Loyola University Chicago  
ELPS 429 – Critical Social Theory  
Fall 2018, Corboy Law Center 203  
Thursdays 4:15-6:45PM

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Phone: 312-339-4008  
Office/Office Hours: LT1132 by appointment

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Email: cwilliams18@luc.edu  
Office Hours: LT1020A or online via Zoom by appointment

Disclaimer
Please note, if, for pedagogical reasons, a change to the syllabus is necessary, we reserve the right to move forward with such changes. If and when changes are made to the syllabus, I will notify the entire class community either verbally or in writing.

Course Description
This course examines the foundations, applications, and practice of critical social theories in U.S. education. Through rigorous texts, engaged discussion, and reflective assignments, this course aims to address the following central questions:

- What is theory and who gets to define that?
- What is social theory?
- What is critical about critical social theories?
- How is theory pertinent to practical, everyday educational practices?
- How can and does education contribute to either reinforcing or challenging relations of power and domination in the modern era?
- What is your relationship to critical social theory?

Course Objectives
This course has been designed to meet the following objectives. Students will:
1. Use prior knowledge to make real-word connections to critical social theories.
2. Understand and apply critical social theories to their personal and professional contexts.
3. Increase their reflexivity with regards to critical social issues.
4. Engage in aesthetic educational practices.
5. Embrace conflict as a necessary part of the learning process.
6. Examine the hidden curriculum of higher education through the application of critical social theories.
7. Explore with “play” as a necessary aspect of authentic learning.
8. Experience multimodal approaches to engaging the course content.

Community Agreements
In this course, we will collectively develop, reach consensus on, and abide by community agreements.

1. Show up and show out.

2. Participate to the fullest of your ability.
3. Be open to new ideas and take risks.

4. Respect and civility for the community.

5. Actively make connections.


**Conceptual Framework and Conceptual Framework Standards**
For your reference, our conceptual framework is described here -
[www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

The following SOE Conceptual Framework Standards (CFS) will be addressed in this course:
- **CFS1**: Candidates critically evaluate current bodies of knowledge in their field.
- **CFS2**: Candidates apply culturally responsive practices that engage diverse communities.
- **CFS3**: Candidates demonstrate knowledge of ethics and social justice.
- **CFS4**: Candidates engage with local and/or global communities in ethical and socially just practices.

**Dispositions**
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit **professionalism**, pursue **inquiry**, and enact **social justice** prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. 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.

**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](http://luc.edu/idea/).

**IDEA Objectives**
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning how to find and use resources for answering questions or solving problems
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

**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/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left hand side of the page.
Diversity
This course supports the School of Education’s conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to curriculum in higher education.

Food and Housing Security
Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support. Furthermore, please notify me if you feel comfortable in doing so. I will work with you to identify potential resources.

Use of Technology (including cell phones, laptops, tablets, etc.)
Use of technology is acceptable to the extent that it is used for the purposes of learning related to the course. I have designed this class so that learning will be optimized through discussion and our powerful interactions through sharing ideas from our life experiences, professional expertise, and other funds of knowledge with each other, therefore the use of technology, outside of accessing reading and resources, can be more of a hindrance than an enrichment during class. I highly encourage you to use pen and paper note taking as your primary means of technology in the classroom. Research continues to support the effectiveness of manual note-taking in enhancing student learning.


In the study published in Psychological Science, Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California, Los Angeles sought to test how note-taking by hand or by computer affects learning.

"When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can," Mueller tells NPR's Rachel Martin. "The students who were taking longhand notes in our studies were forced to be more selective — because you can't write as fast as you can type. And that extra processing of the material that they were doing benefited them."

Mueller and Oppenheimer cited that note-taking can be categorized two ways: generative and non-generative. Generative note-taking pertains to "summarizing, paraphrasing, concept mapping," while non-generative note-taking involves copying something verbatim.

If you need to use technology as a tool for accommodation, please let Cobretti Williams know in advance. If you need to use your phone, please be respectful and step out of the room to do so.

Late Work
Assignments must be completed and turned in on the due date and time. If you anticipate needing more time to submit your work you must notify me via email at least 48 hours in advance of the due date and time. If you do not notify Dra. Chang 48 hours in advance, you
will receive a **maximum of half-credit** for each late assignment.

