



Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

DEPARTMENT NAME: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY

COLLEGE OF: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EDF COURSE NUMBER 7578 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE: CRITICAL FOUNDATIONS OF EDUCATION INQUIRY

EFFECTIVE DATE

(first term course will be offered)

FALL 2009

CREDITS: 3

TEXTBOOK INFORMATION: Kincheloe, J. (2004). *Critical pedagogy: Primer*. New York: Peter Lang.
 Lopez, G. R. & Parker, L. (Eds. (2003). *Interrogating racism in qualitative research methodology*. New York: Peter Lang.
 A packet of supplementary readings

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

A survey of the multiple forms of critical theory in educational inquiry and their methodological implications. Students will analyze critical research studies and develop theoretical and methodological frameworks for research involving diverse populations.

PREREQUISITES W/MINIMUM GRADE:

EDF 6481 – C EDA 6415 – C
 (or equivalent)

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORAL DEGREE IN EDUCATION OR ALLIED FIELD WITH CRITICAL THEORY EMPHASIS; CURRENT RESEARCH ACTIVITY USING CRITICAL FRAMEWORKS.

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

All departments in the college have been consulted and are supportive of the course. See attached letters of support from chairs.

Dilys Schoorman, dschoorm@fau.edu, 561 297-3003
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Dean of the Graduate College: _____

Date:

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Email this form and syllabus to stulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

EDF 7578 **Critical Foundations of Educational Inquiry**

Rationale

The location of Florida Atlantic University makes it inevitable that many doctoral dissertations conducted in the local public schools and in the community will address - directly or indirectly - issues related to diversity. This makes it vitally important for students to receive specific guidance on conducting research grounded in the theoretical frameworks and methodological approaches central to the field of multicultural education. Critical Theory, in its varied forms, has emerged as a core component of the theoretical and methodological frameworks adopted in the study of diverse populations. This course will provide students with a survey of the history of the field of critical theory, its theoretical diversity, and the methodological implications of critical research frameworks. Although located in the Department of Curriculum, Culture, and Educational Inquiry, it is a course designed for students in multiple departments within the college.

The course supports the commitment of the College of Education to provide education to promote and sustain authentic change, excellence and equity in diverse fields of study and upholds the mission of the Department of Curriculum, Culture and Educational Inquiry to integrate established and emergent theory and research in our preparation of professionals who are critical thinkers who value diverse national and international perspectives.

This course is designed as an elective to be taken by doctoral students at the mid-point of their course work. Typically, it would be taken after they have completed at least 50% their doctoral core in their content areas (e.g. Curriculum and Instruction, Educational Leadership, Counselor Education, Exceptional Student Education) and after the introductory courses in Qualitative Methods (EDA 6415) and Educational Research (EDF 6481). For students in Curriculum and Instruction, it is best taken prior to Research in Curriculum and Instruction (EDG 7944; the “Literature Review” course).

Two pre-requisites – Introduction to Qualitative Methods (EDA 6415) and Educational Research (EDF 6481) or their equivalents in other colleges or universities – have been listed because the course will apply the principles of critical theory to current research paradigms and methodologies for which students will require a basic knowledge of topics from these courses.

Department of Curriculum, Culture, and Educational Inquiry
College of Education
Florida Atlantic University

EDF 7578: Critical Foundations of Educational Inquiry

CATALOG DESCRIPTION:

A survey of the multiple forms of critical theory in educational inquiry and their methodological implications. Students will analyze critical research studies and develop theoretical and methodological frameworks for research involving diverse populations.

PRE-REQUISITES: Educational Research (EDF 6481); Introduction to Qualitative Inquiry (EDA 6415) or equivalent courses.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

This course supports the development of the knowledge, skills and dispositions for reflective, ethical decisions making among our graduate students by providing them knowledge of a central paradigm within the field and the skills to identify research methodology that exemplifies the critical paradigm. The conscientization that occurs in this course, an essentially ethical undertaking on behalf of under-represented groups/ perspectives, will occur through the study of a critical theorist, an analysis of a critical research study and the development of an emergent theoretical framework.

REQUIRED TEXTS:

Kincheloe, J. (2004). *Critical pedagogy: Primer*. New York: Peter Lang.

Lopez, G. R. & Parker, L. (Eds. (2003). *Interrogating racism in qualitative research methodology*. New York: Peter Lang.

