



TYNDALE
Seminary

CHED 670

Critical Pedagogy, Social Justice & Kingdom Theology

September 17, October 1, November 5, 12, 26 (Saturdays, 8:30 – 4:00)

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I. COURSE DESCRIPTION

Education has a history and has taken on historical (and fallible) forms. As with all areas of human life, we are called to engage in the transformation of education in accord with the biblical principles of the Kingdom of God. “Critical Pedagogy” and its underlying critical theory is one school of educational thinking that has attended to what we might call the ‘accidental aspects’ of various schooling models. For those engaged in cross cultural work it is important to be aware of the cultural (and historical) assumptions we have inherited and bring to bear in our understandings and practices. No less is this the case with regard to missional work engaged in aspects of education. This course will look “critically” at what we have come to take for granted as “education” and “schooling.” Using the resources of the “Critical Pedagogy” approach as well as various ethnographic studies of education, we will explore and discuss relevant issues. The works of the evangelical scholar Daniel S. Schipani (*Conscientization and Creativity* and *Religious Education Encounters Liberation Theology*) will provide a starting point from within our own traditions. The works of Paulo Freire have served as an inspiration for many and we would be remiss to not also attend to his influence. The application of our insights will be tested via case studies from various parts of the (mission) world, including our own.

II. COURSE OBJECTIVES

1. Develop a working knowledge of the educational school called “Critical Pedagogy,” including the main ideas, the key contributors, the historical & philosophical background, the educational practices, and finally, a Christian critique of “Critical Pedagogy.” Note centrality of ‘social justice’.
2. Consider the educational affects of schooling as such together with the advantages and disadvantages of schooling as one possible model for education: schooling as ritual, as formation of desire, as utopia-like, as an apprenticeship in being (in)human and (un)faithful to our Lord.
3. Develop critical discernment for and an appreciation of *cultural* components of educational systems: hidden curricula; cultural action for freedom; the social construction of knowledge.
4. Develop critical discernment for and an appreciation of *political* components of education and educational systems: the power-knowledge relations; the role of ideology; social reproduction, issues of in/justice. Consideration of the overlapping concerns: political justice, cultural righteousness, and spiritual justification, with attention to ‘systemic evil’, i.e. injustice.
5. Develop critical discernment for and an appreciation of *spiritual* components of education and educational systems: spiritual formation, ‘thinking’ as prayer, the cultivation of desire.
6. Develop a personalized “Kingdom Theology” adequate to the task of being salt and light in the current world situation, especially the worlds of education and development.
7. Participate and grow together through prayer, worship and community.

III. COUSE REQUIREMENTS

A. REQUIRED TEXTS

Daniel S. Schipani. 1988. *Religious Education Encounters Liberation Theology*. Religious Education Press. ISBN-10: 0891350640

Shor, Ira & Paulo Freire. 1986. *A Pedagogy for Liberation*. Bergin & Garvey. ISBN-10: 0897891058

B. ASSIGNMENTS

The assignments are meant to foster the acquisition of competencies and objectives outlined above in at least three dimensions: information, transformation, and motivation.

