

University of Wisconsin - Whitewater
Department of Curriculum and Instruction
Learning & Teaching for Empowerment (SECNDED 709)
TENTATIVE

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Required Text & Readings

Apple, M. and Buras, K. (Eds.). (2005). *The subaltern speak*. New York: Routledge.

Chandler, B., Stinson, A., Wendling, H., From, L., & Gruetzmacher, B. (2004). Talking an Article: A conversation on empowerment and education. *Mid-Western Educational Researcher*, 17(4) (available on D2L)

Freire, A. and Macedo, D. (Eds.). (2001). *The Paulo Freire reader*. New York: Continuum. (available on D2L)

Horton, M. and Freire, P. (1991). *We make the road by walking: Conversations on educational and social change*. Philadelphia: Temple University Press.

Lesityna, P. and Woodrum, A. (1999). Context and culture: What is critical pedagogy? In Leistyna, P., Woodrum, A., and Sherblom, S. (Eds.), *Breaking free: The transformative power of critical pedagogy*. Cambridge, MA: Harvard Educational Review (Reprint Series No. 27) (available on D2L)

Recommended Readings

England, C. (2004). *Uphill both ways: Helping students who struggle in school*. Portsmouth, NH: Heinemann.

Purcell-Gates, V. & Waterman, R. (2004). *Now we read, we see, we speak: Portrait of literacy development in an adult Freirean-based class*. Mahwah, NJ: Lawrence Erlbaum Associates.

Wink, J. (2000). *Critical pedagogy: Notes from the real world*. New York: Addison Wesley Longman, Inc.

Course Description & Objectives

This course is the final course in the Alternative Education Programs licensure sequence. Topics to be considered will include foundations of critical theory as it relates to dysfunction, injustice, and marginalization; democracy and the American experiment in public education; the classroom as a community of teachers as learners and learners as teachers); and teaching and learning as acts of empowerment and emancipation. Through involvement in the course, the program participant will become familiar with the literature-base of emancipatory studies and articulate its application in the classroom, identify and articulate the political environment in which the school/classroom is situated, and develop emancipatory learning opportunities.

Course Requirements

On-line discussions & activities	50%
Synthesis paper (Philosophy of Teaching in Alternative Education Settings)	25%
“The Subaltern Speak” presentation	25%

On-line CLASS SCHEDULE

Date	Activity	Related reading(s)
Session one	Introduction to the course. What is emancipatory pedagogy?	Leistyna, et al., Ch. 1 (pp 1-7)
Session two	True confessions. Discussion: What is critical pedagogy?	Horton & Freire, Chapter 1 & 2 (pp 1-95)
Session three	Discussion: Pedagogy of the Oppressed	Freire & Macedo, Chapter 1 (pp 45-79)
Session four	Discussion: Freire	Freire & Macedo, Introduction (pp 1-42)
Session five	Discussion: Education for Critical Consciousness	Freire & Macedo, Chapter 2 (pp 80-110)
Session six	Discussion: Pedagogy of Liberation	Freire & Macedo, Chapter 5 (pp 186-230)
Session seven	Discussion: Pedagogy of Liberation	Horton & Freire, Chapters 3 & 4 (pp 97-197); Chapters 5 & 6 (pp 199-248)
Session eight	Discussion: Pedagogy of Hope	Freire & Macedo, Chapter 7 (pp 237-264)
Session nine	Discussion: In whose voices?	Apple & Buras, Chapters 1, 2, & 3
Session ten	Discussion: National Contexts	Apple & Buras, Chapter 4, 5, 6, or 7 (each student will be assigned one chapter)
Session eleven	Discussion: International Contexts	Apple & Buras, Chapter 8, 9, 10, or 11 (each student will be assigned one chapter)
Session twelve	Activity: What is emancipatory pedagogy? revisited	Chandler, et al., "Talking an Article"

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