

EDPL 788G Spring 2007
SEMINAR IN TRANSCULTURAL EDUCATION POLICY & PRACTICE

COURSE INFORMATION:

Seminar Location: 2102 Benjamin Building
Days & Time: Wednesdays, 4:15pm- 7:00pm

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Office: Benjamin 3112-F
Hours: Wed. 1pm-4pm & by appt.

COURSE OVERVIEW:

Transcultural Education refers to education purposes, policies, and practices as they are defined and manifested when groups of people in possession of alternative habits of heart, mind, and association encounter one another in institutions that educate. Specifically, the focus is on education encounters when they are situated at the intersections of globalization and local tradition, nation and community, in border and diasporic communities, and in diverse communities in schools, museums, written, and electronic media. In this class we will explore specific instances of transcultural education not only in relation to dimensions of difference, but also as it informs the construction and meaning of community life, group identity, and the possibilities of education. We will explore education under circumstances of dislocation and Diaspora where teachers serve as mediators of culture and community, and learners struggle to reconcile dimensions of difference and community. We will identify and analyze education exchanges as they have informed the experience of immigrant, refugee, and exchange students.

Previous student papers have focused on such topics as:

- **The Dilemmas of Community and Diversity in global and local settings;**
- **How students and teachers negotiate Immigrant Education settings in communities and schools that cross boundaries of nation and culture;**
- **The Education of Refugees in conditions of intractable conflict;**
- **Intersections of oral, written and electronic worlds in the forming of transnational communities;**
- **Second Language Learners as Border Crossers;**
- **Intersections of Social Structure and Human Agency**



AIMS:

The Seminar in Transcultural Education Policy and Practice has **five** educational aims:

- 1) Encourage collaborative explorations of transcultural education phenomena;
- 2) Generate opportunities for graduate students, education policy-makers, and practitioners to join together as a community of learners who seek to understand the theories, policies, and practices of transcultural education and through this means, enhance the quality of public discourse and education practice;
- 3) Integrate scholars and graduate students from the across the campus, the region, and the world in continuing dialogues about the dilemmas of diversity as revealed through academic disciplines and manifested in education traditions, policies, and practices;
- 4) Provide a cross disciplinary, cross education level, cross generational forum through which to link transcultural scholarly theory to the formulation of education policies, practices, and the assessment of outcomes in education; and,
- 5) Engage transcultural education leaders outside the university in continuing dialogues about the challenges, directions, and transcultural tensions and opportunities in their work and organizations.

OUTLINE OF TOPICS:

TOPIC I: CONCEPTUALIZING TRANSCULTURAL MATTERS IN EDUCATION

TOPIC II: INTERSECTIONS OF IMAGINATION AND EXPERIENCE IN EDUCATION

TOPIC III: BORDER CROSSINGS AND DIASPORAS IN EDUCATION

TOPIC IV: SCHOOLS AS CULTURES IN BETWEEN: INTERSECTIONS OF GLOBAL AND LOCAL, TRADITION AND CHANGE

COURSE REQUIREMENTS:

I. Overall Expectations:

Each student will be expected to attend every week, to complete readings, engage in constructive critique of the work of class members, prepare systematic class presentations, plan and co-facilitate weekly discussions*, and identify scholarly resources and/or studies for common reading. In addition, each student will be expected to generate a scholarly work on subject of their own choosing. The papers might be theoretical essays, reviews of literature, documentary films, lesson plans that integrate theory and practice, or papers that generate alternative sets of policies to address a particular transcultural problem and/or dilemma. These might come in the form of a theoretical essay, research paper and research abstract, a policy study and policy brief, instructional materials, documentary videos, a dissertation proposal, master's seminar paper draft, book manuscript, etc. These will be presented in stages and engage participants in ongoing explorations and presentations that will not only advance individual projects, but also inform the scholarly focus of the seminar and apply theory to practice.

Evaluation of class participation will rest on evolving abilities to:

- ▶ identify links between content and craft
- ▶ Demonstrate a reflective turn on content of reading
- ▶ Support/Advance collective understanding in the classroom

II. Class Participation:

*Participants will rotate roles as **seminar discussion leaders** (two per week). Discussion leaders are expected to meet before class sessions to devise a plan for moving through the readings, “teach” the themes you found across the readings, and raise discussion questions. Each student should expect to serve at least twice as a seminar discussion leader. The schedule will be developed during week one of the semester.

III. Writing Assignments:

Reflections/Critiques Each student, on an occasional basis, will be asked to prepare short critiques, systematic reflections, share perspectives and observations, and present research progress. Detailed assignments will be given out (at minimum) one week prior to due date.

