

CULTURE IN EDUCATION PURPOSES, POLICIES, AND PRACTICES

EDPL 624 FALL 2006

THURS. 4:15-7:00pm, Benjamin Room 1205

COURSE INFORMATION:

Barbara Finkelstein, Professor
Telephone: 301-405-3588
bf@umail.umd.edu

Office: Benjamin 3112-F
Hours: W:2:00pm-6:00pm & by appt.

Ranetta N. Hardin, TA
Telephone: 301-405-7350
rhardin@umd.edu

Office: Benjamin 3104
Hours: Thur:11:00am-3:00pm

COURSE OVERVIEW:

This course is designed for graduate students who wish to explore cultural purposes, cultural processes, cultural flows, and cultural practices as they are manifested in education purposes, policies, institutions, and processes. There is a special emphasis on the ways in which culture limits and/or expands education possibility and opportunity. The class will integrate theory, reflection, and approaches to the crafts of cultural study. Through in-depth, comparative analysis of key readings in cultural studies, this course is designed to help you:

- Analyze cultural perspectives in a variety of education settings.
- Explore unfamiliar cultural habits, associations, structures of authority, and other education performances.
- Define and develop a focus for intensive comparative cultural study.
- Develop and intensely explore *one* intentionally focused idea.
- Learn to identify where that one idea may be embedded in each reading.
- Integrate documentary analyses, observations and fieldwork as appropriate.
- Learn to develop a scholarly narrative.

The content of this course orbits around notions and forms of cultural study which we believe to be particularly robust for education studies. Consistent with this orientation, the work which we undertake together will be selective rather than comprehensive, theoretical as well as practical, and, in our view, socially, ethically and politically compelling as well. We hope and expect that the readings, class work, and assignments will provide a foundation that will help you to pursue work that excites your passions, your interests, and your capacity to identify and analyze an important problem in culture and education.

Part I

TRADITIONS OF CULTURAL STUDY AND CRAFT

Part II

TRADITION AND CHANGE, GLOBAL AND LOCAL: THE MEANING AND DIFFUSION OF EDUSCAPES

Part III

REPRESENTATIONS, MISREPRESENTATIONS, AND CONSTRUCTIONS OF GROUP IDENTITY AND STATUS

Part IV

TEACHING AND LEARNING AS CULTURAL PERFORMANCE

COURSE REQUIREMENTS:

I. Readings and Class Discussions:

Class participation It is assumed that every participant will complete assigned readings, explore and exchange perspectives, and contribute to the collective well-being and quality of our learning community. Required readings provide a focus for seminar-style discourse, inquiry, analysis, and communication. Readings also focus on local and global sites of study. Each week students will critique readings and analyze the ways in which each scholar and other cultural explorers define problems, ask questions, generate and /or discover information, analyze data, and construct a coherent narrative. Each week, a portion of the class will be focused on the craft and technique of cultural studies. On a periodic basis throughout the semester, students will be asked to prepare critical analyses and notes of their progress for class presentation.

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. 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.

Final Paper & Presentation In addition to these common expectations, each student will complete a 25-30 page scholarly paper which: 1) identifies and elaborates a single theme or issue as revealed in at least or among two groups of actors --two cultural settings – one of which is relatively unfamiliar; 2) integrates information gathered from direct on-site observations and/or from written, oral, and visual representations; 3) makes use of relevant scholarly literatures both to frame and analyze the theme or issue; and 4) emerges as a coherent and grounded narrative that links description, interpretation, analysis, and evidence closely together. The paper should be developed in phases as follows:

September 28:

Please identify a focus for study and prepare a list of questions or dilemmas you will seek to understand through your paper. Please be prepared to discuss and submit. No more than three pages double-spaced. [Guidelines will be distributed in class]

November 2nd:

Narrative Submit an 8-10 page narrative focused on the questions you are asking, the issues you are exploring, the importance of doing so, the scholarly works on which you will be relying (at least three different scholars), the method(s) (e.g. text analysis, observation, participant research, ethnography, oral historical) you will use to gather information, and the unit of analysis on which you would focus. [Guidelines for narratives will be distributed in class]

November 30th - December 14th :

Final Paper Presentation [guidelines for paper presentations will be distributed in class]

December 14th: Submit Final Paper

III. There will be no final examination

- IV. This course will be conducted in accordance with the provisions of the University of Maryland Student Code of Academic Integrity. The policy is available on the University of Maryland web page at <http://www.studenthonorcouncil.umd.edu/code.html>. Please read it thoroughly, especially regarding academic misconduct and plagiarism.

