

Harper College Graduate Equivalency Course (GEC) Syllabus

Constructing Curriculum:

Critical Pedagogy and Social Justice in the Classroom

GEC HOURS 3.0

SPRING 2018

WEDNESDAYS, February 21 – April 18, 2018

4:00 – 7:00 PM

Faculty Information

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Course Information

Course Description:

"The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves."

— Paulo Freire, *We Make the Road by Walking: Conversations on Education and Social Change*

Critical pedagogy and social justice education are concepts, which compliment one another. Freire (1968) provided the blueprint in his groundbreaking work the *Pedagogy of the Oppressed* for learning and teaching practices to transform the role of teachers and students. Employing the works of critical pedagogy, social justice education, philosophy, critical theory, ethnic studies, feminist studies, and sociology, this interdisciplinary course seeks to explore and examine the foundational narratives from multicultural education to social justice education. This courses examines concepts in an effort to identify and implement social justice teaching, multicultural teaching, culturally relevant pedagogy, and critical pedagogy as it relates to understandings of how social, cultural, political, and historical actions and beliefs have shaped education and curriculum throughout society and academia in the United States. We will explore scholarship addressing the intersections of culture, language, ability, class, gender, and economics to name a few agents influencing "*What We Teach, How We Teach, and even Who We Teach*". This course is not exclusively about the discipline of education, but provides

universal thoughts to consider toward creating a classroom conducive to all learners and their special talents and skills.

All participants in this class should be prepared to take on thought provoking material – both emotionally and intellectually. No student should presume that the presence of a text on the syllabus means the instructor embraces the content. Members of the class must be mature enough to discuss the controversial and troubling nature of some of the material and conceptual differences in the classroom climate and approaches to teaching.

Course Goals & Objectives

1. The participants will become familiar with important terminology, histories, and thinkers who have influenced discourses around curriculum, pedagogy, and praxis.
2. The participants will actively participate in class discussions and develop greater competence in discussing, analyzing, and creating critical pedagogy with socially just content.
3. The participants will explore constructed representations of “Other” or “Outside the Norm” groups within past and present media or texts in an effort to deconstruct the role mediated images play in oppressive content and practices in teaching and learning.
4. The participants will begin to develop their own informed pedagogy toward creating and implementing critical pedagogy with socially just content and be able to articulate their pedagogy in both written and oral arguments.

Learning Outcomes

- To create and foster an understanding of the relevance of identities and difference as it relates to teaching and learning;
- To facilitate an understanding and develop greater competence in discussing, analyzing, and creating critical pedagogy with socially just content.
- To develop a more informed pedagogy toward creating and implementing critical pedagogy with socially just content and be able to articulate their pedagogy in both written and oral arguments
- To foster a community of scholars to aid in future course development and strategies for creating more socially just classrooms at Harper College

Course Outline

Foundations of Social Justice & Critical Pedagogy
Understanding the Role of Oppression and Privilege
Understanding the Role of Culture and Socialization
Exploring Cultural Competence in Classrooms
Intersections: Curriculum & Pedagogy
Pedagogy and Praxis

Required Text

Readings Located in the Online Class Management System BlackBoard

Student Expectations and Requirements

Requirement #1: Class Meetings and Attendance

Because students have different preferred modes of learning and interaction, large and small group discussions, experiential exercises and presentations are designed to encourage everyone to become active participants in a collaborative learning process. In this course, we will all be teachers and learners throughout the semester. This class is based on the active participation of each student, which necessitates ongoing critical readings of, and commentary on, the readings as well as the ability to ask questions and raise issues during class.

Because of the nature of this course, which is designed to create a context in which trust and honesty are possible, it is vital that each of you are here, both physically and intellectually, during each class session and that you are on time. Your attendance and punctuality are viewed as a sign of respect toward your classmates and myself; they are important criteria for building rapport and understanding between all of us as a community of learners. If extenuating circumstances make it necessary for you to miss class, arrive late, or leave early, please contact me ahead of time.

Requirement #2: Contributions to a Safe Space

The content and structure of this course tends to facilitate discussions about our various identities, personal beliefs, political positions and ideologies. These discussions will likely engender passionate dialogue about issues close to many of our concepts of self and/or society. It is crucial that we all take responsibility for creating a safe environment in which open and respectful dialogue can occur. By safe environment, I do not mean that we should not actively challenge each other on important issues because, when done respectfully, this can be a powerful learning tool. Rather, I mean that the course must be a place in which we can discuss our differing beliefs without being judged as “naive” or “ignorant” or pigeon-holed into categories such as “racist,” “p.c.” or “sexist.” For this to happen, we will each need to work hard to remain respectfully tentative about others’ opinions (and critically self-reflective on our own), realizing that we all hold dear certain points of view and have unique perspectives on the world. **Being respectful of others is a central requirement of this course.**

Requirement #3: Critical Engagement with the Readings

The assigned readings for each class are listed on the syllabus. Students are expected to have completed the readings before each class meeting. Students are also expected to integrate readings into classroom discussions and written assignments. (e.g. What is the author saying? Do you agree with the author or not? On what grounds, what are the implications of this in the

classroom and larger society? How does this relate to other readings in this and other courses? How does this material relate to your experiences in society, education, culture, gender, race, class, etc.?). Your ability to engage seriously with the assigned materials will be reflected in your final grade. It is important to note that being critically engaged with the readings does not mean that you should necessarily agree with them. Disagreement and critique are encouraged, as they can be instructive. I do ask however, that you be thoughtful about your critiques, and that even when you disagree with main points of a given reading, you challenge yourself to find what is useful in it. We will discuss this further in class.

