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
Email for assignments: jinglinpeace@gmail.com

Course Description:
This course exposes students to various cultural and theoretical perspectives, and it involves students in the exploration of various world cultural traditions and beliefs and their reflection in schooling practices. It examines the history of cultural oppression and cultural imperialism, and critically studies culture and education in relation to gender, race, and social class. Interfaith dialogues and building bridges of cultural understanding are also part of the content of the class.

Course Objectives:
Students will be able to:
- ✦ Understand relevant theories in culture and education and learn strategies to apply them**.** The theories include ecological systems theory, cultural capital theory, social capital theory, funds of knowledge theory, culturally relevant education theory, critical cultural theory, cultural reproduction/correspondence theory, and interfaith dialogue perspectives and practice.
- ✦ Be able to examine critical issues in education and learn effective ways of teaching children from diverse cultural, class, racial, ethnic, and language background.
- ✦ Achieve a critical, cross-cultural, global, international 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:

Assignments and Assessment	Percentage	Due Date
Weekly Summaries and Participation	20%	Every week before class
Cultural/Social Capital/Funds of Knowledge Project	20%	March 2
Cultural System/Tradition Case Study	20%	March 30
Critical/Alternative Perspectives on Cultural Issues in Education	40%	May 10

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*. Raise questions that relate the sources to an educational issue and/or reflect on your personal thoughts and experiences. Students are to send in the summaries to jinglinpeace@gmail.com **Due: before each class.** Give each summary this title: first name, summary # 1, 2…, and the summaries will be placed in file for final evaluation at the end of the semester. **Participation** involves coming to classes, participating in discussions, taking initiatives, presenting readings and papers, and heeding fellow students' viewpoints and presentations. The professor will keep note of attendance.

2. Cultural/Social Capital and/or Funds of Knowledge Project: Write a **5-6 pages** paper using a Cultural Capital and/or Social Capital perspective and/or Funds of Knowledge theory to analyze your life experiences, or to write a biography of another person or group. You should develop an in-depth understanding of the theories, and rigorously employ the key concepts in the theories to illuminate the understanding of yourself or another person, or a group from these lenses. **Due: March 2.**

3. Cultural System/Tradition Case Study: focuses on a cultural issue or cultural aspects in an educational system or an educational tradition. It can be language issues, colonialism and its impacts, immigration and refugee issues, religions, and many other possibilities: **5-6 pages. Due: March 30.**

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, globalization, multicultural education, interfaith

dialogue... Your paper should demonstrate your understanding of the theories or concepts. Students can discuss with professor before hand. <mark>Due: May 10.</mark>

Grading Rubrics:
- Organization and richness and development of ideas
- Coherence and logic
- Writing quality (clarity; precision of expression; grammar)
- Soundness and depth of analysis
- Accurate formatting, referencing (APA style), and style

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

Evaluation scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A	94-96	B	83-86	C	73-76	D	63-66		
A-	90-93	B-	80-82	C-	70-72	D-	60-62		

Code of Academic Integrity:
Students are expected to be committed to the principles of truth and academic honesty and to follow the Code of Academic Integrity. The University of Maryland Pledge reads:
"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Plagiarism is a serious concern both in and outside of academia. Learning to attribute sources correctly is an important skill for all educators. Please refer to the APA manual for appropriate citation formatting.

COURSE OUTLINE

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Jan. 27   Introduction

Feb. 3   Definition of Culture, and Schooling as Cultural Transmission

- *Students define what is culture*

- *Jing's presentation*
- *Students discuss in groups, using Bronfenbrenner's Ecological Systems Theory, the influence of culture on an individual, while also talking about the role of schooling by engaging Young Pai's articles.*

Peoples, James and G. Baily. (1994/2006). "Culture." In *Humanity: An introduction to cultural anthropology*. Saint Paul, MN: West Publishing.

Bodley, John H. (1994). "Definitions and discussions of culture." From *Cultural anthropology: Tribes, States, and the Global system*. McGraw-Hill.

Hofstede, G., & Bond, M. H. (1988). The Confucian connection: From cultural roots to economic growth. *Organizational Dynamics, 16*, 4-21.

Pai, Young. (1990). Culture, Education and Schooling. . In *Cultural Foundation of Education*. Columbus: Merrill. Pp. 21-48.

Pai, Young. (1990). Culture and the Role of Schooling. In *Cultural Foundation of Education*. Columbus: Merrill. Pp. 129-159.