A packet of supplementary readings will also be used. See “References” for reading list.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

University of Washington, Center for Multicultural Education - Principles and Concepts for Democracy and Diversity = (C-MCE)
Specifically Concept #2 – Diversity; Concept #6 - Prejudice, Discrimination, and Racism; Concept #9 – Multiple perspectives

National Association for Multicultural Education = (NAME)
Standard #2 – Diverse Perspectives
Standard #3 – Alternative Epistemologies
Standard #5 – Social Justice

Florida Educator Accomplished Practices = (FEAP)
FEAP #3 – Continuous Improvement; # 5 – Diversity; #4-Critical Thinking;

National Council for the Accreditation of Colleges of Teacher Education = (NCATE)
Standard #4: Diversity

COURSE OBJECTIVES

This course is designed to support the work of students who intend to conduct research focusing on issues central to diverse and marginalized populations. Towards this end, the course will enable students to:

- identify multiple theoretical frameworks that are grounded in critical education theory (NAME #2; #3; C-MCE #9; FEAP #4)
- identify the key components of critical pedagogy, its historical and philosophical antecedents, and its implications for teaching and research (C-MCE #2; #6; #9; NAME #2, #5; FEAP #5; NCATE - #4)
- identify the contributions of critical race theory, feminist pedagogy, cultural studies, and critical media literacy to educational research (NAME #2; #3; C-MCE #9; FEAP #4; #5; NCATE - #4)
- establish sound connections between theoretical and methodological frameworks in critical studies of education (NAME #3; FEAP #3)
- examine research designs that support critical inquiry as options for their own methodology (NAME #3; #5; FEAP #3)
- present a preliminary theoretical framework that establishes links between critical approaches and their area of research specialization (NAME #3; #5; FEAP #3; #4)
- demonstrate appropriate presentation skills in a conference-style presentation of an analysis of a critical study in their area of specialization (FEAP #3)

COURSE REQUIREMENTS

Study of a critical theorist (30%)

The purpose of this assignment is to conduct a study of a critical theorist chosen by each student (a list of scholars will be provided) in order to facilitate in-depth knowledge about an array of critical scholars. The study will be based on at least one book and two articles written by the author and one scholarly article (preferably research-based) that references the work of this author as central to the theoretical or methodological framework of that article.

Students will then present a summary of this research in a brief class presentation (approximately 15 minutes) and a written report. Each of these products should include (not necessarily in this order):

- a) brief biographical sketch
- b) the key ideas/ concepts central to the author's work
- c) a reflection on how these key ideas could impact the conceptualization, investigation, analysis or understanding of educational phenomena
- d) representative quotations from the author that address the purpose of education, curriculum and/or research and
- e) any additional information of significance about the work of this scholar. Students will be encouraged to be creative about the format of this assignment.

Analysis of research study (30%)

In this assignment, students will choose a study undertaken from a critical perspective that pertains to their area of specialization for their dissertation. They will analyze the article to identify the critical nature of the study in terms of its

- a) research context
- b) research questions
- c) theoretical framework
- d) design and methodology
- e) results and implications.

Each student will present the results of this analysis in a conference-style presentation in which they highlight the aforementioned research components, their inter-relatedness and their connectedness to critical theoretical perspectives.

Students will be provided a list of studies, compiled through the contributions of faculty members, from which to choose their study; they will also be encouraged to locate

relevant articles for approval by the instructor. To accompany their presentation, students will be required to provide a two-page summary of their research analysis.

Emergent theoretical framework (30%)

As a culminating assignment, students will have an opportunity to provide a synopsis of the information they learned throughout the course and a critical reflection on its impact, by developing their own theoretical framework that draws on at least four theorists, to address both philosophical and methodological implications of critical theory in education. The assignment will be framed in the form of a ‘comprehensive exam question’ but will be formulated with students ahead of time. In keeping with the principles of critical pedagogy, this evaluation will model a process and product that is collaborative and rigorous.

Participation (10%)

Although participation in a doctoral seminar is assumed, this grade acknowledges the effort and skills of students working towards engaging in democratic participation within a learning community; these should not be taken for granted. Appropriate participation will include preparation for class in the form of outlines of key ideas from the week’s readings, reflective discussions on Bb, participation in discussions **without dominating** them, constructive responses to your peers’ work, enhancing the quality and caliber of class discussions, and the ability to create an atmosphere that invites the participation of others. Punctuality and attendance in class are assumed. Absenteeism, beyond one day, will be penalized.

