

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION

Hybrid Course Syllabus for TED 6300 002 (CRN#14752)
Critical Perspective in Curriculum and Instruction
Fall Semester, 2023

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We will meet regularly, only once a week 5:30 pm - 8:20 pm on Tuesdays by zoom.
Aug 29, 2023 - Dec 11, 2023

COURSE OBJECTIVES AND STUDENT OUTCOMES:

Curriculum often represents not only a configuration of particular interests and experiences, it also forms a battleground where different versions of authority, history, power relations, the present, and the future struggle to prevail. Thus, this course wants to provide theories in general that not only confirms the voices of teachers and of subordinate groups in the student population, but also links the purpose of schooling to a transformative vision of the future.

Students come to school with knowledge that they have already learned in their immediate surrounding relationships. Some of these experiences and cultural knowledge become dominant over others in social relations of power, creating a condition called hegemony. This course intends to challenge this kind of knowledge if it represents the cultural knowledge of elite that builds the legitimated curriculum of school, students from disenfranchised cultures need ways to critique these structures and express their own cultural identities.

Teachers regularly teach “who they are.” This course proposes to challenge our own perceptions and views about life and schooling.

Schools frequently reproduce the culture at large, thus this course will offer alternative ways of viewing our practices.

TED 6300 suggests a curriculum for the development of a critical consciousness in the everyday contexts of classrooms.

This curriculum would focus on personal and social transformation by enhancing critical thinking and by building a vision and hope of a better future via a language of critique.

This curriculum would consist of the following components and principles, which represents TED 6300 course's objectives and outcomes:

1. Educators start with the idea that includes a moral concept in which the obligation to the "Other" means to acknowledge, accept, and respect one another's knowledge, as opposed to a teaching and learning process of insertion. Teachers and students learn to confront the myths that hold them and others in oppression by identifying dominant and subordinate ways of living life. They learn to challenge old beliefs and practices and build new languages of liberation based on meaning, identity, and self-empowerment.
2. Knowledge is constructed from daily life experiences as well as reflections about the past and how it relates to and/or dominates the present and future, with the hope that students can explore their own connectedness to historical processes that may seem distant to them. The knowledge production process is based on a praxis of dialectics, as opposed to static development. Students learn "to be themselves" in a process of critical reflexivity.
3. The relationship between content and student reality is often reconstructed. By identifying the underlying assumptions of content areas, student realities can more easily be compared to those represented in the curriculum; content areas studied in school are not in and of themselves helpful to students in understanding their own realities. This would ultimately reconstruct the relationship between popular knowledge and knowledge as historically disciplined.
4. Since this curriculum is guided by the knowledge of students, it must be reoriented frequently as students change their concepts of life. Freirean critical pedagogy is a basic instrument that schools can employ to organize their transformative actions and one from which students will directly benefit. In this sense, the conceptualization of the curriculum is constructed in a process that involves the participation of many stakeholders in the school community. This would lead to the comprehension that a curriculum is dynamic and can be reoriented frequently, according to new ways of reading the word and the world.
5. The school ought to be transformed into local spaces privileged to receive, consider, and disseminate the culture and knowledge of marginalized communities for the purposes of deconstructing dominant ways of knowing and reconstructing a language of hope. Equal importance would be given to connecting these conceptual gains to children's utilization and life perceptions toward activities in which students see immediate applications and concrete results. The school would also validate its space as a center for participation and organization of the school community in conjunction with other social movements. This would create a new understanding of the political nature of schools and schooling.

6. Since the world is socially constructed and shaped by human action or inaction, teachers and students ought to realize that the world can be reinvented. Thus, students are viewed as active participants in transforming the world, as opposed to passive recipients of secondhand knowledge. Again, their own stories and life histories become important, as they formulate their own interpretations and create knowledge.

7. Teachers and students learn to change their views of themselves and their relation to the world. For teachers, teacher education programs should be models for the unlearning of old beliefs and practices that maintain hegemony. Both teachers and students need to learn the value of reflecting on their position in the here and now by looking critically at their current context, how it is influenced by the past, and how this would further build visions of the future.

8. Teachers and students participate in the rewriting of the world and in the making of a new history revitalized by democratic and critical postmodern pedagogies. A curriculum centered on present social, economic, and historical conditions can begin a re-conceptualization of society.