A video on the Ecological Theory: http://education-portal.com/academy/lesson/bronfenbrenners-ecological-systems-theory-of-development-definition-examples.html

Bronfenbrenner's Model of Influences http://www.des.emory.edu/mfp/302/302bron.PDF

Lin, Miranda, and Bates, Alan B. (2010). Home Visits: How Do They Affect Teachers' Beliefs about Teaching and Diversity? *Early Childhood Education Journal*, 38:179–185

Recommended:

Leonard, J. (2011). Using Bronfenbrenner's Ecological Theory to Understand Community Partnerships: A Historical Case Study of One Urban High School. *Urban Education, 46* (5), 23. doi: 10.1177/0042085911400337 [skim]

Rossing, Daniel. *Journey into the Between*. Example of Jerusalem.

Peoples, James and Garrick Baily. (1994/2006). "Methods of investigation." In *Humanity: An Introduction to Cultural Anthropology*. Saint Paul, MN: West Publishing.

Feb. 10   Cultural, Social and Spiritual Capital: Educational Implications

- *Ppt by Jing*
- *Class discussion: Your reaction to the theories. Can you relate to them? What have you observed in various contexts? What is your critique of the theories?*

- *Student volunteers to present and lead discussion on the articles by Lareau and Fordham.*

Bourdieu, Pierre. (1986). The Forms of Capital. In L. Richardson (ed,), *Handbook of Theory of Research for the Sociology of Education*. Greenwood Press, 241-258.

Lan Gao. (Dissertation 2008). Definition and Research on Cultural Capital. *Impacts of Cultural Capital and Economic Capital on Student College Choice Process in China*. Lanham, MD: Lexington Books.

Portes, Alejandro. (1998). Social Capital: Its Origins and Applications in Modern Sociology. *Annu. Rev. Sociol,* Vol. 24, pp. 1-24.

Lareau, Annette. (1987). Social Class Differences in Family-School Relationships: the Importance of Cultural Capital. *Sociology of Education*, vol. 60, pp. 73-85.

Fordham, Signithia. (1999). Dissin' "the Standard": Ebonics as Guerrilla Warfare at Capital High. *Anthropology of Education Quarterly* 30 (3): 272-293.

READINGS ON SPIRITUAL CAPITAL https://en.wikipedia.org/wiki/Spiritual_capital

Recommended:

Bourdieu, Pierre. (1991). "The Production and Reproduction of Legitimate Language." *Language and Symbolic Power*, Cambridge: Harvard University Press. Pp. 43-65.

Lareau, Annette, and Elliot B. Weininger. (2003). Cultural Capital in Educational Research: A Critical Assessment. *Theory and Society*, Vol. 32, No. 5/6, Special Issue on The Sociology of Symbolic Power: A Special Issue in Memory of Pierre Bourdieu, pp. 567-606

Feb. 17   Deculturalization and the Struggle for Equality: Indigenous and Ethnic Minority Cultures and Sustainability

- *First session: Jing leads discussion on what characterizes indigenous cultures? What has been done to eliminate indigenous cultures? What are the damages done by colonialism and white supremacism in the U. S. and many countries? Discuss the loss and marginalization of indigenous cultural wisdoms in the United States, Canada and various countries.*

- *Student volunteers present the second sets of articles and whole class discuss new trends, thoughts, policies, practices and challenges for change.*

1 Reagan, Timothy. (2004). Chapter 5: "Finding the True Meaning in Life": Indigenous Education in North America. *Non-Western Educational Traditions*. (3rd Edition), Mahwah, New Jersey, Lawrence Erlbraum Associate, Publishers. Pp. 171-134.

1 Spring, Joel. (2004). *Deculturalization and the Struggle for Equality (4th Edition)*. McGraw-Hill. Chapters 1- 2.

2 Lin, J. (1997). Policies and politics of bilingual education in China. *Journal of Multilingual Multicultural Development,* vol. 18, no, 3, pp. 193-205.

Edwards, S. (2015). Not just 'talking the talk': Preserving Hawaiian culture and language through hula. In R. DePalma & D. B. Napier (Eds.) *Revitalizing minority voices: Promoting linguistic diversity.* Rotterdam: Sense Publishers.

2 Castagno, A. E., & Brayboy, B. M. (2008). Culturally Responsive Schooling for Indigenous Youth: A Review of the Literature. *Review of Educational Research*, 78(4), 941-993.

