UC San Diego

EDS/SOC 117: LANGUAGE, CULTURE, AND EDUCATION

Fall 2024

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| **Professor**: **Makeba Jones, Ph.D.**  **Email**: [m3jones@ucsd.edu](mailto:m3jones@ucsd.edu)  **Office**: [Sixth College, Social Sciences Public Engagement Bldg (aka RWAC](https://map.concept3d.com/?id=1005#!m/763034?s/)), **7th floor, rm 0706** | **Lecture**:  Tue/Thur 11:00-12:20, in Warren Lecture Hall, room 2005  **Office Hours**: Wednesday, 2:00-3:00 or by appt. ***I love talking to students, please visit me or email me for an appointment!*** |
| **Teaching Assistants:**  Valerie Gomez, [vag002@ucsd.edu](mailto:vag002@ucsd.edu)  Annika Li, [hul018@ucsd.edu](mailto:hul018@ucsd.edu)  Marco Chacon [mchacon@ucsd.edu](mailto:mchacon@ucsd.edu)  **Reader**:  Mari Amato, [mamato@ucsd.edu](mailto:mamato@ucsd.edu) | **Section Options:**  Choose *one* of the following hybrid options. Section starts Week 2–  Monday, 10-10:50am, RWAC 0416  Tuesdays, 1-1:50 *and* 3:30-4:20, RWAC 0416  Wednesday, 3:30-4:20, [Zoom link](https://urldefense.com/v3/__https:/ucsd.zoom.us/j/96731953288__;!!Mih3wA!Eu6RXYJI3yjOxuRbucQV0wl4QhyIMImH4VYkdPAz4MD4XhGX4PPvbs01S4gdMI42bDfTAcFFBF3eJjH5$)  Thursday, 3:30-4:20, [Zoom link](https://urldefense.com/v3/__https:/ucsd.zoom.us/j/96731953288__;!!Mih3wA!Eu6RXYJI3yjOxuRbucQV0wl4QhyIMImH4VYkdPAz4MD4XhGX4PPvbs01S4gdMI42bDfTAcFFBF3eJjH5$)  Friday, 10-10:50am, RWAC 0416 |

**Course Description**

The purpose of this course is to enable you to think critically about education as a “social” institution. The readings, activities, assignments, and discussions focus on the social and cultural dimensions of teaching and learning, and the role of language. More specifically, we examine how concepts of culture and language are represented in explanations of student achievement. We pay particular attention to the “*politics of representation*” - the meanings people attach to concepts of culture, language, race, ethnicity, gender, sexuality, social class, immigration, etc. – in education. We examine how representations of culture, language, and identity impact students’ experiences, learning, and achievement in school. We will read both historical and contemporary theories and research, with an emphasis on explanations of educational underachievement. We explore robust research on culturally and socially responsive learning environments that provide excellent education to students of *all* backgrounds and identities.

**Learning Outcomes**

By the end of the course, students will be able to:

1. Recognize the cultural and social factors in school that influence students’ learning and achievement
2. Describe representations of language and culture in society and in schools that influence students’ learning and achievement
3. Critique educational research on culture, language, and quality schooling

**Principles of Community**

Please carefully review UC San Diego’s [Principles of Community](https://ucsd.edu/about/principles.html) before deciding if this course is for you. The course examines several topics and issues that are considered to be highly controversial and, at times, provoke hostile and inappropriate behavior. UC San Diego’s stance on freedom of expression is:

*“We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect. We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.”*

**This course upholds those principles. Enrolling means you are making the following commitments.**

*All of us regardless of our personal values, beliefs, identities, and histories commit to:*

1. keeping an ***open mind throughout the course*** about material that is new, surprising, or that might challenge our own personal beliefs.
2. using ***language that is professional and respectful*** when we participate in discussions.
3. ***actively listening***; we are paying attention to “the speaker,” we are seriously considering their viewpoint, and we are listening to understand and not to judge.
4. speaking about our own experiences in schools or in life to share our point of view and ***not to persuade others that our point of view is “correct”*** or “right.”

**Course Format**

**Lectures and section are primarily in-person** except in cases of illness, Covid exposure, or other extenuating circumstances. The professor and teaching assistants will notify students if the format needs to temporarily switch to virtual meetings via Zoom.

