LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 429: Critical Social Theories & Education
Fall 2017 Course Syllabus
Thursday, 4:15 – 6:45 p.m.
Water Tower Campus, Corboy Law Center, Room 325

Instructor Information
Kay Fujiyoshi, Ph.D.       Phone: 773.512.6389
Adjunct Professor, Higher Education              Email: kay.fujiyoshi@gmail.com
Office Hours by Appointment

Course Overview
Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.
-Paulo Freire, Pedagogy of the Oppressed

This class will confront and seek to better understand oppression and inequities in our world as well as potential strategies for advancing social justice. We will specifically focus on the roles that institutions and concepts of education and schooling have in producing, reproducing, and paradoxically in dismantling injustices. By studying seminal texts on the relationship between concepts of education and social injustices, class participants will gain a better understanding of the mechanisms of systemic oppression and possibilities for justice.

Several values and assumptions, which are grounded in a critical stance, serve to guide this course. First, education is both a social institution and process. As such, education has the power to simultaneously maintain, reproduce, and challenge social inequalities and injustices within and outside the boundaries of traditional educational institutions. The class privileges Freirean ideals of anti-oppressive education and views education as vital for a healthy democratic society. Finally, the class recognizes the remarkable potentials of a humanizing education for critical consciousness and critical hope as transformative forces for social justice.

Course Objectives
This course will provide a survey of influential scholarly texts and key theories in the critical school of thought. Students will study and consider the relevance of these important and inspirational works for the field of education.

Upon completion of the course, students will:
1. Be familiar with a range of seminal works on social oppression, education, and philosophies for social justice by influential and inspirational scholars.
2. Be able to apply critical theories and perspectives to make some sense of social injustices and to creatively consider possible strategies for advancing social justice.
3. Be able to apply critical social theories and perspectives to examine and deconstruct dominant educational contexts, texts, and practices.
4. Gain a stronger understanding of their own complex social identities, positionalities, and personal values within the contexts of systemic oppression.
5. Articulate a personal social justice philosophy and theory of educational practice.
6. Identify sources of hope for transformative social change.
IDEA Objectives for Faculty Information Form

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Developing a clearer understanding of, and commitment to, personal values.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view.

School of Education Conceptual Framework

Social Action through Education

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Social Action through Education.” This framework, and its emphasis on the importance of diversity, is consistent with the design and content of this course. Accordingly, this course will challenge students to explore the many ways in which complex social processes, both within and outside of the boundaries of post-secondary education, shape and influence access to and diverse experiences in higher education. Over the last half century, social, political, and economic changes have resulted in an ever-increasing diversity of students, faculty, and administrators within higher education. These complex changes have also redefined barriers for diverse communities to higher education access. While enriching the cultural and intellectual environment on campuses, demographic and social changes bring both challenges and opportunities for the field of student affairs and student affairs professionals to address the range of students’ educational, developmental needs. Students in this course will explore and reflect on how overarching societal changes and social processes shape the experiences of students and communities in relation to higher education. They will also identify ways in which these changes are related to their professional goals as scholars and educators.

Institutional Policies

Technology

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Sakai as an educational tool to engage students outside of the classroom setting. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

Course Texts


Additional required readings will be provided via the Sakai site for this course.

Expectations & Requirements

Learning is a shared and communal process of dialogue. Guided by Freirean principles of transformative pedagogy, this class will be facilitated as a learning community. Within this learning community and its spaces (i.e. classroom, Sakai, email, etc.), I expect us all to respect the diversity of knowledge assets – experiential, intellectual, and cultural. Accordingly, students are expected to:

- Be fully engaged in the progression and development of the class.
- Critically read all assigned texts prior to each class.
- Be in attendance at each scheduled class and present for class dialogues.
● Actively engage in small and large group discussions in class and online in a thoughtful, informed, and professional manner.
● Be open to reflect on and learn from perspectives presented in class especially if they differ from yours.

Cell Phones / On Call / Social Media / Laptops
If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undisruptive manner. **Texting and/or instant messaging are not allowed during class as a matter of respect to the learning community.**

Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the class. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

Laptops and Internet Usage
Laptops and tablets are permissible for purposes of both taking and reviewing notes as well as to search for online resources that may contribute to the class dialogue. Instant messaging, e-mailing, engaging in social media, etc., during class communicates disrespect to the rest of the class community, and are not permitted.

Email / Sakai
Email will be used as the primary mode of correspondence for this course. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai may be used as a source to update the class about course material and to distribute notices about class.

APA Style / Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. Moreover, an inherent goal of this class is to prepare students to be scholars or scholar-practitioners. All papers should be submitted in APA 6th edition format. **Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one-inch margins.** Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. All students are encouraged to consult the University Writing Center ([http://www.luc.edu/tutoring/Writing_Center.shtml](http://www.luc.edu/tutoring/Writing_Center.shtml)) to strengthen their writing skills.