**Attendance**
You are expected to be on time to class and stay for the duration of class. If there is an emergency that will prevent you from attending, please contact Dra. Chang via email as soon as you are able.

**APA Style/Writing**
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Papers must use 12-point Times New Roman font, double-spacing, and one-inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability, please consult with the University Writing Center ([http://www.luc.edu/writing/](http://www.luc.edu/writing/)) for assistance.

**Email/Sakai**
Email will be used as the primary mode of correspondence for this course. Further, you will receive email communication between Monday and Friday and within 24 hours during the work week. 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 will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material.

**Syllabus Addendum Link**
[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/). This link directs you to the college-wide required, SOE statements on the following topics: academic honesty, accessibility, conceptual framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines. You are responsible for knowing and abiding by the content of these statements. We ask that you read each policy carefully.

**Course Grades**
The grading scale is as follows: A (93 – 100%), A- (90 – 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points Per Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Cultural Artifact</td>
<td>P/NP</td>
<td>0</td>
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<tr>
<td>Weekly Blogs</td>
<td>20 (10 blogs at 2 points each)</td>
<td>20</td>
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<tr>
<td>Teach-Us Sessions</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Critical Incident Paper Progress Point #1</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Critical Incident Paper Progress Point #2</td>
<td>5</td>
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<td>Critical Incident Paper Progress Point #3</td>
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<td>Critical Incident Paper Final</td>
<td>25</td>
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<td>Final Performative Reflection</td>
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<td>5</td>
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<tr>
<td>Midterm Check-In</td>
<td>5</td>
<td>5</td>
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ASSIGNMENT DESCRIPTIONS

Participation
Participation is the cornerstone of this course. Your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor is the centerpiece of this course. Your participation will be measured by your self-assessment in the following areas:

- Supporting and cultivating new colleagues.
- Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.
- Courageously raising issues and engaging in discussions that feel risky or uncomfortable.
- Engaging in difficult conversations, seeking to understand others before being understood.
- Being as mindful, attentive, and respectful as possible.

Points will be awarded based on the Participation rubric (included at the end of the syllabus).

Weekly Blogs
Every week, students will critical review and reflect on course readings. While the blog offers students a flexible avenue to engage with course materials, students are expected to generally address the following questions in 250 words (approx. one page) or more:

1. What are the main points the author is making in the reading? Based on the readings, address the “4 A’s”:
   a. What do you agree with?
   b. What is something you would argue against?
   c. What is absent?
   d. What is something you aspire to?
2. How does this connect to a critical incident in your life?
3. How do the positionality and historical context of the readings inform your understanding of critical social theory?

Blogs will be submitted on the Sakai course site and are due no later than Wednesday at 11:59PM the day before each class session.

Teach-Us Sessions
Students will work in groups of four to “teach us” about student-selected sites in Chicago. The task, as a group, will be to explore a site for its representation of the critical social theories specific to higher education in alignment with that week’s readings. Through class discussion and guidance, students will plan the site visit, “teach us” about inherent themes and pose reflective questions. Your tasks are:

1. Meet as a group, develop community agreements specific to this assignment, establish meeting times, roles and responsibilities, and arrange a meeting with Cobretti no later than a full week before your facilitation; the purpose of this meeting is to ensure you are on the right track and to address any questions/concerns you might have.
2. Choose your site in Chicago. Make it easily accessible (and free of cost) for everyone and engage in rigorous creativity about the site selection. Here are questions you must consider as you choose the site:
   a. How accessible is this site to everyone in class?
   b. How does this site relate to higher education?
   c. How does this site illustrate the week’s readings on critical social theories?
   d. What new information can you teach us about this site that we may not already know? What primary sources might you access to share this information?
   e. How can I engage my peers in rigorous reflection?

3. Determine how to get to that site, and do a “dry-run” of both the location and how you plan to facilitate the session. Here are questions you must consider as you plan your facilitation:
   a. What is the primary goal of this facilitation? What do I want my peers to get out of it?
   b. How will I know the goal has been met?
   c. How am I utilizing multiple modalities to address the multiple intelligences of our class community members?
   d. What assumptions am I making about the class in planning the facilitation and how can I either be upfront about these assumptions or utilize strategies to ensure that those assumptions do not negatively impact the facilitation?
   e. How is my positionality impacting the way I approach this facilitation? How can I be upfront about this in my facilitation style?
   f. How can I incorporate aesthetic learning and play within the facilitation?
   g. How can I plan the facilitation so it has an appropriate pace?

