Instructor: Dra. (Doctora) Aurora Chang
Email: achang2@luc.edu
Office/Office Hours: LT 1132 or by appointment via Zoom

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 changes are made to the syllabus, I will notify the entire class community either verbally or in writing.

Course Description
This survey 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.

Conceptual Framework and Conceptual Framework Standards
For your reference, our conceptual framework is described here - 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.

**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/ 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/) 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/. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>18</td>
</tr>
<tr>
<td>Weekly Blogs</td>
<td>52</td>
</tr>
<tr>
<td>Teach-Us Sessions (Trio)</td>
<td>10</td>
</tr>
<tr>
<td>Teach-Us Sessions (Pair)</td>
<td>20</td>
</tr>
<tr>
<td>Teach-Us Sessions (Individual)</td>
<td>30</td>
</tr>
<tr>
<td>Critical Incident Paper</td>
<td>20</td>
</tr>
<tr>
<td>Total Points</td>
<td>150</td>
</tr>
</tbody>
</table>

**ASSIGNMENT DESCRIPTIONS**

**Participation (18 points)**
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:

- Attending and actively participating in class every week, on time
- Supporting and cultivating new colleagues through constructive dialogue and feedback.
- 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). This will be a self-assessment.
3-3-2-2-1-1 Weekly Blogs (52 points)

**Due Date:** You will submit your blog post in the Sakai “Blogs” tab each Friday by 11:50pm. You will then respond to at least one of your classmate’s blog posts each Sunday by 11:50pm. There are 13 blogs total.

**The Assignment:** Every week, students are expected to critically review and reflect on assigned course texts. Each week, students will be required to write one blog post and respond to one of their peers’ blog posts. While blogging offers students a flexible avenue to engage with course materials, students are expected to follow the 3-3-2-2-1-1 blog model for their individual posts:

3 themes
* each theme is explained by:
  3 paragraphs
  with at least
  2 quotations
  and at least
  2 quotations
  and at least
  1 personal example
  and at least
  1 discussion question

Blog responses do not need to follow any specific format however, they must include ALL elements of the 3-3-2-2-1-1 blog model.
Please Note:
1. Students are encouraged to write and save their blog posts as Word documents prior to submitting via Sakai, as we cannot guarantee that posts/writing will be available after the end of the course, when the Sakai site is closed.
2. Blog posts are less formal in tone than scholarly papers to allow for less anxiety and more freedom in expression. Still, students are expected to submit writing that is cogent, professional, and free of grammatical, spelling, or other typographical errors. Furthermore, students should utilize APA format for any in-text citations or direct quotes, as well as include a full reference for any sources cited within the paper that have not been directly introduced/covered in this course (but a full reference list is not required).

Grading: You will earn 3 points for successfully completing your individual weekly blog and 1 point for each peer blog response for a total possible 4 points.

Teach-Us Sessions (Individual, Pair, & Trio)
The purpose of the Teach-Us Sessions is to provide you with an experience to facilitate the class - once with a colleague and once on your own. These sessions can take on any format you would like and the more creative, the better. You want to design a full class session where you dig deeply into that week’s readings, provide an experiential learning exercise, and give us a meaningful opportunity to reflect on how the critical social theories for that week can be applied to our personal and professional lives.

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.

The final paper must be no longer than 10,000 words, excluding the reference page. It must also follow APA conventions.

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

1. **Introduction**: Provide an introduction which sets the tone and the course for your paper. It should provide a roadmap and a landscape for what we are about to read.

2. **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.

3. **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 section include the foundations of the theory, how it has been analyzed and critiqued previously, and its significance to the understanding of power, privilege, and critical perspectives, in general.

4. **Integration**: Here, you will 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.

5. **Discussion and Implications**: Reflect on what you just wrote, incorporating readings from the class. What does this mean? Why does this matter? What are the larger implications of this paper?

6. **Conclusion**: What is the great takeaway here?

This paper 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.