GRADING SCALE

<u>Assignment</u>	<u>Points</u>
Study of a critical theorist	30
Analysis of research study	30
Emergent theoretical framework	30
Participation	10
Total	100

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

ATTENDANCE POLICY

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances, based on prior and timely consultation with the instructor.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and

follow all OSD procedures. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

REFERENCES

Reading List

In addition to the assigned textbooks, students will be assigned the following readings throughout the semester.

- Bogotch, I. E. (2002). Educational leadership and social justice: Practice into theory. *Journal of School Leadership, 12* (2), 138-156.
- Bogotch, I., & Schoorman, D. (March, 2008) *Social Justice Research: Matters of Obligation, Resources, and, yes, Methods A Short Essay in Defense of Rhetorical Research*. Paper presented at the annual conference of the American Educational Research Association, New York.
- Boutte, G. S. (2002). The critical literacy process: guidelines for examining books. *Childhood Education, 78* (3), 147-152.
- Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis*, (pp. 121-138). London: Sage.
- Foley, D., & Valenzuela, A. (2005). Critical ethnography: The politics of collaboration. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 217-234). Thousand Oaks, CA: Sage.
- Fonow, M.M., & Cook, J. A. (2005). Feminist methodology: New applications in the academy and public policy. *Signs: Journal of Women in Culture and Society, 30* (4), 2211-2236.
- Giroux, H. A. (1994) Doing cultural studies: youth and the challenge of pedagogy. *Harvard Educational Review, 64*, 278-308.
- Giroux, H. A. (2004). Cultural studies and the politics of public pedagogy: Making the political more pedagogical. *Parallax, 10* (31), 73-89.
- Grande, S. (2000). American Indian identity and intellectualism: The quest for a new red pedagogy. *Qualitative Studies in Education, 13* (4), 343-359.

- Guba, E., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 191-216). Thousand Oaks, CA: Sage.
- Harding, S., & Norberg, K. (2005). New feminist approaches to social science methodologies: An introduction. *Signs: Journal of Women in Culture and Society*, 30 (4), 2009-2015.
- Hostetler, K. (2005) What is “good” educational research? *Educational Researcher*, 34 (6), 16- 21.
- Johansson, A. W., & Lindhult, E. (2008). Emancipation or workability? Critical versus pragmatic scientific orientation in action research. *Action Research*, 6 (1), 95-115.
- Kellner, D. (1998). Multiple literacies and critical pedagogy in a multicultural society. *Educational Theory*, 48 (1), 103-122.
- Kemmis, S. (2006). Participatory action research and the public sphere. *Educational Action Research*, 14 (4), 459 – 476.
- Kincheloe, J., & McLaren, P. (2005). Rethinking critical theory and qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 303- 342). Thousand Oaks, CA: Sage.
- Ladson-Billings, G. (1998). Just what is critical race theory and what is it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24.
- McTaggart, R. (1997). Guiding principles for participatory action research. In R. McTaggart (Ed.), *Participatory action research: International contexts and consequences* (pp. 25-43). Albany: SUNY.
- Mitchell, C. (2008). Writing on the margins: Narrative as a border discourse. *Review of Education, Pedagogy, and Cultural Studies*, 30 (2), 162-193.
- Noffke, S. E. (1997). Professional, personal and political dimensions of action research. *Review of Research in Education*, 22 (1), 305- 343.
- Oleson, V. (2005). Early millennial feminist qualitative research: Challenges and contours. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 235-278). Thousand Oaks, CA: Sage.
- Ornelas, A. (1997). Pasantias and social participation: Participatory action-research as a way of life. In S. E. Smith, D. G. Willms & N. A. Johnson (Eds.), *Nurtured by knowledge: Learning to do participatory action-research* (pp. 138- 172). Ottawa: International Development Research Center.
- Prins, E., & Toso, B. W. (2008). Defining and measuring parenting for educational success: A critical discourse analysis of the Parent Education Profile. *American Educational Research Journal*, 45 (3), 555-596.
- Scheurich, J. J., & Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased? *Educational Researcher*, 26(4), 4-17

