

EDUC 262: Social and Cultural Context of Education Core Seminar

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T/Th 4:00-5:45
Stevenson 213

Course Description and Overview:

Application of anthropological and sociological theories to the study of education. Course examines the social, cultural and linguistic context of schooling with particular attention to the role of race, class, culture, power, and language in influencing schooling outcomes. The course will provide students with a set of perspectives, theories, and pedagogies from which to better understand the educational experiences and realities of children and youth from culturally and linguistically diverse backgrounds. The course should also help students become more reflective educators by allowing them to think critically about their own assumptions and the kinds of learning experiences they desire for students.

Course Format:

The class will be run as a seminar, and responsibility for presenting and critiquing readings will rotate among members of the class. Students may expect this to be a demanding course both with regard to preparation time and academic rigor.

Class Expectations:

- Attendance at all class meetings; please notify the instructor if you must be absent.
- Coming to class prepared to participate actively and cooperatively in class discussion.
- Responsibility for leading discussion of one reading per week.

Written Assignments:

- Five brief (3 page) critiques/reflections on weekly readings.
- Optional: Students will read an ethnographic study of their choice (book length) and present their critique in class. Critiques will be scheduled for Weeks 4-9. All books must be pre-approved by the instructor.
- Final project/paper. The final project will be an annotated bibliography on a topic of your choice, including a 3-5 page overview of the selected field. Readings should be related to the overall focus of the seminar.

Grades:

- Students will receive the grade of “S” for Satisfactory or “U” for Unsatisfactory, unless a letter grade is requested at the time of enrollment. An “S” grade assumes work that is equivalent to the letter grade of “B” or better.
- All students will receive a narrative evaluation of their work for the quarter.

Required Texts:

All required readings will be available in a course reader.

SCHEDULE OF TOPICS AND READINGS

Specific readings required of all students will be noted in advance. Not all readings will be covered in class; rather, they are included here for your future reference.

Week 1, Perspectives on Culture, Power, Knowledge and Education

- 1.1 Jacob, E., & C. Jordan (1993). Understanding educational anthropology: Concepts and methods. In E. Jacob & C. Jordan (Eds.), *Minority education: Anthropological perspectives* (pp. 15-24). Norwood, NJ: Ablex.
- 1.2 Ogbu, J. U. (1994). Anthropology of education: History and overview. In T. Husen and T. N. Postlethwaite (editors-in chief), *The international encyclopedia of education*, 2d edition (pp. 280-297). New York: Elsevier Science.
- 1.3 Levinson, B. A., D. E. Foley, & D. C. Holland (eds.). 1996. The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice. Albany: SUNY Press. Introductory chapter by Levinson and Holland. Levinson, B. A., D. E. Foley, & D. C. Holland (eds.).

Week 2, Perspectives on Social Structure, Social Conflict, Critical Race Theory and Schooling.

- 2.1 Sadovnik, Alan R., Peter W. Cookson, Jr., and Susan F. Semel. 1994. The sociology of education, Chapter 4 (pp. 137-144) in *Exploring education: An introduction to the foundations of education*. Boston: Allyn and Bacon
- 2.2 DeMarrais, K. B., & M. D. LeCompte (1999). Theory and its influences on the purposes of schooling. In *The way schools work: A sociological analysis of education*, 3rd ed. (pp. 1-42). New York: Longman.
- 2.3 Erickson, F. (1994). Schools as sociocultural systems. In T. Husen and T. N. Postlethwaite (editors-in chief), *The international encyclopedia of education*, 2d edition. (pp. 5308-5313). New York: Elsevier Science.
- 2.4 Mickelson, R. A., & S. S. Smith (1998). Can education eliminate race, class, and gender inequality? In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology*. (Pp. 359-376) Belmont, CA: Wadsworth Publishing.
- 2.5 Feinberg, W., & J. F. Soltis (1998). The hidden curriculum revisited. Chapter 5 in *School and society*, 3rd ed. (pp. 59-77). New York: Teachers College Press.

