Spring 2018 EDHI 607

CULTURE AND EDUCATION

In a Global Context

Time: Wednesday, 4:15pm – 7:00pm
Location: Benjamin 1315
Instructor: Prof. Jing Lin
E-mail: jinglin@umd.edu
Assignments: jinglinpeace@gmail.com

Course Description:
This course exposes students to various cultural and theoretical perspectives. It involves students in the exploration of our world’s diverse cultural traditions and beliefs and their reflections in schooling practices. The course examines the history of cultural oppression and cultural imperialism, and critically analyzes culture and education in relation to gender, ethnicity, race, social class, and religion. The course notes the challenges facing refugees in cultural integration and education. Finally, the course touches building a culture of peace and intergroup/interfaith dialogues.

Course Objectives:
This course aims to help students to:

✧ Understand a range of relevant theories in culture and education and learn practical strategies to apply them. The theoretical perspectives include: Hofsted’s Cultural Dimensions theory; Bronfenbrenner’s ecological systems theory; cultural capital, social capital, funds of knowledge and community wealth theories; critical race theory, culturally relevant/sustaining education theory; critical education, and cultural reproduction/cultural correspondence theories; and finally, contact hypothesis and facilitation of intergroup/interfaith dialogue.

✧ Examine critical issues in education and learn effective ways to educate children from diverse cultural, social class, racial, ethnic, language and immigration backgrounds.

✧ Achieve a critical, cross-cultural, global, and comparative understanding of culture and its relations to education through the readings and discussions.

Required Readings:

All readings are posted on the blackboard.

Course Requirements and Assignments
Students’ final grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignments and Assessment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Weekly Summaries and Participation</td>
<td>20%</td>
<td>Every week before class</td>
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<tr>
<td>Cultural/Social Capital/Funds of Knowledge Paper</td>
<td>20%</td>
<td>Feb. 28</td>
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<tr>
<td>Cultural System/Tradition and Education Case Study</td>
<td>20%</td>
<td>April 4</td>
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<tr>
<td>Final Paper: Critical/Alternative Perspectives on</td>
<td>40%</td>
<td>May 12</td>
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<tr>
<td>Cultural Issues in Education</td>
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Rubrics for each assignment

1. **Weekly summaries**: Write one page to one page and a half (single space) reflective summary on the main ideas of the readings of each class. *Touch on at least three readings*. Relate the readings to educational issues and your work and life experiences. Send the summaries to jinglinpeace@gmail.com **before each class**. Label each summary by: first name, summary # 1, 2…, and the summaries will be placed on file for final evaluation at the end of the semester.

2. **Participation** involves attending classes, participating in discussions, taking initiatives, presenting readings and papers, and practice deep listening of fellow classmates’ viewpoints and presentations. The professor will keep note of attendance. Students will need to write a 3-4 page summary and reflection paper (single space) on readings of the week if they miss a class.

3. **Cultural/Social Capital, and Funds of Knowledge/Community Cultural Wealth Paper**: Write a 5-7 page paper using Cultural Capital and/or Social Capital theory, or Funds of Knowledge and Community Cultural Wealth theories to analyze your life experiences. You can also choose to write a biography of another person or group utilizing the theories mentioned. You should develop an in-depth understanding of these theories, and rigorously employ the key concepts in the theories to illuminate the understanding of yourself or another person, or a group. **Due: Feb. 28.**

4. **Cultural System/Tradition and Education Case Study**: This paper should focus on a cultural issue or cultural aspects of education in a country or an educational tradition. It
can be on language issues, colonialism and its impacts, immigration and refugee issues, religion and education, gender inequality, and other different topics: **5-7 pages. Due: April 4.**

**4. Critical/Alternative Perspectives and Cultural Issues in Education: Final paper, 10-12 pages.** Students will choose a topic of interest related to culture and education and employ one or more theories covered by the course, such as those in gender study, critical pedagogy, culturally relevant teaching, cultural correspondence, multicultural education, interfaith dialogues... Your paper should demonstrate your understanding of the theories or concepts. Students can discuss with professor before hand on their topic and interest and seek advice. **Due: May 12.**

**Grading Rubrics:**

- Organization and development and richness of ideas
- Soundness and depth of analysis
- Coherence and logic; flow of ideas
- Writing quality (clarity; precision of expression; grammar; titles and headings; free of typos)
- Accurate formatting and referencing and style (APA style)

**All papers should follow APA guidelines.** APA Formatting and Style Guide at OWL website: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Evaluation scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
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<td>D-</td>
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**University Policies and Resources**

As a student, you have the responsibility to be familiar with and uphold the *Code of Academic Integrity* and the *Code of Conduct*, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.
University Policies outlined at this link are particularly relevant to your experience in academic courses: [http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record](http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record). Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

### COURSE OUTLINE

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**Jan. 24**  
**Introduction**

**Jan. 31**  
**Definition of Culture, and Schooling as Cultural Transmission**

- Free writing: students self describe their own cultural traits and define what is culture
- Jing’s presentation
- Group activities:
  a. Review the readings and Jing’s PPT presentation, and use Hofstede’s cultural dimensions theory to reflect on your experience.
  b. Discuss the various systems in Bronfenbrenner’s Ecological Model and relate the model to your own experiences. Also relate them to Pai’s articles: How schools perform their functions?
  c. Discuss the articles by Lin and Bates: Why should teachers visit students’ homes? What will they gain?