1. *A daily, personal, reflective Journal* (5 at 6% each [?] = 30%). DUE DATES: Each class meeting Email your entry to me before you leave for Tyndale each class day, or give me a hard copy on your arrival first thing in the morning. NB: also due at or before Class #1.
After a brief summary of the readings (1 single-spaced page, max), engage such questions as: How have the assignments, including the previous day's class sessions impacted you? (Not applicable for Day 1) How have you been challenged, enlightened, changed? What is 'stirring' in your heart? What questions, doubts, concerns, etc., do you have? Include prayers, musings, and possible emerging plans. How do you hear the voice of the Lord in the midst of y/our class-related work? What theological issues are you wrestling with?
2. *One "book review"* (20%). DUE DATE: November 5, 2011
Choose from (1) 200 pages of books by Paulo Freire, or (2) An approved book by Peter McLaren (your choice, but with prior approval of prof), or (3) An approved book from the reading list, or (4) 200 pages from the websites on the reading list. 5-10 pages in length. Part 1 (5%): Include the major ideas of the book (or each article) (What?); Part 2 (5%): Some theological reflection and analysis (Do you disagree? Why [not]?); Part 3 (5%): Recommended Application to the Church-Mission context as you know it (So what?). Highlight both educational and social justice concerns. In Class Report, Day 3, November 5th (5%): Summarize with questions (10 minutes).
3. *"Hidden Agenda" Project* (10%): DUE DATES: Part 1—November 5th ('the sketch'; 5%); Part 2—December 10th (final write up; 5%). To be explained in class: in brief how are 'we' being educated by means of and into un/just ways through the 'hidden agendas' of societal institutions.
4. *Final Paper*: (30%). DUE DATE: December 10, 2011
Following standard Seminary Paper Guidelines, write a 12-15 page paper on a topic related to the course. Submit your topic for approval at least by November 5th and present an introduction to the class on November 12th (5-10 minutes max; overview, key sites/resources you have found). Divide the paper into roughly 3 equal parts: (1) a presentation of the topic, including why/how is it a topic of educational and social justice concern; (2) your theological/missiological assessment of the topic; and (3) personal application; i.e. what would you recommend that 'the Christian mission's community' do in response to what you have presented in parts 1 and 2; what might your church do; what might you do; what implications are there for "us"; where will you go, what will you do with regard to this topic after the course is over, and how does a concern for Kingdom justice/righteousness form "a" motivation for doing what you recommend. 200 *additional* pages of reading is expected; include a bibliography.
5. Attendance, *participation*, readings (10%)

C. SUMMARY OF ASSIGNMENTS & GRADING

Reflective Journals (5 x 6 %)	30 %
Book review	20 %
“Hidden Agenda” Project	10%
Final paper	30 %
Attendance, participation, readings	10 %

IV. TOPICS TO BE COVERED (SELECTIONS FROM THE FOLLOWING)

A NOTE re “Social Justice” in relation to these topics: Whenever the words ‘critical’ or ‘critique’ are used there is a focus on social justice concerns. The same is true for ‘ethnographic’ in this context, as well as ‘integral’ and ‘wholistic’. We will also see that “Kingdom” carries the same meanings, though within a biblical framework.

1. INTRODUCTION: FOUNDATIONS OF CRITICAL PEDAGOGY

- Critical Pedagogy: The Main Themes
- Critical Pedagogy: The Key Players
- Freire: the Man, the Ideas, the Practice(s): an Introduction
- Historical & Philosophical Background to Critical Pedagogy
- Critique & Creativity: An alternative to ‘critique’?
- Critique & the Prophetic Tradition

II. CRITICAL PEDAGOGY IN RELATION TO LEARNING & SCHOOLING

- Critical Pedagogy in the context of Other Learning Theories
- Critique, Schooling & Decontextualization: Advantages and Disadvantages
- Schooling and De-schooling: The Role of Habits, Rituals/Liturgies, Desires & Freedom
- Learning styles-I: Adult learners

III. CRITICAL PEDAGOGY, EDUCATION & the CRITIQUE of CULTURE

- Cultural/Ethnographic Aspects of Education & Reading
- Doing a Critical Ethnography: Finding the Hidden Curricula
- Critical Pedagogy, Postmodernism & the Critique of ‘Modernistic Education’
- Critical Pedagogy, Education & the Predatory Culture
- Learning styles-II: Cultural learning styles

IV. CRITICAL PEDAGOGY, EDUCATION & POLITICS

- Colonialism, Postcolonialism & Residential Schools
- Ethnographic: the ‘political dimension’
- Critical Pedagogy, Postmodernism & ‘the political dimension’
- Critical Pedagogy, Education & ‘Integrated-Wholistic Mission’
- Biblical Interpretation: The Role of a Critical Hermeneutic