9. Education ought to be socially contextualized and aware of power, as well as grounded on a commitment to an emancipatory world and history making. Students should understand that their temporal perceptions and beliefs are based on worlds that they, as well as the larger society, have made. In this context, knowledge and meaning are always new: They are constructed by the immediate interactions between teacher and student.

10. Teaching ought to be a dedicated art of “risk taking.” Practitioners need to recognize that they operate in conditions of uncertainties and conflicts over knowledge and historical representations that demand a form of thinking in action. For example, the teacher becomes a testament or witness to improvising changes in his or her lesson to connect students to the curriculum.

11. Teaching ought to be extended by a concern with critical self- and social reflection. Teachers need to conceptualize a critical metaperspective on the hegemonizing processes of classroom conversation, classroom learning, and curriculum decisions that negate the social narratives of students. Through this reflexive process, students will gain a critical consciousness and a sociopolitical awareness of their school experience, asking whose interest it serves, and looking at the world through their own perspectives.

12. Teaching ought to be committed to democratic and self-directed education. Students need to understand that they possess the right to speak, to disagree, to point out the opportunities for improvement that teachers can undertake, and to call for a renegotiation of the curriculum. In this way, students gain an ownership of their own education.

13. Education ought to be concerned with diversity. In thinking in terms of race, class, and gender, differences are embraced as sites of creativity and critique in a multicultural society, thus allowing students the ability to conceptualize multiple perspectives and

power relationships on issues of diversity acceptance and production as well as to build a sense of communal identity.

14. Education ought to be committed to action. It ought to challenge passivity by constructing meaning and initiating action. Teaching needs to subvert the disposition toward inaction while it reinforces a notion of praxis.

15. Education ought to be concerned with the affective dimension of human beings. Students need to learn that knowledge is created not only through reason, but through emotion and affective capacity. Drawing from feminist conceptions of passionate learning and connectedness, thinking ought to be developed both through emotion and logic. In classroom dialogues, emotional reflection must be encouraged. For example, students ought to be able to express anger at the ways that their own historical and knowledge has been omitted from mainstream curricula.

16. The potential of this curriculum indicates values of consciousness to be cultivated in contemporary social life. Theories and practices related to educational change project the creation of a new conceptualization of life perceptions, in order to develop a permanent process of effective change conducive to the development of a better future. Therefore, personal and social transformations are based on new perceptions and conceptualizations and liberation to eliminate the root causes of problematic beliefs and passive behavior that are contained within the historical hegemony of the social order. For this reason, fundamental change occurs when ample participation begins at personal and micro levels and then grows to larger ones. This course curriculum principles indicates that this is possible by constructing the realization among people that they can be agents of their own history, where everyone is an ethical co-participant. This involves a change of mentality, which means unlearning old beliefs based on problematic ideologies.

Last, a curriculum for critical consciousness would give special consideration to children's perception and utilization of time toward activities embodying social collective transformative optimism. It should address specifics such as advance planning and goal orientation, instead of immediate gratification. In addition, the content of the course builds global awareness and interdisciplinary approaches allowing educators to bring into class their own academic interests, and work within a critical multicultural perspective.

The course assists educators to engage specially disenfranchised young learners to integrate activities realistic to their historical, geographical, cultural, political, and economic backgrounds into emancipatory alternatives for social upper mobility and social justice. This course models and foster discussions about social issues that include personalized and moral values, citizenship, and problem posing approaches as additional means to build character, meaning, and social identities.

STUDENT EVALUATION:

All students receive a grade "A" since first day of class, however in order to maintain this grade each student must complete assignments as follows.

Grades are assigned according to score points:

