CULTURE AND EDUCATION
In a Global Context

Time: Wednesday, 4:15pm – 7:00pm
Location: Benjamin 2101
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 and apply knowledge of 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.
- Be exposed to 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:

<table>
<thead>
<tr>
<th>Assignments and Assessment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Cultural/Social Capital/Funds of Knowledge Project</td>
<td>20%</td>
<td>March 5, 2014</td>
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<tr>
<td>Cultural System/Tradition Case Study</td>
<td>20%</td>
<td>April 2, 2014</td>
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<tr>
<td>Critical/Alternative Perspective on Cultural Issues in Education</td>
<td>40%</td>
<td>May 11, 2014</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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Rubrics for each assignment

1. **Participation** involves coming to classes, participating in discussions, taking initiatives, presenting readings and papers, and heeding fellow students’ viewpoints and presentations.

2. **The Cultural/Social Capital Project:** Write a 5-7 page paper using a Cultural Capital and/or Social Capital perspective and/or Funds of Knowledge theory to analyze your life experience, or to write a biography of another person or group. You should develop an in-depth understanding of the theories, and vigorously employ the key concepts in the theories to illuminate the understanding of yourself or another person, or a group. **Due: March 5.**

3. **Cultural System/Tradition Case Study** focuses on a cultural practice or aspects of culture in an educational system or an educational tradition. It can be language issues, colonialism and its impacts, immigration, religion, gender, and many other possibilities: 5-7 pages. **Due April 2.**

4. **Critical/Alternative Perspective on Cultural Issues in Education:** Final paper, 10-12 pages. **Due: May 11.**

   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 dialogue... Your paper should demonstrate your understanding of the theories or concepts. Students can discuss with professor before hand.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
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<td>D+</td>
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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.

COURSE OUTLINE

JAN. 29  INTRODUCTION

FEB. 5  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, to discuss the influence of culture on an individual, while also talking about the role of schooling by engaging Young Pai’s articles.


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


Optional Readings:
FEB. 12.  CULTURAL AND SOCIAL CAPITAL AND EDUCATIONAL IMPLICATIONS

- 1 indicates all must read. The rest of the numbers are readings by groups
- Ppt by Jing
- Students form into 4 groups and each group takes charge of one article (2, 3, 4, 5). Discuss and present key ideas and your reflections to the class.


Recommended:

FEB 19  HISTORY OF DECULTURALIZATION IN THE U. S. AND OTHER COUNTRIES

Group Activity and Presentation:
- Discuss the readings and share your own experiences.
- Complete Cultural Exclusion Comparison Chart in small groups (handout)
- Spring (p. 96) lists 6 methods of deculturization. Discuss:
  - 1. Which of the 6 methods are still used today? To which groups and in what contexts? How does the dominant culture justify the behavior?
  - 2. Spring asserts: “The attempts at deculturalization were eventually countered in the 1950s and 1960s by the civil rights movement” (p. 96). Do you agree or disagree with the statement. Develop a persuasive argument to share with the class.
- Discuss the loss and marginalization of indigenous cultural wisdoms. Create recommendations for improving education in the United States and other countries.


FEB. 26  FUNDS OF KNOWLEDGE: CULTURAL AND EDUCATIONAL PRACTICES IN THE U. S

(Cultural/Social Capital Paper Due)

- Students form four groups and each group takes charge of two articles (1, 2, 3, 4). Presentation of key ideas and your reflections. You are also supposed to find supplementary readings to present an enriched picture.
- Discuss your understanding of the Funds of Knowledge in various contexts related to your experiences.


**MARCH 5 CULTURAL AND EDUCATIONAL PRACTICES IN EAST ASIA AND EAST-WEST DIALOGUES**

- *Jing discuss 1.*

- *Students form 4 groups and choose two papers and present to the class. Each student is expected to have read all of the readings. You are also supposed to find supplementary readings to present an enriched picture.*


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

**March 12**   NO CLASS, CIES CONFERENCE

**March 19**   NO CLASS, SPRING BREAK

**March 26**   CULTURAL AND EDUCATIONAL PRACTICES IN AFRICAN AND MUSLIM COUNTRIES

*Students volunteer to lead discussion.*


April 2  CULTURAL CASE STUDIES

*Presentation*

April 9  GENDER, CULTURE, AND EDUCATION

- Jing’s presentation on Liberia and Tanzania
- Students volunteer to lead discussion


**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
http://www/theperspetive.org/articles/0907200604.html.

**APRIL 16  RACE AND CULTURALLY RELEVANT TEACHING, DISCIPLINE, AND RESEARCH**

*Group Discussion: what are the problems facing African Americans in education? What are structural issues? What is culturally relevant teaching? What is culturally relevant discipline? What are some strategies to build effective learning communities?*

- Jing presents on 1, and all students also read 1
- Student groups present on 2, 3, 4.


2Culturally Responsive Discipline:


**APRIL 23: SOCIAL CLASS AND CULTURAL REPRODUCTION THEORY**

“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


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

IB schools -

APRIL 30  CULTURAL POLITICS AND CRITICAL PEDAGOGY: TEACHER AS TRANSFORMATIVE INTELLECTUALS

- PPT by Jing

- Discussion questions: What are the underlying assumptions of critical pedagogy? How relevant or applicable it is in various cultural contexts? What are the strength and limitations of the critical cultural theory?


MAY 7 INFORMATION TECHNOLOGY, RELIGION AND DIALOGUES ACROSS CULTURES AND FAITHS


The Clash of Civilizations:


USIP project by Jing Lin, Sahar Khamis and Sachi Edwards

