

University of Texas at Austin

ALD 327 (74070)/AFR 374D (81737)—Socio-cultural Influences on Learning
Summer I, 2012—MTWTHF, 10:00 AM to 11:30 PM, SZB 296

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Course Overview

This course introduces students – both future teachers and those simply interested in educational issues – to many of the most salient cultural, economic, and social issues surrounding teaching and learning in the United States. More specifically, the course will reveal the complex relationship between schools and the larger society of which they are a part of in terms of diversity. This course is cross-listed with African and African American Studies, AFR374D. Many class materials and discussions will focus on African American issues in education as they relate to the larger issues covered. In this course, we will not focus on how to teach or teaching strategies; rather, we will center our attention on the larger issues that influence one's perceptions of teaching, pedagogy, curriculum, etc. and how these issues shaped and continue to shape U.S. schools culturally and socially. Throughout the semester, everyone will be called upon to question their own and others' beliefs, and to do so in a respectful manner. If you are not comfortable talking about issues of race, gender, class, privilege, and sexual orientation openly, this may not be the right class for you.

Disability Reasonable Accommodation

If you qualify for accommodations because of a disability, please submit a letter to me from Services for Students with Disabilities early in the semester so that your needs may be addressed. Services for Students with Disabilities will determine accommodations based on documented disabilities. (512-471-6259, <http://deanofstudents.utexas.edu/ssd/>).

Scholastic Honesty

Students who violate university rules on scholastic dishonesty are subject to disciplinary proceedings, including the possibility of failure in the course and dismissal from the University. According to the UT System Regent's Rules and Regulations, "Scholastic Dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Policies on scholastic dishonesty will be strictly enforced.

Religious Reasonable Accommodation

Every effort shall be made to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advance notification of the conflict is given. Students should give at least two weeks advance notice to request special accommodation. If you have any questions about a certain holy

day, several calendars can be found online including the one at <http://www.interfaithcalender.org/index.htm>.

Building Safety

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. ***Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.***

Attendance and Participation (10% of final grade)

Class participation and attendance is critical to the success of this course. You are expected to be **on time** for class and **prepared** to enter into the discussions (**that means you must have read the assigned readings prior to class**). It is an expectation that you make a conscious choice to **thoughtfully** engage in discussions on a weekly basis; you cannot do this if you are regularly absent or neglect to do the readings and assignments. **After one unexcused absence, your grade will automatically be lowered by a half-grade for each class you miss thereafter. Arriving late to class or leaving more than 20 minutes early without permission will also affect your grade, for every two tardy arrivals or early departures will result in a grade reduction.**

Assignments:

Take-Home Midterm & Final Examination (20% for midterm, 15%for final)

You will be given two take-home examinations, one as a midterm (**Due 6/18/12**) and the other as a final (**Due 7/8/12**). The examinations will be in essay form and will be distributed at the session prior to when they are due. Please adhere to the deadlines.

Online Peer Journal (30 points)

Each class you will respond to the readings by posting a thoughtful reflection to the online peer journal. At the first class session, you will be assigned to one forum or peer journaling group on Blackboard along with four of your classmates. As a participant in the journaling group, you are expected to have read the readings so that you can **exchange ideas with your peers** about and label in capital letters each of these three components each week:

- (1) **MAIN IDEAS:** three main ideas that COLLECTIVELY come out of the readings for the week;
- (2) **QUESTIONS:** at least one question that emerges from your reading of the selected texts and seeks to clarify a concept/situation or make connections; and
- (3) **RESPONSE:** your response to postings of other group members from the current or previous weeks.

The online peer journal is a way for you to engage in ongoing critical dialogue with others in the class. Consensus is not the goal, but rather the journal is a space for deepening your present thinking about sociocultural factors that influence learning. The style of the online peer journal is intended to be that of an **open, flowing conversation** around the topics covered in the readings and in previous classes. You, therefore, should draw on films and other activities from class, experiences at your service learning site, and your own prior experiences as you make sense of and respond to your peers' postings. The instructor also will read and post comments in this forum periodically. **The posting each class is expected to amount to no more than 1-2 paragraphs.**

The online peer journal is graded each session. It is expected that you will post a peer journal entry even for those classes that you miss. Late posts will only be accepted in the event of an excused class absence and must be posted within a day of the absence. ***Due weekly for sessions 3-13 by 11:59 p.m. before our first class. No late postings will be accepted for credit.***

ONLINE PEER JOURNAL

*Please include the following in your weekly responses and **LABEL** each of the three parts in your responses:*

- (1) **MAIN IDEAS:** the main ideas that COLLECTIVELY come out of the readings for the week (discuss at least 3 key ideas);
- (2) **QUESTIONS:** questions that emerge from your reading of the selected texts and that help to clarify a concept/situation or make connections (list between 1-2 questions); and
- (3) **RESPONSE:** your response to postings of group members.