- (20 points) **Student's Choice of Reading on Curriculum and Presentation**
Student will choose a reading (either an article or book chapter) of her/his interest regarding curriculum studies and present it in class. This assignment requires library research. Students are asked to choose one reading that is innovative and refreshing for himself/herself with thought provoking potential: to enhance our classroom dialogue and rethink schooling praxis. *Student will send a copy of 3 reading choices on second week of class for professor's approval.* Please innumerate your number 1 choice to the 3rd. After approved student will send a digital version of this reading to the librarian (claudiai@utep.edu, or Claudia phone number is 747-5674/5672.) and present it in class as designated on syllabus. At the day of presentation student presenting is required to also submit a one page paper (with one paragraph synopsis and another one for personal reflections of the reading). (Note: 5 points out of 20 is for classroom presentation; please have a second and third reading choice in case classmates have chosen the same one; an itemized list with possible reading choices will be presented below on this syllabus, however students are encouraged to find their own best choices).
- (25 points) **Final Reflective Paper**
Student will write a 10 pages typed double-spaced reflective paper assignment. In this paper student will show deep understanding of concepts and rationale of several contextualized curriculum studies and add his/her own comments and reflections about it. After describing studies contribution and relevance, student will then discuss its impact in his/her thinking and your reaction to it. (Note also: 5 points out of 25 is for oral presentation. Submit it online, see guidelines details below.
- (20 points) **Publishable Lesson Plan**
On this assignment each student will prepare two top model lesson plans or classroom activity that is real and usable at any grade level for any educational institution (public school, or private, university...). These lesson plans will be presented in class. As part of this assignment student will submit in writing detail steps of this lesson plan focusing on curriculum issues, social context of education, social justice, contextualized teaching; it needs to be critical to foster critical consciousness. It is expected to be a brilliant and innovative idea for teachers to use in the real world. Submit it at our course's blackboard page. It needs to be publishable and may be also submitted to the freireanpedagogy@criticalpedagogy.org
Guidelines for the "Publishable Lesson Plan" assignment are found below.
- (20 points) **One page typed double-spaced paper** as indicated on list of daily readings. On this assignment student will write one page paper composed of one paragraph for synopsis of assigned reading of the week, and one

paragraph for critical reflection of it as indicated below on weekly schedule. See blackboard for proper submission.

- (15 points) **Classroom participation**: Includes mandatory readings and critical summary reflections for the week and active participation at class sessions. One paragraph reflection is due for each reading of the week, except for those you will write one page paper.

An open notebook test may be given at the end of semester and student will only be allowed to consult his or her own notes.

Final Reflective Paper Guidelines

1. In a short paragraph describe in details a particular given schooling context, which calls for a breaking edge curriculum intervention. You may want to take into account: laws/policies, special phenomenon, school populations' differences and or struggles, problematic/irrelevant/disconnected curricula used, inadequate text books, language, pedagogies, school policies, and any other aspects you consider relevant.
2. Then to find solutions to this case scenario using about thirteen (10) pages to explain how you would use several readings from our TED 6300 course to effectively address the particular needs described. It is expected that you show deep understanding of concepts and rationale of various curriculum studies by describing the studies' contribution and relevance.
3. Lastly, in a reflective manner discuss your personal view to show these principles, concepts, ideas you used impact your thinking and your reactions to it; feel free to add your own comments and reflections about it. (Keep this third part to 1 and 1/2 to 2 pages maximum).

Publishable Lesson Plan Guidelines

This "Publishable Lesson Plan" assignment may be based in TED 6300 readings and student personal experience as an educator that has produced outstanding rapport with pupils. Submit an interesting classroom design conducive to contextualized learning. It needs to be a model of lesson plan with any grade level that can be implemented in real schooling settings. Describe activities that use individualized and/or collective instruction through critical pedagogy. Your lesson plan can cover a myriad of topics and approaches in education. It needs to show practical ideas, how-to frameworks, and its positive results in the classroom. It must be a model for other educators who can use this idea as resource and learning tool for their own planning and delivery of critical educational curriculum.

The purpose of this exercise is to build a collection of teaching resources that expose theories and experiences of educators that value a democratic classroom. The following are specific conceptions and requirements for the "Publishable Lesson Plan":

1. Article should be in APA format;
2. Should include a brief bio student area of expertise and history (student's name);

3. Theories used to prepare the lesson plan and classroom practice;
4. Description of the practice (work or activities, how-to, results, etc.);
5. State: Grade level (elementary, middle, or high school) and subject area.
6. Lesson plans should involve one or more of the following teaching strategies and components:

Conscientization, Critical Thinking as a way of questioning reality, not higher order thinking; Deconstructing oppressive structures; Participatory democracy; Critical Pedagogy; Critical multiculturalism; Social justice: Equity, Access, Empowerment; Diversity: race, class, gender, socio-economic; Humanism; Educators as social agents; Teachers as transformative intellectual leaders; Organic intellectuals; Holistic education Grassroots empowerment; Liberation; Emancipation;

Assignment Evaluation Criteria

The quality of assignments and work may determine ultimately grade qualifications. For instance, assignments are evaluated using best judgment and rationale criteria as follows:

["A" = model quality] Content/substance, presentation/articulation are model academic quality.