2 McCarty, T. L., & Lee, T. S. (2014). Critical Culturally Sustaining/Revitalizing Pedagogy and Indigenous Education Sovereignty. *Harvard Educational Review*, 84 (1): 101-124.

2 Brayboy, B. M. J. (2005). Toward a Tribal Critical Race Theory in Education. *Urban Review*, 37(5): 425-446.

Feb. 24   Funds of Knowledge, Aspiration Scape, Agency Scope, and Entrepreneurial and Vocational Space: Hope For The Disadvantaged

Group exercises:
1. *What is your understanding of funds of knowledge? How can we use the theory to enhance educational opportunities for children in disadvantage?*
2. *Do an exercise to develop the concept of aspiration scape, agency space and third space*

Yosso, Tara. *Whose culture has capital? A critical race theory discussion of community cultural wealth*, pp. 70-82 [find article]

Madding, Carolyn C. (2002). "Socialization practices of Latinos," in Alejandro E. Brice (ed.) *The Hispanic Child*. Boston, MA: Allyn & Bacon, pp. 68-84.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992a). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice, 31*(2), 132-141.

Carlos G. Vélez-Ibáñez and James B. Greenberg. (1992). Formation and Transformation of Funds of Knowledge among U.S.-Mexican Households. *Anthropology & Education Quarterly*, Vol. 23, No. 4, pp. 313-335

Kiyama, J. M. (2010). College Aspirations and Limitations: The Role of Educational Ideologies and Funds of Knowledge in Mexican American Families. *American Educational Research Journal, 47*(2), 330-356.

Espino, M.M. (2014). Exploring the role of community cultural wealth in graduate school access and persistence for Mexican American Ph.D.s. *American Journal of Education, 120*(4), 545-575.

Rodriguez, Gloria M. (2013). Power and Agency in Education: Exploring the Pedagogical Dimensions of Funds of Knowledge. *Review of Research In Education*, March 2013 vol. 37 no. 187-120

Li, G, Lin, J., and Wang, H. (2014). Rethinking Identity and Agency in Minority Education: Preparing Asian American Leaders for a Global Future. *New Waves—Educational Research & Development* 50 March, 2014, Vol. 17, No. 1, pp. 50–65.

David Balwaz. (Dissertation 2014). Excerpts from dissertation on the notion of Aspiration Scape and Agency Scope.

March 2   Educational Desire and Optimism: Cultural and Educational Practices in East Asia and among Asian Americans

(Cultural/Social Capital Paper Due)

- *Jing discusses the foundation of East Asian Education under Confucian education.*

- *Students volunteer to present and lead discussion on the readings.*

Reagan, Timothy. (2005). *Non-Western Educational Traditions*. **Chapter 6**: "Developing the Chun-Tzu: Confucius and the Chinese Educational Heritage." Publisher: Lawrence Erlbaum.

Leung, Frederick K. S. (1998). The Implications of Confucianism for Education Today. *Journal of Thought*, vol. 33, no. 2, pp. 25-37.

Gardner, H. (1989). The Key in the Slot: Creativity in a Chinese key. *Journal of Aesthetic Education*, vol. 23, No. 1, pp. 141-158.

Paine, Lynn. (1990). The teacher as Virtuoso: a Chinese Model for Teaching. *Teachers College Record*, vol. 92, no. 1, pp. 48-82.

Yanyu Zhou, (2009). *Success For All.* Chapter 10: The Role of the Class Director. Information Age Publishing.

Paine, L., & Ma, L. (1993). Teachers working together: A dialogue on organizational and cultural perspectives of Chinese teachers. *International Journal of Educational Research*, 19(8), 675-697.

Shimahara, N. K. (1986). The Culture basis of student achievement in Japan. *Comparative education*, vol. 22, no. 1. 19-26.

Lewis, K. (1997). The Roots of Japanese Educational Achievement. In Cummings, W. and Altbach, P. (eds). *The Challenge of Eastern Asian Education*. Albany: SUNY Press.