V. SPIRITUALITY OF CRITICAL PEDAGOGY

- Critical Pedagogy, Education & ‘Conformity to the World’
- The Spirituality of Critical Education: Thinking, Thanking & Prayer
- Critical Pedagogy, Education & ‘freedom in Christ’
- Critique Pedagogy, Liberation Theology & Forgiveness (Daniel Bell)
- Critiquing Critical Pedagogy: The Kingdom Standard

VI. CRITICAL PEDAGOGY, EDUCATION & LANGUAGE(S)

- The Role of Critique in Literacy & Literacy in/for Critique:
- Critical Pedagogy, Education & Orality
- Critique & Narrativity: Stories, Histories & Utopias
- Personal Identity, LanguaCulture & Education: Critique and the affirmation of Identity

V. SELECT BIBLIOGRAPHY

Apple, Michael W. (1996). *Cultural Politics and Education*, New York and London: Teachers College, Columbia University

Apple, Michael W. (1995). *Democratic Schools*, Alexandria, VA: Association for Supervision and Curriculum Development

Fine, Michelle and Lois Weis (2003). *Silenced Voices and Extraordinary Conversations: RE-Imagining Schools*.

Flecha, Ramon. *Sharing words - theory and practice of dialogic learning*, Lanham, MD: Rowman & Littlefield.

Freire, Paulo (2001). *Pedagogy of Freedom: Ethics, Democracy and Civic Courage*, Rowman & Littlefield Publishers, Inc.

Freire, Paulo (1997). *Teachers as Cultural Workers: Letters to Those Who Dare Teach*, Westview Press.

Freire, Paulo (1996). *Letters to Cristina- Reflections on My Life and Work*, New York and London: Routledge.

Freire, Paulo (1995, 1970). *Pedagogy of the Oppressed* – New Revised 20th Anniversary Edition, New York: Continuum.

Freire, Paulo (1994). *A Pedagogy for Liberation: Dialogues on Transforming Education*, Greenwood Publishing Group, Incorporated. With Ira Shor.

Freire, Paulo (1992). *Pedagogy of Hope*, Continuum International Publishing Group.

Freire, Paulo (1990). *Education for a Critical Consciousness, Vol. 1*, Continuum International Publishing Group.

Freire, Paulo (1989). *Learning to question : a pedagogy of liberation*, New York: Continuum.

Freire, Paulo (1987). *Literacy: reading the word and reading the world*. South Hadley, Mass. : Bergin & Garvey Publishers

Freire, Paulo (1976). *Education, the practice of freedom*. London : Writers and Readers Publishing Cooperative

Freire, Paulo. (1973) *Education for critical consciousness*. New York: Seabury Press.

Freire, Paulo. (1993). *Pedagogy of the city*, New York : Continuum

Freire, Paulo (1970). *Cultural action for freedom*, Cambridge: Harvard Educational Review.

Giroux, Henry A. (2003). *The Abandoned Generation: Democracy Beyond the Culture of Fear*

Giroux, Henry A. (2000). "Pedagogy of the Depressed: Beyond the New Politics of Cynicism", [http://www.gesis.ucla.edu/courses/ed253a/Giroux Depressed02.htm](http://www.gesis.ucla.edu/courses/ed253a/Giroux%20Depressed02.htm)

Giroux, Henry A. (2000). *Stealing innocence- youth, corporate power and the politics of culture*, New York: St. Martin's Press.

The Giroux Reader. Edited by Christopher Robbins, Paradigm Publishers, (2006).

hooks, bell (1995). *killing rage – ending racism*, New York: An Owl Book

hooks, bell (1994) *Teaching to Transgress: Education as the Practice of Freedom*, New York: Routledge.

Kozol, Jonathan (2001) and John Merrow. *Choosing Excellence*, Scarecrow Press, Inc.

Kozol, Jonathan (2001). *Ordinary Resurrections: Children in the Years of Hope*, HarperCollins Publishers.