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*]

Stuart Hall, Editor. (2001). *Representation: Cultural Representations and Signifying Practices*. London: Sage Publications.

[AVAILABLE FOR PURCHASE at the UNIVERSITY BOOK CENTER located in the Adele H. Stamp Student Union: for hours see: www.ubc.umd.edu or call 301-314-BOOK]

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: **EDPL624FIN**)

SCHOLARLY JOURNALS & OTHER RESOURCES:

Journal of Japanese Study

Cultural Anthropology

American Quarterly

Ethnohistory

American Studies International

American Anthropologist

Journal of American Culture

Journal of Multimedia History

Representations

Signs: Journal of Women in Culture and Society

Asian Ethnicity

Journal of Ethnic and Migration Studies

Journal of Second Language Writing

Online for Families and Communities

Teachers College Record

Sociology of Education

Anthropology and Education Quarterly

Comparative Studies in History and Society

Paedagogica Historica

Journal of Ethnic Studies

Oral History Review

Annual Review of Anthropology

Journal of Material Culture

Journal of Popular Culture

Post Modern Culture

Public Culture

Ethnic and Racial Studies

Journal of Religion and Education

Journal of Negro Education

Feminist Studies

Discourse Processes

Discourse Studies

OUTLINE OF TOPICS AND SCHEDULE OF READINGS & ASSIGNMENTS

Week 1:

8/31 THE ARCHITECTURE AND OPTICS OF CULTURAL STUDY IN EDUCATION: DILEMMAS OF DEFINITION, PERSPECTIVE, BALANCE, AND THEORY

► Our Class as a site of study, discussion, a cultural construction, a tradition, a border, a learning community, a metaphor, a space for learning a craft

► Introductions and initial presentations of research interests and reasons for being in the class

Readings:

In preparation for our first class, please read **Part I: Designing, Defining, and Evaluating Cultural Education Programs** (pp. 7-92) in *Discovering Culture in Education*. You can obtain your *free* copy of the text prior to our first session in the EDPL office (Benjamin 2110). Please contact Tisha Hawkins, lhawk@umd.edu or call 301-405-3750 for more information. *Note: this book will not be available in the UMCP bookstores.*

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.

I. TRADITIONS OF CULTURAL STUDY AND CRAFT

Week 2:

9/7 Traditions of Cultural Studies I: Modern/Traditional Approaches

This session introduces strategies to “get” at what writers are doing in their written work. Answers to the following questions form a focus for discussion: What is the **one** idea or argument they are developing in their work? What are the possibilities and limitations of each author’s approach to cultural studies? What problems are they trying to solve; why do they think the work is important; on what site/s of study/units of analysis do they focus; how have they conceived themes, and constructed a narrative? What don’t they reveal? How, if at all, does the work relate to the work you are doing?

Readings:

Hall, Edward T. and Mildred Reed. “Introduction and Culture in Communication,” and Part 1, in *Understanding Cultural Differences: Germans, French and Americans*. xix-31. Yarmouth, ME: Intercultural Press, 1990.

and (*Choose two of the following*)

Dewalt, Mark W. and Bonnie K. Troxell. “Old Order Mennonite One-Room School: A Case Study.” *Anthropological and Education Quarterly* (American Anthropological Association) 20 (1989): 303-325.

Erickson, Fred, (1987). “Transformation and School Success: The Politics and Culture of Educational Achievement.,” *Anthropology and Education Quarterly*, 18. 335-356.

McDermott, R. P. (1974). “Achieving School Failure: An Anthropological Approach to Illiteracy and Social Stratification” In George D. Spindler, (Ed.) *Education and Cultural Process*.

Related (Optional) Readings

Abou-El-Haj, Barbara, “Languages and Models for Cultural Exchange,” in *Culture, Globalization and the World-System: Contemporary Conditions for the Researcher*.

Week 3:

9/14: Traditions of Cultural Studies II: Post-Modern Turns

In this class, we will explore the meaning of post-modern forms of thinking by paying close attention to the discovery of power as an essential category and discourse analysis as a major approach. This class will also focus on the meaning and importance of representation as a culture revealing concept. In particular, we will focus on both narrative and visual forms of representation. While not primarily about education, the selections below suggest how it might be possible to explore such education matters as the discourses of school reform, the structure of knowledge in textbooks and lesson plans, the thinking of school reformers, and the material culture and architecture of schooling.