- Schoorman, D., & Zainuddin, H. (2008) What does empowerment in literacy education look like? An analysis of a family literacy program for Guatemalan Maya families. In *Journal on Diaspora, Indigenous and Minority Education*, 2, 1-19.
- Schoorman, D., & Bogotch, I. (March, 2008). *What is a Critical Multicultural Researcher? A Self-Reflective study of the Role of the Researcher*. Paper presented at the annual conference of the American Educational Research Association, New York.
- Siu-Runyan, Y. (2007). Critical literacies: Stepping beyond the NCLB Act. *The New England Reading Association Journal*, 43 (2), 63-71.
- Slemon, S. (2001). Post-colonial critical theories. In G. Castle, (Ed.), *Postcolonial discourses: An anthology* (pp. 99-116). Malden, MA: Blackwell.
- Soto, L. D. (2005). How can we teach peace when we are so outraged? A call for critical peace education. *Taboo: The Journal of Culture and Education*, 9 (2), 91-96.
- Villenas, S. (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. *Harvard Educational Review*, 66 (4), 711-731.

Recommended articles for research analysis

- Brown, K. M. (2006). Leadership for social justice and equity: Evaluating a transformative framework and andragogy. *Educational Administration Quarterly*, 42 (5), 700-745.
- Chubback, S., & Zembylas, M. (2008). The emotional ambivalence of socially just teaching: A case study of a novice urban school teacher. *American Educational Research Journal*, 45 (2), 274-318.
- Donald, P., Gosling, S., Hamilton, J., Hawkes, N., McKenzie, D., & Stronach, I. (1995). "No problem here": Action research against racism in a mainly White area. *British Educational Research Journal*, 21, 263-275.
- Fairclough, N (1993). Critical discourse analysis and the marketization of public discourse: the universities. *Discourse & Society*, 4 (2), 133-168.
- Gore, J. M. (1991). On silent regulation: Emancipatory action research in preservice teacher education. *Curriculum Perspectives*, 11, 47-51.
- Gore, J. M., & Zeichner, K. (1991). Action research and reflective teaching in preservice teacher education: A case study from the United States. *Teaching and Teacher Education*, 7, 119-136.
- Hyland, N.E., & Noffke, S. E. (2005). Understanding diversity through social and community inquiry: an action-research study. *Journal of Teacher Education* 56 (4), 367-381.

- Ludlow, L. H., Enterline, S. E., & Cochran-Smith, M. (2008). Learning to teach for social justice-beliefs scale: An application of rasch measurement principles. *Measurement and Evaluation in Counseling and Development*, 40 (4),194-214.
- Nilges, L.M., & Spencer, A.F. (2002). The pictorial representation of gender and physical activity level in Caldecott Medal winning children's literature (1940 - 1999): A relational analysis of physical culture. *Sport, Education & Society*, 7 (2), 135-150.
- Phoenix, A., Frosh, S., & Prattman, R. (2003). Producing contradictory masculine subject positions: Narrative of threat, homophobia and bullying in 11-14 year old boys. *Journal of Social Issues*, 59, (1), 179-196.
- Ream, R., & Palardy, G. (2008). Reexamining social class differences in the availability and the educational utility of parental social capital. *American Educational Research Journal*, 45 (2), 238-273.
- Reid, C., Tom, A., & Frisby, W. (2006). Finding the 'action' in feminist participatory action research. *Action Research*, 4 (3), 315-332.
- Savage, G. (2008). Silencing the everyday experiences of youth? Deconstructing issues of subjectivity and popular/corporate culture in the English classroom. *Discourse*, 29 (1), 51-68.
- Schoorman, D., Acosta, C., & Sena, R. (2008). Implementing Freirean perspectives in HIV-AIDS education among preliterate Guatemalan Maya immigrants. *Journal of Thought (Spring/Summer)*, 39-52.
- Stanton- Salazar, R. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard Educational Review*, 67, 1-38.
- Stuckey, H. & Kring, K. (2007). Critical media literacy and popular film: Experiences of teaching and learning in a graduate class. *New Directions for Adult and Continuing Education*, 115 (Fall), 25-33.
- Tisdell, E. J. (2000). Spirituality and emancipatory adult education in women adult educators for social change. *Adult Education Quarterly*, 50 (4), 308-35.
- Torre, M. E., & Fine, M. (2003). Critical perspectives on the "gap": Participatory action research with youth in "integrated" and segregated school settings. *Harvard Evaluation Exchange Newsletter*.
- Wheatley, R. R., Kelley, M. A., Peacock, N., & Delgado, J. (2008). Women's narratives on quality in prenatal care: A multicultural perspective. *Qualitative Health Research*, 18, (11), 1586-1598.