The final project will be developed in phases as follows:

Jan. 24 **Stage 1:** Each Student is responsible for identifying a transcultural education issue, and process which they hope to study; suggest a setting or settings in which it might be manifest, and be prepared to explain why it is important, beyond your personal interests in it. The Instructor is there to help clarify topics and identify useful theoretical literatures to consult.

Jan. 31 **Stage 2:** Each student is responsible for identifying a phenomenon they hope to study; suggest a setting or settings in which it is manifested (e.g. intersections of school and community, sites of exchange (borderlands in education,) images created in film, museum, textbook, photographs), and bring a visual representation of the phenomenon. Please be prepared to provide a short preliminary presentation. The Instructor is there to help clarify topics and identify useful theoretical literatures to consult.

March 28 **Stage 3:** Each student should submit an 8-10 page narrative that begins to develop the issue you are exploring, clarifies the questions for which you seek answers, and lays out the research strategy that you have developed to gather information. Be sure to include bibliographical citations to the work of at least five relevant scholars who have helped you conceptualize the issue and approach you plan to take.

In addition, each student is responsible for selecting and distributing copies of an exemplary scholarly, theoretical article or chapter that advances each study and can serve as a foundation for the identification of panels and analytic presentations.

April 25 **Stage 4:** Submit penultimate draft of project (Please make copies for everyone)

May 16: **Stage 5:** Final Project Due

IV. There will be no final examination

V. *"The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/code.html>.*

VI. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

REQUIRED COMMON READINGS

Finkelstein, B., Pickert, S., Mahoney, T., & Barry, D. (1998). *Discovering Culture in Education: An Approach to Cultural Education Programs Evaluation*. Washington, D.C.: ERIC Clearinghouse on Assessment and Evaluation.

[Obtain your **FREE** copy in the EDPL office (Benjamin 2110). Please contact Latisha Hawkins, lhawk@umd.edu or call 301-405-3570 for more information. *Note: this book will **not** be available in the UMCP bookstores]*

Arjun Appadurai, "Modernity at Large" *Cultural Dimensions of Globalization*. Minneapolis, University of Minnesota Press, 1996.

Exemplary Papers: EDPL Graduate Student Course Papers and Master's Seminar Papers. (Available for Reading or for Photocopying in the basement of our building) Papers will also be available in the International Center for Transcultural Education. Borrowing time will be 3 hours/renewable for three more if there is no one waiting. Please be considerate of classmates.

Course Reserves: All other required/assigned reading will be available through the McKeldin Library online course reserves. You may download the assigned articles and book chapters from <http://www.lib.umd.edu/PUBSERV/RESERVE/MCK-R/> (password: **EDPL788GFIN**)

SCHOLARLY JOURNALS & OTHER (Selected) RESOURCES:

Identities, Global Studies in Culture and Power
International Oral History Annual
Ethnic and Racial Studies
Ethnic and Migration Studies
International Migration Review
Urban Review Social Science Quarterly
Annals of the American Academy of Political and Social Sciences
International Journal of Urban and Regional Research
Hispanic Journal of Behavioral Sciences
Ameriasia Journal
Paedagogica Historica
Journal of Sociology and Social Welfare
Teachers College Record
Journal of Teacher Education
International Journal of Lifelong Learning
Journal of American Folklore
History of Education Quarterly
Journal of Family History
Handbook of Theory and Research for the Sociology of Education

Sociology of Education
Anthropology and Education Quarterly
Comparative Education Review
Sociological Forum
Sociological Perspectives
Signs
Social Science Quarterly
Journal of Ethnic Studies
Educational Policy
Chronicle of Higher Education
Educational Researcher
CATESOL Journal
Oral History Review
American Folklore
American Historical Review
Journal of Interdisciplinary Studies

OUTLINE OF TOPICS AND SCHEDULE OF READINGS & ASSIGNMENTS

TOPIC I: CONCEPTUALIZING TRANSCULTURAL MATTERS IN EDUCATION

24 Jan. Reflections on Cultural Refraction, part I:

Exploring the Meaning of Transcultural and Transnational Education

-Each student is expected to examine the syllabus and come prepared to discuss what she/he has identified as an example of transcultural education

International Center for Transcultural Education (UMCP) pamphlet.

Decoding the Syllabus and Course Readings

Our Class as a Transcultural Space: Who and What are we?

Field Assignment Due Next Week:

You must identify a border crossing intersection in education. Choose a site (i.e. a classroom), observe the environment/structures/interactions/artifacts/rituals/etc. Write-up your descriptions, analysis, and theories and prepare a short 5-minute presentation. You will present your experiences and findings during next week's class.

31 Jan. Reflections on Cultural Refraction, part II:

Discussion Leader #1: _____

Discussion Leader #2: _____

Required Readings:

Finkelstein, Barbara. (2005). *Educating Strangers: The Invisible Weight of Tradition*. College Park, Distinguished Scholar Teacher Lecture, November 8, 2005. (online reserves).