Underwood, H. G. (1991). Merits and demerits of Korean education. *Koreana*, vol. 5, no. 2, *International Journal of Chinese Education.*

On the Tiger Mom: "Why Chinese Mothers Are Superior": http://online.wsj.com/article/SB10001424052748704111504576059713528698754.html?mod=wsj_share_facebook

Video: Chinese vs. US Educational Systems: http://www.youtube.com/watch?v=_gmFbBHjApA

Video: Japanese education: http://www.youtube.com/watch?v=5A09HhxXht4

March 9   No Class, CIES Conference

March 16   No Class, Spring Break

March 23   African Cultures and Religions: Community, Culture and Education

- *Jing's ppt*
- *Student groups to present articles.*

Reagan, Timothy. (2004). Chapter 3. "A Wise Child Is Talked to in Proverbs": Indigenous African Educational Thought and Practice. *Non-Western Educational Traditions*. (3rd Edition), Mahwah, New Jersey, Lawrence Erlbraum Associate, Publishers. Pp. 55-89.

Thuranira Taaliu, Simon. (2012). Indigenous Knowledge, Environment, and Education in Africa. In Lin, J. and Rebecca Oxford (eds) *Transformative Eco-Education for Human and Planetary Survival*. Charlotte, North Carolina: Information Age Publishing.

Stewart, Jan et al. (forthcoming 2015). In Laura Finley, Joanie Connors, and Barbara Wien (Eds.), *Teaching Peace Through Popular Culture*. Charlotte, North Carolina: Information Age Publishing.

Stark, L. (2006). Cleansing the wounds of war: an examination of traditional healing, psychosocial health and reintegration in Sierra Leone. *Intervention 2006*, 4 (3), 206-218.

Beets, P. & Van Louw, T. (2005). Education transformation, Assessment and Ubuntu in South Africa. In Waghid, Y (ed.) African(a) philosophy of education: Reconstructions and deconstructions. Stellenbosch: Stellenbosch University Press. pp. 126-139.

Nyambedha, E. O., Wandibba, S., & Aagaard-Hansen, J. (2003). Changing patterns of orphan care due to the HIV epidemic in western Kenya**.** *Social Science & Medicine*__,__ 57(2), 301-311.

Baylies, C. (2002). HIV/AIDS and older women in Zambia: Concern for self, worry over daughters, towers of strength. *Third World Quarterly Journal of Emerging Areas*. 23(2), 351-375.

Recommended:

Nordtveit, B.H. (2010). "Schools as Agencies of Protection in Namibia and Swaziland: Can They Prevent Dropout and Child Labor in the Context of HIV/AIDS and Poverty?" *Comparative Education Review*. 54(2), 223-242.

Lloyd, C.B. & Blanc, A.K, (1996). Children's schooling in Sub-Saharan Africa: The role of fathers, mothers, and others, *Population and Development Review*. 22(2). 265-298.

March 30   Cultural System/Tradition Case Study
(Presentation and Paper Due)
- *Students form into four groups and present your paper to the group;*
- *The group prepares sharing their presentations with the class by discussing: What topics are covered? What do you learn? Are there cross-cutting themes? Policy issues raised?*
- *You will upload your paper on the discussion board the day before the presentation. Discussions may be limited in class but individuals may direct questions and response to the presenter online. Read at least 5 papers of your fellow students.*

- *Also submit your paper to jinglinpeace@gmail.com*

April 6   Gender, Culture, and Education

- *Jing's presentation on Liberia and Tanzania, and Learning from FAWE General Assembly*
- *Student groups present readings.*

Stromquist, N. P., Lin, J., Corneilse, C., Klees, S. J., Choti, T., & Haugen, C. S. (2013). Women teachers in Liberia: Social and institutional forces accounting for their underrepresentation. *International Journal of Educational Development.*

Doumato, Eleanor A. (2003). Education in Saudi Arabia: Gender, Jobs, and the Price of Religion. In Eleanor A. Doumato & Marsha P. Posusney (Eds.). *Women and Globalization in the Arab Middle East: Gender, Economy, and Society.* Boulder & London: Lynne Rienner Publishers. Pp. 239-257.

Baily, S. (2011). Speaking Up: Contextualizing Women's Voices and Gatekeepers' Reactions in Promoting Women's Empowerment in Rural India. *Research in Comparative and International Education*, 6(1), pp. 107-118.

Green, D. and Kim, E. (2005). Experiences of Korean Female Doctoral Students in Academe: Raising Voice against Gender and Racial Stereotypes. *Journal of College Student Development*, Volume 46, Number 5, September/October 2005, pp. 487-500.

Erynn Masi de Casanova. (2004). "No Ugly Women": Concepts of Race and Beauty among Adolescent Women in Ecuador. *Gender and Society*, Vol. 18, No. 3, pp. 287-308

Recommended:
Dunn, Dana. (1993). Gender Inequality in Education and Employment in the Scheduled Castes and Tribes of India. *Population Research and Policy Review* 12: 53-70.

