

EDUC 323: Critical Pedagogy

Trinity College Spring 2023

Meeting Time: Tuesdays & Thursdays 10:50-12:05 AM

Meeting Place: McCook 303

Professor: Britney Jones, Ph.D. (she/her)

Office Hours: Tuesdays & Thursdays 1:15-2:15 PM; or by appointment calendly.com/profblijones

Office Location: McCook 312

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Phone: (860) 297-4288

Course Description

In this course we will reimagine educational spaces using a critical lens. We will explore critical theory and pedagogical frameworks to uncover solutions for more equitable, inclusive, and social justice-oriented schools. Existing theories, solutions, and frameworks (such as Culturally Relevant Pedagogy, Culturally Responsive Teaching, Culturally Sustaining Pedagogy, Reality Pedagogy, Multicultural Education, Ethnic Studies, and Abolitionist Teaching) will ground our journey towards understanding how to challenge the status quo. Guided by these theoretical and practical solutions, students will develop their own ideas and creative solutions regarding the implementation of critical pedagogy in schools. The following essential questions guide will guide our work in the course:

- How can *and must* **schools**, as institutions, challenge the marginalization and exclusion of students from culturally and linguistically diverse backgrounds/identities?
- How can **educators** create learning environments that are more inclusive and relevant for a diverse student body?
 - What mindset is required for educators to engage in critical pedagogy?
 - How do they navigate the space between policy, theory, and practice?
- What do **students** desire from schooling?
 - How can we ensure that students' wants/needs are centered in transformative efforts?

Research Project

Each student enrolled in EDUC323 will engage in a group research project to investigate and answer these questions. You will employ qualitative methods to explore documents (with your group members), interview teachers (as a class with Professor Jones) and run focus groups with students (with your group members and program leaders in your community learning placements).

Community Learning

To achieve the objectives of the course and answer the final essential question(s) about students, this course includes a Community Learning component. We will work with educators, staff, and students at the Greater Hartford Academy of the Arts to learn more about efforts to critically support and engage students in a school serving a predominantly minoritized and culturally/linguistically diverse population. Not only will you investigate this question around student wants/needs, but you will also serve as participant-observers in three different programs offered by the school.

The course will culminate with public group presentations (where members of both the GHAA and Trinity College communities) will come together to hear about your learning and ideas.

Grading Scale

Your final course grade will be calculated by dividing the total points earned by the total points possible.

The grading scale is as follows: 90 to 100%= A (outstanding work) 80 to 89%= B (good work) 70 to 79%= C (adequate work) Below 70%= D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

Course Evaluation

Assignment	Description	Points
Paper 1: Collaborative Research Paper	As a class you will each contribute a section to a collaborative research paper that describes efforts related to critical pedagogy in districts around the state of Connecticut. Due Sunday, Feb. 19 by 11:59pm	10
Paper 2: Personal Reflection	You will each, individually, write a reflection paper describing which critical pedagogy frameworks/theories resonate with you most. You will be asked to include a review/critique of classroom instruction (via publicly available video data) and describe your ideas for improvement to traditional instruction rooted in elements of critical pedagogy. Due Sunday April 2 by 11:59pm	10
Paper 3: Final Group	Each group will submit one research paper (with an introduction, a brief review of relevant literature, and	15

Research Paper	methods, findings, and contribution sections) responding to their group's respective research questions (see final page of the syllabus). Each group member will also submit a collaboration evaluation to assess group effectiveness and report on any variation in individual efforts.	
Presentation of Research	The course will culminate with public group presentations, where members of both the GHAA and Trinity College communities will come together to hear about your learning, research, and conclusions. Tentatively to be held on one of the final days of class on May 2 or 3.	15
Read Aloud Assignment and Memo	Select a read-aloud book, annotate with questions/comments, and write a brief memo explaining how a teacher may use it to implement elements of critical literacy. Due by class on March 2nd	5
Teacher Interview Protocol and Memo	Draft an interview protocol that could/should be used to interview an educator who will be expected to implement elements of critical pedagogy. Due Sunday, March 5 by 11:59pm.	10
Partner Presentation on one of the 7 Cs	In pairs you will present on one of the 7 Cs from Dr. Christopher Emdin's book in a way that infuses elements of critical pedagogy. Due in class on March 9th	5
Infusion of Music Assignment and Memo	Select a song, print the lyrics, and write a brief memo/lesson plan explaining how a teacher could use it to implement elements of critical pedagogy in the classroom. Due by class on March 16	5
Contribution to Annotated Critical Pedagogy Resource List	Each student should share at least 3-5 resources (social media accounts, webpages, reports, collaboratives, etc.) and write a brief description/review. Due before class on March 28.	5
Attendance and Participation	Students must attend and participate in seminar discussions and class activities.	20

Academic Policies

Face Mask Requirement

Per Trinity College policy, you are required to wear a face mask in the classroom for the first week of classes, from the beginning to the end of class. Masks must cover your nose and mouth completely. Given the ongoing nature of the pandemic ***we will continue with to uphold a face mask requirement while in class for the remainder of the semester.*** There are no exceptions to this policy.