["B" = exceeds satisfactory level] This qualification shows students' above satisfactory effort.

["C" = satisfactory] It means that the basic requirements of the assignments are met.
Points x grade

90-100= A // 80-89= B // 70-79= C // 60-69= D // below 60= F

Professor reserves the right to create other assignments if necessary and appropriate, such as additional readings...

Directions for Logging into Blackboard online classroom participation:

All our classroom assignments will be submitted online so follow this directions to Blackboard:

1. Open Internet browser window with FireFox preferably
2. In the Address bar, type in the following URL: <http://my.utep.edu>
3. You will get some alert messages, click OK for them
4. Locate the sign-in area at the top right side of the screen and log in using your UTEP email username and password
5. Once you have logged in, locate the Blackboard link on the left side and click it. This will open another window
6. Scroll down until you reach the "Fall 2023" listing of courses and click on the course that you are enrolled in.

Student Responsibilities

Since this class is based on collective construction of knowledge rather than its mastery, in-class participation is essential. Students are expected to arrive on time, stay in class until the end of the session, and attend ALL class meetings, (no absence is allowed in this class)—(also note: two tardies are considered one absence established at professor's

discretion). However, in case of an emergency two absences are tolerated and must be properly documented. The absent student is expected to obtain class notes from classmates in one's support group, and catch up with course work. Students who are absent to class session will be required to research, summarize and present in writing one article related to the issues discussed in class on the day of absence. (Note: **More than two absences student will require student to retake the course.**)

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate and expected in graduate level academic discourse.

Keep a copy of all assignments until the course is completed and final grades are recorded. Please make certain that your name, as well as assignment number or title is on each assignment. Proofread carefully. Graduate work should be as close to error-free as is humanly possible. If an extreme emergency arises, notify the professor in writing.

Cellular phones are to be kept turn off during class work; attempting answering a call is not acceptable.

Assignments:

To maintain "A" or "B" grades, all assignments must have been turned in class of due date, whether the student is present or not.

All assignments are expected to reflect true academic quality, ideas well-articulated and a grammatically correct presentation will be evaluated.

For the most part, all main requirements are contained in this syllabus; however, the professor reserves the right to make additional assignments which may assist students to further improve their professional development

Electronic Mail: Each student is expected to establish an email address at UTEP and/or elsewhere for email communication with professor. The computer lab in Education 212 (or any other Student Computer Lab on campus) can help facilitate this requirement for those who need an email address. Email address will be required for web ct dialogue participation.

AI-Artificial Intelligence and Fake News Concerns

In this class, the goal is to make an approximation towards the truth, not a dogmatic truth that ends up oppressing people, but one that assists students to have a better understanding regarding our study topics. **Students are responsible for using Google Scholar search engine as a source for checking scholarly and academic studies and/or research publications, which are reviewed by editorial boards with PhD scholars who evaluate the quality, accuracy, and the validity of the research prior to publication.**

Artificial Intelligence is a computer-controlled robot that performs tasks commonly associated with or as intelligent beings using humans' characteristics, such as the ability to reason. AI uses dataveillance which profiles a person's activities in digital web systems. AI that can create and spread fake news to control the minds of people and convert their agencies into algorithms cannot be allowed to be part of classroom praxis unless it becomes a subject of critical analysis. For the most part, Artificial Intelligence targets religious/sports fanatic persons and conspiracy theorists who become victims of fake news. It is a concern for the academic community when people put beliefs and unfounded opinions before scientific rigor, evidence, or fact checking. In this limited sense, applications of AI are found in medical diagnosis, computer search engines, voice, or handwriting recognition and so on. Hence, the spread of lies can be classified as a criminal activity and very dangerous to our society. Besides the legal and justice systems responsibility for putting a stop to this practice, the university is also accountable for creating a space for students and professors to deconstruct these fallacies and ideological fraud or manipulations. In a university class, it is all our responsibilities to check the facts and confirm scientific foundations.

TEXTS BOOKS REQUIRED FOR THE COURSE:

1. Collection of articles (available online at UTEP main library course reserve, look up for Rossatto's class TED 6300, see guidelines below)
2. *What is Curriculum Theory* by William Pinar
(Available at UTEP book store)
3. *Power Meaning and Identity: Essays in Critical Educational Studies*, By Michael Apple
4. *Engaging Paulo Freire Pedagogy of Possibility: From Blind to Transformative Optimism*. By César Augusto Rossatto. Rowman and Littlefield Publisher.