**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 10 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>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>An Introduction to Critical Social Theories and Education</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td><em>Undocumented to Hyperdocumented</em> (Chang, 2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Reflections of a Racial Queer</em> (Chang, 2010)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>How Your Positionality Impacts Your Epistemology</em> (Tacaks, 2002)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Cultivating Una Persona Educada: A Sentipensante</em> (Sensing/Thinking)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Vision of Education</em> (Rendon, 2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Heart of a Teacher</em> (Palmer, 1997)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Engaged Pedagogy</em> (hooks, 1994)</td>
<td></td>
</tr>
<tr>
<td>Sept 2</td>
<td><em><strong>Beyond Critique</strong></em>, Introduction (2011)</td>
<td>Blog #1</td>
</tr>
<tr>
<td>No Class</td>
<td><em>Beyond Critique, Ch. 1</em></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Education &amp; Hegemony/The Frankfurt School</strong></td>
<td></td>
</tr>
<tr>
<td>Sept 9</td>
<td><em>Beyond Critique, Ch. 2</em></td>
<td>Educational Autobiography</td>
</tr>
<tr>
<td>Week 3</td>
<td><em>Beyond Critique, Ch. 3</em></td>
<td>Blog #2</td>
</tr>
<tr>
<td></td>
<td><strong>An Introduction to Bourdieu &amp; Foucault</strong></td>
<td></td>
</tr>
<tr>
<td>Sept 16</td>
<td><em>Beyond Critique, Ch. 4</em></td>
<td>Educational Autobiography</td>
</tr>
<tr>
<td>Week 4</td>
<td><em>Beyond Critique, Ch. 5</em></td>
<td>Blog #3</td>
</tr>
<tr>
<td></td>
<td><strong>An Introduction to Feminisms &amp; Critical Race Theory in Education</strong></td>
<td></td>
</tr>
<tr>
<td>Sept 23</td>
<td><em>Beyond Critique, Ch. 6</em></td>
<td>Capital &amp; Cultural Artifacts</td>
</tr>
<tr>
<td>Week 5</td>
<td><em>Beyond Critique, Ch. 7</em></td>
<td>Blog #4</td>
</tr>
<tr>
<td></td>
<td><strong>Bourdieu</strong></td>
<td></td>
</tr>
<tr>
<td>Sept 30</td>
<td><em>Reproduction in Education, Society and Culture, 2nd Edition</em> (Theory,</td>
<td>Teach Us Session Pair #1:</td>
</tr>
<tr>
<td>Week 6</td>
<td>Culture &amp; Society) 2nd Edition*</td>
<td><em>David, Amy</em></td>
</tr>
<tr>
<td></td>
<td><em>Teach Us Session Pair #2: Amy, Isabel</em></td>
<td>Blog #5</td>
</tr>
<tr>
<td></td>
<td><strong>Critical Race Theory</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 7</td>
<td><em>Critical Race Theory (Third Edition): An Introduction (Critical America) 3rd Edition</em></td>
<td>Teach Us Session Trio #1:</td>
</tr>
<tr>
<td>Week 7</td>
<td><em>Teach Us Session Trio #2: Lulay, Jon, Isabel</em></td>
<td><em>Lulay, Jon, Isabel</em></td>
</tr>
<tr>
<td></td>
<td><strong>Foucault</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 14</td>
<td><em>Discipline and Punish: The Birth of a Prison</em></td>
<td>Teach Us Session Pair #2:</td>
</tr>
<tr>
<td>Week 8</td>
<td><em>Teach Us Session Pair #2: Amy, Isabel</em></td>
<td><em>Amy, Isabel</em></td>
</tr>
<tr>
<td></td>
<td><strong>Chicana Feminist Epistemology</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 21</td>
<td><em>Borderlands La Frontera: The New Mestiza</em></td>
<td>Teach Us Session Trio #2:</td>
</tr>
<tr>
<td>Week 9</td>
<td><em>Teach Us Session Trio #2: David, Lulay, Jon</em></td>
<td><em>David, Lulay, Jon</em></td>
</tr>
<tr>
<td></td>
<td><strong>Black Feminist Thought</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 28</td>
<td><em>Black Feminist Thought</em></td>
<td>Teach Us Session Individual #1:</td>
</tr>
<tr>
<td>Week 10</td>
<td><em>Teach Us Session Individual #1: David</em></td>
<td><em>David</em></td>
</tr>
<tr>
<td></td>
<td><strong>Queer Theory/Gender Theory</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Course Title</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nov 4</td>
<td>Week 11</td>
<td>The Routledge Queer Studies Reader (Routledge Literature Readers) 1st Edition</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Week 12</td>
<td>The Routledge Queer Studies Reader (Routledge Literature Readers) 1st Edition</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Week 13</td>
<td>Crip Theory: Cultural Signs of Queerness and Disability</td>
</tr>
<tr>
<td>Nov 25</td>
<td>Week 14</td>
<td>NO CLASS</td>
</tr>
</tbody>
</table>
References

Required Texts (please click on the links in the class schedule for purchasing details)


Additional Optional Literature:


### Participation - 18 points possible

**Student’s Name: ___________________________**

<table>
<thead>
<tr>
<th>Categories</th>
<th>3 points</th>
<th>2 point</th>
<th>0-1 points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending class punctually and weekly</td>
<td>I was in class on time, every week without exception.</td>
<td>I was in class on time, every week with one exception.</td>
<td>I was in class on time, every week with two exceptions or more.</td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>Being as mindful, attentive, and respectful as possible.</td>
<td>I was as present, mindful, attentive, and respectful as possible for each class session. I was never absent.</td>
<td>I was as present, mindful, attentive, and respectful as possible for most class sessions. I was absent once.</td>
<td>I was not as present, mindful, attentive, and respectful as possible for most class sessions. I was absent more than once.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

**Total Score: /18**