**CTEE 7970: Critical & Humanizing Perspectives in Teaching and Teacher Education**

Summer 2024

Monday, 5-7:50 pm (Synchronous Zoom Meetings)

**Sara B. Demoiny, Ph.D.**

Haley Center, 5024

sbd0026@auburn.edu

Cell Phone: 865-291-7783

\*Office Hours are available upon request in order to meet students’ schedules.

**Course Description**

Educators desire to teach and support the whole student, yet there is often an emphasis on cognitive learning theories. However, we know that many sociocultural phenomena beyond cognitive processes shape the lives of children and youth, and educators need lenses to help us understand and explore these phenomena. In this course, we will read about critical and humanizing perspectives to help us analyze the interplay between identity, power, and schooling. We will consider an array of critical theories to help us reframe the role of educators, schools, and teacher education programs in creating an equitable educational system. Students will have opportunities to read theoretical texts alongside examples of educational research applying these perspectives. For a culminating project, they will select a perspective of their choice to study in greater depth, considering ways in which the perspective helps them better understand their research focus.

**Student Learning Outcomes**

* Students will critically reflect on their own beliefs and values as they relate to commitments to equity and social justice in education.
* Students will describe anti-oppressive (e.g., anti-racist, anti-sexist, anti-transphobic, anti-heterosexist, anti-misogynist, anti-xenophobic, anti-imperialist, anti-ableist, anti-classist) perspectives in education.
* Students will understand and apply critical theoretical perspectives from education, humanities, and social sciences scholarship to analyze and critique systems of oppression, domination, marginalization, exploitation, silencing, and subjugation.
* Students will critique oppression at the systemic and institutional levels, recognizing the complex interactions between systems and institutions and the individuals who work/reside in those systems and institutions.
* Students will develop pedagogical, conceptual, and methodological skills relevant to transforming educational practices, structures, and institutions towards equity and justice.

**Framing Questions**

1. What is social theory? How/why do theories matter? How do educational scholars use social theory, toward what ends, and with what consequences?
2. How have scholars theorized identity, power, and schooling and their interrelations?
3. How have educational researchers drawn on, applied, developed, revised, and challenged theories from other disciplines?
4. How do these critical and humanizing theories (re)frame your role as an educator and teacher education scholar?
5. What theoretical perspective(s) helps you understand identity, power, and schooling and their interrelations? How do you see yourself engaging with theoretical perspective(s) in your future scholarship (including your research and teaching)?

**Required Texts**

Freire, P. (2018). *Pedagogy of the oppressed* (4th ed.). Bloomsbury Academic.

Levinson, B. A. U., Gross, J. P. K., Hanks, C., Dadds, J. H., Kumasi, K. D., Link, J., & Metro-Roland, D. (2011). *Beyond critique: Exploring critical social theories and education*. Routledge.

Additional readings available via Canvas.

**Acknowledgements**

In developing this syllabus, I have drawn from the work of many critical education scholars who have shared their knowledge and instructional ideas. The following individuals have been influential in the course design: Ryan Schey, Hannah Baggett, Kamden Strunk, Theodorea R. Berry

**Assessments of Learning**

Weekly Reading Responses (50 points total)

Syntheses and responses provide a space for you to wrestle with new theories and concepts, make connections between theories, and identify how you see the theories in action in society today. Additionally, they constitute a tool for dialogue and interaction with your peers and instructor around the readings. Each Weekly Reading Response (synthesis + peer response) will be **10 points**. You are responsible for completing **5 Weekly Reading Responses** over the course of the semester. There are 6 total opportunities, meaning that you get to choose one week to focus more on your research application assignment.

*Initial Synthesis Reading Response*

For the initial synthesis reading response, write a **500 word** response in which you: 1) choose a single theme from the core readings for the week and demonstrate how **at least two of the readings** illustrate the point or issue chosen, 2) identify and describe how tenets of the theory are playing out in a present-day (general or educational example), and 3) discuss how you are reflecting on the readings (What are you taking away? What points challenged you? How might this reading relate to your own research and practice? What questions are lingering?). Below are additional guidelines to remember as you write your synthesis responses:

* Tell the reader how you are going to structure the synthesis; for example, identify the theme you will be dealing with clearly from the outset.
* Show how the theme is developed across the texts; i.e. go beyond outlining what the various sources contribute to the theme (e.g., compare/contrast.)
* Be very selective about using direct quotes from authors. You want to use your own words as much as possible.
* Explain carefully how the authors develop the theme, before you insert your own observations (i.e. interact with the authors’ views).
* Substantiate claims that you make yourself by indicating what you base them on (e.g., personal experience / observation).
* Use referencing conventions correctly and consistently consult the 7th edition of the *Publication Manual of the American Psychological Association* (APA)

*Submission Guidelines:*

* The initial post should be 500 words. Do not go beyond 500 words. One of the greatest challenges of academic writing is making and substantiating your points clearly and concisely.
* Include the word count at the bottom (references not included).
* Submit reading response to the Canvas discussion board by class start time.