**To maximize your chances of high engagement with challenging course material, it is strongly recommended that you attend lectures in-person.** Learning is a social process, and the course is organized accordingly. Lectures are designed to be highly interactive so that students have regular opportunities for discussion. Your active participation during lectures will go far in shaping a positive experience in the course.

However, all lectures will be podcasted and available on Canvas and at <https://podcast.edu/> within 1-2 hours after lecture ends. PowerPoint slides used in lectures will be posted to Canvas before each class.

**While section is not mandatory, if you are new to taking sociology or education courses, it is strongly recommended that you attend section** to clarify understandings of material and to explore connections to your own lives. ***Section participation does count towards extra credit.***

**Course Expectations**

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| What You Can Do To Support Your Learning | What I Will Do To Support Your Learning |
| Be on time for every class! Silence your cell phone! Be prepared to participate! | Do my best to create interesting, relevant, and interactive learning experiences for every class! |
| Look at the syllabus regularly! Complete assignments on time | Provide timely feedback on assignments and answers to your questions |
| Prepare for each class by completing readings and assigned tasks before class starts | Connect course material to real-world events and to your life experiences |
| Bring your *best self* to class – your passions, your hopes, your curiosities! | Bring my excitement for teaching, my care for students, and my passion for knowledge to class! |
| Never be afraid to ask questions! Curiosity and seeking clarity support learning | Do my best to create an environment in which you feel safe to admit what you don’t know |
| If you are struggling in the course, always reach out for help! Never suffer in silence! | Communicate in ways that show I care about you as a human being and as a student |

**Campus Student Support Services**

Successful students are those who come to class prepared, who have their own ideas, perspectives, and critiques of course material, who actively participate, and who can clearly communicate their perspectives in their writing.

If you have concerns about your writing ability, please get support from the [**Writing Hub Services in the Teaching + Learning Commons**](https://commons.ucsd.edu/academic-support/writing/index.html) or from the [**OASIS Language Arts Tutoring Service**](https://oasis.ucsd.edu/academic-services/lats-folder/index.html) **(LATS)**. Below are other important support services available to you.

[Student Health Services](https://studenthealth.ucsd.edu/)

[Undocumented Student Services](https://uss.ucsd.edu/)

[Counseling and Psychological Services](https://caps.ucsd.edu/)

[Basic Needs San Diego](https://basicneeds.ucsd.edu/) - [basicneeds@ucsd.edu](mailto:basicneeds@ucsd.edu); 858-246-2632

**Food Pantry** - [foodpantry@ucsd.edu](mailto:foodpantry@ucsd.edu)

[Office for Students with Disabilities (OSD)](https://osd.ucsd.edu/)

**Triton Concern Line, 858-246-1111**

**Accommodations**

Please contact the professor if you need accommodations due to a (dis)ability. When you contact the professor, please provide your current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD).

*If you need accommodations for other reasons, please do not hesitate to contact the professor for support! If you need to bring your child to class, that’s fine. Please sit near the door so that you can step outside easily if your little angel gets fussy.*

**Academic Integrity**

Students are expected to complete all assignments individually. Assignments submitted on Canvas through Turnitin will be examined for plagiarism. ***Beware of using online AI writing tools! It is EASY to tell that the writing is not your own and your grade will suffer!***

**Required Readings**

Various articles and book chapters available on Canvas (<https://canvas.ucsd.edu/>)

**Assignments and Late Policy**

All assignments must be submitted through Canvas via Turnitin by the deadline in the syllabus. Late assignments submitted without prior permission from the professor will be docked points. *Investigative Assignments that are submitted one day late will be docked 3 points; submissions that are more than one day late will be docked 5 points.* **All assignments will be graded within 7-10 days from the due date.**