World Bank. (2007). The status of progress of women in the Middle East and North Africa. http://siteresources.worldbank.org/INTMENA/Resources/MENA_Gender_Compendium-2009-1.pdf

Haugen, C., Sklees, S., Stromquist, N., and Lin, J., Choti, T., and Corneilse, C. (2014). Increasing Female Primary School Teachers in African Countries: Effects, Barriers, and Policies. *International Review of Education,* no. 11, pp. 1-24.

US Department of State. n.d. Liberia: Report on Female Genital Mutilation (FGM) or Female Genital Cutting (FGC).   http://www.asylumlaw.org.docs/liberia/usdos01_fgm_Liberia.pdf

WHO. 2010 (February).   Female Genital Mutilation. Fact Sheet No. 141. Geneva: World Health Organization.   http://www.who.int/mediacentre/factsheets/fs241/en/

April 13   Race and Education: Culturally Relevant Teaching, Discipline, and Research

Class forms into four groups:
1. *Discuss racism as reflected in American education; define what is culturally relevant and sustaining education: What is culturally relevant teaching, discipline, research, caring, after school programs for African American and other minority students;*
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. *Sharing of highlights of discussion by groups.*
4. *PowerPoint by Jing*

"More Brothers in Prison Than In College**?"** By Cliff Hocker**.** October 11, 2002, *Global Black News Communications*.

Ogbu, J. U. (1994). Racial Stratification and Education in the United States: Why Inequality Persist. *Teachers College Record*, vo. 96, no. 2, pp. 265-298.

Fordham, S. and John U. Ogbu. (1986). Black students' school success: coping with the "burden of 'acting white.'" *The Urban Review*, vol 18, no. 3, pp. 176-206.

Solorzano (2000), *Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experience of African American College Students*, pgs 1-12 (

Fries-Britt, S. L. & Griffin, K. (2007). The black box: How high achieving Blacks resist stereotypes about Black Americans. *Journal of College Student Development*, 48(5) 509-524. 4

Ladson-Billings. (1992). Culturally Relevant Teaching: The Key to Making Multicultural Education Work. In Grant, Carl A. (ed) (1992). *Research and Multicultural Education: From the Margins to the Mainstream*. Falmer Press. Pp. 106-120.

Culturally Responsive Discipline:

http://cssponline.org/wp-content/uploads/2010/09/CR_DisciplineCSSP20102.pdf

Paris, D., & Alim, H. S. What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy? A Loving Critique Forward. *Harvard Educational Review*, 2014, 84 (1): 85-100.

Valli, Linda. (1995). The Dilemma of Race: Learning to be Color Blind and Color Conscious. *Journal of Teacher Education*, vol. 46, no. 2, pp. 120-129.

Recommended:

Ladson-Billings, Gloria. (1994). *The Dream Keepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass. Pp. 1-77.

Bradley, Anthony. Inner-city Education Fails without the Church. *Acton.org*. 8 June 2011. Web. 14 Jan. 2012.

April 20   Social Class Stratification and Cultural Reproduction Theory

1. *Jing and class discuss the readings: How do you see education is reproducing social class hierarchy? Examples? What have you observed to be the trend of the global economy? H have schools and universities tried to fit into the new economic trends?: Redefining the function of higher ed; role of STEM; roles of the professoriate; English as the world language; world class ranking.*

2. *Group exercise: what is the relationship between education and economy? Do you agree that schools replicate social class stratification? Why young people are getting poorer and can not find jobs? What alternative and creative forms can we offer to the young people? and presentation*

"What do schools produce?" http://isreview.org/issue/78/what-do-schools-produce

Bowles, S., and H. Gintis. (1976). *Schooling in Capitalist America*. New York, Basic Books. Pp. 84-124. [Skim]

Bowles, S. and Gintis, H. (2002). Schooling in Capitalist America Revisited. *Sociology of Education*, vo. 75, no. 1, pp. 1-18.

Rist, R. C. (1970). "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophesy in Ghetto Education." *Harvard Educational Review, 40*, 411-451.

Oakes, J. (1985). *Keeping Track: How School Structure Inequality*. New Haven and London: Yale University Press. Pp. 41-112.

Robinson, J. (1994). Social status and academic success in South Korea. *Comparative Education Review*, vol. 38, no. 4.