CLASS FIELD TRIP TO THE SMITHSONIAN MUSEUM OF AMERICAN ART

(more information about directions and meeting time will be distributed prior to this class)

Readings:

Hall, S. (2001). "The Work of Representation," Chapter 1, pp. 13-64. In Stuart Hall (Ed.) *Representation: Cultural Representations and Signifying Practices*. London: Sage Publications.

Hall, S. (2001). "The Spectacle of the Other," Chapter 4, 223-279. In Stuart Hall (Ed.) *Representation: Cultural Representations and Signifying Practices*. London: Sage Publications.

Collins, P. H. (2005). "Very Necessary: Redefining Black Gender Ideology," Chapter 6, pp. 181-214. In *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge.

and (Choose one of the following)

Dance, L. J. (2002). "There Are No Agents Here: Scholarly Depictions of Black Americans," Chapter 1, pp. 15-32. In *Tough Fronts: The Impact of Street Culture on Schooling*. New York, New York: RoutledgeFalmer.

Lidchi, H. (2001). "The Poetics and Politics of Exhibiting Other cultures," Chapter 3, pp. 151-208. In Stuart Hall (Ed.) *Representation: Cultural Representations and Signifying Practices*. London: Sage Publications.

Hall, S. (2001). "The Spectacle of the Other," Chapter 4, 223-279. In Stuart Hall (Ed.) *Representation: Cultural Representations and Signifying Practices*. London: Sage Publications.

Related (Optional) Readings:

Hamilton, P. (2001). "Representing the Social: France and Frenchness in Post-War Humanist Photography," Chapter 2, pp. 75-150. In Stuart Hall (Ed.) *Representation: Cultural Representations and Signifying Practices*. London: Sage Publications.

Collins, P. H. (2000). "Mammies, Matriarchs, and Other Controlling Images," Chapter 4, pp. 70-96. In *Black Feminist Thought*. New York: Routledge.

Collins, P. H. (2005). "Get Your Freak On: Sex, Babies, and Images of Black Femininity," Chapter 4, pp. 119-148. In *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge.

Collins, P. H. (2005). "Booty Call: Sex Violence, and Images of Black Masculinity," Chapter 5, pp. 149-180. In *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge.

Willinsky, J. (1998) *Learning to Divide the World: Education at Empire's End*. Minneapolis, MI: University of Minnesota Press.

Lesko Nancy. "Time Matters in Adolescence," Chap. 4 in *Act Your Age: A Cultural Construction of Adolescence*, New York and London: Routledge-Falmer, 107-134.

Week 4:
9/21 Traditions of Cultural Studies III: Post-Colonial Approaches

The focus of this week's class is on the meaning, theory, and craft of scholars seeking to discover and amplify the voices and the perspectives of less privileged, traditionally invisible groups whom scholars often inadvertently, reveal the hidden meaning of privilege. The first group of readings focus on post-colonial theories, the second on applications on the ground.

Readings:

(Choose one of the following)

Henry Giroux, "New Age Whiteness and the Politics of Difference," in *Living Dangerously*, pp. 40-53.

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

Collins, P. H. (2000). "The Power of Self Definition," Chapter 5, pp. 97-212. In *Black Feminist Thought*. New York: Routledge.

and (Choose one of the following)

Brown, Stephen Gilbert. "Calibans of the Contact Zone: Resistance and Marginality in the Borderlands," *Words in the Wilderness: Critical Literacy in the Borderland*, 39-79. Albany NY: State University of New York .

Valdes, Guadalupe. "Raising Children" and "The School Context." Chap. 6 and 7 in *CON RESPECTO: Bridging the Distances between Culturally Diverse Families and Schools - An Ethnographic Portrait*, 116-139 and 140-168. New York: Teachers College Press, 1996.

In preparation for next week's class, please prepare and be ready to submit a written assignment as per the description below.

Week 5:
9/28 **Written Assignment:**

► Please identify a focus for study and submit a list of questions and dilemmas (broad and specific) you will seek to understand through your final research paper (no more than three pages double-spaced).

► Please be prepared to explore and discuss the contexts that situate and inform your proposed study.

**II. TRADITION AND CHANGE, GLOBAL AND LOCAL:
THE MEANING AND DIFFUSION OF EDUSCAPES**

Week 6:
10/5 Crossing Borders of Time, Space, and Nation I: The Challenges of Education and Border Crossing for Immigrants, Refugees, Border Crossers, and Other Groups in Diaspora

The readings for this week expand the exploration of previously invisible groups by focusing on globalization processes not only as centralizing tendencies, but on constructions of imagined communities and imagined selves at local levels.