- 2.6 Apple, M. W. (1994). The text and cultural politics. In A. R. Sadovnik, P. W. Cookson, Jr., & S. F. Semel. *Exploring education: An introduction to the foundations of education*. Boston: Allyn and Bacon (pp. 327-341). Boston: Allyn and Bacon [originally published *Educational Researcher*, 21(7): 4-11, 19, 1992]
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Week 3, Social Capital, Cultural Capital and School Outcomes

- 3.1 Lamont, M., & A. Lareau (1988). Cultural capital: Allusions, gaps, and glissandos in recent theoretical developments. *Sociological Theory*, 6: 153-168.
- 3.2 Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard Educational Review*, 67(1), 1-39.
- 3.3 Zhou, Min, and C. L. Bankston, III. (1994). Social capital and the adaptation of the second generation: The case of Vietnamese youth in New Orleans. *International Migration Review*, 28 (4): 821-845.
- 3.4 McNeal, R. (1999). Parental involvement as social capital: Differential effectiveness on science achievement, truancy, and dropping out. *Social Forces*, 78(1): 117-144.
- 3.5 Moll, L., Amanti, C., Neff, D., Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31(2), 132-141.
- 3.6 Lareau, A. 1987. Social class differences in family-school relationships. *Sociology of Education* 60(2): 73-85.
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Week 4, Further Explanations of the Variability in School Performance

- 4.1 Sadovnik, Alan R., Peter W. Cookson, Jr., and Susan F. Semel. 1994. Explanations of Educational Inequality, Chapter 9 in *Exploring education: An introduction to the foundations of education* (pp. 439-463). Boston: Allyn and Bacon.
- 4.2 Valencia, R.R., 1997. Conceptualizing the notion of deficit thinking, In R. R. Valencia, (ed.) *The evolution of deficit thinking: Educational thought and practice*. (pp. 1-12). Washington, DC: The Falmer Press
- 4.3 Foley, D. E. 1997. Deficit thinking models based on culture: The anthropological protest. In Valencia, Richard R. (ed.), *The evolution of deficit thinking: Educational thought and practice* (pp. 113-131), Washington, DC: The Falmer Press

- 4.4 Swartz, D. (2002). Social reproduction. In D. L. Levinson (general ed.). *Education and sociology: An encyclopedia* (pp. 551-557). New York: Routledge Falmer.
- 4.5 Emihovich, C. (1994). Cultural continuities and discontinuities in education. In T. Husen and T. N. Postlethwaite (editors-in chief), *The international encyclopedia of education*, 2d edition. (pp. 1227-1233). New York: Elsevier Science.
- 4.6 Ogbu, J. & Simons, H. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology and Education Quarterly*, 29(2), 155-188.
- 4.7 Gibson, M.A. (1997). Complicating the immigrant/involuntary minority typology. *Anthropology and Education Quarterly* 28(3): 431-454.
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Week 5: Language, Culture and Schooling, Part 1

- 5.1 Labov, William. 1972. The relation of reading failure to peer-group status. Chapter 6 in *Language in the inner city: Studies in the Black English vernacular* (pp. 241-251). Philadelphia: University of Pennsylvania Press.
- 5.2 Bernstein, Basil. 1977. Social class, language and socialisation. In J. Karabel & A. H. Halsey (eds.), *Power and Ideology in Education* (pp. 473-487). New York: Oxford University Press.
- 5.3 Hymes, D. 1972. Introduction. In C. Cazden, D. Hymes, & John (Eds.), *Function of Language in the Classroom*. Waveland Press.
- 5.4 Mehan, Hugh. 1987. Language and schooling. In G. & L. Spindler, eds. *Interpretive Ethnography of Education: At Home and Abroad* (pp. 109-136). Hillsdale, NJ: Lawrence Erlbaum.
- 5.5 Cazden, C. B. 1988. Differential Treatment and Cultural Differences. Chapter 7 in *Classroom discourse: The language of teaching and learning* (pp. 137-168). Portsmouth: Heinemann
- 5.6 McKay, S. L. 1996. Literacy and literacies. In S. L. McKay & Nancy H. Hornberger (eds.). *Sociolinguists and language teaching*. (pp. 421-445) New York: Cambridge University Press.
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Week 6: Language, Culture and Schooling, Part 2

- 6.1 Delpit, L. (1995). Language diversity and learning. In *Other people's children: Cultural conflict in the classroom* (pp. 48-69). New York: The New Press.
- 6.2 Erickson, F. (1996). Ethnographic microanalysis. In S. L. McKay & Nancy H. Hornberger (eds.), *Sociolinguists and language teaching* (pp. 283-306). New York: Cambridge University Press.
- 6.3 Valdés, G. (1998). The world outside and inside schools: Language and immigrant children. *Educational Researcher*, 27(6), 4-18.
- 6.4 Mendoza-Denton, N. 1999. Fighting words: Latina girls, gangs, and language attitudes. In D. Leticia Galindo & Maria Dolores Gonzales (eds.), *Speaking Chicana: Voice, power, and identity* (pp. 39-55). Tuscon: University of Arizona Press.
- 6.5 Smitherman, Geneva. 1998. Black English/Ebonics: What it be like? In T. Perry & L. Delpit (Eds.). *The real Ebonics debate* (pp. 29-37). Boston: Bacon Press.
- 6.6 O'Neil, Wayne. 1998. If Ebonics isn't a language, then tell me, what is? In T. Perry & L. Delpit (Eds.), *The real Ebonics debate*. Boston: Bacon Press.
- 6.7 McCarty, Teresa L. (2002). What if the children forget the Navajo language? Chapter 13 in *A place to be Navajo: Rough Rock and the struggle for self-determination in indigenous schooling* (pp. 179-191) Mahwah. NJ: Lawrence Erlbaum.