*Peer Response:*

After Monday’s class meeting, you will write a **300 word** response to one peer’s reading post. This is an opportunity for you to demonstrate how you agree or disagree with a key theme articulated in your colleague’s synthesis. Consider how the synthesis may help you wrestle with the questions posed in your initial post. Below are additional guidelines to remember when writing the peer response:

* The tone of these responses are formal and academic.
* Tell the reader how you are going to structure the response; for example, identify your key argument or connection from the outset.
* Substantiate claims that you make yourself by indicating what you base them on, e.g., readings (from any point in the semester) / class discussions / personal experience / observation.

*Submission Guidelines:*

* The peer response should be 300 words. Do not go beyond 300 words. One of the greatest challenges of academic writing is making and substantiating your points clearly and concisely.
* Include the word count at the bottom (references not included).
* Submit the peer response to Canvas by 11:59 pm on Friday following the initial reading posts.

Weekly Facilitator & Connector (30 points)

As graduate students it is important to practice facilitating discussions and making connections between theory and how it helps us read the world. Most weeks, one student will facilitate the beginning of our discussions through a Quote & Prompt freewrite and a Current Event/Pop Culture analysis. When it is your assigned week, you will create a presentation with four slides:

1. Quote – Select a quote from the week’s readings that resonated with you and provoked you to think critically about the theoretical concepts.
2. Prompt – Develop an open-ended question as a prompt for your peers to respond to in a freewrite prior to discussion. The prompt should connect with the quote and the readings from the week. After a 5 minute freewrite, you will facilitate a brief discussion based on the first two presentation slides.
3. Current Event/Pop Culture Image – Select a current event or pop culture text in which the assigned theory is represented and/or helps to understand the event/cultural reference.
4. Analysis – Using a visual graphic, explain how the theory (or particular theoretical tenets) exists and/or helps to understand/read the event or cultural text. Describe the explicit and implicit messages for the public and potential issues in educational settings.

*Submission Guidelines:* Submit your slide presentation to Canvas on your assigned week by class start time.

Class Engagement (18 points; 2 per class session)

Dialogue is an essential part of understanding. Freire (2000) stated that, “The important things . . . is for the people to come to feel like masters of their thinking by discussing the thinking and views of the world explicitly or implicitly manifest in their own suggestions and those of their comrades” (p. 124). Our class sessions will be discussion-based with activities to complete individually and in small groups as a way to learn together through the semester. You will earn two points for your active engagement in each synchronous class.

Research Application (200 Points Total)

While each week of this semester is designed to give you a glimpse into an important area of critical and humanizing thought, this assignment is designed to help you dive more deeply into a specific area that is of interest to you. For instance, you might choose to learn more about Critical Race Theory’s discussion of whiteness as property, Queer Theory’s conceptions of fluidity and multiplicity, or Foucault’s consideration of the body. Whatever area you select, you will read, learn, and synthesize the ideas of several theorists and educational researchers and explore potential applications for your own current and/or future research. The goal is for you to become better prepared for your future work as you become more well-versed in one area of theory.

This assignment is broken down into several smaller assignments.

* *Proposal & Initial Bibliography (15 points)* - For this initial assignment, you will put together a 200-400 word proposal explaining what theory you have selected, why you have selected this theory, and why you think learning about this theory will be useful for you. In addition, you will include a bibliography of at least 4 publications you will read (articles, book chapters) to help you learn more about this theory. Have at least 2 publications focused on the broader theory and at least 2 publications focused on applying the theory to educational research.
* *Annotated Bibliography (25 points)* - For this assignment, you will create an annotated bibliography of 12 total publications. At least 5 of the publications should be scholars, within and/or beyond the field of education, developing the social theory (e.g., Butler in developing poststructural feminism) and at least 5 of the publications should be scholars applying the social theory to their empirical educational research. Each citation will be followed with your annotation. Each annotation includes an approximately 100-150 word summary of the publication and an approximately 50-100 word discussion of how you’ll use the piece in your own future work (for theoretical works, this discussion includes how you’ll use the theory in your own future work; for educational application works, this discussion includes how the previous research informs your own future work).
* *Initial Summary of Theory (25 points)* - For this assignment, you will draw on your annotated bibliography to synthesize the major ideas from the theory you have selected. You will need to look across all of your annotations and identify the major tenants, questions, assumptions, values, goals, tensions, and so forth in the body of theory. You will then write a summary of the theory’s major concepts (think of this summary as an introduction to the theory that you’ve written for a peer). Your summary should be approximately 600-1,000 words in length.
* *Initial Summary of Research (25 points)* - For this assignment, you will draw on your annotated bibliography to synthesize the major ideas from the empirical educational research publications you have selected. You will need to look across all of your annotations and identify the major questions, findings, trends, tensions, and so forth across the studies (note: rather than trying to put each publication into one category, use a number of categories and explore how each publication speaks to these categories). You will then write a synthesis (sometimes called a literature review) of the major findings in the area of educational research you have selected (think of this summary as an introduction to the area of research that you’ve written for a peer). Your summary should be approximately 600-1,000 words in length.
* *Final Paper and Presentation (110 points)* - For this final assignment, you will draft a paper that discusses: 1) the major concepts of the theory; 2) the major trends in previous educational research utilizing this theory; 3) your positionality in relation to the theory and its application, and 4) the potential ways you will utilize and apply these theoretical concepts for a future research project and how your application will speak to the previous research in your field. This paper will be 10-15 pages, double-spaced APA style (not including references). In class, you will present an abbreviated version of this paper. Your presentation should include some sort of visual aid (e.g., a PowerPoint presentation, Prezi, handout) and should be no longer than 8 minutes.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Due Date** |
| Reading Responses | 50 | Initial Reading Response (Mondays by class start time) & Peer Reply (by Fridays, 11:59 pm), 10 points each |
| Weekly Facilitator & Connector | 30 | On assigned week during semester |
| Class Engagement | 18 |  |
| Research Application | 200 | Proposal & Initial Bibliography: 15 points (6/10)Annotated Bibliography: 15 points (7/8)Initial Summary of Theory: 15 points (7/15)Initial Summary of Research:15 points (7/15)Final Paper and Presentation: 140 points (7/29) |
| **Total** | **298** |  |

