CULTURE AND EDUCATION

In a Global Context

Time: Wednesday, 4:15pm – 7:00pm
Location: Benjamin 1315
Instructor: Prof. Jing Lin
E-mail: jinglin@umd.edu
Email for assignments: jinglinpeace@gmail.com

Course Description:
This course exposes students to various cultural and theoretical perspectives, and it involves students in the exploration of various world cultural traditions and beliefs and their reflection in schooling practices. It examines the history of cultural oppression and cultural imperialism, and critically studies culture and education in relation to gender, race, and social class. Interfaith dialogues and building bridges of cultural understanding are also part of the content of the class.

Course Objectives:
Students will be able to:
✧ Understand relevant theories in culture and education and learn strategies to apply them. The theories include ecological systems theory, cultural capital theory, social capital theory, funds of knowledge theory, culturally relevant education theory, critical cultural theory, cultural reproduction/correspondence theory, and interfaith dialogue perspectives and practice.
✧ Be able to examine critical issues in education and learn effective ways of teaching children from diverse cultural, class, racial, ethnic, and language background.
✧ Achieve a critical, cross-cultural, global, international and comparative understanding of culture and its relations to education through the readings and discussions.

Required Readings:
All readings are posted on the blackboard.

Course Requirements and Assignments

Students’ final grade will be based on the following:
Assignments and Assessment | Percentage | Due Date
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Weekly Summaries and Participation | 20% | Every week before class
Cultural/Social Capital/Funds of Knowledge Project | 20% | March 2
Cultural System/Tradition Case Study | 20% | March 30
Critical/Alternative Perspectives on Cultural Issues in Education | 40% | May 10

Rubrics for each assignment

1. **Weekly summaries**: Write one page to one page and a half (single space) reflective summary on the main ideas of the readings of each class. *Touch on at least three readings*. Raise questions that relate the sources to an educational issue and/or reflect on your personal thoughts and experiences. Students are to send in the summaries to jinglinpeace@gmail.com **Due: before each class.** Give each summary this title: first name, summary # 1, 2…, and the summaries will be placed in file for final evaluation at the end of the semester. **Participation** involves coming to classes, participating in discussions, taking initiatives, presenting readings and papers, and heeding fellow students’ viewpoints and presentations. The professor will keep note of attendance.

2. **Cultural/Social Capital and/or Funds of Knowledge Project**: Write a 5-6 pages paper using a Cultural Capital and/or Social Capital perspective and/or Funds of Knowledge theory to analyze your life experiences, or to write a biography of another person or group. You should develop an in-depth understanding of the theories, and rigorously employ the key concepts in the theories to illuminate the understanding of yourself or another person, or a group from these lenses. **Due: March 2.**

3. **Cultural System/Tradition Case Study**: focuses on a cultural issue or cultural aspects in an educational system or an educational tradition. It can be language issues, colonialism and its impacts, immigration and refugee issues, religions, and many other possibilities: 5-6 pages. **Due: March 30.**

4. **Critical/Alternative Perspectives and Cultural Issues in Education**: Final paper, 10-12 pages. Students will choose a topic of interest related to culture and education and employ one or more theories covered by the course, such as those in gender study, critical pedagogy, culturally relevant teaching, cultural correspondence, globalization, multicultural education, interfaith
Your paper should demonstrate your understanding of the theories or concepts. Students can discuss with professor before hand. **Due: May 10.**

**Grading Rubrics:**
- Organization and richness and development of ideas
- Coherence and logic
- Writing quality (clarity; precision of expression; grammar)
- Soundness and depth of analysis
- Accurate formatting, referencing (APA style), and style

**All papers should follow APA guidelines.** APA Formatting and Style Guide at OWL website: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Evaluation scale:**

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**Code of Academic Integrity:**
Students are expected to be committed to the principles of truth and academic honesty and to follow the Code of Academic Integrity. The University of Maryland Pledge reads: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

**Plagiarism** is a serious concern both in and outside of academia. Learning to attribute sources correctly is an important skill for all educators. Please refer to the APA manual for appropriate citation formatting.

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**COURSE OUTLINE**

Jan. 27   Introduction

Feb. 3   Definition of Culture, and Schooling as Cultural Transmission

- Students define what is culture
• **Jing’s presentation**
• **Students discuss in groups, using Bronfenbrenner’s Ecological Systems Theory, the influence of culture on an individual, while also talking about the role of schooling by engaging Young Pai’s articles.**


A video on the Ecological Theory:

Bronfenbrenner’s Model of Influences http://www.des.emory.edu/mfp/302/302bron.PDF


**Recommended:**


Rossing, Daniel. *Journey into the Between*. Example of Jerusalem.


**Feb. 10 Cultural, Social and Spiritual Capital: Educational Implications**

• **Ppt by Jing**

• **Class discussion: Your reaction to the theories. Can you relate to them? What have you observed in various contexts? What is your critique of the theories?**
• Student volunteers to present and lead discussion on the articles by Lareau and Fordham.


**Recommended:**


Feb. 17 **Deculturalization and the Struggle for Equality: Indigenous and Ethnic Minority Cultures and Sustainability**

• *First session: Jing leads discussion on what characterizes indigenous cultures? What has been done to eliminate indigenous cultures? What are the damages done by colonialism and white supremacism in the U. S. and many countries? Discuss the loss and marginalization of indigenous cultural wisdoms in the United States, Canada and various countries.*
Student volunteers present the second sets of articles and whole class discuss new trends, thoughts, policies, practices and challenges for change.