Accommodations for Students in Isolation or Quarantine (subject to change)

If a significant percentage of the class (or I) must isolate or quarantine, I will distribute a Zoom meeting link and open the room associated with that link to hold class virtually. You must notify me via email as soon as possible (preferably 24 hours before class) if you have tested positive and need accommodations/alternatives.

Use of Electronics

You may bring a laptop to class only for the purposes of accessing electronic copies of course readings and to take notes. Please refrain from using your laptop or phone for non-class-related purposes. *Linked to participation points.*

Late Assignments

You are each entitled to one 48-hour extension, no questions asked. You may use these extensions for any assignment. When you submit the assignment on Moodle, please note in the comment box that you are using the extension. Other than the use of these extensions, late assignments will be penalized with a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted only for documented family or medical emergencies.

Re-Writes and Extra Credit

If I recommend that you re-write an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 85% of the assignment point value.

I may offer extra credit assignments connected to course readings and themes. You will have 1 week to turn them in for 1 pt. each.

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation.

Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Intellectual Honesty

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), as long as you do so consistently. If you have any questions about how to cite another author's work appropriately, or how to draw upon another author's work without plagiarizing, please ask me.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

Helpful Things to Know (Adapted with thanks to Dr. Eve Ewing)

Trinity College Writing Center

We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment at (or walking into) the Trinity College Writing

Center located at 115 Vernon (the English Department Building) in Room 109. If you visit the Writing Center for support on any of the three Papers, you will receive extra credit (1 point).

Trinity College Library.

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make an appointment with any librarian, Rob Walsh, our social science librarian, has particular expertise in the library sources relevant to our class. You can email him at Robert.Walsh@trincoll.edu or make an appointment on the library website.

Student Technology Assistants.

The Student Technology Assistants (STA) work with Trinity's Research, Instruction, and Technology (RIT) staff to provide in-person and remote assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at sta-help@trincoll.edu or visit them in person (they are normally located in the Center for Educational Technology- LITC 105).

SensusAccess File Converter.

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity's RIT website includes additional details on the SuccessAccess File Converter.

Title IX Resources and Mandated Reporting.

As a faculty member, I am considered a "Responsible Employee." This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's Title IX website for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at the following places:

- *Spiritual and Religious Life*, Trinity College Chapel, (860) 297-2013
- *Counseling and Wellness Center*: (860)-297-2415

In addition, the following "Confidential Employees" are required to report basic information about alleged incidents, but will not disclose names or other details that may

reveal individuals' identities, unless there is imminent harm to the campus or person/s disclosing.

- *The Health Center*: Trinity Hall, (860) 297-2018
- *Women & Gender Resource Action Center (WGRAC)*, Mather Hall, 2nd Floor, (860) 297-2408
- *Queer Resource Center (QRC)*, 114 Crescent Street, (860) 987-6273

Mental Health. Many of us face issues with our mental health over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the Counseling and Wellness Center, or call (860) 297-2415. These services are free and confidential.

Learning During the Pandemic. We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.

Acknowledgements

Some of the statements on this syllabus were inspired by or adapted from statements on the syllabi of other scholars, including Drs. Elise Castillo, Jessica Calarco, Eve Ewing, and Stefanie Wong.

Course Schedule

Meeting Date	Readings	Assignments
January 26	Welcome to Critical Pedagogy *Review syllabus	
Unit 1- CONTEXT What is the historical and current sociopolitical context that necessitates critical pedagogy?		
Week 2		
January 31	Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education?. <i>International journal of qualitative studies in education</i> , 11(1), 7-24.	
February 2	Dixson, A. D., & Rousseau Anderson, C. (2018). Where are we? Critical race theory in education 20 years later. <i>Peabody Journal of Education</i> , 93(1), 121-131.	CITI Training due
Week 3		
February 7	Foreword and Preface of: Shalaby, Carla. <i>Troublemakers: Lessons in freedom from young children at school</i> . The New Press, 2017. https://books.google.com/books?hl=en&lr=&id=KUo2DgAAQBAJ&oi=fnd&pg=PT7&dq=carla+shalaby+troublemakers&ots=HMvzPZzPej&sig=dBvKj-Q2bP_A4Ny0DVH0KtqQBnE#v=onepage&q=carla%20shalaby%20troublemakers&f=false	
February 9	Introduction and Chapter 1 of: Emdin, C. (2016). <i>For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education</i> . Beacon Press.	
Unit 2- POLICY/LEADERSHIP What policies need to be in place for schools to implement critical pedagogy? What role do leaders play in the implementation of critical pedagogy?		
Week 4		
February 14	Jones, B. L. (2020). Reducing racism in schools: The promise of anti-racist policies (Policy Brief for The Center for Education Policy Analysis, Research, and Evaluation at the UConn Neag School of Education). Retrieved from https://education.uconn.edu/2020/09/22/reducing-racism-in-schools-the-promise-of-anti-racist-policies	

