The purpose of this course is to enable you to think critically about education as a social institution. The readings, activities, projects, and discussions will focus on the social, linguistic, and cultural dimensions of teaching and learning, and their connections to educational outcomes and academic identities. A major goal of the course is to provide an understanding of the interactions and outcomes within U.S. public schools by examining them within the comparative context of schooling in other societies and settings. To further our understanding of notions of student achievement, we will examine (1) how concepts of language and culture have been used to explain school outcomes, (2) the ways people "make meaning" of the institution of schooling, and (3) the ways in which the concepts of language and culture complicate or support our understanding of teaching and learning practices.

READINGS
A course reader is on sale at University Readers (www.universityreaders.com). We also have a course WebCT site with additional readings not found in the course reader.

COURSE EXPECTATIONS
- The course has been designed to include a variety of activities over the three hour weekly class period. An important part of our classes will be small and large group discussions of the readings and other course material. Thus, punctual class attendance is required. Thorough preparation for class discussions and thoughtful participation are also essential for the successful completion of this class.
- You are, therefore, expected to complete the required reading for each week prior to the class session. Think critically about what you read and consider the connections between then readings. Please bring the assigned readings to every class.
- All the assignments will be evaluated according to (1) whether they meet the criteria; (2) the extent to which your assignments are analytical and reflective; (3) the quality, clarity, and organization of your writing; and (4) your ability to integrate readings/issues from the course. All assignments must be handed in on time. I will grant extensions only for highly valid reasons, and these extensions must be sought in advance. Unexcused late assignments will receive lower grades (up to one letter grade down per day late).

ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Due Dates</th>
<th>Wt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and Participation:</td>
<td>Ongoing</td>
<td>5%</td>
</tr>
<tr>
<td>Your ongoing contribution to the class, through regular and punctual attendance, thorough preparation, and thoughtful participation in class activities and discussions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reflective Journals:</td>
<td>Oct. 5, 12, 19, 26, Nov. 9, 16, 23</td>
<td>35%</td>
</tr>
<tr>
<td>These weekly assignments will reflect an understanding of the readings, course materials, and discussions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Visual Essay:</td>
<td>Nov. 30</td>
<td>10%</td>
</tr>
<tr>
<td>In groups of four, you will design and display a Visual Essay (images, photos) explaining the complex intersections of language, culture, and education (due in class).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Take-home Midterm:</td>
<td>Nov. 2</td>
<td>25%</td>
</tr>
<tr>
<td>Analyze course materials thus far. Questions will be posted the week before on WebCT. A hard copy must be submitted at the beginning of class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Take-home Final:</td>
<td>December 6</td>
<td>25%</td>
</tr>
<tr>
<td>Your current understanding and analysis of major concepts, theories, and research discussed in this course. Prompt will be posted on Monday, November 29 on WebCT. A hard copy must be submitted no later than 5 PM on Monday, December 6, 2010 outside my office (Pepper Canyon Hall, 366).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tuesday, September 28, 2010

Introduction: The problem of inequality in American education

**Optional Reading:**


Tuesday, October 5, 2010

Culture, learning, and the "cultural deprivation" account

**Readings due:**

  - Pgs. 2-21
  - Pgs. 23-45

**In class reading:**

  - Pgs. 7-9
  - Pgs. 42, 43, 45
  - Pgs. 47-62
  - Pgs. 77-80

**Assignment due in class:**

- Reflective Journal #1

Tuesday, October 12, 2010

Critiques of the “cultural deprivation” account: Lessons from students

**Readings due:**

  - Cultural styles in the classroom: Pgs. 84-90
  - Living with language behavior differences: Pgs. 94-97
  - Pgs. 1-25
  - Pgs. 99-111

**Optional reading (This article expands some of the ideas and concepts presented in the pieces by Wolfram et al.):**


**In class reading:**

  - Pgs. 3-15

**Assignment due in class:**

- Reflective Journal #2
Tuesday, October 19, 2010 ........................ “Cultural Discontinuity” and the Production of Equality and Inequality in Schools

Readings due:

- Mind the gap: Why are good schools failing Black students. A documentary by Nancy Solomon. 
  Transcript on WebCT. Listen to it online (click on “Listen Here”): http://nancycsolomon.com/mindthegap/

Choose one additional reading from the following:


Assignment due in class:

- Reflective Journal #3

Tuesday, October 26, 2010 ...................... Peer Cultural Practices: Mediating Agency

Readings due:

  - Pgs. 52-85
  - Pgs. 199-212

In class reading:

  - Pgs. 166-173

Assignment due in class:

- Reflective Journal #4

Tuesday, November 2, 2010 .................... Family and Community Cultural Practices: Mediating Agency

Readings due:


Assignment due in class:

- Take-home Midterm due

Tuesday, November 9, 2010 ..................... Defining “Minority:” Educational Implications

Readings due:


**Assignment due in class:**
- Reflective Journal #5

---

**Tuesday, November 16, 2010 ............. Bilingual Education: Friend or Foe?**

**Readings due:**
  - Pgs. 84-103

**Assignment due in class:**
- Reflective Journal #6

---

**Tuesday, November 23, 2010 ............. Praxis and Educational Recommendations: Validating Language and Culture in Schools**

**Readings due:**

**Assignment due in class:**
- Reflective Journal #7

---

**Tuesday, November 30, 2010 ............. Visual Essays and Closing Reflections**

- Visual Essays: Exhibitions
- Course Review and Reflections

**Assignment due in class:**
- Visual Essay