COURSE OUTLINE

Week	Topic	Assignments
1	Introduction to course; key concepts	
2	Introduction to Critical Pedagogy: History and Purpose	Kincheloe 1-59
3	Key Figures in the Emergence of Critical Pedagogy	Kincheloe 59-96; Bogotch 2002
4	Critical Pedagogy in Schools and Educational Inquiry	Kincheloe 97-137; Guba & Lincoln; Schoorman & Zainuddin; Soto
5	Theoretical Genres in Critical Inquiry: Critical Race Theory & Post- colonialism in Education	Lopez & Parker 1-29; Ladson-Billings; Scheurich & Young; Slemon; Villenas; Grande;
6	Theoretical Genres in Critical Inquiry: Feminism and Critical Media Literacy in the classroom	Harding & Norberg; Fonow & Cook; Oleson; Boutte; Kellner; Giroux 2004;
7	Studies of Critical Theorists: Student Presentations	Presentations
8	Critical theory in educational research: Purpose and Epistemology	Kincheloe & McLaren; Hostetler; Schoorman & Bogotch;
9	Critical Theory in Educational Research: Design and Methodology	Lopez & Parker 29-48; 145-212; Bogotch & Schoorman
10	Critical Studies in Education Design: Critical Action Research	Noffke; Kemmis; McTaggart; Johansson & Lindhult; Ornelas;
11	Critical Studies in Education: Designs: Critical Ethnography, Critical Narrative Research	Foley & Valenzuela; Lopez & Parker 29-69; Mitchell;
12	Critical Studies in Education: Designs: Document, Text, and/or Critical Discourse Analysis	Fairclough; Prins & Toso; Siu-Runyan; Giroux 1994;
13	Critical Analysis of Educational contexts: Presentations of research analysis	Presentations
14	Critical Analysis of Educational contexts: Presentations of research analysis	Presentations
	Final: Emergent Theoretical Framework	Final Exam

BIBLIOGRAPHY

- Apple, M. (2001). *Educating the "right" way: Markets, standards, God and inequality*. New York: Routledge.
- Apple, M. (1986). *Teachers and texts: A political economy of class and gender relations in education*. New York: Routledge & Kegan Paul.
- Bishop, R. (2005). Freeing ourselves from neocolonial domination in research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 191-216). Thousand Oaks, CA: Sage.
- Bogotch, I. E. (2002). Educational leadership and social justice: Practice into theory. *Journal of School Leadership*, 12 (2), 138-156.
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- Carr, W., & Kemmis, S. (1988). *Becoming critical: Education, knowledge and action research*. London: Falmer Press.
- Carspecken, P. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. London: Routledge.
- Carter, M. (2003). Telling tales out of school: "What's the fate of a black story in a white world of white stories?" In G. R. Lopez & L. Parker (Eds.), *Interrogating racism in qualitative research methodology* (pp. 29-48). New York: Peter Lang.
- Castle, G. (Ed.). (2001). *Postcolonial discourses: An anthology*. Malden, MA: Blackwell.
- Crenshaw, K., Gotanda, N., Peller, G., & Thomas, K. (1995). *Critical race theory: The key writings that formed the movement*. New York: New York Press.
- Collier, J. (1945). United States Indian administration as a laboratory of ethnic relations. *Social Research*, 12, 265-303.
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- Fine, M., & Weis, L. (2005). Compositional studies, in two parts: Critical theorizing and analysis on social (in)justice. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 65-84). Thousand Oaks, CA: Sage.

- Finlayson, J. G. (2005). *Habermas: A very short introduction*. Oxford University Press.
- Freire, P. (1996). *Pedagogy of the oppressed*. (New revised 20th anniversary edition.) New York: Continuum
- Guba, E. & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 191-216). Thousand Oaks, CA: Sage.
- Harding, S. (2006). *Science and social inequality: Feminist and postcolonial issues*. Champaign: University of Illinois Press.
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- Ladson-Billings, G., & Tate, W. (1995). Toward a critical race theory of education. *Teachers College Record*, 97, 47-68.
- Levinson, B., Foley, D., & Hollands, D. (Eds.). (1996). *The cultural production of the educated person: Critical ethnographies of schooling and local practice*. Albany: State University of New York Press.
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- Lopez, G. R. (1997). Reflections on epistemologies and standpoint theories: A response to “An indigenous approach to creating knowledge.” *International Journal of Qualitative Studies in Education*, 11(2), 225-231.
- Lopez, G. R., & Parker, L. (Eds. (2003). *Interrogating racism in qualitative research methodology*. New York: Peter Lang.