A video on the Ecological Theory: https://www.youtube.com/watch?v=5htRhvm4iyI

**Feb. 7  Cultural, Social and Spiritual Capital: Educational Implications**

- *Ppt by Jing to summarize key concepts and ideas*
- *Group activity or in class discussion: students share with each other a particular form of cultural and social capital they possess, and how these capitals impact their education. Discuss the list questions provided by Jing.*


Readings on spiritual capital: https://en.wikipedia.org/wiki/Spiritual_capital

Recommended:


Feb. 14 Indigenous and Ethnic Minority Cultures and Sustainability: Deculturalization and Struggle for Equality

- Students discuss a set of questions on challenges and solutions on education for indigenous students.
- Jing leads discussion on what characterizes indigenous cultures and what has been done to eliminate indigenous culture in the United States, Canada and various countries.

Video: Schooling the World: http://www.filmsforaction.org/watch/schooling_the_world_2010/


http://www.amacad.org/content/publications/pubContent.aspx?d=1302


**Recommended**


**Feb. 21** Latino Cultures and Education: Funds of Knowledge, Community Cultural Wealth, and Aspiration for Learning

**Group exercises:**

1. Discuss the key features of Latino culture.

2. What is your understanding of a cultural deficit model? What are Funds of Knowledge? How are they accumulated and transmitted?

3. What is Community Cultural Wealth? What are the sources of aspirational capital, linguistic capital, navigational capital, familial capital and resistant capital? (Espino, p. 554)
4. Discuss: How can we use the Funds of Knowledge theory to enhance educational opportunities for children in disadvantage?

5. Design an activity that draw on students’ funds of knowledge

6. Group presentations


Feb. 28 East Asian Culture and Education: Educational Desires and Optimism, and Academic Pressure
Jing discusses the foundation of East Asian Education under Confucian education.

Students volunteer to present and lead discussion on the readings.

Discuss the concept of Educational Desire (Aspirational Capital) and Educational Optimism.


**Video**: Japanese education: [http://www.youtube.com/watch?v=5A09HhxXht4](http://www.youtube.com/watch?v=5A09HhxXht4)


**March 7  African Cultures, Religions, and Education: Ubuntu, and Dealing with Conflicts, and HIV/AIDS**

- *Jing’s ppt*
- *Student present articles in groups.*
- *Discuss: Integration of Indigenous culture with post-war healing and reconstruction*


**Video:** a short UN documentary, *The Razor’s Edge* and a [FGM in Kenya](http://www.who.int/mediacentre/factsheets/fs241/en/)


**March 14 Gender, Culture, and Education**

- *Jing’s presentation on Liberia and Tanzania*
- *Student groups present readings.*
- *Discuss feminist perspectives on knowledge and education and feminist epistemology*


Nu Shu (Women’s Script): [https://www.youtube.com/watch?v=caQGt4Rjw28](https://www.youtube.com/watch?v=caQGt4Rjw28)

Nu Shu: http://www.ancientscripts.com/nushu.html


**Recommended:** (not included in the readings; need to access them online)


http://dx.doi.org/10.2307/1051514

**March 21**  
No Class, Spring Break

**March 28**  
No Class, CIES Conference

**April 4**  
Cultural System/Tradition Case Study *(Presentation and Paper Due)*

**April 11**  
Race and Education: Culturally Relevant Teaching, Discipline, and Research

1. Discuss: What is culturally relevant teaching, discipline, research, and caring?
2. Discuss challenges (such as accountability pressure, Linda Valli’s idea about seeing color and not seeing color) to implement them and strategies to apply the ideas creatively in the schooling process.

3. PowerPoint by Jing


Culturally Responsive Discipline:


April 18

**Social Class Stratification, Cultural Reproduction Theory and Pedagogy of the Oppressed**

1. **Group exercise:**
   
   - a) Groups draw a chart on the correspondence between what schools focus on and what the capitalist economic system expects of the behaviors of employees. Is there a cultural correspondence?
   
   - b) Discuss tracking practices in their experiences and different systems and discuss: how do they reproduce social and racial class stratification?
   
   - c) Discuss: What hope does the Pedagogy of Oppressed provide, or not?

2. Jing gives a ppt presentation on Critical Pedagogy


**April 25    Refugee Education**

**Guest Co-instructor:** Dr. Colleen O’Neal and Hang Le


**Recommended:**


**May 2 Violence and Peace, Intergroup and Interfaith Dialogues, and Learning for Co-Existence**

**Activity:** Concept map; creating a mandala and also a pyramid

**Discussion:**
- What is the clash of civilizations? Is there one?
- What is the possibility of crosscultural and intercultural learning based on Weng and Lin’s article?
- Can cultures that have historically been in conflicts have genuine dialogues? What are some effective strategies? What are some interesting cases?
- Intergroup and Interfaith dialogues: how to conduct them and what are the special challenges and possibilities?


The Clash of Civilizations:  


Fazlić, H. (2015). Perspectives on Building Trust among Communities in Bosnia and