Homi Bhabha, "Culture's In-Between," in *Questions of Cultural Identity* Stuart Hall and Paul du Gay (editors). London: Sage Publications, 1996. (online reserves).

Complementary Readings:

Hall, Stuart. (2000) "Cultural Identity and Diaspora." In *Diaspora and Visual Culture: Representing Africans and Jews*, Nicholas Mirzoeff, ed. London: Routledge. Pp. 21-33. (online reserves).

Peter MacLaren "Decentering Culture: Postmodernism, Resistance, and Critical Perspectives, in Nancy B. Winder, editor, "*Current Perspectives on the Culture of Schools*," Brookline Books. (online reserves).

Assignment Due Next Week:

Each student is responsible for identifying a phenomenon they hope to study; suggest a setting or settings in which it is manifested (e.g. intersections of school and community, sites of exchange (borderlands in education,) images created in film, museum, textbook, photographs and experienced) Please be prepared to provide a short preliminary presentation. The Instructor is there to help clarify topics and identify useful theoretical literatures to consult

TOPIC II: INTERSECTIONS OF IMAGINATION AND EXPERIENCE IN EDUCATION

7 Feb. Crossing Borders of Time, Space, and Nation

Discussion Leader #1: _____

Discussion Leader #2: _____

Required Readings:

Appadurai, Arjun. (1996) *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis, MN: University of Minnesota Press.

14 Feb. "Digital Natives, Digital Immigrants"

Guest Lecturer/Facilitator: Dr. Roberta Z. Lavine, Professor, Spanish & Portuguese

Required Readings:

Jung-Sun Park, (2004). "Korean American Youth and Transnational Flows of Popular Culture across the Pacific," *Ameriasian Journal*, 30"1, pp. 25-40. (online reserves).

Anzaldúa, Gloria; "Borderlands/La Frontera: The New Mestiza"
San Francisco: spinsters/aunt lute, 1987. (online reserves).

Prensky, Mark (2001). "Digital Natives, Digital Immigrants," In *On the Horizon*. NCB University Press, vol. 9 #5 pp. 1-6 (will be handed out).

21 Feb. “Intersections of Imagination and Experience”

Guest Lecturer/Facilitator: Dr. John L. Caughey , Professor, American Studies

Required Readings:

Feron, Georges E. and Glick, Nina Schiller (2001). The Generation of Identity: Redefining the Second Generation within a Transnational Social Setting, in Cordero-Guzman, Hector R, Robert C. Smith, and Ramon Grosfuegel (Eds.). *Migration, Transnationalization, and Race in a Changing New York*. Philadelphia: Temple University Press, chapter 3, pp. 58-86. (online reserves).

Feng, Peter X (Ed.) (2002). “Introduction,” in *Screening Asian Americans*: New Brunswick, NJ: Rutgers University Press. pp. 1-18. (online reserves).

TOPIC III: **BORDER CROSSINGS AND DIASPORAS IN EDUCATION**

28 Feb. Conceiving Schools as Cultures in-between

Guest Facilitator: Ranetta Hardin

Discussion Leader #1: _____

Discussion Leader #2: _____

Required Readings:

Waters, Mary C. (1999). “Segregated Neighborhoods and Schools,” & “Identities of the Second Generation” (Chapters 7 & 8 pp. 243-325) In *Black Identities: West Indian Immigrant Dreams and American Realities*. New York: Harvard University Press. (online reserves).

Zhou, Min and Carl L. Bankston III (1998). “Experiences in Adaptation to American Schools” In *Growing Up American: How Vietnamese Children Adapt to Life in the United States*. New York: The Sage Foundation. pp. 130-159. (online reserves).

Complementary Readings:

S. Chow (1998). *Leaving deep water: Asian American women at the crossroads of two cultures*. Minneapolis: University of Minnesota Press.

Bonnie Thornton Dill, “...What Do we Mean by Intersections...”
Defining the Work of the Consortium on Race Gender and Ethnicity,”
University of Maryland, College Park.

7 Mar.: “Diaspora and Border Crossing: Salvadoran Experiences in the District of Columbia”

Guest Lecturer/Facilitator: Dr. Ana Patricia Rodriguez, Professor, Spanish & Portuguese

Required Readings:

(To Be Announced)

TOPIC IV: **SCHOOLS AS CULTURES IN BETWEEN: INTERSECTIONS OF GLOBAL AND LOCAL, TRADITION AND CHANGE**

14 Mar.: Students and the Construction of Group Identity

Discussion Leader #1: _____

Discussion Leader #2: _____

Required Readings:

Hirabayashi, Lane Ryo, Akemi Kikumura-Yano, and James AHirabayashi. (2002) “The Impact of Contemporary Globalization on Nikkei Identities” and “Retrospect and Prospects.” Chapters 2 and 20 in Lane Ryo Hirabayashi, Akemi Kikumura-Yano, and James A. Hirabayashi, eds., *New worlds, New Lives: Globalization and People of Japanese Descent in the Americas and from Latin America in Japan*. pp. 19-27 and 333-348. Stanford, CA: Stanford University Press. (online reserves).