4. Teach us about the site, particularly focusing on how the site represents critical social theories utilizing various sources. Here are questions you must consider as you engage critical social theories through the teach-us session:
   a. What specifically do you want your peers to understand about the specific critical social theory(ies) you are focusing on?
   b. How will you know that they have understood it?
   c. What was particularly resonant, fascinating, and/or problematic about the specific critical social theory(ies) you are focusing on?
   d. How does this specific critical social theory(ies) relate to your peers’ everyday lives with respect to their roles as higher education professionals?
   e. What reflective questions can you pose around this specific critical social theory(ies) to move your peers to consider its significance and application to real life?

**Critical Incident Final Paper**
The purpose of the Critical Incident Final Paper is to thoroughly apply critical social theory(ies) to a critical incident in your life. A critical incident is an incident in your life which has deeply impacted your worldview. This is an exercise in understanding, incorporating, and analyzing the personal through academic theory and into academic parlance.

Your paper will be divided into six sections:
1. Introduction
2. Critical Incident
3. Critical Social Theory
4. Integration of Critical Social Theory and Critical Incident
5. Discussion/Implications
6. Conclusion

The course will be structured so that this final paper is scaffolded throughout the semester through three progress points, wherein you will iteratively write different elements of your paper:

1. **Progress Point - Incident:** Think about a pivotal experience in your life that shaped who you are as a person, including but not limited to your social identities and awareness of social issues as they relate to power, privilege, and/or oppression. In reflection, think about significant details such as the root issue of the experience, people who were present and their social identities, location, emotions triggered during the incident and any related instances that trigger similar feelings about the experience. This reflective draft should be approximately between 4-5 double-spaced pages in APA format.

2. **Progress Point - Critical Social Theory:** With a firm understanding of your critical incident, review and analyze a specific critical social theory - either discussed in the course or outside theories you may know - that are related to the critical incident mentioned in the first progress point. Key things to consider in this draft include the foundations of the theory, how its has been analyzed and critiqued previously, and its significance to the understanding of power, privilege, and critical perspectives, in general. This draft should be approximately 4-5 double-spaced pages in APA format.

3. **Progress Point - Integration:** The final progress point is the first opportunity for you to integrate your experiential and theoretical knowledge. Based on the tenets of your chosen critical social theory, how does the sequence, events, and significance of your critical incident connect with this particular theory? Additionally, it is helpful to also to think about how the critical analysis of your life experience elevates our understanding of critical perspectives of social theory. This draft should be approximately 4-5 double-spaced pages in APA format.

These progress points should be viewed as a self-assessment of your completion as well as an opportunity for feedback on your chosen critical social theory and integration with personal, lived experiences. More detailed instructions and the rubric for the incident paper can be found on the Sakai site. Additionally, this paper will be submitted via LiveText and Sakai.

**Midterm Check-In**
The midterm check-in is an informal opportunity to dialogue and discuss your experience of the course, including progress on remaining assignments, course-related questions, and any personal concerns you may have as a student. Each check-in will last no longer than 10-15 minutes and will be scheduled between October 10th - October 25th with Cobretti or Dra. Chang via Sign-Ups on the Sakai site. Check-ins may take place in-person or online at the preference of the student.