Course Requirements and Assignments

Leading Class Discussion – Individual or Partner (100 points)

Each student will sign up, with a partner or individually, to facilitate class discussion of selected readings. Each outline should include the following: What are the key concepts from the reading(s)? On your presentation day, student (s) will bring to class enough copies of your one-two page sheet that will contain:

- 1) brief summary of the readings for the class
- 2) key concepts/terms from the readings for the class to discuss and define
- 3) three to four questions, for each reading, for the class to discuss

You will be evaluated on ability to adhere to assignment, quality of questions, summary, concepts, your preparation and facilitation of class discussion. Students working together will receive the same grade. After the presentation, if working with a partner each student will send me, via email, a short reflection on the partner process, and a self-assessment of the facilitation

Due: Students are assigned the 2nd week of class, bring hard copies day of presentation for entire class.

Reflection Journal Entries – Individual: (2@50=100 points)

In an effort to insure that students have a venue to process readings, films, class discussions and/or class activities, each student will be provided with a prompt as well as allowed a free write to assist with a deeper meaning of the theories, principles, and concepts of the course. In your journal entries, students should wrestle with applying your questions, understanding, and/or thoughts about intercultural relations, cultural pluralism, cultural imperialism and/or your journey with the course materials. The instructor is the only person who will have access to journal entries in order to allow students to write freely as they process the course materials. This journal will require you to identify theories, principles, and/or concepts that have some

personal significance or that you think have particular relevance to your teaching practices and personal journey as role model and member of a multicultural society to solve and comprehend the lives of the “Other”. **Due: See Blackboard for details and class handout**

Discussion Board - Individual: (2@50=100 points) You will answer 2 questions provided in response to readings, class activities, film(s) or event (details provided in D2L discussion forums). You will post responses (at least 2) to other students’ postings engaging in an online discussion. Responses should not be summaries of the readings or other students’ comments, but should be written about something that provokes thought, provides or request clarification of topics, or is reflective about the reading, class activities, film(s) or event. Initial postings should be the equivalent of **at least 2 single-spaced paragraphs and subsequent discussion (at least 2) should be at least 1 well-thought-out, substantive paragraph**. Late discussion/responses will not receive credit. Please use Internet Etiquette when posting and/or responding. **Due Dates: See Blackboard for details**

Curriculum Transformation Project – Individual or Partners (100 points):

Participants will utilize either a course topic/unit/reading (text) or an assignment from current or upcoming course to:

- (1) Evaluate and critique from a social justice and critical pedagogy lens (e.g., What is missing from the material that would make it more inclusive and/or socially justice? What is in the material that is stereotyped, Eurocentric and/or biased in specific ways as it pertains to class, race, ability, language, religion, gender, sexuality, and/or culture?); and
- (2) Create an alternative topic/unit/reading (text) or an assignment that articulates your ideal culturally responsive, social justice oriented and critical pedagogy utilizing your reflection on issues raised in the course as it pertains to your discipline (e.g., What could be changed or added to enhance the material? How can you make it more inclusive, critical, meaningful and reflective in terms of cultural relevance, social justice and critical pedagogy ideals?).

Participants will submit a draft and/or outline of the potential project for collective feedback no later than Monday, March 19th due at 11:59PM CST to instructor and bring (3) hard copies to class for peer reviews.

Presentations can be structured in a variety of ways. You are encouraged to use this as an opportunity to conceptualize and practice critiquing educational materials from a social justice and critical pedagogy perspective as well as developing creative and critical material to use in your classroom. You will be evaluated based on the thoroughness of your critique and your ability to develop practical materials/methods that are inclusive and culturally responsive. Curricula and lesson plans as well as any additional material for presentations should be copied so that all class members have a copy on the day of your presentations.

Due: See Blackboard and class handout for details

All assignments should be prepared on a computer and are expected to be

TURNED IN ON TIME! NO LATE WORK WILL BE ACCEPTED

Requirements for All Written Assignments

- You are required to submit each writing assignment (electronically through the DROPBOX in Blackboard) *by the due date*. I DO NOT accept late work.
- All papers *must* be typed, double-spaced, written in 12-point font with standard 1" margins with page numbers, cover page and a title where appropriate.
- You must use APA citation style and be consistent. A useful resource for citation guidelines is located in Resources Blackboard module

