, nuanced, and systematic reflections on some aspect(s) of the course themes, readings, or discussions so as to demonstrate an in-depth understanding of the course material. As a reflective essay, it is in-between the poles of a journal and a research paper (it should not simply be notes, immediate reactions, or sketched thoughts, and it is not expected to be a highly polished or conclusive essay based on extensive research). This assignment is an opportunity to integrate the course materials with your self-understanding, and to explore topics at both a feeling and thinking level. The final page of your Essay should explain your overall self-assessment for the course, including the grade you would assign to yourself if you were not a student but instead were the course professor. You may want to use office hours to discuss your essay ideas with the professor as the course goes along. The Course Reflection Essay is due on Monday, December 5th, by NOON, at the professor’s office (McHenry 3122).

CAUTION: VERY IMPORTANT: Work must be turned in at the specified date and time or it may be assessed a penalty of 10% of the assignment value per day late.
GRADING

High standards of academic integrity are expected of each student, in accord with the University Code of Student Conduct, Principles of Community, and the Academic Integrity Policy. Penalties for violating these standards can be severe, including expulsion from the University. For additional information, consult these websites:

http://www2.ucsc.edu/judicial/handbook.shtml
http://www.ucsc.edu/about/principles_community.asp
http://www1.ucsc.edu/academics/academic_integrity/

If at any time you do not understand the basis of a grade, you should meet with the professor as soon as possible to review your work, clarify expectations, and determine what you need to do to earn the grade you seek.

Assignment/Requirement values:

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<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Self as Learner Essay</td>
<td>≤ 150</td>
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<tr>
<td>Reading Essay</td>
<td>≤ 250</td>
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<tr>
<td>Class Handout</td>
<td>≤ 50</td>
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<tr>
<td>In-class Reflections</td>
<td>≤ 180</td>
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<tr>
<td>Final Class Evaluation</td>
<td>20</td>
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<tr>
<td>Course Reflection Essay</td>
<td>≤ 350</td>
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<tr>
<td>TOTAL</td>
<td>≤ 1000</td>
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Course Grades: A+ = 985- 1000; A = 940 – 984; A- = 900 – 939; B+ = 870 – 899; B = 830 – 869; B- = 800 – 829; C+ = 770 – 799; C = 700 – 769; D = 600 – 699; F ≤ 599

Instructor’s Reserved Right: The instructor reserves the right to make changes to all elements of the course described in the syllabus, including topics, readings, course requirements, and/or assignments. In the event that such a change is deemed necessary or desirable, the instructor will provide sufficient notice to the students for them to make the needed adjustments to complete the course satisfactorily.

Course Topics and Reading Assignments

• Tentative Schedule •

1. THUR – Sept 22  Review of Syllabus and Introduction to Course Themes
   Student and Seminar Leadership Introductions


2. TUE – Sept 27  Creating a Learning Community and Seminar Together

3. THUR – Sept 29  Making a Road with Myles Horton and Paulo Freire

Read: Horton & Freire. *We Make the Road by Walking*. xv-xxiii; 9-23.

4. TUE – Oct 4  Reading and Writing the World and Words

Self-Reflection as a Learner and Social Justice Advocate Essay Due

Horton & Freire. *We Make the Road by Walking*. 67-95.
[www.ProjectWatsonville.net](http://www.ProjectWatsonville.net)

5. THUR – Oct 6  Critical Pedagogy: The Praxis Cycle


Student-led Discussion [Essays + Handouts] ++ In-class Essay & Self-Assessment

Handouts from students.
*Recommended*: Darder, Baltodano, & Torres. *Introduction*. CPR. 1-20.


Student-led Discussion [Essays + Handouts]

Handouts from students.

8. TUE – Oct 18  Liberation and Oppression: Why a Pedagogy?

Student-led Discussion [Essays + Handouts] ++ In-class Essay & Self-Assessment

Handouts from students.

9. THUR – Oct 20  Problem-Posing Dialogical Education

Student-led Discussion [Essays + Handouts]

Read: Freire. *Pedagogy of the Oppressed*. Ch. 2.
Handouts from students.
10. TUE – Oct 25  Dialogics and Cultural Action for Liberation
   Student-led Discussion [Essays + Handouts] ++ In-class Essay & Self-Assessment
   Read: Freire. Pedagogy of the Oppressed. Ch. 3 & 4. 68-164.
   Handouts from students.

11. THUR – Oct 27  The Foundations of Liberation Education
   Student-led Discussion [Essays + Handout]
   Liberation Education. Educational Researcher. 30:2:15-25. PDF.
   Handouts from students.

12. TUE – Nov 1  Education and Movement Building for Social Change
   Student-led Discussion [Essays + Handout] ++ In-class Essay & Self-Assessment
   Read: Horton & Freire. We Make the Road by Walking. 115-128; 145-163; 199-226.
   Handouts from students.

13. THUR – Nov 3  Critical Pedagogy, Race, and Racism
   Student-led Discussion [Essays + Handout]
   Read: Darder and Torres. After Race. CPR. 150-166.
   Ladson-Billings and Tate. Toward a Critical Race Theory of Education. CPR.
   166-182.
   Handouts from students.

14. TUE – Nov 8  Race Critical Anti-Racism Struggle
   Student-led Discussion [Essays + Handout] ++ In-class Essay & Self-Assessment
   Handouts from students.

15. THUR – Nov 10  Feminist Critiques of Critical Pedagogy
   Student-led Discussion [Essays + Handout]
   Read: E. Ellsworth. (1989). Why Doesn’t this feel Empowering? Working through the
   Repressive Myths of Critical Pedagogy. Harvard Educational Review. 59(3). 297-324. PDF
   Educational Review. 61(4). 449-474. PDF
   Handouts from students.
16. TUE – Nov 15  Critical Pedagogy, Gender, and Sexuality

Student-led Discussion [Essays + Handout] ++ In-class Essay & Self-Assessment

      Mayo. The Tolerance that Dare not Speak its Name. CPR. 262-273.
      Handouts from students.

17. THUR – Nov 17  The State and Schooling

Student-led Discussion [Essays + Handout]

      Handouts from students.

18. TUE – Nov 22  Education and Social Transformation

Student-led Discussion [Essays + Handout]

      Handouts from students.

ANTI-THEANKSGIVING BREAK

19. TUE – Nov 29  Critical Pedagogy and Moral Education


20. THUR – Dec 1  Concluding Reflections

Course Evaluation

Monday, December 5th, no later than Noon
Course Reflection ESSAY DUE @ professor’s office (McHenry 3122)

“It is fundamental for us to know that without certain qualities or virtues, such as a generous loving heart, respect for others, tolerance, humility, a joyful disposition, love of life, openness to what is new, a disposition to welcome change, perseverance in the struggle, a refusal of determinism, a spirit of hope, and an openness to justice, progressive pedagogical practice is not possible.”

● Paulo Freire  Pedagogy of Freedom, p. 108