Week 7: Cultural Continuities, Discontinuities, Borders and Boundaries

- 7.1 Spindler, G. 1997. The transmission of culture. In G. Spindler (Ed.), *Education and cultural process: Anthropological approaches*, 3rd ed. (pp. 271-309). Prospect Heights, IL: Waveland Press.
- 7.2 Hostetler, J. A., and G. E. Huntington. 1976. The Amish elementary school. In J. Roberts and S. Akinsanya (eds.). *Schooling in the cultural context: Anthropological studies of education* (pp. 194-205). New York: David McKay Co.
- 7.3 Philips, S. U. 1972. Participant structures and communicative competence: Warm Springs children in the community and classroom. In C. B. Cazden, V. P. John, and D. Hymes (eds.). *Functions of language in the classroom* (pp. 370-394). New York: Teachers College Press

- 7.4 Heath, S. B. 1994. What no bedtime story means: Narrative skills at home and school. In J. Maybin (ed.), *Language and Literacy in Social Practice* (pp. 73-95). Philadelphia: Multilingual Matters [originally published *Language in Society*, 11(2), 49-76, 1982].
- 7.5 Erickson, F. 1987. Transformation and school success: The politics and culture of educational achievement. *Anthropology and Education Quarterly*, 18(4), 335-56.
- 7.6 Macias, J. 1987. The hidden curriculum of Papago teachers: American Indian strategies for mitigating cultural discontinuity in early schooling. In G. & L. Spindler (eds.), *Interpretive ethnography of education: At home and abroad* (pp. 361-380). Hillsdale, NJ: Lawrence Erlbaum
- 7.7 Eisenhart, M. A., and M. E. Graue 1993. Constructing cultural differences and educational achievement in schools. In E. Jacob & C. Jordan (Eds.), *Minority education: Anthropological perspectives* (pp. 165-180). Norwood, NJ: Ablex.
- 7.8 Tapia, Javier. 1998. The schooling of Puerto Ricans: Philadelphia's most impoverished community. *Anthropology and Education Quarterly* 29(3): 297-323.
- 7.9 Gilmore, P., D. Smith, & A. L. Kairaiuak. 1997. Resisting diversity: An Alaskan case of institutional struggle. In M. Fine, L. Weis, L. Powell, & L. Wong (eds.), *Off White: Readings on race, power, and society* (pp. 90-99). New York: Routledge.
- 7.10 Peshkin, A. 1997. "Go have yourself a good education": The limits to getting one. Ch. 5 in *Places of memory* (pp. 92-114). Mahwah, NJ: Lawrence Erlbaum Associates.
- 7.11 McCarty, Teresa L. 2002. We were going to school being taught only by Anglos. Chap 4 in *A place to be Navajo: Rough Rock and the struggle for self-determination in Indigenous schooling* (pp. 39-53). Mahwah, NJ: Lawrence Erlbaum.
- 7.12 Lipka, J., & E. Yanez. 1998. Identifying and understanding cultural differences: Toward a culturally based pedagogy. Chapter 5 in J. Lipka, *Transforming the culture of schools: Yup'ik Eskimo examples* (pp. 111-137). Mahwah, JH: Lawrence Erlbaum.

Week 8: Additional School Factors

- 8.1 Oakes, Jeannie. 1994. Keeping Track, Part 1: The Policy and Practice of Curriculum inequality. In A. R. Sadovnik, P. W. Cookson, Jr., & S. F. Semel (Eds.). *Exploring education: An introduction to the foundations of education* (pp. 485-493). Boston: Allyn and Bacon, [Orig. source, *Phi Delta Kappan*, September 1986.]
- 8.2 Rist, Ray C. 1994. On understanding the processes of schooling: The contributions of labeling theory. In A. R. Sadovnik, P. W. Cookson, Jr., & S. F. Semel (Eds.). *Exploring education: An introduction to the foundations of education* (pp. 175-180). Boston: Allyn

and Bacon, [Orig. source, *Power and Ideology in Education* by J. Karabel and A. H. Halsey, 1977, pp. 292-305. Oxford U. Press].