Guidelines to Access Online Readings

1. Open Internet browser window and,
2. In the address bar, type in web site: libraryweb.utep.edu
3. Then click links from: UTEP Library Home Page \
4. click on "Search and Find"
5. Course Reserves
6. Then type/click: Prof Rossatto or TED 6300

7. **CLICK ON READINGS** and the list will open up to view and/or print after you log in with your name and UTEP student ID number and create a pin #. If you have any problems call library, 747-5672 course reserve dept.

CLASS CALENDAR, DAILY READINGS, CONTENT, AND ASSIGNMENTS

“Doesn’t matter what we cover in this class, but what you discover.”

Course Schedule for Fall 2023*

(Note: Each student needs to submit one-page paper for assigned reading and for all other readings a reflective summary paragraph)

Aug 29 Overview of Course Syllabus
Topic selection of research interest for Final Paper, building classroom community, and support group through cooperative learning experience.

Join Zoom Meeting

<https://utep-edu.zoom.us/j/83439014859?pwd=REF3cVA0b0ZrMGtFOFJBMHhiQjhCdz09>

Meeting ID: 834 3901 4859

Passcode: UJC7c3Kx

Week	Date	Presenters	Readings	Assignments
Topics: Corporatism, social, and cultural domination in education: From Radical right to globalization				
2	Tuesday, Sept. 05	Presenter (s)	Read: <ol style="list-style-type: none"> 1. Corporatism, social, and cultural domination in education (Selected work of Joel Spring) 2. Domestication and the Dream of the Planet (By Don Miguel Ruiz) 3. Beyond a Domesticating Education: A Dialogue (By Noam Chomsky) 	Paragraph Reflection
Topics: Politics and knowledge, Ideology, Curriculum, Social Studies, Transformative Pedagogy				
3	Tuesday, Sep. 12	Presenter (s)	Read: <ol style="list-style-type: none"> 1. The politics of Official Knowledge/or Regulating official knowledge (By Michael W. Apple) 2. Ideology and Curriculum (By Michael Apple) 3. Teaching to Change in the world (By Jeannie Oakes & Martin Lipton) 	One Page Paper on reading # 2 Ideology and Curriculum. All others Paragraph reflection
Topics: Diversity, Culture and Learning, Curriculum for empowerment, educational theory, critical race theory				

4	Tuesday, Sep. 19	Presenter (s)	Read: <ol style="list-style-type: none"> 1. Understanding Cultural Diversity and Learning (By John Ogbu) 2. A Curriculum for empowerment, action, and change in the 5th ed. Cultural Diversity in education (By James A. Banks) 3. Schools and the Pedagogy of Punishment (By Henry Giroux) 4. The Flickering Mind: Saving Education from the False Promise of Technology by Todd Oppenheimer 	Paragraph Reflections
Topics: Politics and Schools, Assessment, Critical Race Theory, Colonization and Post Colonization				
5	Tuesday, Sept 26	Presenter	Read: <ol style="list-style-type: none"> 1. The centurion: Standards and High Stakes teasing as gatekeepers in the new century (By Blenda Bustos Flores and Ellen Riojas Clark; in leaving children behind: How Texas-Style Accountability Fails Latino Youth, Angela Valenzuela Ed. 2. Politics, Control, and the future of school accountability (By Terry M. Moe) 3. The impact of U.S. Standardized Testing in the context of the four categories of optimism (By Cesar Rossatto) 4. The War Between Reading and Writing-and How to End it (Peter Elbow) 	Paragraph Reflections
School: Reading and Writing, Critical Pedagogy/ Critical Theory and Postmodernity, Resistance				
6	Tuesday, Oct. 03	Presenter (s)	Read: <ol style="list-style-type: none"> 1. Reading writing and justice: School reform as if Democracy Matters (By James Fraser – P. 93-128) 2. Critical Pedagogy and Educational Reform: An introduction (<i>In curriculum for Utopia: Social Reconstruction and Critical Pedagogy in the postmodern Era</i>) (By William Stanley) 3. Reclaiming Knowledge: Social Theory, Curriculum and Education Policy Library Johan Muller 4. Punya Mishra, Melissa Warr & Rezwana Islam (2023) TPACK in the age of ChatGPT and Generative AI, Journal of Digital Learning in Teacher Education, DOI: 10.1080/21532974.2023.2247480. <p style="background-color: green; color: black; text-align: center;">Presenter: Soto, Thomas J.</p>	Paragraph reflections Paragraph reflections
Topics: Critical Temporal Theories, Pedagogy of Hope and Freedom, Ethics, Democracy and Citizenship				