Kozol, Jonathan (1991). *Savage Inequalities - Children in America's Schools*, New York: Harper Perennial

McLaren, Peter (2001). *Revolutionary Social Transformation: Democratic Hopes, Political Possibilities and Critical Education*, Greenwood Publishing Group Incorporated.

McLaren, Peter (2000), Che Guevara, Paulo Freire, and the Pedagogy of Revolution, Lanham, Boulder, New York, Oxford: Rowman & Littlefield Publishers, Inc.

McLaren, Peter (1999). *Schooling as a ritual performance: Towards a political economy of educational symbols and gestures* (3rd edition), Lanham, MD: Rowman & Littlefield Publishers, Inc.

McLaren, Peter (1998). *Life in schools: An introduction to critical pedagogy in the foundations of education* (3rd edition), New York: Longman.

McLaren, Peter (1995). *Critical Pedagogy and predatory culture: oppositional politics in the postmodern era*, London and New York: Routledge.

McLaren, Peter (1994). *Between borders: Pedagogy and the politics of cultural studies* (co-edited with Henry Giroux), London and New York: Routledge.

McLaren, Peter (1994), *Politics of liberation: Paths from Freire*, (co-edited with C. Lankshear). New York: Routledge.

McLaren, Peter (1993). *Schooling as a ritual performance: Towards a political economy of educational symbols and gestures* (2nd edition), London and New York: Routledge.

McLaren, Peter and Landshear, Colin, editors, (1994) *Politics of liberation: paths from Freire*, London, New York: Routledge.

Shor, Ira, editor (1987). *Freire for the Classroom - a Sourcebook for Liberatory Teaching*, Portsmouth, NH: Boynton-Cook.

Shor, Ira and Pari, Caroline, editors (1999). *Education is politics - critical teaching across differences K-12*, Portsmouth, NH: Boynton/Cook Heinemann

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Torres, Carlos Alberto and Nicholas C. Burbules, editors. *Globalization and education : critical perspectives*, New York: Routledge, 2000.

Torres, Carlos Alberto and Gadotti, Moacir, organizadores. *Educacao popular : utopia latino-americana*, Sao Paulo, SP,

<http://www.21stcenturyschools.com/Bibliography.htm#Critical%20Pedagogy>

http://freireproject.org/Critical_Pedagogy_Reading_Room

<http://freireproject.org/content/links-other-sites-involved-critical-pedagogy>

http://www.henryagiroux.com/online_articles.htm

<http://www.henryagiroux.com/books.htm>

<http://www.tonywardedu.com/>

FOR DAY 1

Readings Due For Day 1 (65 pages)

Schipani: Preface & Chapter 1 (52)

Shor & Freire: Introduction (13)

In-Class Plan

- A. (8:30) Worship: Education as Discipleship: Disciples as Learners (**learning** to obey: Matt 28); instruction, reproof and correction, **training** in righteousness (2 Tim 3:14-17)
 - Intro to Course
 - Mini-break
 - Discussion: Readings
- B. (10:30)
 - Discussion (cont)
 - Major Themes: Tom's lecture
 - 16 min. video: <http://freireproject.org/print/1593>
 - Discussion

LUNCH

- C. (1:00) Worship: World Situation: Injustice, Poverty, Inequality ... & the Kingdom
 - SONG: History Makers; Small Groups for Prayer
 - CASE STUDY: Great Debaters clips
 - Intro to Freire + History
 - Freire (little in-class readings) + Discussion
- D. *Corporation* (=Sociopathic?) + "Hidden Agenda" assignment for Next Time

FOR DAY 2

Readings Due For Day 2 (170 pages)

Schipani Chapter 2 (33)

Shor & Freire: Chapter 1 & 2 (53)

*McLaren: Critical Pedagogy: a look at the major concepts (26)

http://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_con_cfaith_doc_19840806_theology-liberation_en.html (1984) (17)

http://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_con_cfaith_doc_19860322_freedom-liberation_en.html (1986) (29)