Readings:

Appaduri, Arjun (1996). "Here and Now," Chapter 1, pp. 1-23. In *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.

Appaduri, Arjun (1996). "Global Ethnoscapes: Notes and Queries for a Transnational Anthropology," Chapter 3, pp. 48-65. In *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.

Appaduri, Arjun (1996). "The Production of Locality," Chapter 9, pp.178-200. In *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.

Related (Optional) Readings:

Himani Bannerji, (1997). "Geography Lessons: Being an Insider/Outsider to the Canadian Nation" *Dangerous Territories: Struggles for Difference and Equality in Education*: pp. 23-41. Edited by Linda Eyre and Leslie G. Roman, London: Routledge.

Charlotte Anderson, Editor. (2004). *Globalization and Border Crossings: Examining Issues of National Identity, Citizenship, and Civic Education*

Smith, Alan (2003). "Citizenship education in Northern Ireland: beyond national identity" *Cambridge Journal of Education*, Vol. 33, 1. pp. 16-31.

World Bank Group. *Indigenous Knowledge: Local Pathways to Global Development: Marking five years of the world bank indigenous knowledge for development program (2004)*. "Education and Koranic Literacy in West Africa, . 102-107. Washington, D.C. The World Bank Development Group.

Week 7:

10/12 **Crossing Borders of Time, Space, and Nation II: The Challenges of Education and Border Crossing for Immigrants, Refugees, Border Crossers, and Other Groups in Diaspora**

The readings for this week extend Appaduri's exploration of the "work of the imagination" and illuminate the challenges of border crossers and diasporic communities. Population mobility, new cultural hybridity, and transnational identities are in constant construction and deconstruction. With this week's readings, you should interrogate notions of representation, resistance, and cultural expression while continuing to identify the possibilities and limitations of each author's approach. What problems are they trying to solve/reveal; why do they think the work is important; on what site/s of study/units of analysis do they focus; how have they conceived themes, and constructed a narrative? What don't they reveal? How, if at all, does the work relate to the work you are doing?

Readings:

Cook, T. D., Diedrich, M. I., & Lindo, F. (2004). "Crossing Boundaries: Introductory Remarks," 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.

and (Choose two of the following)

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.

Timmerman, C. (2004). "When Tradition Becomes Fashionable: The Case of Young Turkish Women in Belgium," 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.

Rubén G. Rumbalt and Alejandro Portes, (2001). "Introduction and Ethnogenesis: A Coming of Age in Immigrant America, Chapter 1, pp.1-20. In *Ethnicities: The Children of Immigrants in America* Berkeley: University of California Press.

III. REPRESENTATIONS, MISREPRESENTATIONS, AND CONSTRUCTIONS OF GROUP IDENTITY AND STATUS

Week 8:

10/19

Community, Status & Identity

In the next two sessions, we advance our thinking about constructions of community, status, and identity, with a particular focus on the ways in which challenged minorities navigate the pressures of external authorities while constructing their own terrains of freedom. This week's readings should provoke us to think about the contradictions, assumptions, and pitfalls of current educational environments, discourses, and pedagogical approaches. Each of the readings also demonstrates, in very particular ways, complex approaches to cultural studies and the "internal logic" of cultural processes.

Readings:

Deyhle, Donna and Frank Margonis, "Navajo Mother's and Daughters: Schools, Jobs and the Family," *Anthropology and Education Quarterly*, 26, 2, pp. 135-167

Dance, L. J. (2002). "Postures Forged by Social Marginalization," Chapter 2, pp. 33-48. In *Tough Fronts: The Impact of Street Culture on Schooling*. New York, New York: RoutledgeFalmer.

Bourgois, P. (1995). "Introduction," pp. 1-18. In *In Search of Respect: Selling Crack in El Barrio*. New York, New York: Cambridge University Press.

Related (Optional) Readings:

Student Paper: Ranetta Hardin "Students Constructions of Success"

Week 9:

10/26

Context Matters in Cultural Study: Culture as Invented and Embedded

In this session, we continue our thinking about constructions of community, status, and identity as shaped within historical, racial, and ethnic contexts in education settings. The selected readings also underscore the context shaping the organization, conditions, and experiences of schooling. You should use both of these readings to interrogate the dimensions and social constructions of race, ethnicity, and cultural identity.