Evaluation & Grading

It is your responsibility to complete and turn in assignments by the time specified in the course syllabus and in the manner specified in the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. Students are encouraged to consult with the instructor regarding any questions associated with assignments.

**NOTE: The suggested length does not include the title page or reference pages.**

| Participation and attendance | 15% |
| Collective Notes             | 15% |
| Engaged scholarly discussion (ESD) of a contemporary issue | 20% |
| Contemporary Issue Analysis Paper | 20% |

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Dispositions
Additionally, the Higher Education Program will be assessing all students according to the rubric of professional dispositions attached to the end of this syllabus. These dispositions: professionalism, inquiry and social justice, are indicators of growth for different levels in the program.

Participation and attendance: 15%
Because your participation in class is integral to the success of the course, please notify me in advance if for some substantial reason you will be unable to attend class. You are expected to be on time to class, and be engaged in class discussions which occur both in the classroom and online via Sakai.

The rubric for participation and attendance is as follows:

<table>
<thead>
<tr>
<th>Evaluative Dimension</th>
<th>“A” Grade</th>
<th>“B” Grade</th>
<th>“C” Grade</th>
<th>“D/F” Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness</strong></td>
<td>Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent</td>
<td>Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives</td>
<td>Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is frequently absent</td>
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<tr>
<td><strong>Quality of Contributions</strong></td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidence-based and supported through course content and/ or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
<tr>
<td><strong>Significance of Contributions</strong></td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
</tr>
<tr>
<td><strong>General Engagement</strong></td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions</td>
<td>Minimal contributions are offered in the small or large group; Appears disengaged from activities and / or discussions;</td>
<td>No contributions are offered</td>
</tr>
<tr>
<td><strong>Gate-Keeping</strong></td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
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<tr>
<td><strong>Listening/Attending Skills</strong></td>
<td>Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes</td>
<td>Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes</td>
<td>Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning processes</td>
<td>Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning</td>
</tr>
</tbody>
</table>

**Contemporary Issue Project:**
**Part I: Collective Notes: 15%**
Due via Sakai at 12 p.m. on the day before the class session assigned.

Students will sign up to draft and post to Sakai one set of notes (1-2 pages; no need to follow APA style) about the assigned required readings for a selected class session. These notes can be written in prose and/or with bullet points/outline style, etc. These notes must be easily understood by all in class, and address the following:
- The author(s): Who is/are the author(s)?
- Central arguments of readings (You may also include a link to music, video, art, poetry, etc. to demonstrate central ideas for the week.)
- How do the readings for the week’s class connect with, challenge, or extend on each other?
- How do these readings connect with, challenge, or extend the ideas presented in readings from previous weeks?
- List 2-5 questions that emerge for you from the week’s readings.

For the weeks you are not assigned to draft and post notes, you are required to respond to the posted notes by 12 p.m. of the class session day. Your response should include:
- Comment on the posted notes – Do the notes reflect your understanding of the readings? Would you add anything? Would you edit anything?
- Questions for clarification
Contributions of any significant quotes.

**Part II: Engaged scholarly discussion of a contemporary issue (20%)**:

You will explore a current issue that is of significant concern to you, preferably the issue in your analysis paper. What do we need to know to understand the issue? What are the competing points of view? What is at stake, and for whom? What is your position regarding this issue and how does it impact you/students/schools? You will locate articles, books, websites, or other sources that provide interesting perspectives on the issue and share them with other members of the group. At least 1 of your sources should be from a scholarly/peer-reviewed journal. Be sure to select articles that present opposing or different points of view. Also, use only articles or book chapters published within the last 5 years, to insure that they are current and relevant.

After completing sufficient background research, you will prepare a 45 minute lesson designed to address your issue in an engaging and informative manner. Your class session should include some presentation or review of the articles/information examined, as well as one or more learning activities to help the class understand the complexities of the issue in depth. Be creative in coming up with the activities, but remember that learning is the goal. In sum, this project involves research, learning and teaching.

At least three days prior to teaching about your issue, you will submit a lesson plan via email. **At least 48 hours prior to the class session.** Identify one relevant cultural artifact (e.g. Youtube video, music clip, movie clip, blog post, etc.) OR one article from a reputable news media source (e.g. Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, NY Times, Washington Post, etc.) published within the last year and post it on Sakai. Along with the artifact/article, include a brief description of why you selected the artifact/article along with 2 or 3 questions related to the topic for the class to consider in your post on Sakai. Be sure to incorporate the artifact/article you chose into your in-class facilitation.

To post to the class Sakai website, go to “Forums,” click on “Engaged Scholarly Discussion Postings,” and “Start a New Conversation.”

*All students* are also expected each week to read and respond to the week’s postings on the Sakai site, by 12 noon on the day of the respective class meeting.

Students are highly encouraged to discuss their ideas for their scheduled ESD session with the instructor.

Learning outcomes for this assignment include:

- Increased capacity to apply critical theories and perspectives to make some sense of social injustices and to creatively consider possible strategies for advancing social justice.
- Expanded ability to apply critical social theories and perspectives to examine and deconstruct dominant educational contexts, texts, and practices.
- Identify sources of hope for transformative social change.