**Grading Scale:**

A: 90-100% of total points

B: 80-89% of total points

C: 70-79% of total points

D: 60-69% of total points

F: 0-59% of total points

*(Dr. Demoiny follows common rounding of final grade protocols. If there is a final grade with .50 or higher, Dr. Demoiny will round up to the next whole number. If a final grade is .49 or lower, Dr. Demoiny will round down to the whole number).*

If you feel confused or overwhelmed with an assignment at any point during the semester, please schedule an appointment with Dr. Demoiny. She wants to provide you with any support you may need, and communication is extremely important in order to do so.

Assignments should be submitted on time. Weekly reading responses will be not be accepted late, as it is necessary to be prepared to engage in class discussions. If circumstances arise where you are concerned about completing a major assignment by the due date, please contact Dr. Demoiny to discuss the possibility of an extension. Otherwise, there will be a 10% deduction per day for late assignments. If students have a concern with a specific grade earned, Dr. Demoiny is willing to meet with them in order to discuss their learning, understanding, and effort within two weeks of the student receiving the grade.

**Academic Integrity**

Scholastic honesty is expected and required. All work submitted for this course must be your own. Copying or representing the work of anyone else (in print or from another student) is plagiarism and cheating. This includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. In this course, it is expected that all submitted work is produced by the students themselves with APA citations used to give credit for other people’s words and ideas. Students must not seek the assistance of Generative AI Tools like ChatGPT for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a place to begin learning about an idea or a place to begin brainstorming, but be forewarned that AI tools are not fully trustworthy. Auburn University’s Academic Honesty Code will be applied in this course - <https://auburnpub.cfmnetwork.com/B.aspx?BookId=12252&PageId=460625>

**Attendance**

Attendance in class meetings is essential in graduate courses. We learn from one another, and this cannot be duplicated outside of in-the-moment dialogue. We will meet synchronously on Zoom each Monday from 5-7:50 pm. Although online discussions are different from a traditional face-to-face classroom arrangement, we should work to be present and engaged during our class discussions. We will follow Auburn’s attendance policy outlined in the [*Student Policy Handbook*](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12589&PageId=462108)*.* Upon a second unexcused absence, a student’s grade will be lowered by two letter grades.

**Technology**

Canvas is the online platform for Auburn University courses. All course materials can be located on Canvas, and each assignment will be submitted on Canvas. For synchronous meetings, we will use Zoom. Although this is different from a traditional face-to-face classroom arrangement, it is important that we all work to be present and engaged during Zoom class sessions. As bell hooks writes, “As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” You may choose to mute your microphone when you are not speaking, and you may want to use a pre-made background as we are all meeting in spaces that were not intended to be learning areas. As we meet synchronously, you should interact with us as if we were together in class; therefore, you should leave your camera on and avoid using your phone/computer to text, check social media, etc. If there is a situation in which you need to attend (e.g. A child or parent who begins talking to you), you may need to step away for a brief moment and then return. You will be accessing technology routinely. If you experience trouble using the Zoom platform or accessing university websites or online platforms, please contact the [OIT Support Services](http://bulletin.auburn.edu/generalinformation/informationtechnology/).

**Accommodations**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Title IX Statement**

Auburn University is committed to providing an environment that is free from discrimination and harassment based upon protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [Title IX](http://www.auburn.edu/titleix)

**Course Contingency**

If class sessions are disrupted due to faculty illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to this syllabus and/or course assignments will replace the original materials. Additionally, Dr. Demoiny may make changes to the course readings and/or assignments based upon students’ needs.