**ED 289: CRITICAL PEDAGOGY AND SUSTAINABILITY: APPRENTICESHIP**

**Note – This syllabus is a guide. The instructors reserve the right to adapt content to best serve the learning outcomes.**

**INSTRUCTORS:**  
Karla Haas Moskowitz, Ph.D., Matt Paneitz, MA

**COURSE CREDIT:**  
3.0 undergraduate credits

**DATES & TIMES:**  
Hybrid Field Institute/Online:  
8 weeks/10 hours per week

Online/In-person Synchronous Sessions:  
Once per week for one hour  
(if completing field work with Long Way Home in Comalapa, sessions will be held in person during fieldwork period)

**LMS LINK:**  

**COURSE DESCRIPTION:**  
This course is one in a four-course series that leads to the completion of a Certificate in Critical Pedagogy and Sustainability from Teach and Lead, LLC, designed for students who are interested in gaining an educational and pedagogical foundation in relationship to sustainability. This course introduces skills, abilities, attitudes and awarenesses needed to support the theory, practice of Critical Pedagogy and Sustainability through the exploration of green building. Based on reading, research, exploration and place-based service-oriented fieldwork in their own country of origin and/or internationally, students will develop a portfolio that demonstrates their learning and preparation.

This course, Critical Pedagogy and Sustainability: Apprenticeship, explores the foundational theories of Critical Pedagogy and its connection to sustainable practices locally and globally. Students will gain the basic knowledge and skills, as well as abilities, awarenesses, and sensitivities, that will increase their intercultural competence, enhance their understanding of democracy in action, and provide exposure to frameworks and applications reflective of ethical best practices indicative of quality service learning experiences particularly when working in diverse settings.
STUDENT LEARNING OUTCOMES:

Upon completion of this course, the participant will be able to:

1. Recall different approaches and methods to deepen their sense of place; increase appreciation for the natural world; learn new sustainable practices, and methods of community building associated with a particular place.

2. Recognize skills that are required when engaging in different traditions and cultural practices that create conditions for inter-generational community building relevant to a particular setting and to overall sustainability.

3. Determine skills needed to care for human and natural communities including: cultural values of gratitude and awareness, art of storytelling, green building, permaculture and community service.

7. Identify and develop caring, healthy, democratic, and sustainable relationships among humans and between humans and the natural world.

8. Identify and develop a sense of responsibility as a steward of human and natural communities for generations to come.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required:


Recommended for Teachers:


**COURSE REQUIREMENTS:**

All assignments need to be typed (12 font), Times New Roman, double-spaced, proofread, and professional in appearance with citations adhering to APA format. Please refer to the recommended

APA texts as well as the Purdue Online Writing Lab
http://owl.english.purdue.edu/owl/resource/560/01/ for specific on APA style. Any exceptions to this format will (1) be noted in individual assignment guidelines; or, (2) include handwritten responses done in class. You are welcome to revise and resubmit an assignment, please communicate with me directly so we can customize an appropriate time line and criteria.

Attend **face-to-face sessions** and participate in **online forum** including discussions and activities.

1. Construct an **Annotated Bibliography** of 7 relevant texts.

2. Write one **Critical Book/Article Annotations**, 2-3 pages, on choice texts (see handout).
3. Participate successfully in a Field Placement (Practicum, Internship, and/or Apprenticeship as relevant to focus of study) and keep a Log.

4. Write two Letters to Self one at the beginning of your apprenticeship and one at the end. Address the following in prompts each letter:

   - What are my expectations of myself as a community member?
   - What are my fears and what do I love?
   - For what I am most grateful?
   - What are three qualities I most wish to cultivate in myself? How will I know I have accomplished this?
   - What assumptions do I have about the place where I live/my home and where I am serving?
   - What are my goals going forward?

5. Develop a PAR Project for Change and related Visual Representation. Problem- propose and choose a topic to research utilizing a Participatory Action approach and apply at least one identified methodology (Appreciative Inquiry, Phenomenology, Portraiture, Auto-Ethnography). The project relates to the topic of democracy, decolonization, and/or practices of freedom; it is designed to inspire change in students’ community. The research will be comprised of a written component (5-7 pages) plus supplementary multi-media/visual support to express findings to rest of class. You may use video, audio, PowerPoint, Prezi, and other modalities. The specifics relating to this Assignment are noted in PowerSchool class site.

6. Develop a Course Portfolio that includes PAR Project for Change paper and presentation materials, Annotated Bibliography, Critical Book Annotation, and Field Placement Log and Letters to Self.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:
- Attendance & Participation 10%
- Annotated Bibliography 15%
- Critical Book Annotation 15%
- Field Placement Log 15%
- Letters to Self 15%
- Participatory Action Research (PAR) Project for Change 30%

TOTAL 100%

Grade Scale:
In each course, grades are as follows:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 78% or Below

**CLASS SCHEDULE:**

**Week One:**
- Introductions, building community, course expectations
- Introduce expectations of students in Field Placement in order to support their learning related to PBL and Service Learning.

**Week Two**
- What is Place-based and Project-Based Learning? What is Service Learning?
- Book Study Discussions to support Annotation
- Begin Annotated Bibliography

**Week Three**
- Book Study Discussions to support Annotation
- Develop PAR Project for Change
- Begin field work

**Week Four:**
- Complete Annotated Bibliography
- Continue to develop PAR Project for Change
- Check in regarding PAR and Fieldwork

**Week Five**
- Continue to develop PAR Project for Change
- Check in regarding PAR and Fieldwork

**Week Six**
- Continue to develop PAR Project for Change
- Check in regarding PAR and last week of Fieldwork
- Critical Book Annotation completed

**Week Seven**
- Reflect on field work
- Complete Letter to Self

**Week Eight**
- PAR Project for Change Presentations