Feb. 24 Funds of Knowledge, Aspiration Scape, Agency Scope, and Entrepreneurial and Vocational Space: Hope For The Disadvantaged

Group exercises:

1. What is your understanding of funds of knowledge? How can we use the theory to enhance educational opportunities for children in disadvantage?

2. Do an exercise to develop the concept of aspiration scape, agency space and third space

Yosso, Tara. Whose culture has capital? A critical race theory discussion of community cultural wealth, pp. 70-82 [find article]


**March 2 Educational Desire and Optimism: Cultural and Educational Practices in East Asia and among Asian Americans**

*(Cultural/Social Capital Paper Due)*

- Jing discusses the foundation of East Asian Education under Confucian education.
- Students volunteer to present and lead discussion on the readings.


On the Tiger Mom: “Why Chinese Mothers Are Superior”:


Video: Japanese education: [http://www.youtube.com/watch?v=5A09HhxXht4](http://www.youtube.com/watch?v=5A09HhxXht4)

**March 9**   **No Class, CIES Conference**

**March 16**   **No Class, Spring Break**

**March 23**   **African Cultures and Religions: Community, Culture and Education**

- *Jing’s ppt*
- *Student groups to present articles.*


Stewart, Jan et al. (forthcoming 2015). In Laura Finley, Joanie Connors, and Barbara Wien (Eds.), *Teaching Peace Through Popular Culture*. Charlotte, North Carolina: Information Age Publishing.


Recommended:


March 30  Cultural System/Tradition Case Study  
(*Presentation and Paper Due*)

- Students form into four groups and present your paper to the group;
- The group prepares sharing their presentations with the class by discussing: What topics are covered? What do you learn? Are there cross-cutting themes? Policy issues raised?
- You will upload your paper on the discussion board the day before the presentation. Discussions may be limited in class but individuals may direct questions and response to the presenter online. Read at least 5 papers of your fellow students.
April 6       Gender, Culture, and Education

- Jing’s presentation on Liberia and Tanzania, and Learning from FAWE General Assembly
- Student groups present readings.


**Recommended:**


US Department of State. n.d. Liberia: Report on Female Genital Mutilation (FGM) or Female Genital Cutting (FGC).  http://www.asylumlaw.org.docs/liberia/usdos01_fgm_Liberia.pdf


April 13  Race and Education: Culturally Relevant Teaching, Discipline, and Research

Class forms into four groups:
1. Discuss racism as reflected in American education; define what is culturally relevant and sustaining education: What is culturally relevant teaching, discipline, research, caring, after school programs for African American and other minority students;
2. Discuss challenges (such as accountability pressure, Linda Valli’s idea about seeing color and not seeing color) to implement them and strategies to apply the ideas creatively in the schooling process.
3. Sharing of highlights of discussion by groups.
4. PowerPoint by Jing


Solorzano (2000), Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experience of African American College Students, pgs 1-12


Culturally Responsive Discipline:


**Recommended:**


**April 20**  
Social Class Stratification and Cultural Reproduction Theory

1. Jing and class discuss the readings: How do you see education is reproducing social class hierarchy? Examples? What have you observed to be the trend of the global economy? Have schools and universities tried to fit into the new economic trends?: Redefining the function of higher ed; role of STEM; roles of the professoriate; English as the world language; world class ranking.

2. Group exercise: what is the relationship between education and economy? Do you agree that schools replicate social class stratification? Why young people are getting poorer and can not find jobs? What alternative and creative forms can we offer to the young people? and presentation

“What do schools produce?” http://isreview.org/issue/78/what-do-schools-produce


ZIP Code Shouldn’t Affect School Quality, by Michelle Rhee.  
https://www.nytimes.com/roomfordebate/2012/05/20/is-segregation-back-in-us-public-schools/zip-code-shouldnt-affect-school-quality

Majority of U.S. public school students are in poverty - The Washington Post  
http://www.washingtonpost.com/local/education/majority-of-us-public-school-students-are-in-poverty/2015/01/15/df7171d0-9ce9-11e4-a7ee-526210d665b4_story.html

Apprenticeships ensure that young people in Switzerland are employable.  

Swiss choose apprenticeship over college.  
http://www.joannejacobs.com/2012/10/swiss-choose-apprenticeship-over-college/

The Future of Vocational Education. http://www.thenation.com/node/167476#

More to offer.  
http://www.jff.org/blog/2013/05/09/more-to-offer-swiss-vocational-education-system

Recommended


**April 27**  
Cultural Politics and Critical Pedagogy: Teacher as Transformative Intellectuals

- *PPT by Jing*
- *Group discussions: How relevant or applicable is critical pedagogy in various cultural contexts? What impacts will it influence teachers and students? In what ways can teachers employ critical pedagogies creatively? What is the limitation of the critical cultural theory?*


May 4 Globalization, Intergroup and Interfaith Dialogues, and Learning for Co-Existence

*Discussion:*

- What is the clash of civilizations? Is there one?
- What is the possibility of crosscultural and intercultural learning based on Weng and Lin's article?
- Can cultures that have historically been in conflicts have genuine dialogues? What are some effective strategies? What are some interesting cases?
- Intergroup and Interfaith dialogues: how to conduct them and what are the special challenges and possibilities?

*Guest Speaker: Natalie Vinski on Intergroup Dialogue at UMD (5:30pm)*


The Clash of Civilizations:


http://sgr.sagepub.com/content/43/5/559

