COURSE SYLLABUS

Dr. Peter McLaren  
Fall 2015  
Office: ???  
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Office Hours: ???

Course Number: HON-418  
Course Title: Critical Pedagogy: Teaching to Transgress  
Credits: 3  
Classroom: AF 205  
Time: MW 1-2:15pm

Prerequisite: Acceptance in the University Honors Program

Course Description
In this course, we will focus on different models of teachers for the purpose of challenging the oppressive structures of the social order so as to build a deeper and stronger democracy in which all peoples can participate and have a voice. We will also give credit to those institutions and values that need to be upheld and defended but we will not shirk from challenging institutions and social relations that are unfair or unjust. In other words, we seek to “speak truth to power.” The course is designed to challenge fundamental preconceptions of what a teacher should be or how a teaching should be conveyed.

Restrictions
- Acceptance into the University Honors Program

Program Learning Outcomes
1. Obtain a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
2. Sharpen the ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
3. Understand how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing dramatic challenges shaping the world;
4. Develop effective communication skills, specifically in the areas of written and oral exposition and analysis.

Course Learning Outcomes
Upon completion of this course, the student will be able to:
1. engage in robust dialogue while identifying diverse viewpoints about teaching and learning in the 21st century.
2. understand and critique current school reform practices
3. utilize critical pedagogy as a counterpoint in challenging school reform initiatives by the US Department of Education and other constituencies
4. recognize and critique loaded language and other propaganda techniques used in contemporary discourse about schooling.
5. take a firm stand on an issue and defend that position effectively in a presentation and scholarly paper.

Required Texts
1. Teachers As Cultural Workers: Letters to Those Who Dare Teach With New Commentary by Peter McLaren, Joe L. Kincheloe, and Shirley Steinberg Expanded Edition Paperback – April 11, 2005 by Paulo Freire (Author)
2. Teaching to Transgress: Education as the Practice of Freedom by bell hooks (Author)
3. A People’s History of the Classroom by Bill Bigelow (Author)
4. Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong by James W. Loewen (Author)
5. How to Take An Exam...and Remake the World by Bertell Ollman (Author)
7. The Line Between Us: Teaching About the Border and Mexican Immigration by Bill Bigelow (Author)
8. The Art of Critical Pedagogy (Ernest Morell and Jeff Duncan Andrade)

Instructional Strategies
- Biweekly seminar meetings
- This seminar-type class will focus on dialogue, fostering an atmosphere of trust, where ideological demagoguery is discouraged and mutual respect for a diversity of opinions is respected. The course will consist of small group assignments, individual research, guest speakers, oral reports, panel presentations, reading and group discussion, debates; possible use of film, TV, and talk radio sources.

Chapman University Academic Integrity Policy
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for
doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

Chapman University Students with Disabilities Policy
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or (www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Chapman University Diversity Policy
Chapman University is committed to fostering learning and working environments that encourage and embrace diversity, multiple perspectives, and the free exchange of ideas as important measures to advance educational and social benefits. Our commitment and affirmation are rooted in our traditions of peace and social justice and our mission of producing ethical and responsible global citizens. The term diversity implies a respect for all and an understanding of individual differences in age, class, disability, ethnicity, gender, language, national origin, race, religion, sexual orientation, and socioeconomic status.

Methods of Evaluation
The final grade will be based on points earned on
1. participation in group oral reports on class readings and preparedness, and participation in class discussions;
2. one panel presentation;
3. a 7-10 reflection paper on “otherness”;
4. poster session

Assignments
1. Presentation on one of the readings followed by leading a classroom dialogue on the readings. (25 %)
2. Participation (25%) Students are expected to participate in class discussions and to read all assigned materials. All students will get full credit for these activities by participating actively in
At the end of each class, students must hand in summary (1-2 pages) of each reading assignment that summarizes the general themes and major ideas and concepts. This must be typed. These will not be graded but must be completed in order to get participation credit.

3. Reflection Paper on Otherness (25%)
   Approximately 7-10 pages.

4. Poster Session
   May be done with a partner.

Requirements
1. You are responsible for checking your Chapman email every day. You may have your Chapman email forwarded to another account by requesting this service from the My Chapman page of the CU website or go to http://www.chapman.edu/oac/forwardemail.html.
   If you need to email me, then could you send the email to my gmail account. At present, my gmail is easier for me to access than my Chapman email. My email address is: peter.mclaren1@gmail.com

Class Schedule
Dates of Class Meetings and Assignments for Each Class Meeting

Monday, August 31 Introduction to the class. Discussion of the syllabus. Student input into the syllabus and co-creation of assignments and methods of evaluation.

Wednesday September 2. How to Take an Exam...pp. 1-79.

Monday September 7. How to Take an Exam...pp. 80-180.

Wednesday September 9. Lies My Teacher Told Me

Monday September 14. Lies My Teacher Told Me

Wednesday September 16. A People’s History of the Classroom

Monday September 21. A People’s History of the Classroom

Wednesday September 23. Life in Schools

Monday September 28. Life in Schools
Wednesday September 30. *Otherness Session*

Monday October 5. *Otherness Session*

Wednesday October 7. *Teaching to Transgress*

Monday October 12. *Teaching to Transgress*

Wednesday October 14. *Excerpts from Pedagogy of the Oppressed*

Monday October 19. *Excerpts from Pedagogy of the Oppressed*

Wednesday October 21. *Teachers as Cultural Workers*

Monday October 26. *Teachers as Cultural Workers*

Wednesday October 28. *The Art of Critical Pedagogy*

Monday November 2. *The Art of Critical Pedagogy*

Wednesday November 4. *Mid-term Discussion*

Monday November 9. I will be speaking in New Zealand

Wednesday November 11. I will be speaking in New Zealand

Monday November 16. *The Line Between Us*

Wednesday November 18. *The Line Between Us*

Monday November 23. Thanksgiving Recess

Wednesday November 25. Thanksgiving Recess

Monday November 30. Panel Presentation on a Topic of Your Choice

Wednesday November 2. Panel Presentation on a Topic of Your Choice

Monday November 7. Poster Session on a critical educator (from *The Art of Critical Pedagogy*)
Wednesday November 9. Poster Session on a critical educator (from the Art of Critical Pedagogy)

Monday November 14. Final Day of Classes
    Wrap-up of class. Hand in paper.