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| **Assignment** | **Due Date** | **Points** |
| **Section attendance and participation count toward extra credit** – ½ point per week for eight weeks (4 points maximum) | Weeks 2-8, 10  *No section during week of Thanksgiving* | 4 (extra credit) |
| **Mandatory Lecture Attendance Week 10**  (for Visual Essay presentations) | Wk. 10 Tuesday  Thursday | 10  10 |
| **INVESTIGATIVE ASSIGNMENTS** – These three assignments are small “action” projects; students will conduct informal interviews in order to deepen their understandings of course topics. *See separate document for detailed instructions and due dates.* | Weeks 4, 5, 7  Due dates on Canvas and in the instructions | 25 pts per assignment (75 pts total) |
| **Financial Aid Survey for Official Reporting** (only students who receive aid) | **No later than Fri. Oct. 11**  Week 2 | 0 |
| **PEER DISCUSSION OF WK. 2 CASE STUDIES – LINDA, RICH, VANESSA – ON CANVAS** | **Post** Wed. October 9  **Response** Sat. October 12  Week 2 | 5 pts  5 pts |
| **PEER DISCUSSION OF INVESTIGATIVE ASSIGNMENT #1 ON CANVAS** | **Post** Wed. October 23  **Response** Sat. October 26  Week 4 | 5 pts  5 pts |
| **PEER DISCUSSION OF WK. 5 CASE STUDIES – FERN, MARISOL, JAMES, HOANG - ON CANVAS** | **Post** Thur. October 31  **Response** Sat. November 2  Week 5 | 5 pts  5 pts |
| **PEER DISCUSSON OF INVESTIGATIVE ASSIGNMENT #3 ON CANVAS** | **Post** Wed. November 13  **Response** Sat. November 16  Week 7 | 5 pts  5 pts |
| **PEER DISCUSSION ON TRACKING/ABILITY GROUPING EXPERIENCES ON CANVAS** | **Post** Wed. November 20  **Response** Sat. November 23  Week 8 | 5 pts  5 pts |
| **ANALYTIC ESSAY** – This take-home essay will be on selected course topics. Students will write a 6-8-page analytic essay in which they take a stand on a particular issue. There is no in-class final exam during finals week. | Tuesday, Dec. 10th by 11:59PM | 40 pts |
| **OPTIONAL ALTERNATIVE TO ANALYTIC ESSAY** –**Visual Essay** - a presentation to the class during Week 10 and submitting a write-up. The Visual Essay focuses on a range of media such as film, photos, internet memes, or other images or media to analyze course topics. Students may work alone or in groups. Time is limited so “first come, first served.” Details will be distributed Week 5 or 6. | Presentations Wk. 10, Tuesday and Thursday  Write-up due no later than Tues. Dec. 10th by 11:59PM | 40 pts |
|  |  | **185 points** |

**Grade Distribution**

99%-100% 183-185 = A+

90%-98% 205-182 = A

89% 164 = A-

88% 162 = B+

80%-87% 148-160 = B

79% 146 = B-

78% 144 = C+

70%-77% 129-143 = C

69% 127 = C-

60%-68% 110-126 = D

Below 60% = F

**Course Topics - Schedule of Readings - Assignments**

(Subject to change at Professor’s discretion)

**Week 0 Course Overview & Introduction**

**Thursday, September 26**

* Course overview and expectations

**Week 1 Educational Achievement & Inequality**

**Tuesday, October 1**

* Rothstein, R. (2013). Why Children from Lower Socioeconomic Classes, on Average, Have Lower Academic Achievement Than Middle-Class Children. In Carter, P. & Welner, K. (Eds.), Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance, pp. 61-74. **Read to get a general sense of the scope of inequality and the factors influencing inequality in education.**

**Thursday, October 3**

* Darling-Hammond, L. (2010). The Anatomy of Inequality: How the Opportunity Gap is Constructed. In, The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future, pp. 27-65. **Read to get a general sense of the scope of inequality and the factors influencing inequality in education.**

**Week 2 Culture, Diversity, and the Language of Inequality**

**Tuesday, October 8**

* Nieto, S. (2000). Excerpts from, Affirming Diversity: The Sociopolitical Context of Multicultural Education. ONLY READ: Ch. 1: Introduction, pg. 1-6, 9-10; Ch. 2: About Terminology, pg. 24-30; Ch. 3: Racism, Discrimination, and Expectations of Students’ Achievement, pg. 34-81. **Pay attention to the cases of Linda Howard, Rich Miller, and Vanessa Mattison, pgs. 50-81.**

**Wednesday, October 9**

* **Assignment Due: Post on Canvas Peer Discussion of Nieto’s Case Studies – Linda, Rich, Vanessa – by 11:59PM**

**Thursday, October 10**

* Nieto, S. (2008). Chapter 9: Culture and Education. Yearbook of the National Society for the Study of Education, 107:1, 127-142.

