

University of California, San Diego
Education Studies/Sociology 117
Fall 2010

Language, Culture, and Education

Instructor: Luz Chung
Office: Pepper Canyon Hall, Rm. 366
(858) 534-7296
lmchung@ucsd.edu
Office hours:
Wednesdays: 2:30-4:30 PM, or by appointment

Lecture: Tuesdays, 5:00-7:50 PM, Center Hall 113
Section (optional): Tuesdays, 8:00-8:50 PM, PCYNH 340
Teaching Assistant: Suzanne Stolz ([sstolz@ucsd.edu](mailto:ssstolz@ucsd.edu))
Reader: April Cohen (accohen@ucsd.edu)

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	Due Dates	Wt.
1. Attendance and Participation: Your ongoing contribution to the class, through regular and punctual attendance, thorough preparation, and thoughtful participation in class activities and discussions.	Ongoing	5%
2. Reflective Journals: These weekly assignments will reflect an understanding of the readings, course materials, and discussions.	Oct. 5, 12, 19, 26, Nov. 9, 16, 23	35%
3. Visual Essay: 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).	Nov. 30	10%
4. Take-home Midterm: 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.	Nov. 2	25%
5. Take-home Final: 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).	December 6	25%

EDS/SOC 117 COURSE OUTLINE AND READINGS

Tuesday, September 28, 2010 Introduction: The problem of inequality in American education

Optional Reading:

- **WebCT:** Ladson-Billings, G. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. *Educational Researcher*, 35(7), 3-12.

Tuesday, October 5, 2010 Culture, learning, and the “cultural deprivation” account

Readings due:

- **WebCT:** Ladson-Billings, G. (2006). It's Not the Culture of Poverty, It's the Poverty of Culture: The Problem with Teacher Education. *Anthropology and Education Quarterly*, 37(2), 104-109.
- **WebCT:** Erickson, F. (1987). Conceptions of school culture: an overview. *Educational Administration Quarterly*, 23(4), 11-24.
- **Reader:** Bereiter, C. & Engelmann, S. (1966). *Teaching Disadvantaged Children in the Preschool*. New York: John Wiley.
 - Pgs. 2-21
 - Pgs. 23-45

In class reading:

- **Reader:** Payne, R.K. (2005). *A framework for understanding poverty*. Texas: aha! Process, Inc.
 - 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:

- **WebCT:** Valencia, R. R. (2009). A response to Ruby Payne’s claim that the deficit model has no scholarly utility. *Teachers College Record*. Date Published: June 25, 2009. <http://www.tcrecord.org>. ID Number: 15691, Date Accessed: 8/28/2010.
- **Reader:** Wolfram et al. (1999). *Dialects in Schools and Communities*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
 - Cultural styles in the classroom: Pgs. 84-90
 - Living with language behavior differences: Pgs. 94-97
 - Pgs. 1-25
 - Pgs. 99-111
- **Reader:** Olsen, L. & Jaramillo, A. (1999). *Turning the tides of exclusion: A guide for educators and advocates for immigrant students*. Oakland, CA: California Tomorrow.
 - Excerpts from *Hunger of Memory: The Education of Richard Rodriguez*. Pgs. 264-268.

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

- Labov, W. (1972). Academic Ignorance and Black Intelligence. *The Atlantic Online*. Read it online at: <http://www.theatlantic.com/past/docs/issues/95sep/ets/labov.htm>

In class reading:

- **Reader:** Sedaris, D. (2000). *Me Talk Pretty One Day*. New York: Time Warner Book Group.
 - 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/>
- **WebCT:** Rubin, B. C. (2008). Detracking in context: How local constructions of ability complicate equity-gearred reform. *Teachers College Record*, 110(3), 646-699.

Choose one additional reading from the following:

- **WebCT:** Mehan, H. (1992). Understanding inequality in schools: The contribution of interpretive studies. *Sociology of Education*, 65(1), 1-20.
- **WebCT:** Delpit, L. (1988). The silenced dialogue: power and pedagogy in educating other people's children. *Harvard Educational Review*, 58, 280-298.

Assignment due in class:

- Reflective Journal #3
-

Tuesday, October 26, 2010 Peer Cultural Practices: Mediating Agency
Readings due:

- **WebCT:** Carter, P L. (2006). Straddling boundaries: Identity, culture, and school. *Sociology of Education*, 79(4), 304-328.
- **WebCT:** Phelan, P. et al. (1993). *Renegotiating cultural diversity in American schools*. New York: Teachers College Press.
 - Pgs. 52-85
- **Reader:** Nieto, S. (2010). *Language, Culture, and Teaching: Critical Perspectives (2nd Edition)*. New York: Routledge.
 - Pgs. 199-212

In class reading:

- **Reader:** Sedaris, D. (2000). *Me Talk Pretty One Day*. New York: Time Warner Book Group.
 - Pgs. 166-173

Assignment due in class:

- Reflective Journal #4
-

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

- **WebCT:** Horvat, E M. et al. (2003). From social ties to social capital: Class differences in the relations between schools and parent networks. *American Educational Research Journal*, 40(2), 319-351.
- **WebCT:** Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language and Society*, 11(1), 49-76.
- **WebCT:** Oakes, J. & Rogers, J. (2007). Radical change through radical means: Learning power. *Journal of Educational Change*. (8)3, 193-206.

Assignment due in class:

- Take-home Midterm due
-

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

- **WebCT:** Ogbu, J. U. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly*, 18(4), 312-334.

- **WebCT:** Conchas, G Q. (2001). Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review*, 71(3), 475-504.
- **WebCT:** Gibson, M A. (1997). Complicating the immigrant/involuntary minority typology. *Anthropology and Education Quarterly*, 28(3), 431-454.
- **WebCT:** Lee, S J. (1994). Behind the model-minority stereotype: Voices of high- and low-achieving Asian American students. *Anthropology and Education Quarterly*, 25(4), 413-429.

Assignment due in class:

- Reflective Journal #5

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

Readings due:

- **Online:** Voter Guide Proposition 227: <http://primary98.sos.ca.gov/VoterGuide/Propositions/227.htm>
- **Reader:** Crawford, J. (2000). At war with diversity: US language policy in an age of anxiety. Clevedon, England: Multilingual Matters.
 - Pgs. 84-103
- **WebCT:** Palmer, D. (2010). Race, power, and equity in a multiethnic urban elementary school with a dual-language "strand" program. *Anthropology and Education Quarterly*, 41(1), 94-114.

Assignment due in class:

- Reflective Journal #6

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

Readings due:

- **WebCT:** Banks, J A. (1993). The canon debate, knowledge construction, and multicultural education. *Educational Researcher*, 22(5), 4-14.
- **WebCT:** Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34, 159-165.
- **WebCT:** Gutstein, E. (2007). "And that's just how it starts": Teaching mathematics and developing student agency. *Teachers College Record* 109(2), 420-448.
- **Reader:** Bresser, R. et al. (2009). Equity for language learners: Reflect and discuss. *Teaching Children Mathematics*. 16(3), 170-177.
- **WebCT:** McCarty, T. L., Romero-Little, M. & Zepeda, O. (2006). Native American youth discourses on language shift and retention: Ideological cross- currents and their implications for language planning. *International Journal of Bilingual Education and Bilingualism*, 9(5), 659-677.
- **WebCT:** Au, K. H. (1980). Participation structures in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event. *Anthropology & Education Quarterly*, 11(2), 91-11

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