

Week 1: 1/20 Introductions, Overview (& inaugural celebration!)**Week 2: 1/27 Engaged Pedagogy**

- hooks: Intro, Ch. 1, 2 & 3 [1 - 58]
- Reader: Palmer, To Teach is to Create Space
- Reader: Runell & Diaz: H²Ed Guidebook
- Reader: Green, Check It: Reflections on Hip-Hop & Education

Week 3: 2/3 Teaching as Performance / Embodied Pedagogy

- Bryant et.al.: Foreward, Intro, and Part I [xv - 104]

Week 4: 2/10 Critical Pedagogy

- Friere: Ch's 1-4 will be assigned to smaller groups
- hooks, Ch. 4
- Reader: Shor, Education is Politics: Agenda for Empowerment
- Reader: Runell, The Organic Connection between Hip-Hop and Social Justice Education

DUE: Project Description**Week 5: 2/17 Principles of Learning**

- Reader: Mezirow, Making Meaning: The Dynamics of Learning
- Reader: Beebe, Mottet, and Roach, How Adults Learn
- Reader: Svinicki, M.D. & Dixon, the Kolb Model
- Reader: Vella, Twelve Principles; How Principles Inform Course Design

Week 6: 2/24 Transformational Learning

- Reader: Elenes, Transformando Frontera
- Reader: Schank, Stories and Intelligence
- Web: Stories for Change website: <http://storiesforchange.net/>
- Web: Will Power, Telling Stories through 'Hip Hop Theatre':
<http://www.npr.org/templates/story/story.php?storyId=4183762>

DUE: Needs Assessment**Week 7: 3/3 Methods for Engaged Pedagogy**

- Reader: Ch. 2, Experiential Learning Cycle
- Reader: Silberman, Active Training Reader: Dennehy, et al, Debriefing Experiential Learning Exercises

DUE: Observation/Analysis Paper

**** Revised schedule from this point on ****

Week 8 3/10 Design and Facilitation Issues

- Reader: Galbraith, Nine Principles of Good Facilitation
- Reader: Design Facilitation for Teams
- Reader: Auvine, What Can Go Wrong
- Reader: Palmer, The Heart of a Teacher

Week 9 3/17 Privilege and Voice in Educational Contexts

- Bryant et.al.: Part II [107 - 96] -- ch's 6, 7 & 9 assigned to small groups
- Reader: Kincheloe, The Struggle to define and reinvent whiteness
- Reader: Kivel, Uprooting Racism
- Reader: Giroux: Spectacle of Race

Week 10 3/24 Performing Race, Gender, Class and Sexuality

- hooks: Ch. 12
- Bryant Alexander et. al., ch. 8
- Reader: Howard, We Can't Teach What We Don't Know
- Reader: Barnard, Anti-Homophobic Pedagogy
- Reader: Clarke, 'Out' Outside the Classroom

DUE: Teaching/Training Plan; bring in 1 comprehensive-style question for the Celebration of Knowledge

**Week 11 3/31 CESAR CHAVEZ DAY - no class
 Celebration of Knowledge Posted**

Week 12 4/7 SPRING BREAK

Week 13 4/14 Critique and Dialogue within Critical Pedagogy

- Bryant, Part III [199 - 261]
- hooks, Ch. 6, 10 & 14
- Reader: Ellsworth, Why Doesn't This Feel Empowering?

**Week 14 4/21 Education for Social Change; Celebration of Knowledge
 Dialogue**

- Reader: George, Critical Pedagogy: Dreaming of Democracy
- Reader: McLaren and Farahmandpur, Teaching Against Globalization and the New Imperialism
- Reader: Bosenberg, Privatizing Public Schools: Education in the Marketplace

DUE: CELEBRATION OF KNOWLEDGE

**Week 15 4/28 Roundtable Discussion - summary & assessment of
 teaching/training projects**

DUE: Partner Assessment

Week 16 5/5 Roundtable Discussion continued

Week 17 5/12 5:30 Final exam period. How shall we culminate?