

SEMINAR IN EDUCATION POLICY AND PRACTICE, EDPL 788-G
Spring 2004
Wednesday: 4:15-7:00

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PURPOSES

The Seminar in Transcultural Education Policy and Practice has four aims: 1) to generate opportunities for scholars, 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, education practice, and knowledge and understanding of people of other nations and cultures. 2) to create occasions for scholars, teachers, school administrators, graduate students from the across the campus, the region, and the world to engage in continuing dialogues about the dilemmas of diversity and community-building as revealed and manifested in education traditions, policies, and practices; 3) to provide a cross-disciplinary, cross-education level, and cross-generational forum through which to link transcultural scholarly theory to the formulation of education policies, practices, and the assessment of outcomes in education;

FOCUS

Transcultural Education as we will be defining it, emerges and becomes visible in historically constructed circumstances where groups of people in possession of alternative customs, traditions, habits of communication, and modes of cultural transmission come together. These engagements or encounters have traditionally emerged in relation to perceived and constructed dimensions of difference in religious beliefs, language habits, communication modes, race designations, tribal and national identities, gender differences, power differentials, economic modes, and more recently as hierarchies of civilization.

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. Specifically, we will explore an array of cultural messages and images inscribed in museum exhibitions, instructional materials, and the practices of teaching and learning in specific and diverse settings. 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.

THEMES:

Theme I: TRANSCULTURAL EDUCATION: MEANINGS and CONTEXTS

Theme II: FRAMING TRANSCULTURAL EDUCATION POLICIES AND PRACTICES

Theme III: BORDER CROSSINGS AND THE CONSTRUCTING OF MINORITY STATUS and IDENTITY: DIASPORA, MIGRATION, IMMIGRATION AND REFUGEE:

Theme IV: BORDER CROSSINGS IN CONTEMPORARY EDUCATION: INTERSECTIONS OF LOCALITY AND AGE, GLOBAL AND LOCAL

EXPECTATIONS

This class will engage us together in collaborative efforts to identify, describe, analyze, critique, and discover innovative transcultural education policies, processes and practices as scholars have revealed them and as practitioners and communities of students and teachers that have shaped and experienced them. Because transcultural education policies and practices are complex, diverse, variable, and relatively unstudied and because the literatures and practices that reveal them are not simple to discover, it is important for each seminar member to identify an issue and a context to study early in the semester. Thereafter, over the course of the semester, each participant will develop expertise on their subject of choice and contribute meaningfully to class assignments and conversations and the work of others.

Beyond the preparation of class assignments as indicated below, each student will be asked to prepare an annotated bibliography of scholarly and/or instructional resources that reveal their topic and to generate a final project which might be 25-30 page paper, a 15-20 minute video, a theoretical essay, an oral history, comprehensive literature review, a series of lesson plans that constitute a unit, or other appropriate forms. Products should integrate theory and practice, generative alternative approaches to diversity policies and practices in given settings, present complete draft of a master's seminar paper, dissertation proposal, article, and/or book manuscript that are transcultural in substance .

SCHEDULE OF STUDY, ASSIGNMENTS, POSSIBLE READINGS
A preliminary Outline

TOPIC I: TRANSCULTURAL EDUCATION: MEANINGS, CONTEXTS
PRACTICES:

28 Jan.: **Transcultural Education as Theory and Practice**
Resources, Concepts, Experiences, and Meaning: A Collective
Conversation and Introductions

The Syllabus
The International Center for Transcultural Education,
Seminar Participant Experiences
Definitions, Contexts, Examples, and non-examples
Scholarly Traditions

4 Feb.: **Transcultural Concepts, Settings, Topics, and Situations**

| | |
|------------------------|------------------------|
| Image and Experience | Borrowing and Lending |
| Tradition and Change | Cultures “in between” |
| Diaspora and Migration | Border Crossings |
| Cultural Transmission | Insiders and Outsiders |

Reading:

**Barbara Finkelstein, “Reflections on Refraction: Problems of Seeing
Japan through U.S. Eyes,” Gail Kelly Memorial Lecture, State
University of New York at Buffalo 1994**

