COURSE INFORMATION:

Seminar Location: 3112B Benjamin Building  
Days & Time: Thursday: 4:15pm - 7:00pm

Barbara Finkelstein, Professor  
Office: Benjamin 3112-F  
Telephone: 301-405-3588  
Teleph  
Teleph  
bf@umd.edu

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 a subject of their own choosing. 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. You are encouraged to think about publication as you proceed with your work.

II. Class Participation: Evaluation of Class Participation will rest on evolving abilities to:

► Reveal an understanding of the theoretical literatures that help to inform policy & practice;

► identify links between content and craft;

► Demonstrate a reflective turn on content of reading

► Support/Advance collective understanding in the classroom;
III. **Class Participation/ seminar discussion leaders:**

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.

IV. **Writing Assignments:**

**Analytic Paragraphs:** In order to contribute to a robust dialogue, each student will prepare a single paragraph that analyzes each of the readings, with particular attention to the authors’ constructions of a transcultural issue, the purpose and focus of their articles, their choice of sites of study, the development of their arguments, and the themes they have emphasized. Be prepared to compare themes across readings. (Model paragraphs are available on the Elms Discussion Board) and if necessary, will made in hard copy during the first night of class.

**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:**

- **Feb. 7**
  **Stage 1:** **Identify a transcultural education issue** which you hope to study and be prepared to discuss the political, economic, social, cultural, and educational importance of the topic.

- **Feb. 21**
  **Stage 2:** Identify the **context**s within which the transcultural issue which you hope to study arises. In addition, each student is responsible for identifying a phenomenon to study; suggest a setting or settings in which it is manifested (e.g. intersections of school and community, sites of border crossings and educational borderlands; images created in film, museum, textbooks, photographs. Bring a visual representation of the phenomenon.

  Please be prepared to provide a short (10 minute) preliminary presentation. The Instructor is there to help clarify topics and identify useful theoretical literatures to consult.

- **Apr. 3**
  **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 during the remainder of the course.

- **April 24:**
  **Stage 4:** Submit penultimate draft of project (Please make copies for everyone and submit as both a hard and electronic copies)
May 14:  

Stage 5: Final Project Due (please submit both a hard and electronic copies)

V. There will be no final examination

VI. “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](http://www.studenthonorCouncil.umd.edu/code.html).

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

### REQUIRED COMMON READINGS

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


Exemplary Student papers will be available for reading and/or copying. They will be will available in the International Center for Transcultural Education. (Benjamin, Room 3115 G) Borrowing time will be 3 hours/renewable for three more if there is no one waiting. Please be considerate of classmates.

### SCHOLARLY JOURNALS & OTHER (Selected) RESOURCES:

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<th>Identities, Global Studies in Culture and Power</th>
<th>Sociology of Education</th>
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<td>International Oral History Annual</td>
<td>Anthrospology and Education Quarterly</td>
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<td>Ethnic and Racial Studies</td>
<td>Comparative Education Review</td>
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<td>Ethnic and Migration Studies</td>
<td>Sociological Forum</td>
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<td>International Migration Review</td>
<td>Sociological Perspectives</td>
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<td>Urban Review Social Science Quarterly</td>
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<td>Annals of the American Academy of Political and Social Sciences</td>
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<td>International Journal of Urban and Regional Research</td>
<td>Signs</td>
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<td>Hispanic Journal of Behavioral Sciences</td>
<td>Social Science Quarterly</td>
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<td>Ameriasia Journal</td>
<td>Journal of Ethnic Studies</td>
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<td>Paedogogica Historica</td>
<td>Educational Policy</td>
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<td>Journal of Sociology and Social Welfare</td>
<td>Chronicle of Higher Education</td>
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<td>Teachers College Record</td>
<td>Educational Researcher</td>
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<td>Journal of Teacher Education</td>
<td>CATESOL Journal</td>
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<td>International Journal of Lifelong Learning</td>
<td>Oral History Review</td>
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<td>Journal of American Folklore</td>
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<td>History of Education Quarterly</td>
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OUTLINE OF TOPICS AND SCHEDULE OF READINGS & ASSIGNMENTS

CONCEPTUALIZING TRANSCULTURAL MATTERS IN EDUCATION

Jan. 31 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: Intersections between Theory and Practice

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

Assignment Due Next Week:

Stage 1: Identify a transcultural education issue which you might hope to study and be prepared to discuss the political, economic, social, cultural, and educational importance of the topic

Feb. 7 Transcultural Sites of Study and Practice: Here and There, Then and Now

Discussion Leader #1:
Discussion Leader #2:

Required Readings


Discussion of the political, economic, social, cultural, and educational importance of the transcultural education topic you hope to study as per the description above

Complementary Readings:


INTERSECTIONS OF IMAGINATION AND EXPERIENCE IN EDUCATION

Feb. 14: Crossing Borders of Time, Space, and Nation
Discussion Leader #1: __________________________________________
Discussion Leader #2: __________________________________________

Required Readings:
Minneapolis, MN: University of Minnesota Press.


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


Stage 2: 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

Feb. 21  Transnational Flows and the Intersections of Oral, Written, and Digital forms of Cultural Transmission

Discussion Leader #1: __________________________________________
Discussion Leader #2: __________________________________________

Required Readings:


Stage 2: Presentations (7-10 minutes) as per description on February 14 above.

Complementary Readings


Feb. 28 Transcending Space: The Forming of Transnational Social Fields

Required Readings:


Complementary Readings


TOPIC III: BORDER CROSSINGS AND DIASPORAS IN EDUCATION: IMMIGRANTS, REFUGEES, and the ENSLAVED in THREE NATIONS

Mar. 6 Conceiving Schools as Cultures in-between XXXXXXX

Guest Facilitator:
Discussion Leader #1: __________________________
Discussion Leader #2: __________________________

Required Readings:


Complementary Readings:


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.


Giroux, H. "Decentering the Canon: Refiguring Disciplinary and Pedagogical Boundaries." *Border Crossings:*


Keith Ross, Jennie (1975). ‘Social Borders: Definitions of Diversity,” *Current Anthropology*, 16,


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**Mar. 13: Going Glocal: Reconstructions of Insiders and Outsiders and the Emergence of Border Lands**

*Discussion Leader # 1_________________________*
*Discussion Leader # 2_________________________*

**Required Readings:**


**Complementary :**


SPRING BREAK: MARCH 19-MARCH 27

TOPIC IV: SCHOOLS AS CULTURES IN BETWEEN

Mar. 27: Students and the Construction of Group Identity

Discussion Leader #1: ____________________________
Discussion Leader #2: ____________________________

Required Readings:


Complementary Readings


Complementary Readings:


**SPRING BREAK**

**Apr. 3 Context and Tradition in the Making of Perspective and Experience**

**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 your study and can serve as a foundation for the identification of panels and analytic presentations for the remainder of the class.

**THE FOCUS OF THE NEXT SEVERAL CLASSES, THE CHOICE OF REQUIRED READINGS, AND THE ASSIGNMENT OF DISCUSSION LEADERS WILL CENTER AROUND STUDENT INTERESTS**

**APR. 10** Topic to be determined

Discussion Leaders:

**Required Reading:**

**Complementary Readings:**

**APR 17** Topic to be determined.
April 23: Topic to be determined

Discussion Leaders:

Required Reading:

Complementary Readings:

MAY 1: SUBMIT PENULTIMATE DRAFT (both e-mail and hard copy)

MAY 8: Critiques of Papers

MAY 15: Closing Rituals at the Finkelstein’s
        3916 Garrison Street, NW, Washington D.C.  20016
        Final Projects due (both e-mail and hard copy)