**Saturday, October 12**

* **Assignment Due: Response on Canvas Peer Discussion of Nieto’s Case Studies – Linda, Rich, Vanessa – by 11:59PM**

**Week 3 Culture and Learning: The “Cultural Deprivation” Approach**

**Tuesday, October 15**

* Bereiter, C. and Englemann, S. (1966). Teaching Disadvantaged Children in the Preschool, pgs. 23-45. **DON’T WORRY ABOUT THE LANGUAGE. READ TO UNDERSTAND THEIR OVEVERALL ARGUMENTS**
* Lewis, O. (1966). The Culture of Poverty. *Scientific American*, 215:4, 19-25.

**Thursday, October 17**

* Payne, R. K. (2005). A Framework for Understanding Poverty, pgs. 7-9, 42, 43, 45, 47-62, 77-80.
* Ladson-Billings, G. (2006). It’s Not the Culture of Poverty, It’s the Poverty of Culture: The Problem with Teacher Education. *Anthropology & Education*, 37:2, 104-109.

**Week 4 Critiques of the “Cultural Deprivation” Approach**

**Tuesday, October 22**

* Bomer, R. et. al. (January, 2008). Miseducating Teachers about the Poor: A Critical Analysis of Ruby Payne’s Claims about Poverty. *Teachers College Record*, 110:12, pp. 2497-2531.
* Labov, W. (1972). Academic Ignorance and Black Intelligence.

**Wednesday, October 23**

* **Assignment Due: Post on Canvas Peer Discussion of Investigative Assignment #1 by 11:59PM**

**Thursday, October, 24**

* Rashid, H. (Summer, 2009). From Brilliant Baby to Child Placed at Risk: The Perilous Path of African American Boys in Early Childhood Education. *The Journal of Negro Education*, 78:3, pp. 347-358.

* Rodriguez, R. (1982). Excerpt from, *Hunger of Memory: The Education of Richard Rodriguez*.

**Saturday, October 26**

* **Assignment Due: Response on Canvas Peer Discussion of Investigative Assignment #1 by 11:59PM**
* **Assignment Due: Investigative Assignment #1 Write-Up on Canvas by 11:59PM**

**Week 5 Culture, Identity, and Education**

**Tuesday, October 29**

* McCarty, Teresa et. al. (2006). Native American Youth Discourses on Language Shift and Retention: Ideological Crosscurrents and Their Implications for Language Planning. *The International Journal of Bilingual Education and Bilingualism*, 9:5, 659-677.
* Baum, J. and Westheimer, K. (Summer 2015). Sex? Sexual Orientation? Gender Identity? Gender Expression*? Teaching Tolerance*, Issue 50, pgs. 35-38.
* Raible, J. and Nieto, S. (2003). Beyond Categories: The Complex Identities of Adolescents. In Sadowski, M. (Ed.), Adolescents at School: Perspectives on Youth, Identity, and Education*.* Cambridge, MA: Harvard University Press*,* pgs. 145-160.

**Thursday, October 31**

* **NO LECTURE. Use the time to do the reading and assignments.**
* Nieto, S. (2000). Case studies of students from, Affirming Diversity: The Sociopolitical Context of Multicultural Education. Fern Sherman, pgs. 122-131, Marisol Martinez, James Karam, and Hoang Vinh, pgs. 154-183. **You will discuss these cases on Canvas**
* **Assignment Due: Post on Canvas Peer Discussion of Nieto’s Case Studies – Fern, Marisol, James, Hoang – by 11:59PM**

**Saturday, November 2**

* **Assignment Due: Response on Canvas Peer Discussion of Nieto’s Case Studies – Fern, Marisol, James, Hoang – by 11:59PM**
* **Assignment Due: Investigative Assignment #2 Write-Up on Canvas by 11:59PM**

**Week 6 Resisting the Norm: Validating Culture and Diversity**

**Tuesday, November 5**

* Tintiangco-Cubales, A. et. Al. (2015). Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research. *Urban Review*, 47, 104-125.

**Thursday, November 7**

* Morrison, K., Robbins, H. and Rose, D. (2008). Operationalizing Culturally Relevant Pedagogy: A Synthesis of Classroom-Based Research. *Equity and Excellence in Education*, 41:4, 433-452.
* Gutstein, Eric. (2007). ‘And That’s Just How It Starts:’ Teaching Mathematics and Developing Student Agency. *Teachers College Record* 109:2, 420-448.