Sernhede, O. (2004). “Social Exclusion and Cultures of Resistance Amongst Young Male Immigrant in the ‘New Sweden,’” In Maria I. Diedrich, Theron D. Cook, & Flip Lindo (Eds.) *Crossing Boundaries: African American Inner City and European Migrant Youth*. New Brunswick, NJ: Transaction Publishers. (online reserves).

Complementary Readings:

Timmerman, Christine. (2000). “Secular and religious nationalism among young Turkish women in Belgium: Education May Make a Difference,” *Anthropology and Education Quarterly*. 31,(3):333-354. (online reserves).

Siu, Sau-Fong. (Feb. 1992). “Toward an understanding of Chilnese-American achievement: A literature Review, Report #2. Washington, D.C.: U.S. Department of health, Center on Families, Communiies, Schools, and Children’s Learning. (online reserves).

SPRING BREAK: March 19-March 23

28 Mar.

Each student should submit an 8-10 page narrative that begins to develop the issue you are exploring, clarifies the questions for which you seek answers, and lays out the research strategy that you have developed to gather information. Be sure to include bibliographical citations to the work of at least five relevant scholars who have helped you conceptualize the issue and approach you plan to take.

In addition, each student is responsible for selecting and distributing copies of an exemplary scholarly, theoretical article or chapter that advances each study and can serve as a foundation for the identification of panels and analytic presentations

4 Apr: Ethno-History/Contexts

Discussion Leader #1: _____

Discussion Leader #2: _____

Required Readings:

Reuben Rumbaut and Alejandro Portes, (2001). *Ethnicities: Children of Immigrants in America*. Berkeley: University of California Press. Chapter 1, pp. 1-10. (online reserves).

Axtell, James. (2001). *Natives and Newcomers: The Cultural Origins of North America*. London: Oxford University Press, Part 1, Chapters 1 and 2, pp. 13-77. (online reserves).

Complementary Readings:

Ikeda, Hiroshi, "Buraku Students and Cultural Identity: The Case of a Japanese Minority." Chapter 4 in *Ethnicity, Race, and Nationality in Education: A Global Perspective*, edited by N. Ken Shimahara, Ivan Z. Holowinski, Sandra Tomlinson

John Ogbu with the Assistance of Astrid Davis, *Black American High School Students in an Affluent Suburb: A Study of Academic Disengagement*. New York: Lawrence Erlbaum Associates, Inc., 1996

Soudien, Crain, "Culture, Race, and Ethnicity in South Africa," (2001). Chapter 5 in *Ethnicity, Race And Nationality in Education: A Global Perspective*, edited by N. Ken Shimahara, Ivan Z. Holowinski, Mahwah, NJ: Lawrence Earlbaum Publishers, pp. 120-

Crystal, David. (2003). *English as a Global Language (2d ed.)* Cambridge, UK; New York: Cambridge University Press

Anderson, Charlotte. 2004. *Globalization and Border Crossings: Examining Issues of National Identity, Citizenship, and Civic Education*. Publication for summaries and commentaries of Conference Papers. American Bar Association for Public Education.

Mary Catherine Bateson, *Peripheral Visions: Learning Along the Way*

Tamura, Eileen, "African American Vernacular English and Hawaii" and "Creole English: A Comparison of Two School Board Controversies." *The Journal of Negro Education*, (in press.).

11 Apr: Critique of Papers and Panel Presentation # 1

Required Readings (As previously determined and distributed)

A second panel of 3 students will lead a discussion of the 3 required readings by focusing on the purpose, focus, data sources, methods of data collection, and the construction of a narrative.

A panel of 3 students will lead a discussion of the 3 required readings by focusing on the purpose, focus, data sources, methods of data collection, and the construction of a narrative.

18 Apr. Critique of Papers and Panel Presentation # 2

A second panel of 3 students will lead a discussion of the 3 required readings by focusing on the purpose, focus, data sources, methods of data collection, and the construction of a narrative.

25 Apr. Penultimate draft of project due (Please make copies for everyone).

2 May Critiques of Papers

**9 May: Closing Rituals at the Finkelstein's: 3916 Garrison Street, NW, Washington D.C.
20016**

16 May: Submit Final Projects by 3pm (location to be determined)