Scoring Rubric (3 points each week for 10 weeks. 30 points total.)

COURSE READINGS	QUESTIONS FOR GAINING CLARITY OR MAKING CONNECTIONS	RESPONSE TO GROUP MEMBERS' POSTINGS
1 point	1 point	1 point
Includes 3 main ideas that collectively came out of the readings for the week. AND 1-2 thoughtful questions sparked by the readings <i>Evidence:</i> Specific reference to the course readings and/or terms the author introduces.	Includes 1-2 thoughtful questions sparked by the readings <i>Evidence:</i> Questions are open-ended and/or not easily answered. Connections may be drawn to specific concepts or situations from the readings, discussions, or personal experiences.	Reads and considers other group members' postings. Responds to at least one posting in a thoughtful and challenging yet respectful and relevant manner. <i>Evidence:</i> Comments refer to the posts of group members, which may include the main ideas, the questions and/or connections others make to the readings.

Educational Autobiography Paper (5% of final grade) Due 7/11/12

More details will follow.

Field Project [7 hours of observation notes (5%), 10 minute transcription of a parent interview (5%), and Self-Reflective Paper (10%)]: Total 20%. Due: last class day

Students are responsible for completing a 7 hour field project in a *lower socio-economic community*. The purpose of this project is to gather information on the cultural wealth and funds of knowledge of the community. We are working from the premise that ALL communities and families possess funds of knowledge and cultural wealth. You should conduct at least 7 hours of observations in the community and conduct one parent, teacher, or community-member interview on the educational aspirations they have for their children. From the interview at least 10 minutes of the interview should be transcribed. Finally, you will be required to write a self-reflective paper of 4-6 pages about your field project as a learning experience using your observation notes, your interview transcripts, and your in-class learning experience for this course. More detailed information will follow.

Value of Assignments

• Attendance & Participation	10%
• Online Peer Journal (10 total posts)	30%
• Take-Home Midterm	20%
• Field Project (5% observation notes, 5% transcription, 10% paper)	20%
• Educational Autobiography Paper	05%
• Take-Home Final	15%
Total	100%

Late Work Policy

Extensions may be granted with adequate reason in extreme cases and with at least 24 hours notice before the deadline. You must inform me of any requests for extension during regular business hours 9:00-5:00 PM. You may NOT receive an extension on the actual due date. Any work that is handed in late without an extension from the instructor, **will automatically receive one letter grade deduction.**

Class Schedule/Readings: Please note these readings are subject to change. Any changes will be announced in class.

Required Texts (Available at the University Co-Op):

Lewis, A. (2005). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick, NJ: Rutgers University Press.

Ladson-Billings, G.J. (1997). *The dreamkeepers: Successful teachers of African-American children*. San Francisco, CA: Jossey-Bass.

Copies of all other readings will be available through Blackboard or in class.

I. May 31st/June 1st: Review Syllabus/Overview/Course Expectations

Instructor/Student Introductions
Syllabus/Guidelines/Expectations for course

Brown, A. L. (2005). Examining the “other” in education. In S. J. Farenga, B. A. Joyce, & D. Ness (Eds.), *Encyclopedia on education and human development*. (pp.289-292) Armonk, NY: M.E. Sharpe. **[we will read in class]**

II. June 4th/5th: Social Constructivist Perspectives on Teaching and Learning

Palincsar, S.A. 1998. Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, 49, 345-75

III. June 6th: Purposes of Schooling/U.S. Public Education

Spring, J. “The Purpose of Public Schooling.” In *American Education: An Introduction to Social and Political Aspects*. New York: Longman. pp. 3-34

Sleeter, C. (2004) “Standardizing imperialism,” *Rethinking Schools Online*.
http://www.rethinkingschools.org/archive/19_01/impe191.shtml

IV. June 7th/8th: Patriarchy and Gender

DeMarrais, K. (2000). Gender. In Gabbard, D. (ed.) *Knowledge and Power in the Global Economy*. Mahwah NJ: Lawrence Erlbaum Associates, Publishers.