**Week 7 Constructing “Minority” and the Educational Implications**

**Tuesday, November 12**

* Ogbu, J. (December 1987). Variability in Minority School Performance: A Problem in Search of an Explanation. *Anthropology & Education Quarterly*, 18:4, pg. 312-334.
* Morris, E. (April 2005). From ‘Middle Class’ to ‘Trailer Trash:’ Teachers’ Perceptions of White Students in a Predominantly Minority School. *Sociology of Education*, 78:2, pg. 99-121.

**Wednesday, November 13**

* **Assignment Due: Post on Canvas Peer Discussion of Investigative Assignment #3 by 11:59PM**

**Thursday, November 14**

PICK ***ONE*** OF THE FOLLOWING READINGS. ***Be prepared to discuss in class***:

* **THE VOICES OF ASIAN STUDENTS**: Lee, S. (December 1994). Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students. *Anthropology & Education Quarterly*, 25:4, 413-429.
* **THE VOICES OF BLACK STUDENTS**: Tyson, K. et. al. (August 2005). It’s Not “A Black Thing:” Understanding the Burden of Acting White and Other Dilemmas of High Achievement. *American Sociological Review*, 70:4, 582-605.
* **THE VOICES OF LATINX STUDENTS**: Conchas, G. (2001). Structuring Failure and Success: Understanding the Variability in Latino Student Engagement. *Harvard Educational Review*, 71: 3, 475-504.
* **THE VOICES OF WHITE STUDENTS**: Morris, E. (December 2008). “Rednecks,” “Rutters,” and ‘Rithmetic: Social Class, Masculinity, and Schooling in a Rural Context. *Gender and Society*, 22:6, 728-751.

**Saturday, November 16**

* **Assignment Due: Response on Canvas Peer Discussion of Investigative Assignment #3 by 11:59PM**
* **Assignment Due: Investigative Assignment #3 Write-Up on Canvas by 11:59PM**

**Week 8 Negotiating Identity, Language, and School Boundaries**

**Tuesday, November 19**

* Harklau, Linda. (September 1994). "Jumping Tracks": How Language-Minority Students Negotiate Evaluations of Ability. *Anthropology & Education Quarterly*, 25:3, 347-363.
* Oakes, J. (1985). Chapter 4, *The Distribution of Knowledge*. In, Keeping Track: How Schools Structure Inequality. ***Be prepared to discuss in class.***

**Wednesday, November 20**

* **Assignment Due: Post on Canvas Peer Discussion on Tracking/Ability Grouping Experiences by 11:59PM**

**Thursday, November 21**

* Hendrickson, K. (Summer 2012). Student Resistance to Schooling: Disconnections with Education in Rural Appalachia. *The High School Journal*, 95:4, 37-49.
* Blackburn, M. and McCready, L. (Summer 2009). Voices of Queer Youth in Urban Schools: Possibilities and Limitations. *Theory into Practice*, 48:3, 222-230.

**Saturday, November 23**

* **Assignment Due: Response on Canvas Peer Discussion on Tracking/Ability Grouping Experiences by 11:59PM**

**Week 9 Bilingual Education: What’s the Debate About?**

**Tuesday, November 26**

* Crawford, J. (2000). The Political Paradox of Bilingual Education. In, At War with Diversity: U.S. Language Policy in an Age of Anxiety, pg. 84-103.
* Monzo, L. and Rueda, R. (2009). Passing for English Fluent: Latino Immigrant Children Masking Language Proficiency. *Anthropology and Education Quarterly*, 40:1.
* Dominguez, K. (2009). Filipino American Teens’ Attitudes Towards the Use of Tagalog at School. In Ana Celia Zentella’s, Multilingual San Diego: Portraits of Language Loss and Revitalization.

**Thursday, November 28 THANKSGIVING HOLIDAY**

* **NO LECTURE. NO READINGS**

**Week 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Resisting the Norm: Student Voices**

**Tuesday, December 3 Synchronous Lecture on Zoom – Mandatory Attendance**

* Visual Essay Presentations on Zoom (visual essay write-up due by December 10)

**Thursday, December 5 Synchronous Lecture on Zoom – Mandatory Attendance**

* Visual Essay Presentations on Zoom (visual essay write-up due by December 10)

**Finals Week**

* **Analytic Essay paper and Visual Essay write-up due on Canvas no later than Tuesday, December 10th by 11:59PM**
* NO IN-CLASS FINAL