7	Tuesday, Oct. 10	Presenter (s)	<p>Read:</p> <ol style="list-style-type: none"> 1. Engaging Paulo Freire Pedagogy of Possibility: From Blind to Transformative Optimism (By Cesar Augusto Rossatto) 2. Pedagogies of Hope (By Darren Webb) 3. Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: setting the stage. International Journal of Qualitative Studies in Education (QSE), 15(6), 613–629. https://doi-org.utep.idm.oclc.org/10.1080/0951839022000014349 <p style="background-color: #00FF00; display: inline-block; padding: 2px;">Presenter: Alan Barrera</p> <p>Oct 11 TIME (Beginning/End): 6:30 pm <u>Live Panel Presentation for EXTRA CREDIT</u></p> <p>Panel Title: Recent political context and Brazilian immigration at US-Mexico borderland</p> <p>Dr. Heitor Santos: The recent historical implications of Brazilian politics within a global context</p> <p>Dr. César Rossatto: Diasporical struggle of immigrant workers driven by Global-North vis-à-vis Global-South geopolitics</p> <p>Research Scholar Jonatas Da Silva Santos: Critical dialogue about transnational migrants’ rights and international policy making (Visiting scholar from Brazil – University of Vale do Itajaí/SC)</p> <p>Join Zoom Meeting https://utep-edu.zoom.us/j/83439014859?pwd=REF3cVA0b0ZrMGtFOFJBMHhQjhCdz09 Meeting ID: 834 3901 4859 Passcode: UJC7c3Kx</p>	One Page Paper reflection for reading Paragraph Reflections
Topics: History of Curriculum: Critical Literacy, Curriculum, Dialectics and Consciousness, politics of Knowing				
8	Tuesday, Oct. 17	Presenter (s)	<p>Read:</p> <ol style="list-style-type: none"> 1. Understanding Curriculum: An introduction, in Understanding Curriculum (By William F. Pinar, William M. Reynolds, Patrick Slattery, and Peter M. Taubman (P. 243-314)) 2. Understanding Curriculum as Political text chapter 5 in understanding curriculum (By William F. Pinar, William M. Reynolds, Patrick Slattery, and Peter M. Taubman (P. 243-314)) 	One page paper #s 1 and 2 Paragraph Reflection

			3. Introduction: Contradiction in Curriculum Studies and Chapter 2: with and within the world: Developing a Dialectical conception of consciousness (In critical curriculum studies: Education, Consciousness, and the Politics of Knowing (By Wayne Au))	
What is Curriculum?				
9	Tuesday, Oct. 24	Presenter	Read: <ol style="list-style-type: none"> 1. What is curriculum theory (By William Pinar) 2. Teacher Education Around the World: Changing Policies and Practices (Edited By Linda Darling- Hammond and Ann Lieberman) 3. Are Disney movies good for your kids, Giroux 4. By Schwab, J. J. (2013). The practical: a language or curriculum. <i>Journal of Curriculum Studies</i>, 45(5), 591-621. <p style="text-align: center;">Presenter: Rodriguez, Sara E.</p>	One page paper on book (be ready for classroom work) + Paragraph reflection Paragraph reflection
Topics: Thirds Space Theory, Contextualized Curriculum, Action Research, Feminism, International Educational Curriculum				
10	Tuesday, Oct. 31	Presenter	Read: <ol style="list-style-type: none"> 1. The Decolonial Imaginary: Writing Chicanas into history by Emma Perez in <i>Latino/Latina Thoughts: Culture, Politics, and Society</i> (By Francisco H. Vasquez and Rodolfo D. Torres – P. 409-415) 2. Teaching Context: Teachers as reflective thinkers, Curriculum leaders and Action Researchers, Chapter 9 and curriculum issues and debates chapter 10; In <i>Contextualizing Teaching</i> (By Joe L. Kincheloe, etc) 3. Feminism Confronts the Sciences: Reform and transformation, in <i>Whose Science? Whose knowledge? Thinking from women's lives</i> (By Sandra Harling- P19-50) 4. Critical Pedagogy and Reconstructionism. (In <i>Curriculum for Utopia: Social Reconstructionism and Critical Pedagogy in the Postmodern Era</i>) (By William B. Stanley) 	Paragraph Reflections
Topics: Critical Curriculum, Public Schooling, Power, Meaning and Identity, Social Reproduction Theory				
11	Tuesday, Nov. 07	Presenter (s)	Read:	