- 8.3 Rist, R. C. 2000. Student social class and teacher expectations the self-fulfilling prophecy in ghetto education. *Harvard Educational Review*, 70(3):257-265. (orig. published in *HER* in 1970).
- 8.4 McDermott, R. 1997.. Achieving school failure 1972-1997. In G. D. Spindler (Ed.), *Education and cultural process: Anthropological approaches* (pp. 110-131). Prospect Heights, IL: Waveland Press.
- 8.5 Feinberg, Walter, and Jonas F. Soltis. 1998. The hidden curriculum revisited. Chapter 5 in *School and Society*. 3rd edition (pp. 59-77). New York: Teachers College Press
- 8.6 Gibson, M. (1998). Promoting academic success among minority students: Is acculturation the issue? *Educational Policy*, 12(6), 615-633.
- 8.7 Valenzuela, A. (1997). Mexican-American youth and the politics of caring. In E. Long (Ed.), *From sociology to cultural studies: New perspectives* (pp. 322-350). Malden, MA: Blackwell Publishers.

Week 9: Student Responses

- 9.1 Aronowitz, S., and H. Giroux. 1994. Reproduction and resistance in radical theories of schooling. In A. R. Sadovnik, P. W. Cookson, Jr., & S. F. Semel (Eds.). *Exploring education: An introduction to the foundations of education* (pp. 229-237). Boston: Allyn and Bacon, [orig. source: S. Aronowitz and H. Giroux, *Education Under Siege*, pp. 69-73, 104-109. South Hadley, MA: Bergin and Garvey, 1985].
- 9.2 D'Amato, J. 1993. Resistance and compliance in minority classrooms. In E. Jacob & C. Jordan (Eds.), *Minority education: Anthropological perspectives* (pp. 181-207). Norwood, NJ: Ablex.
- 9.3 Hurd, Clayton. 2004. "Acting Out" and Being a "Schoolboy": Performance in an ELD Classroom. In M. A. Gibson, P. Gándara, and J. P. Koyama (Eds.). *School connections: U.S. Mexican youth, peers, and school achievement*. (pp. 63-86). New York: Teachers College Press.
- 9.4 Fordham, S. 1996. Racelessness as a factor in black students' school success: Pragmatic strategy or pyrrhic victory? In T. Beauboeuf-Lafontant & D. Smith Augustine (eds.), *Facing Racism in Education*, 2d edition, HER Reprint Series No. 28. [originally published *Harvard Educational Review* 58:1, 54-84, 1988]

- 9.5 Deyhle, D. 1995. Navajo youth and Anglo racism: cultural integrity and resistance. *Harvard Educational Review* 65:3, 403-444.
- 9.6 Deyhle, D. 1998. From break dancing to heavy metal: Navajo youth, resistance, and identity. *Youth and Society*, 30(10): 3-31.
- 9.7 Zine, J. 2000. Redefining resistance: Towards an Islamic subculture in schools. *Race, Ethnicity and Education*, 3(3), 293-316.
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Week 10: Transforming the Culture and Structure of Schooling

- 10.1 Cummins, J. 1986. Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-36.
- 10.2 Moll and Diaz. Change as the Goal of Educational Research. *Anthropology and Education Quarterly*, December, 18(4), 300-311.
- 10.3 Vogt, L. A., C. Jordan, and R. G. Tharp. 1987. Explaining school failure, producing school success: Two cases. *Anthropology & Education Quarterly* 18: 227-287
- 10.4 Ladson-Billings, Gloria. 1992. Culturally relevant teaching: the key to making multicultural education work. In Carl A. Grant (ed.), *Research and multicultural education: From margins to the mainstream* (pp. 106-121). London: Falmer.
- 10.5 Osborne, A. Barry. 1996. Practice into theory into practice: culturally relevant pedagogy for students we have marginalized and normalized. *Anthropology and Education Quarterly* 27(3): 285-314.
- 10.6 Willis, A. I. 1995. Reading the world of school literacy: Contextualizing the experience of a young African American male. *Harvard Educational Review* 65:1, 30-49.
- 10.7 Vásquez, O. A., & Durán, R. 2000. La Clase Mágica and El Club Proteo. In M. A. Gallego & S. Hollingsworth (Eds.), *What counts as literacy? Challenging the school standard* (pp. 173-189). New York: Teachers College Press.
- 10.8 Mehan, H., Hubbard, L., & Villanueva, I. 1994. Forming academic identities: Accommodation without assimilation among involuntary minorities. *Anthropology and Education Quarterly*, 25(2), 91-d117.
- 10.9 Meier, N. 1995. How our schools could be. *Phi Delta Kappan*, 76(5), 369-373.