Methods of Evaluation

Student evaluation is based on a mastery-learning system. The final grade will depend entirely upon the percentage you, the student, earns. It is not based on standard normative comparison with any other student. The overall course grade will be calculated according to the following breakdown:

| Assignments | Points Possible |
|---|-----------------|
| Leading Class Discussion - Individual or Partner | 100 |
| Reflection Journal Entries (2) - Individual | 2@50 = 100 |
| Discussion Board (2) - Individual | 2@ 50 = 100 |
| Curriculum Transformation Project - Individual or Partner | 100 |
| Total | 400 |

Course Calendar

Week 1: Course Overview & Introductions

Wednesday, 2/21 - TRADITIONAL CLASS SESSION

[In Class Activity](#)

[Discuss Journaling Assignment](#)

Overview of Class

Foundations of Social Justice & Critical Pedagogy

Week 2: Foundations of Social Justice & Critical Pedagogy

Wednesday, 2/28 - ONLINE CLASS SESSION

[In Class Activity](#)

[SCREEN - A Walk in My Shoes . . . Social Justice in Education Kansas State University \(Media Folder\)](#)

Required Reading (**ALL READINGS LOCATED ONLINE**):

- Mthethwa-Sommers, S. (2014). What is Social Justice Education?
- Sensoy O. & DiAngelo, R. (2017). Critical Thinking & Critical Theory
- Duncan-Andrade J. & Morrell, E. (2008). Contemporary Developers of Critical Pedagogy

Leading Class Discussion Assignments Distributed

Journal Reflections I – Upload no later than Friday, 3/2 at 11:59 PM

Week 3: Understanding the Role of Oppression and Privilege

Wednesday, 3/7 – TRADITIONAL CLASS SESSION

In Class Activity

DISCUSS – Curriculum Transformation Project

Required Reading (**ALL READINGS LOCATED ONLINE**):

- McLaren, P. (2017). Critical Pedagogy: A Look at the Major Concepts
- Goodman, D. (2011). The Cost of Oppression to People from Privileged Groups
- Sensoy O. & DiAngelo, R. (2017). Oppression and Power
- Sensoy O. & DiAngelo, R. (2017). Understanding Privilege Through Ableism

Student Lead Discussions – Each presenter needs to bring copies for entire class

Discussion Board I Opens Thursday, 3/8 at 8:00 AM Closes Friday, 3/15 at 11:59 PM CST

Week 4: Understanding the Role of Culture and Socialization

Wednesday, 3/14 – ONLINE CLASS SESSION

DISCUSS – Curriculum Transformation Project

SCREEN – TBA (Media Folder)

Required Reading (**ALL READINGS LOCATED ONLINE**):

- Harro, B. (2013). The Cycle of Socialization
- Hill Collins & Bilge. (2016). Intersectionality and Critical Education
- Sensoy O. & DiAngelo, R. (2017). Culture and Socialization

Discussion Board I Closes on Friday, 3/15 at 11:59 PM CST

Week 5: Exploring Cultural Competence in Classrooms

Wednesday, 3/21 – TRADITIONAL CLASS SESSION

In Class Activity

Required Reading (**ALL READINGS LOCATED ONLINE**):

- Emdin, C. (2016). Context and Content
- Duncan-Andrade J. & Morrell, E. (2008). What a Coach Can Teach a Teacher
- Moule, J. (2012). What It Means to be Culturally Competent

Student Lead Discussions – Each presenter needs to bring copies for entire class

DUE Draft/Outline of Curriculum Transformation Project UPLOAD into DropBox no later than Monday, 3/19 11:59PM CST and (3) Bring Hard Copies

Week 6: Spring Break No Class
Wednesday, 3/28

Week 7: Intersections: Curriculum & Pedagogy
Wednesday, 4/4 - ONLINE CLASS SESSION
SCREEN - TBA (Media Folder)

Required Reading (**ALL READINGS LOCATED ONLINE**):

- Moule, J. (2012). Bias in the Curriculum and in the Classroom
- Grobman, L. (2001). The Crossroads in the Classroom: Curriculum and Pedagogy

Discussion Board II Opens Tuesday, 4/3 at 8:00 AM Closes Friday, 4/13 at 11:59 PM CST

Week 8: Intersections: Curriculum & Pedagogy
Wednesday, 4/11 - TRADITIONAL CLASS SESSION
In Class Activity - TBA

Check In - Curriculum Projects

Required Reading (**ALL READINGS LOCATED ONLINE**)

- Gabel & Connor, (2008). Theorizing Disability: Implications and Applications for Social Justice
- Osler, J. (2007). Integrating Issues of Social and Economic Justice into Mathematics Curriculum
- Sensoy O. & DiAngelo, R. (2017). Putting It All Together

Student Lead Discussions - Each presenter needs to bring copies for entire class

Discussion Board II Closes Friday, 4/13 at 11:59 PM CST

UPLOAD Final Curriculum Projects No Later Than Monday, 4/16 no later than 11:59 PM CST

Week 9: Pedagogy and Praxis
Wednesday, 4/18 - TRADITIONAL CLASS SESSION

CURRICULUM TRANSFORMATION PROJECT PRESENTATIONS

Journal Reflections II - Upload no later than Friday, 4/20 at 11:59 PM

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a “XV” (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member’s professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as “PV” (Pass) for students who have successfully completed the course and “XV” (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service