Readings:

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 Erlbaum Publishers, pp. 101-128.

Ikeda, Hiroshi, "Buraku Students and Cultural Identity: The Case of a Japanese Minority," in K. Shimahara, Ivan Z. Holowinski, Sandra Tomlinson-Clark. *Ethnicity, Race, and Nationality in Education: A Global Perspective* Mahwah, NJ: Lawrence Erlbaum Publisher

Other Readings:

Barbara Finkelstein, "Is Adolescence here to stay?: Historical perspectives on youth and education, In T. Urdan, and F.Pajares (Eds.), *Adolescence and society* (pp. 1-32). Chicago: Information Age Press.

Finkelstein, B. "The Schooling of American Childhood," in *A Century of Childhood*. Rochester, New York: The Margaret Woodbury Strong Museum.

Week 10:

11/2 Models for Constructing a Study: Discussion with a Panel of Peers

Required:

Please review examples of Student Work (Available from the ICTE Office). They have been chosen for their variety and quality

Submit an 8-10 page statement that provides a narrative focused on the questions you are asking, the issues you are exploring, the importance of the study, the scholarly work on which you will be relying (at least three different scholars), the method(s) (e.g. text analysis, observation, participant research, ethnography, oral historical) you will use to gather information, and the unit of analysis on which you would focus

Week 11:

11/9 Representing and Misrepresenting Cultural Minorities in Education: Studies Linking Context and Practice

This week we extend our examination of the context of cultural minorities in educational settings and consider strategies to reveal and can also conceal variations in outcomes and representations. Throughout this course, you have been exposed to multiple ways scholars have chosen to undertake cultural studies. The scope and the methods employed always influence the possibilities of what can and cannot be exposed and understood. The selected readings attempt to present a more critical dimension in their approach to understanding particular schooling experiences.

Readings:

Fordham, Signithia. "Those Loud Black Girls," (Black) Women, Silence, Gender and 'Passing' in the Academy." Chap. 4 in *Beyond Black and White: New Faces and Voices in U.S. Schools*, 81-111. Albany: State University of New York Press, 1997.

Ogbu, John U. "Immigrant and Involuntary Minorities in Comparative Perspective." Chapter 1 in *Minority Status Schooling: A Comparative Study of Immigrant and Involuntary Minorities*, edited by Margaret A. Gibson and John U. Ogbu, 3-33. New York: Garland Publishing, Inc., 1991.

IV. TEACHING AND LEARNING AS CULTURAL PERFORMANCE

Week 12:

11/16 Teaching and Learning as Cultural Performance

This week's class provides opportunities to test the concept of cultural performance as an analytic tool for understanding teaching and learning in schools.

Readings:

Barbara Finkelstein, "Educating Strangers: Diversity Policies in Japan and the United States," in *Patterns of Value Socialization in U.S. Schools: A Comparative Study*, 95-121 (Osaka: A University of Osaka Publication).

and (Choose two of the following)

Hadley, K. G. (2003). "Children's Word Play: Resistance and Accommodating Confucian Values in a Taiwanese Kindergarten Classroom." *Sociology of Education*, vol. 76, no. 3, Special Issue on Sociology of School and Classroom Language. (Jul., 2003), pp. 193-208.

O'Connor, C. (1999). "Race, Class, and Gender in America: Narratives of Opportunity Among Low-Income African American Youths." *Sociology of Education*, vol. 72, no. 3. (Jul., 1999), pp. 137-157.

Student Paper: Linda Massey "Cultural Reproduction and Resistance in Teaching Practices: Montessori Teachers in Public Schools (2004)

Related (Optional) Readings:

*Yukako Tatsumi (Constructing National identities on the outlying Japanese Island of Okinawa," (using Documents and Web sites)

Goldstein, T. (2003). "Contemporary Bilingual Life at a Canadian High School: Choices, Risks, Tensions, and Dilemmas." *Sociology of Education*, vol. 76, no. 3, Special Issue on Sociology of School and Classroom Language. (Jul., 2003), pp. 247-264.

Week 13:

11/23 **THANKSGIVING VACATION** (CLASS will NOT meet this evening)

Week 14:

11/30 **Final Paper Presentations and Comments I**

Week 15:

12/7 **Final Paper Presentations and Comments II**

Week 16:

12/14 **Final Paper Presentations and Comments III & Submit Final Paper**