ZIP Code Shouldn't Affect School Quality, by Michelle Rhee. https://www.nytimes.com/roomfordebate/2012/05/20/is-segregation-back-in-us-public-schools/zip-code-shouldnt-affect-school-quality

Majority of U.S. public school students are in poverty - The Washington Post http://www.washingtonpost.com/local/education/majority-of-us-public-school-students-are-in-poverty/2015/01/15/df7171d0-9ce9-11e4-a7ee-526210d665b4_story.html

Apprenticeships ensure that young people in Switzerland are employable. http://qz.com/122501/apprenticeships-make-young-people-in-switzerland-employable/
Swiss choose appreticeship over college. http://www.joannejacobs.com/2012/10/swiss-choose-apprenticeship-over-college/

The Future of Vocational Education. http://www.thenation.com/node/167476#

More to offer. http://www.jff.org/blog/2013/05/09/more-to-offer-swiss-vocational-education-system

Recommended

Bray, Mark. (2007). The shadow education system: private tutoring and its implications for planners. Paris 2007 UNESCO: International Institute for Educational Planning. http://unesdoc.unesco.org/images/0011/001184/118486e.pdf

April 27   Cultural Politics and Critical Pedagogy: Teacher as Transformative Intellectuals

- *PPT by Jing*
- *Group discussions: How relevant or applicable is critical pedagogy in various cultural contexts? What impacts will it influence teachers and students? In what ways can teachers employ critical pedagogies creatively? What is the limitation of the critical cultural theory?*

Freire, Paulo. (2000). *Pedagogy of the Oppressed*. Continuum. Pp. 27-74.

Giroux, Henry A. (1989). Schooling as a Form of Cultural Politics: Toward a Pedagogy of and for Difference. In *Critical Pedagogy, the State, and Cultural Struggle,* Albany: State University of New York Press, pp.125 – 151

McLaren, Peter. (1991). Decentering Culture: Postmodernism, Resistance, and Critical Pedagogy. In *Current Perspectives on the Culture of Schools,* Brookline Books, pp. 231-257.

Bowers, C. A. (2002). Towards an Eco-Justice Pedagogy. *Environmental Education Research*, *1*, 21-34.

Sherrer, N & Murphy, T. (2006). Probing the Relationship Between Native Americans and Ecology. *Journal of Science & Health at the University of Alabama. Volume 4, August 2006.* Retrieved from http://www.bama.ua.edu/~joshua/archive/aug06/Nathan%20Sherrer.pdf

May 4   Globalization, Intergroup and Interfaith Dialogues, and Learning for Co-Existence

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?*

Guest Speaker: Natalie Vinski on Intergroup Dialogue at UMD (5:30pm)

Huntington, Samuel. (1998). The Clash of Civilizations. Excerpts. [skim]

The Clash of Civilizations:
  http://en.wikipedia.org/wiki/Clash_of_Civilizations#Why_Civilizations_will_Clash

Lin, J., Edwards, S. and Khamis, S. (2015). Jewish-Muslim Women's Leadership Initiative: A program for peaceful dialogue. In Roy, S. & Shaw, I.S. (Eds.), *Communicating difference: Culture, media, peace and conflict negotiation – A reader*. Palgrave Macmillan, London. Pp. 204-218.

Adrienne B. Dessel and Noor Ali. (2012). Arab/Jewish Intergroup Dialogue Courses: Building Communication Skills, Relationships, and Social Justice.
  http://sgr.sagepub.com/content/43/5/559

Takim, Liyakatali. (2004). From Conversion to Conversation: Interfaith Dialogues in Post 9-11 America. *The Muslim World*. Vol. 94, no. 7, pp. 343-355.

Weng, Xuan, and Lin, J. (2013). Building Bridges in a Third Space: A Phenomenological Study of the Lived Experiences of Teaching Chinese in American Chinese Schools. *Frontier of Education in China,* vol. 8, no. 1, pp. 41-61.

Tu Weiming. (2005). Global Ethics in the Age of Cultural Diversity. http://www.confucianstudies.com/tuglobalethics.html.

Lin, J. (2008). Constructing a global ethic of universal love, forgiveness and reconciliation: The role of peace education in the 21st century. In Jing Lin and Christa Bruhn (eds), *Transforming Education for Peace: Educators as Peace Makers.* Greenwich, CT: Information Age Publishing. Pp. 301-316.