- Lorde, A. (1984). The master's tools will never dismantle the master's house. *Sister outsider: Essays and speeches*. Freedom, CA: Crossing Press.
- Morrow, R. A., & Brown, D. D. (1994). *Critical theory and methodology*. Thousand Oaks, CA: Sage.
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EDF 7578 Departmental Comments

From: H. James McLaughlin [<mailto:jmclau17@fau.edu>mailto:jmclau17@fau.edu]
Sent: Tuesday, January 27, 2009 10:14 AM
To: Mike Brady; Sue Graves; <ijohnso9@fau.edu>ijohnso9@fau.edu; Barbara Ridener; Robert Shockley; <wener@fau.edu>wener@fau.edu
Cc: Valerie Bristor
Subject: Syllabi for 2 new courses

Colleagues:

I have attached the syllabi for two proposed new courses that have been unanimously supported by the faculty in the Department of Curriculum, Culture, and Educational Inquiry. EDF 7578, *Critical Theory*, is a doctoral-level course that presents philosophical and political perspectives to deepen our students' understandings of foundational theoretical issues in education. This course will provide students with a survey of the history of the field of critical theory, its theoretical diversity, and the methodological implications of critical research frameworks.

It is designed as an elective to be taken by doctoral students at the midpoint of their course work, after they have taken courses in Qualitative Methods (EDA 6415) and Advanced Statistics (STA 7114). Although located in the Department of Curriculum, Culture, and Educational Inquiry, we hope that it might address the needs of students in multiple departments within the college.

EDF 2600, *The Educated Citizen in a Global Context*, is being offered as an option for the Global Citizenship Track in the Undergraduate Core Curriculum. This is a great opportunity for the College of Education to be represented in the Core. EDF 2600 is not being proposed for inclusion in any undergraduate program in our college, and if it happens that an education major takes this course in their core, it will not compromise the value of any of the courses currently offered.

The course was designed to be interdisciplinary with an explicit focus on diversity/global issues in different professional fields. The courses currently offered are very field-specific (i.e., specific to the professional field of education and to multicultural education, with explicit state and/or college requirements.) *EDF 2600* will focus on the role of the educated citizen from a political and systemic perspective, and will link local and global cultural issues.

Please let me know if you see any possible conflict with your department. Thanks, and take care.

Yours,

Jim McLaughlin

Dr. H. James McLaughlin
Interim Chair
Department of Curriculum, Culture, and Educational Inquiry
351 Education Building
Florida Atlantic University
Boca Raton, FL 33431

Jim, our department does not have any conflict with the two courses. Regards, Sue

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science and Health Promotion

Dear Jim,

I would like to follow up regarding the course proposal: EDF 7578, Critical Foundations of Educational Inquiry. I appreciate that your faculty were able to meet with faculty from Educational Leadership. Faculty report that it was helpful to clarify concerns, such as the course will focus on critical theory and critical research rather than designing research. The syllabus was circulated among the faculty from both programs, as you know, and reflects minor agreed upon modifications based on the discussion. Thus, the proposal can go forward to the Graduate Program Committee with departmental support. Thank you!

Sincerely,

Bob Shockley

Chair, Department of Educational Leadership

Hello Jim:

The Counselor Education Department does not have a conflict or overlap with these courses. Good Luck!

Irene Johnson
Counselor Ed Department Chair

Jim

I reviewed the syllabi for both courses (EDF 7578 and EDF 2600). Interesting work! Neither of the courses conflicts with the courses or curriculum in ESE. Good luck with them.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education

Dear Dr. McLaughlin,

Thank you for giving me an opportunity to review the two new courses being proposed by the Department of Curriculum, Culture, and Educational Inquiry. I do not see any conflict or duplication in content in EDF 7578 - Critical Theory or EDF 2600 - The Educated Citizen in a Global Context with any of the courses currently offered in the Department of Communication Sciences and Disorders.

Good luck as your proposals go forward.

With best regards,
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor and Chair
Department of Communication Sciences and Disorders