Sadker & Zittleman, (2005). Gender bias lives for both sexes. *The Education Digest*

Garrahy, D. (2003). Speaking louder than words: Teachers’ gender beliefs and practices in third grade classrooms. *Equity and Excellence in Education*, 36(1), 96-104.

V. June 11th/12th: Racial Construction, Racism and Re-segregation

Ross, E.W. 2006. Introduction. In E. W. Ross (Ed.) *Race and Anti-racism in Education*, Praeger Press.

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, 49(2), 31.

Educational Autobiography Paper Due June 11th

VI. June 13th/14th: Race as an Institutional Process

Lewis, A. (2005). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick, NJ: Rutgers University Press. **READ P. 1-128.**

VII. June 15th: Race as a Social Construction

Lewis, A. (2005). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick, NJ: Rutgers University Press. **READ P. 128-196.**

VIII. June 18th/19th: Linguistic Diversity

Anzaldúa, G. (1987) “How to Tame a Wild Tongue” in *Borderlands/La Frontera*

Wong Fillmore “Loss of Family Languages: Why Should Educators Care”

hooks, b. “Language: Teaching New Worlds/New Words”

Midterm Examination Due in class on June 18th

IX. June 20th/21st: Funds of Knowledge and Cultural Wealth I

Moll et al., 1992. Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141

Yosso, T. 2005. Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91

X. June 22nd: Funds of Knowledge and Cultural Wealth II

Asante, M. K. (1991). “The Afrocentric idea in education,” *The Journal of Negro Education*, Vol. 60, No. 2., pp. 170-180.

Gonzalez, Norma et al. (2005) *Funds of Knowledge*, “La Visita” by Tenery, Martha Floyd, p. 119-130.

OPTIONAL: Lee, C.D., Lomotey, K., & Shujaa, M. (1990) “How shall we sing our sacred song in a strange land? The dilemma of double consciousness and the complexities of an African-centered pedagogy,” *Journal of Education* 172(2), p. 45-61.

XI. June 25th: Intersectionality and Afrocentric Feminist Thought

Collins, P. H. (1991). *Black Feminist Thought : knowledge, consciousness, and the politics of empowerment*. Routledge. p. 221-238

Ladson-Billings (1995). “Toward at Theory of Culturally Relevant Pedagogy.” *American Educational Research Journal*. p. 465-491

XII. June 26th/27th: African American Students and Culturally Relevant Pedagogy

Ladson-Billings, G.J. (1997). *The dreamkeepers: Successful teachers of African-American children*. San Francisco, CA: Jossey-Bass.

XIII. June 28th/29th: Gender Revisited, Sexuality, and Anti-Oppressive Education I

Macgillivray, I.K. (2000). “Educational equity for gay, lesbian, bisexual, transgendered, and queer/questioning students.” *Education and Urban Society*

Garcia, L. "Now why do you want to know about that?" Heteronormativity, sexism, and racism in the sexual (mis)education of Latina youth. *Gender & Society*, 23(4), 520-541.

XIV. July 2nd/3rd: Gender Revisited, Sexuality, and Anti-Oppressive Education II

Chen-Hayes, Stuart F. (2001). “Systemic Anti-oppression strategies for school counselors as allies advocating for Queer children, youth, and families of multiracial experience.” p. 163-178.

Loutzenheiser, Lisa W. (2001). “If I teach about these issues they will burn down my house”: The possibilities and tensions of Queered, Antiracist pedagogy” p. 195-214

OPTIONAL: Kumashiro, K. (2001). “‘Posts’ perspectives on anti-oppressive education in social studies, English, mathematics and science classrooms,” *Educational Researcher* (30)3, p. 3-12.

XV. July 4th: Writing Day—No Formal Class

July 5th: Last Class Day

Course Evaluations/*Field Project Due*

*******Final Examination Due by 11:59 PM on Sunday, July 8, 2012*******