**Final Performative Reflection**
Think back over the course of the semester. Consider what you have learned with regards to critical social theory, how your personal experiences have served as sites of meaning making, and how the course has impacted your thinking moving forward as a practitioner and scholar. Then, present these reflections to the class. The format is wide open—except that no traditional essays, written responses, or PPT presentations are allowed. You will have 5 minutes on the last day of the course to present the class with your final performative reflection.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>Greene (2001)</td>
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<tr>
<td>Week 1</td>
<td>Gardner (1983)</td>
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<td></td>
<td>Moll et al. (1992)</td>
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<td>Sept 6</td>
<td>Levinson et al. (2011), pp. 1-24</td>
<td>Cultural Artifacts (2x)</td>
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<td>Week 2</td>
<td>Akom (2008)</td>
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<td>Holland et al. (1998)</td>
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<td>Sept 13</td>
<td>Levinson et al. (2011), pp. 25-50</td>
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<td>Week 3</td>
<td>Leonardo (2004)</td>
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<td>Rickford (2011)</td>
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<td><em>Sample Teach Us Session (Dra. &amp; Cobretti)</em></td>
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<td>Sept 20</td>
<td>Levinson et al. (2011), pp. 51-79</td>
<td>Group # 1 Teach Us Session</td>
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<tr>
<td>Week 4</td>
<td>Connell &amp; Messerchsmidt (2005)</td>
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<td>hooks (1994)</td>
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<td></td>
<td>Slaughter &amp; Silva (1983)</td>
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<td>Sept 27</td>
<td>Levinson et al. (2011), pp. 80-112</td>
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<td>Week 5</td>
<td>Horkheimer &amp; Adorno (1937)</td>
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<td>Herzog (2005)</td>
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<td>Kezar (2004)</td>
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<tr>
<td>Oct 4</td>
<td>Levinson et al. (2011), pp. 113-138</td>
<td>Group #2 Teach Us Session</td>
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<tr>
<td>Week 6</td>
<td>Anyon (1981)</td>
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<td></td>
<td>Hall (1990)</td>
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<td>Mills (2008)</td>
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<td>Week 7</td>
<td>Davies &amp; Guppy (1997)</td>
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<td>Oct 18</td>
<td>Levinson et al. (2011), pp. 139-170</td>
<td>Group #3 Teach Us Session</td>
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<tr>
<td>Week 8</td>
<td>Rabinow &amp; Rose (1982)</td>
<td>Midterm Check-Ins</td>
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<td>Harding (1983b)</td>
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<td>Rhoades &amp; Slaughter (2004)</td>
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<td>Olssen &amp; Peters (2005)</td>
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<td>Oct 25</td>
<td>Altbach &amp; Knight (2007)</td>
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<td>Rodriguez (2013)</td>
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<td>Nov 1</td>
<td>Levinson et al. (2011), pp. 171-195</td>
<td>Group #4 Teach Us Session</td>
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<td>Week 10</td>
<td>Altamirano-Jimenez (2010)</td>
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<td>Cannella &amp; Perez (2012)</td>
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<td>Foster (2003)</td>
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<td>Nov 8</td>
<td>Levinson et al. (2011), pp. 196-219</td>
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<td>Week 11</td>
<td>Artiles (2011)</td>
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<td>Date</td>
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<td>Nov 15</td>
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<td>Levinson et al. (2011), pp. 220-251</td>
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<td>Välimaa &amp; Hoffman (2008)</td>
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<td>Week 14</td>
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**Bibliography**

**Required Text:**

**Additional Literature:**


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**Participation Rubric - 100 points possible**

**Student’s Name: ________________________________**

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<thead>
<tr>
<th>Categories</th>
<th>11-15 points</th>
<th>6-10 points</th>
<th>5 points or below</th>
<th>Score</th>
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<tr>
<td>Supporting and cultivating new colleagues</td>
<td>I actively supported and cultivated new relationships with colleagues.</td>
<td>I supported and cultivated new relationships with colleagues when it was convenient.</td>
<td>I failed to support and cultivate new relationships with colleagues.</td>
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<tr>
<td>Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.</td>
<td>I consistently utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.</td>
<td>I sometimes utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.</td>
<td>I rarely utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.</td>
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<tr>
<td>Courageously raising issues and engaging in discussions that feel risky or uncomfortable.</td>
<td>I courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.</td>
<td>I sometimes courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.</td>
<td>I rarely courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.</td>
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<tr>
<td>Engaging in difficult conversations, seeking to understand others before being understood.</td>
<td>I actively and consistently engaged in difficult conversations and sought to understand others before being understood.</td>
<td>I sometimes engaged in difficult conversations and sought to understand others before being understood.</td>
<td>I rarely engaged in difficult conversations and sought to understand others before being understood.</td>
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<tr>
<td>Being as present as possible.</td>
<td>I was as present, mindful, attentive, and respectful as possible for each class session.</td>
<td>I was as present, mindful, attentive, and respectful as possible for most class sessions.</td>
<td>I was not as present, mindful, attentive, and respectful as possible for most class sessions.</td>
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