			<ol style="list-style-type: none"> 1. Critical Curriculum studies: Education, consciousness, and the politics of knowing (By Wayne Au) 2. The Purpose of Public Schooling (By Joel Spring- In American Education book.) 3. Power Meaning and Identity: Essays in Critical educational Studies (By Michael Apple) http://vimeo.com/29708901 4. Delivering holistic education using engineering curriculum through personalized learning, pedagogy, technology and space. Journal Of Engineering Science and Technology, C. P., Y., D. T. K., T., & Abdulkareem Sh. Mahdi, A. 	<p>Reading Reflections</p> <p>One page paper reflection for reading #3</p>
Topics: Curriculum Studies, Critical Theories, Culturally Responsive Education, Postmodernity and Post structuralism				
12	Tuesday, Nov. 14	Presenter (s)	<p>Read:</p> <ol style="list-style-type: none"> 1. Curriculum Studies in the United States: Present Circumstances, Intellectual Histories. (By William F. Pinar) 2. Educating Culturally Responsive Teachers: A Coherent Approach We Have. (By Ana Maria Villegas, Tamara Lucas) 3. Globalization, and Indigenous Perspective: The selected Work of Joel Spring 4. Anyon, J. (2017). Social class and the hidden curriculum of work. In Childhood socialization (pp. 369-394). Routledge. <p>Recommended NOT REQUIRED: Silencing in Public School (P. 157-172)</p>	Paragraph Reflection
Democratic Possibilities and Rethink Schooling, Empirical and Epistemological Efforts to Generate Knowledge, Global Awareness and Interdisciplinary Approaches				
13	Tuesday, Nov. 21	Thanksgiving week	<p>Read:</p> <ol style="list-style-type: none"> 1. By Tirri, K. (2011). <i>Holistic school pedagogy and values: Finnish teachers' and students' perspectives</i>. International Journal of Educational Research, 50(3), 159–165. Retrieved from: https://doi.org/10.1016/j.ijer.2011.07.010 <p style="background-color: green; color: black; text-align: center;">Presenter: Licerio, Moises</p> <ol style="list-style-type: none"> 2. Shor, I. (2014). <i>When students have power: Negotiating authority in a critical pedagogy</i>. University of Chicago Press. <p style="background-color: green; color: black; text-align: center;">Presenter: Jillian Eriksson</p>	<p>Paragraph Reflection</p> <p>Paragraph Reflection</p>

			3. Chapter 4 Curriculum: Philosophy, History, Politics: What Should Students Learn? By Dee A Williams Presenter: Monica Banuelos	Paragraph Reflection
14	Tuesday, Nov. 28	Final Presentation	Final Paper and Publishable Lesson Plan	
15	Tuesday, Dec 05	Final Presentations	Final Paper and Publishable Lesson Plan Cont.	

Recommended readings that students can chose if not from your own library search:

Curriculum: Philosophy, History, and Politics: What Should Students Learn? By A. Dee Williams;

Organizing the conflicts in the Curriculum, By Gerald Graff; in: *Critical Theory and the Teaching of Literature: Politics, Curriculum, and Pedagogy*. James F. Slevin, Art Yang (eds.).

The Impact of U.S. Standardized Testing in the Context of the Four Categories of Optimism. By Cesar Rossatto

Buffy the Vampire Slayer as spectacular Allegory: A Diagnostic Critique
By Douglas Kellner

Sexism: What no One Ever Said but Everyone told you. By Sue Buchanan.

Thai English Language Textbooks, 1960-2000: Postwar Industrial and Global Changes By Noparat Suaysuwan and Cushla Kapitzke

The War between Reading and Writing—and How to End It; By Peter Elbow. In: *Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy*. Young Sleving (Ed.). 1996.