**Part III: Contemporary Issue Analysis Paper: (20%)**

*Due: October 26, 5 p.m. via Sakai
Page limit: 5 pages (20%)*

The primary purpose of this assignment is for you to make connections between theory/policy and practice by focusing on a specific contemporary issue that interests/concerns you. Issues may derive from your own practice, local school or district context, or the broader educational spectrum -- the choice is yours. At minimum, you should address the following:

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• What is the issue or dilemma that is being investigated? How is it important in the broader educational spectrum? Please provide sufficient evidence from journal articles, online sources, books, or other media to illustrate your point.
• What do we need to know about the historical and contemporary context of this issue or dilemma so that we may understand it better? Why is this issue significant for educators to consider?
• Whose interests are at stake? What are the stakeholder groups (parents, community, school, business, students, etc.) and what are their particular interests or perspectives on this issue/dilemma? Why does the consideration of these varied interests matter?
• What are the implications for policy and practice at whatever level(s) is most appropriate (eg school, community, state, federal, etc.)?
• What do you think? Articulate your own understanding, perspective, stance, and possible approaches to addressing this issue. Is there a disconnect? If so, how do you explain that in terms of your own perceptions, perspectives, understanding and experiences?

You should utilize no less than three outside resources for this project, no less than two of which must be from the syllabus. Please reference your sources using APA format and provide links to online sources.

Final Paper Critical Autobiography. – 30%
Due: December 7, 5 p.m. via Sakai
Page limit: 10 pages

This paper is intended to be an opportunity for you to comprehensively examine education as a social institution (process and place) that produces, reproduces, challenges, and/or transforms systemic inequalities and injustices. How did your identities and life experiences influence your K-12 schooling experiences? Consider such identities as your race, social class, gender, and sexual orientation, and such schooling experiences as those related to academic achievement, motivation, extracurricular activities, peer groups, and various “problems.” Be sure your essay includes both description (of your experiences) and analysis (of how to apply critical theories and perspectives to your experiences). The goal of the Critical Autobiography is to demonstrate:
• Familiarity with a range of readings from the semester.
• An ability to apply critical theories and perspectives to make some sense of social injustices and privileges and to creatively consider possible strategies for advancing social justice.
• An ability to apply critical social theories and perspectives to examine and deconstruct dominant educational contexts, texts, and practices.
• A clear understanding of your own complex social identities, positionalities, and personal values within the contexts of systemic oppression.
• Your personal social justice philosophy and theory of educational practice.
• A capacity to identify sources of hope for transformative social change.

You should utilize no less than 5 outside resources for this project and no less than 5 resources from the syllabus. Please reference your sources using APA format and provide links to online sources.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8.31</td>
<td><strong>Overview of Course - Critical Social Theory and Education</strong></td>
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<td></td>
<td>Required readings</td>
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<table>
<thead>
<tr>
<th>9.7</th>
<th>Neoliberal Ideology</th>
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<tbody>
<tr>
<td><strong>Required readings</strong></td>
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<tr>
<td>● <em>Neoliberalism: The Ideology at the Root of all Our Problems</em></td>
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<tr>
<td><strong>Optional</strong></td>
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<tr>
<th>9.14</th>
<th><em>Conscientization</em> and Emancipatory Education</th>
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<tr>
<td><strong>Required readings</strong></td>
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<tr>
<th>9.21</th>
<th>Critical Race Theory</th>
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<tr>
<th>9.28</th>
<th>White privilege and property</th>
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<tr>
<td><strong>Required readings</strong></td>
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<td><strong>Optional</strong></td>
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<tr>
<th>10.5</th>
<th>Deculturalization and the history of schooling of historically oppressed ethnic minorities</th>
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<tr>
<td><strong>Required readings</strong></td>
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</table>
### Video: Schooling the world

**5**

### Purposes and Functions of Schooling

**10.12 Required readings**

**Optional Reading:**

**ESD5 Ashley**

### Constructed Notions of Capital and Inequality

**10.19 Required readings**
- Stanton-Salazar (2011). A social capital framework for the study of institutional agents and their role in the empowerment of low-status students and youth. *Youth Society, 43* (3), 1066-1109.

**Optional:**

**ESD6 Lillianna**

### Embodiments of Knowledge, Power, and Self

**10.26 Required readings**

**ESD7 DUE: Contemporary Issue Analysis**

### Anti-oppressive Educational Approaches

**11.2 Required readings**

**ESD8 Jesus**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required readings</th>
<th>Notes</th>
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Optional:  
| 11.23    | Thanksgiving – No Class                    | Led by Q                                                                                                                                                |            |
Appendix B
Professional Dispositions
Higher Education Program

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (Above average)</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student dresses in an appropriate manner</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<td>Fairness</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and act inequitably</td>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<td>Student exhibits active listening skills</td>
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<td>Student is able to accept supervision</td>
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<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<tr>
<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.