



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	批判教育論		學年/學期 Academic Year/Semester	114/2
課程名稱(英文) Course Name in English	Critical Pedagogy			
科目代碼 Course Code	MEMA52100	系級 Department & Year	碩士	開課單位 Course-Offering Department
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0	
授課教師 Instructor	/廉兮			
先修課程 Prerequisite				
課程描述 Course Description				
<p>In a capitalist society, the value of people's labor is simply converted into the amount of profit from serving the employer. In the fierce market competition, more people are faced with limited choices of low wages and fragmented jobs. The dichotomy between rich and poor in society, the weakening of labor rights, the deterioration of the ecological environment, and the representative democracy and national policies serve the interests of the bourgeoisie are closely related to the capitalist development model. Faced with the worsening living conditions of workers around the world and the ecological crisis, people are wondering how to return to communities and workers? How to protect ecology and environment? How to enhance equality, cooperation and unity among people? This course attempts to explore the history of capital accumulation and plunder of capitalism, trace the struggles of working people around the world, carry forward the power of education for liberation, and rebuild a social space where people can communicate with each other with mutual care. The course proposes arguments and researches on radical democracy and liberation education. The course topics are listed as follows:</p> <ol style="list-style-type: none"> 1. Pedagogy of the Oppressed 2. Critical Literacy 3. Border Pedagogy 4. Home-place Pedagogy 				
課程目標 Course Objectives				
<p>本課程提供學習者接近當代馬克斯主義思潮下的北美、南美與亞洲基進教育的理論與實踐認識。批判教育學所特別觀照的文化政治、越界教育與實踐主體的知識與倫理觀將是本課程的探討焦點。希望提供研究生對於自身與社會處境的理解與實踐知識形構的對話空間。</p>				
系專業能力 Basic Learning Outcomes				課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	具備理解台灣多元族群文化、性別與社會階級差異之觀點。Gaining perspectives to understand the diversity of ethnicity, gender and class in Taiwan			○
B	具備理解不同類型的社會不平等現象、透視霸權運作模式的能力。Acquiring ability to comprehend social inequalities and fathom the operation of hegemon			○
C	具備統整台灣社會現象與世界重要文化事件的素養。Acquiring ability to integrate social phenomena in Taiwan with critical cultural events worldwide			○
D	具備從多元廣泛探索中尋找貫串與連結的素養。Acquiring ability to connect while exploring a wide variety of seemingly unrelated social issues			●
E	具備與跨領域專業社群共同合作、參與社會與教育改革之行動能力。Acquiring ability to collaborate with cross-disciplinary professional communities, and engage in social and educational reform			●

圖示說明Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated

授課進度表 Teaching Schedule & Content

週次Week	內容 Subject/Topics	備註Remarks
1	Introduction	
2	Pedagogy of the oppressed, Introduction and Preface	
3	Freire, Pedagogy of the Oppressed, chapter 1	
4	Freire, Pedagogy of the Oppressed, chapter 2	
5	Freire, Pedagogy of the Oppressed, chapter 3	
6	Freire, Pedagogy of the Oppressed, chapter 4	
7	Larry Miller and Danah Opland-Dobs, Students Blow the Whistle on Toxic Oil Contamination in Rethinking schools: Education for critical consciousness And Education as the practice of freedom	
8	Ira Shor & Paulo Freire, A Pedagogy for Liberation: Dialogues on Transforming Education	
9	Dwi Rosita Sari, Migrant Narratives of Border Crossings and Critical Literacy Pedagogy	
10	Mitzi Lewison, Amy Seely Flint, Katie Van Sluys (2002). Taking on Critical Literacy: The Journey of Newcomers and Novices. Language Arts 79(5): 382-392.	
11	Lien, Life beyond schools	
12	Critical Race Theory	
13	bell hooks, Homeplace as Site of Resistance bell hooks, From Margin to Center	
14	Giroux, Teachers as Transformative Intellectuals	
15	Asia as Method	
16	Final Report Presentation	
17	Final Report Presentation	
18	Final Exam	

教學策略 Teaching Strategies

- 課堂講授 Lecture 分組討論 Group Discussion 參觀實習 Field Trip
 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL) 團體合作學習 (TBL) 解決導向學習 (SBL)
 翻轉教室 Flipped Classroom 磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice 產學合作 Industry-Academia Cooperation

跨域合作 (Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching 跨院系教學 Inter-collegiate Teaching

- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

學期成績計算及多元評量方式 Grading & Assessments									
配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績(含出缺席) General Performance (Attendance Record)	30%			✓			✓		
期中考成績 Midterm Exam									
期末考成績 Final Exam	40%			✓	✓		✓		
作業成績 Homework and/or Assignments	30%		✓	✓		✓			
其他 Miscellaneous (_____)									
評量方式補充說明 Grading & Assessments Supplemental instructions									
<p>1. Reading, writing and collaborative dialogue are important ways of learning in this class. Students are expected to share thoughts and experiences that relates to the texts from assigned readings and others students' stories. (30%)</p> <p>2. Students who lead class discussion should prepare PPT (including discussion questions) and send it to instructor one-day ahead of class. Concept clarification, relevant local issues, in-depth discussion, timing and students' participation are criteria for evaluation. (30%)</p> <p>3. developing a critical project of in-between: a transversal politics where multiple home-place as sits of resistance and solidarity. Length of the research paper is 10-20 pages, APA style. (40%)</p>									
教科書與參考書目 (書名、作者、書局、代理商、說明) Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)									
Freire, P. (2000) Pedagogy of the oppressed. New York: Continuum press. supplemental Readings in e-learning									
課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址) Teaching Aids & Teacher's Website(Including online teaching information. Personal website can be listed here.)									
e-learning									
其他補充說明 (Supplemental instructions)									
no									