Lies My Teacher Still Tells: Developing a Critical Race Perspective Toward the Social Studies. By Gloria Ladson-Billings

To Touch the Clouds Standing on Top of a Maytag Refrigerator: Brand-Name Postmodernity and a Deleuzian “In-Between;” By William M. Reynolds;

Curriculum in a New Key: The Collected Works of Ted T. Aoki. Edited by William Pinar and Rita L. Irwin.

Are Disney Movies Good For Your Kids? By Henry Giroux

A Curriculum for Empowerment, Action, and change. By James Banks;

Ensuring Coherence in Curriculum: What is a Coherent Curriculum? Getting Real at New York's Urban Academy High School; By Todd Oppenheimer in: *The Flickering Mind*.

Put back the Fun in the Classrooms. By Jon Erwin from *Virginia Journal of Education*

Teaching is not just transferring knowledge; in: "*Pedagogy of Freedom*": *Ethics, Democracy and Civic Courage*; By Paulo /Freire

Other reading choices:

Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy by James F. Slevin (Editor), Art Young (Editor) (**Paperback** - May 1996)

Kinderculture: The Corporate Construction of Childhood (The Edge, Critical Studies in Educational Theory) by Shirley R. Steinberg (Editor), Joe L. Kincheloe (Editor)

Flickering Mind: Saving Education from the False Promise of Technology Ordered by Todd Oppenheimer

Classroom Issues: Practice, Pedagogy and Curriculum, Vol. 3 by Mal Leicester (Editor), Sohan Modgil (Editor), Celia Modgil (Editor)

Struggles over Difference: Curriculum, Text, and Pedagogy in the Asia-Pacific by Yoshiko Nozaki, Allan Luke (Editor), Roger Openshaw (Editor)

Curriculum (Counterpoints: Studies in the Postmodern Theory of Education Series): A River Runs through It by William M. Reynolds

Curriculum: Toward New Identities by William F. Pinar (Editor), Joe (Eds.) Kincheloe

Collected Works of Ivor Goodson: Curriculum, Pedagogy and Life Politics by Ivor Goodson

Educating Culturally Responsive Teachers: A Coherent Approach by Ana Maria Villegas, Tamara Lucas

Curriculum in A New Key: The Collected Works of Ted T. Aoki (Studies in Curriculum Theory Series) by William F. Pinar (Editor), William Pinar, Rita L. Irwin (Editor)

Reclaiming Knowledge: Social Theory, Curriculum and Education Policy Johan Muller

Teaching and Learning: Pedagogy, Curriculum and Culture
Alex More, Alex Moore

When Students Have Power: Negotiating Authority in a Critical Pedagogy
by Ira Shor

Multicultural Curriculum: New Directions for Social Theory, Practice and Policy
by Cameron McCarthy (Editor), Ram Mahalingam (Editor)

Curriculum and Pedagogy in Inclusive Education: Values into Practice
by Kieron Sheehy (Editor), Jonathan Rix (Editor), Melanie Nind (Editor)

Changing Multiculturalism: New Times, New Curriculum by Joe L. Kincheloe, Shirley R. Steinberg

Public Acts (Reconstructing the Public Sphere in Curriculum): Disruptive Readings on Making Curriculum Public by Franco Ibanez-Carrasco (Editor), Francisco Ibanez-Carrasco (Editor), Erica R. Meiners (Editor), Erica Meiners (Editor), Foreword by Suzanne de Castell

Student Profile

(Detach this form and submit it first or second day of class)

_____ (Last Name) (First Name) _____

Email address: _____

Local phone*: _____ Home phone* (if different) _____

Address: Street (or campus box and room) _____
City _____ Zip. _____

Objections to syllabus or what other content do you think this course should cover and why?

Any additional comments you may have (e.g. What you hope to do professionally, health problems (ADA), experiences at UTEP, etc. that professor should be informed). _____

Please inform professor of any change in phone numbers during the semester. Also feel free to discuss with professor any difficulties you may have with the course.

I read and fully understand the requirements as stated in this course's syllabus. I comprehend that this class is based on dialogue and discussion of relevant topics related to multiculturalism that may be controversial for some students. Therefore, I agree to express my opinion respectfully, making my best effort to contribute to harmonious classroom climate without engaging in any disruptive, condescending, or hostile attitude; Failing to do so I agree to be subjected to reprimand at professors' discretion. My participation in classroom discussion and dialogue will be based on facts and evidence drawn from scholarly work, not opinions based on beliefs or fake news.

Student Signature

Date