**ASSIGNMENT: 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 is manifested (e.g. intersections of school and
community, sites of exchange, borderlands in education,
images created in film, museum, textbook,
photographs), bring a visual representation of the
phenomenon. The Instructor is there to help clarify topics
and identify useful literatures.**

Readings for the following week will be identified

11 Feb. **Scholarly Traditions and Transcultural Settings: Taming and Using
the Fruits of Scholarship**

ASSIGNMENT: Each Student is responsible for two features of the class: a presentation (10 minutes) that identifies a transcultural issue to study, a topic on which to focus, a specific setting to explore: and, 2) a collegial response and critique that helps colleagues clarify and develop the work they are trying to do.

Reading: as determined last week

TOPICS II, III, and IV: Sequence, Readings, and Examples to be determined by student interest

18 Feb.:

25 Feb:

3 Mar.

10 Mar. **Presentations of Work in Progress**

17 Mar.: **Presentations of Work in Progress**

14 Apr.:

21 Apr.:

28 Apr.: **Penultimate draft of project due**

5 May:

12 May: **Final Project due**

PRELIMINARY BIBLIOGRAPHY

TRANSCULTURAL EDUCATION: MEANINGS and CONTEXTS OF STUDY

Friere, P. and Mercado, D. (1983). *Literacy: Reading the Word and the World*. South Hadley, MA: Bergin and Gervey.

Carla Petersen, *Doers of the Word*: Oxford: Oxford University Press, 1995/New Brunswick, NJ: Rutgers University Press Paperback (1998).

John Willinsky, *Learning to Divide the World: Learning at Century's End*. Minneapolis, The University of Minnesota Press, 2000.

FRAMING TRANSCULTURAL EDUCATION POLICIES AND PRACTICES

Bonnie Thornton Dill, "...What Do we Mean by Intersections...." Defining the Work of the Consortium on Race Gender and Ethnicity,"

Stuart Hall: *Representation: Cultural Representations and Signifying Practices*.

London: Sage Publications in association with the Open University.

BORDER CROSSINGS AND THE CONSTRUCTION MINORITY STATUS and IDENTITY: DIASPORA, MIGRATION, IMMIGRATION AND REFUGEE:

Homi Bhabha, "Culture's In-Between," in *Questions of Cultural Identity*, Stuart Hall and Paul

Barbara Finkelstein, "Educating Strangers: Diversity Policies in Japan and the United States," in *Patterns of Value Socialization in U.S. Schools: A Comparative Study*

...." Life at the Margins of Possibility: Reading, Writing, and the Acquisition of Identity in Nineteenth Century United States,"

Nicholas Van Hear, *New Disaporas: the Mass exoduc, dispersal and regrouping of migrant communités*, Seattle: University of Washington Press, 1998.

TOPIC IV: BORDER CROSSINGS IN CONTEMPORARY EDUCATION: INTERSECTIONS OF LOCALITY AND AGE, GLOBAL AND LOCAL

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

Patricia Hill Collins, *Black Feminist Thought, 2d edition*. London and New York: Routledge, 2001.

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

Paige, R. Michael (Ed). (1992). *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press, Inc.

Weaver, Gary R. (1992). "Understanding and Coping with Cross- Cultural Adjustment Stress." in Paige, J. (Ed). *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press:137-169.

Pratt, Mary Louis (1991). "Arts of the Contact Zone." *Profession*. 33-40.

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These dimensions of difference are involve , voyages of discovery, cultural and scientific explorations of peoples “exotic strangers,” or, as has occurred more recently, recently from intersections of global processes and local traditions. As we shall see, Although the contexts and occasions for tion hallsculturally complex circumstances. group to mute the force of adverse circumstance. We will be exploring education intersections global processes and local education processes. We will be exploring border crossings and education exchange. occasions to consider the role of teachers as transcultural mediators, of museums as form hat educators, museum curators, museum exhibitions meaning of bject of their choosing. Examples might include such subjects as work on African, Japanese, or U.S. diasporas; educational exchanges and border crossings, the condition of cultural minorities in schools, (e.g. roma, migrant workers, immigrants, etc.) the intersections of global and local in education