	Mining Data from Documents (pp. 139-164) in Merriam, S. B., & Tisdell, E. J. (1998). <i>Qualitative research: A guide to design and implementation</i> . John Wiley & Sons.	
February 16	<p>Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. <i>Educational administration quarterly</i>, 43(2), 221-258.</p> <p>Stovall, D. (2004). School leader as negotiator: Critical race theory, praxis, and the creation of productive space. <i>Multicultural Education</i>, 12(2), 8-12.</p>	(Collective Research) Paper 1 due Sunday, Feb. 19 by 11:59pm
Unit 3- CRITICAL PEDAGOGY FRAMEWORKS & THEORIES How have scholars imagined criticality in the classroom? Which concepts resonate with you?		
<u>Week 5</u>		
February 21	<p>Laughter, J. C., & Adams, A. D. (2012). Culturally relevant science teaching in middle school. <i>Urban Education</i>, 47(6), 1106-1134.</p> <p>Review from EDUC200:</p> <ul style="list-style-type: none"> • <i>Precious Knowledge</i> (2011). Dos Vatos Productions, Inc. • Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard educational review</i>, 84(1), 74-84. • Banks, J. (2004). Approaches to multicultural curriculum reform (pp. 242-264). In <i>Multicultural education: Issues and perspectives, 5th Edition</i>, Hoboken, NJ: John Wiley & Sons. <p>Optional: Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. <i>Harvard educational review</i>, 84(1), 85-100.</p>	
February 23	<u>No Class- TRINITY DAYS</u>	
<u>Week 6</u>		
February 28	White, R. E., & Cooper, K. (2015). What is critical literacy?. In <i>Democracy and Its Discontents</i> (pp. 21-35). SensePublishers, Rotterdam.	

	Jones Stanbrough, R. (2022). Book Review Cultivating Genius: An Equity Framework For Culturally And Historically Responsive Literacy. <i>Michigan Reading Journal</i> , 54(2), 16.	
March 2	<p>Shin, R. Q., Ezeofor, I., Smith, L. C., Welch, J. C., & Goodrich, K. M. (2016). The development and validation of the Contemporary Critical Consciousness Measure. <i>Journal of counseling psychology</i>, 63(2), 210.</p> <p>Diemer, M. A., Frisby, M. B., Pinedo, A., Bardelli, E., Elliot, E., Harris, E., ... & Voight, A. M. (2022). Development of the short critical consciousness scale (ShoCCS). <i>Applied developmental science</i>, 26(3), 409-425.</p> <p>Resource: Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. <i>The qualitative report</i>, 15(3), 754-760. https://oer.pressbooks.pub/howdyorhello/back-matter/appendix-qualitative-interview-design/</p>	<p>Read Aloud Assignment and Memo due by class</p> <p>Teacher Interview Protocol and Memo due Sunday, March 5 by 11:59pm</p>
<u>Week 7</u>		
March 7	Introduction and Chapter 1 of: Emdin, C. (2016). <i>For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education</i> . Beacon Press.	
March 9	*Assigned Chapter* from Chapters 4-11 in: Emdin, C. (2016). <i>For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education</i> . Beacon Press.	Partner Presentation on one of the 7 Cs
<u>Week 8</u>		
March 14	Stovall, D. (2006). We can relate: Hip-hop culture, critical pedagogy, and the secondary classroom. <i>Urban Education</i> , 41(6), 585-602.	
March 16	<p>Shalaby, C. (2020). Classroom management as a curriculum of care. <i>Educational Leadership</i>, 78(3), 40-45.</p> <p>Review from EDUC200:</p> <ul style="list-style-type: none"> • Policing and School Discipline Crenshaw, K. W., Ocen, P., & Nanda, I. (2015). Black girls matter: Pushed out, overpoliced, and underprotected. New York: Center for Intersectionality and Policy Studies & African American Policy Forum. • Ferguson, A. A. (2001). Ch. 4: Naughty by Nature. In <i>Bad boys: Public schools in the making of black masculinity</i> (pp. 77-96). Ann Arbor: University of Michigan Press. [20] 	Infusion of Music Assignment and Memo due by Class
March 21 and 23	No Class- SPRING VACATION	

