

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

**UNIT:** School of Education

**DEPT:** Educational Leadership and Cultural Foundations

**COURSE SYLLABUS**

**1. Course Prefix and Number:** ELC 688

**2. Course Title:** Critical Pedagogy & The Inner Life

**3. Credits:** 3.0

**4. Course Prerequisites/Corequisites:**

**5. For Whom Planned:** Elective course in the Masters of School Administration, the Ed.S. and Ed.D. in Educational Leadership, the Ph.D. in Cultural Foundations, and other departments in the school of education.

**6. Instructor Information:**

Glenn Hudak

Office: 239B Curry Bldg

Phone: (336) 334-3465

Office Hours: By Appointment.

e-mail: [gmhudak@uncg.edu](mailto:gmhudak@uncg.edu)

**7. Course Purpose/Catalog Description:**

**8. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

**9. Course Goals and/or Objectives/Student Learning Outcomes:** Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.)

This course is intended for doctoral level students in the Cultural Foundations of Education Program. The intent of the course is to explore the conceptual relationships between critical pedagogy and what might be called the inner life of individuals. In this course we begin by studying the work of Brazilian educator Paulo Freire. Freire's text, Pedagogy of the Oppressed, sets the stage for the course by providing the conceptual foundations for a "critical pedagogy." In our investigation we discover that critical pedagogy's central point is that as human beings our primary vocation is to humanize the world. This project of humanization is pedagogical in a fundamental way: we learn to be actors in history, actively and collectively transforming the world as we learn. As such, this project is at once political: transforming oppressive situations; and it is also personal: it involves inner transformation.

Needless to say, in most studies of critical pedagogy the former, the political, is often highlighted while the latter, the personal is played down. With this in mind, this course intends to bring a more balanced perspective to the study of critical pedagogy. To this end, we will follow Paulo Freire's thinking and explore both the psychic and theological dimensions of our inner life. Indeed, the reasoning behind this course is that while critical pedagogy has become quite popular in its discussion of dialogue and the politics of education, missing however is any sustained investigation of the psychic and theological dimensions of the student and teacher's inner life.

Welcome then. I am looking forward to our conversations on the relationships between critical pedagogy, liberation theology, and psychoanalytic thought. Needless to say, this course is multi-disciplinary in design. As such, initial connections between diverse subject matter (e.g., between theology and education) will be slow in coming to the surface of our discussions. Hence, as an informal prerequisite I urge all to practice patience. For the truth of the matter is, a course such as this has seldom been offered within the context of an education program. We are breaking new ground and this is both exciting as well as potentially very frustrating. Keep this in mind!

**10. Teaching Strategies:** For example, lecture, class discussion, group work, conferences, student presentations, electronic chat room, etc.

**11. Evaluation Methods and Guidelines for Assignments:** Statement of how students will be evaluated in the course and/or list of course requirements

First, you are required to do one oral presentation. This presentation is intended to help you bring together ideas and insights gained from class discussions. This presentation is also intended as a vehicle for you to present "working ideas." That is, to present ideas that are still new to you and very much in the process of cognitive clarification. Your presentation will be between 25-30 minutes in length. This gives you some time to work through ideas and get feedback from our class community. All Auditors are required to contribute to our class conversations by doing an oral presentation. Schedule to be announced.

Second, and only for those taking the course for credit,: First, you are to write a short essay reflecting on our discussions of Paulo Freire and the nature of critical pedagogy. This paper is to be typed and 5-6 pages in length.

Next, based on your oral presentation- and taking into account feedback etc. - you are to write a final seminar paper that brings together your thinking on the relationships between critical pedagogy, liberation theology, and the inner life. This paper is due the last day of class and is to be somewhere between 13-20 pages in length, typed, double spaced. (Maximum 20 pages please!).

Grading:

Oral Presentation: 25%

Reflection Paper: 25%

Final Paper: 50%

**12. Required Text(s)/Readings/References:** Use full citations

Cone, J. (1975). God of the Oppressed. San Francisco: Harper.

Freire, P. (1997). Pedagogy of the Oppressed. New York: Continuum.

Heyward, C. (1989). Touching Our Strength. San Francisco: Harper.

Spelman, E. (1997). Fruits of Sorrow. Boston: Beacon.

Ulanov, A. (2001). Finding Space. Louisville: Westminster.

**13. Topical Outline:**

Part 1. Critical Pedagogy.

Here we will read and critically discuss Paulo Freire's book, Pedagogy of the Oppressed, chapters 1, 2, & 3. This text will provide us with some grounding on what has been constructed as "critical pedagogy."

Part 2. The Inner Life.

This section will consist of two parts:

First, we will explore Liberation Theology by focusing on the issues of oppression and human suffering. We will read (in parts) three texts: J. Cone, God of the Oppressed, C. Heyward, Touching Our Strength, and E. Spelman, Fruits of Sorrow.

Second, we will explore the psycho-dynamics of the Self as the lived and experienced intersection- (the site of suffering)- between the external world of politics and the inner life of the Spirit. We will read (in parts) two texts: D.W. Winnicott, Playing & Reality, and A. Ulanov, Finding Space: Winnicott, God and Psychic Reality.

Part 3. A Theo-Critical Encounter.

**15. Recommended Text(s) and/or Readings:**

Hudak, G. & Kihn, P. (2001). Labeling: Pedagogy and Politics. London: RoutledgeFalmer.