Piper on "Prosperity Gospel" (<http://www.youtube.com/watch?v=jLRue4nwJaA> [11 min])

In-Class Plan

- A. (8:30) Worship: Education as "Wholistic Liberation": The truth shall set you free; Transposing to 'the Christian': Small Group Readings + Debrief Reports:
 - Micah Challenge on Integral Mission <What is 'integral' about 'integral mission'?
 - TearFund on Integral Mission <Consider cultural, political, spiritual dimensions
 - Padilla on Integral Mission <How is social justice integrated? Education?
- B. (10:30): Liberation Theology, Justice (Guest: Dr. Eric Pennings) + Prosperity Gospel
 - http://www.youtube.com/watch?v=PTc_FoELt8s [3 min]

LUNCH

- C. (1:00) Worship: “Prophetic Critique”: World Situation: Injustice, Poverty, Inequality ... & the Kingdom to Come (Peace and Joy): The “Utopian Vision”
CASE STUDIES: Forum/Mission Prep/Transformation Videos
Discussion of Readings
 - D. Discussion Continued:
Tom Lecture: Schooling/Literacy: ‘The Artful’, Decontextualization & the Utopian
Introduction to Cultural Learning Styles + “Hidden Agenda” assignment
 - E. Assignments for Day 3
Book Review
“Hidden Agenda” Sketch
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FOR DAY 3

Readings Due For Day 3 (93 pages)

Schipani Chapter 3 (28)

Shor & Freire: Chapter 3 & 4 (45)

*Cultural Learning Styles: A-L (Articles 1-5), M-Z (Articles 6-9) (20)

Assignments due on Day 3

Book Review + “Hidden Agenda” Sketch

In-Class Plan

- A. (8:30) Worship: Education for Obedience: Thy Kingdom Come, Thy Will Be Done:
“doing justice, loving mercy, walking humbly”
Discussion of Readings: Schipani + Shor/Freire
- B. (10:30)
Book Reports: Student Summaries...a sampler

LUNCH

- C. (1:00) Worship: Small Group Prayer
Reports: ‘Hidden Agenda’ Sketches
Discussion & Prayer
- D. Case Studies: MLE + Learning Styles

FOR DAY 4

Readings Due For Day 4 (110 pages)

Schipani Chapter 4 (38)

Shor & Freire: Chapter 5 & 6 (48)

COLONIALISM (24): The role of education? A social injustice?

*Two Cheers for Colonialism

*NativeCanadianQuestion

*Colonialism by Other Means

*Decolonizing the African Mind

*Onesimus Online_Is African Theology Possible?

Assignments due on Day 4

In-Class Plan

- A. (8:30) Worship: Thinking, Thanking, Prayer
Discussion of Readings: Schipani + Shor/Freire
- B. (10:30)
Case Study re Colonialism
Discussion of “Colonialism Readings” (Residential Schools?)

LUNCH

- C. (1:00) Worship: Small Group Prayer
Whiteness: Case Study + Readings
 - D. BUFFER (“Movie”)
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FOR DAY 5

Readings Due For Day 5 (141 pages)

Schipani Chapter 5 + Epilogue (45)

Shor & Freire: Chapter 7 (18)

* Ten Building Blocks of Catholic Social Teaching (HO) (2)

Compendium of the Social Doctrine of the Church.pdf (pages 14-81; 76) @

http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#PART%20ONE

In-Class Plan

- A. (8:30) Worship: Solidarity, Ubuntu, Ephesians 4:25, +
Deepening the ‘re-Christianization’: Catholic Social Doctrine: the Church (Base)
Community & Academia?
Discussion of Readings: Schipani + Shor/Freire
- B. (10:30)
Case Study
Discussion of “Colonialism Readings”

LUNCH

- C. (1:00) Worship: Small Group Prayer
(de-)Westernization of Education
- D. Summary, Debrief, Evaluations, Prayer