<u>Week 9</u>		
March 28	Picower, B., Doyle, C., & Schools, N. P. From Roots to Leaves: The Process of Developing Educators who Embed Social Justice into the Curriculum.	Annotated Resource List Contribution due before class
March 30	Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. <i>Review of Educational Research</i> , 86(1), 163-206.	(Classroom Video & Personal Reflection) Paper 2 due Sunday April 2 by 11:59pm
Unit 4: CENTERING STUDENTS What do students think about all of this? How can we ensure that student voices are centered in movements for critical pedagogy?		
<u>Week 10</u>		
April 4	<p>Learning to Do Participant Observation: A Practical Guide (pp. 140-162) in Lareau, A. (2021). <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up</i>. University of Chicago Press.</p> <p>Being a Careful Observer (pp. 117- 138) in Merriam, S. B., & Tisdell, E. J. (1998). <i>Qualitative research: A guide to design and implementation</i>. John Wiley & Sons.</p>	
April 6	<p>In the Field: Participating, Observing, and Jotting Notes (pp. 21-44) in Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). <i>Writing ethnographic fieldnotes</i>. University of Chicago press.</p> <p>Writing High-Quality Field Notes: Details Matter (pp. 163-194) in Lareau, A. (2021). <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up</i>. University of Chicago Press.</p>	
<u>Week 11</u>		
April 11	Select Chapter(s) from Freire, P. (2020). Pedagogy of the oppressed. In <i>Toward a Sociology of Education</i> (pp. 374-386). Routledge.	
April 13	Yep, G. A. (1998). Freire's conscientization, dialogue, and liberation: Personal reflections on classroom discussions of marginality. <i>International Journal of Sexuality and Gender Studies</i> , 3(2), 159-166.	
<u>Week 12</u>		
April 18	Select chapters from Love, B. L. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of</i>	

	<i>educational freedom</i> . Beacon Press.	
April 20	Select chapters from Love, B. L. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom</i> . Beacon Press.	
<u>Week 13</u>		
April 25	Read and Post: Articles relevant to your group research project	
April 27	Read and Post: Articles relevant to your group research project	
<u>Week 14</u>		
May 2	Public Presentation of Research	
May 3		
TUESDAY, May 10	Paper 3: Final Group Research Paper due by 11:59pm	
WEDNESDAY, May 11	Group collaboration evaluation due by 11:59pm	

Community Learning with Greater Hartford Academy of the Arts (GHAA)

Research Project Topics/Groups

Group 1: Critical Pedagogy x Career Pathways

Students in this group will consider how theories and frameworks rooted in critical pedagogy intersect with the topic of vocational education. The following questions will guide their research:

- How might scholars of critical pedagogy frame the use of vocational education in K-12 schools?
- How would you infuse critical pedagogical frameworks with efforts to introduce career pathways and entrepreneurship in schools?
- What do students who have been historically disenfranchised want regarding vocational education?

Community Partner Contact: Alice M. Turner, URISE Afterschool Program

Group 2: Critical Pedagogy x Bilingual Family Engagement

Students in this group will consider the topic of bilingual family engagement through the lens of theories and frameworks rooted in critical pedagogy. The following questions will guide their research:

- How might scholars of critical pedagogy describe the current state of bilingual family engagement?
- Based on critical pedagogical theories/frameworks, what suggestions do you have for schools looking to strengthen their engagement with bilingual families?
- From the perspective of students, what should engagement with bilingual families look/sound/feel like?

Community Partner Contact: Melissa Martinez, YESS Program

Group 3: Critical Pedagogy x The Perspective of Black and Brown Young Men

Students in this group will explore the unique perspectives and experiences of young people who identify as Black and Brown boys/men. They will consider which theories, frameworks, and practices of critical pedagogy seem most appropriate for their needs/desires.

The following questions will guide their research:

- How have scholars of critical pedagogy described and contextualized the experiences of Black and Brown boys/young men in schools?
- Are there specific practices geared towards this population? What makes these practices unique/appropriate?
- What do young men, who identify as Black and Brown, desire from educational spaces?
 - What motivates them to do well academically? What barriers stand in their way?

Community Partner Contact: Kevin Richardson Sr, B-MALES