

UC San Diego
EDS/SOC 117: LANGUAGE, CULTURE, AND EDUCATION
Fall 2023.

Professor: Makeba Jones, Ph.D.

Email: m3jones@ucsd.edu

Office: [Social Sciences Public Engagement](#)

Bldg (aka RWAC) 7th fl. Rm. 0706

Office Hours: Wed. 3:30-4:30 or appt.

I love talking to students, please visit me!

Lecture: Mon/Wed 5:00-6:20, HSS 1330

TA's: Nora Turriago, nturriago@ucsd.edu

Urooj Chandani, uchandani@ucsd.edu

Section: Beginning Wk. 2. Choose *one* -

Mon. 12-12:50 Mosaic Bldg. ([MOS](#)) rm. 0204,

Wed. 11-11:50 RWAC rm. 0416, 1-1:50

RWAC rm. 0416, or 2-2:50 in MOS 0204

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, linguistic, and cultural dimensions of teaching and learning. Throughout the quarter, 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, 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 perceptions 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](#) 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 small group and whole class discussions. Your active participation during class will go far in shaping a positive experience in the course.

However, all lectures will be podcasted and available 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

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 <i>best self</i> 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](#) or from the [OASIS Language Arts Tutoring Service \(LATS\)](#). Below are other important support services available to you.

[Student Health Services](#)

[Undocumented Student Services](#)

[Counseling and Psychological Services](#)

[Basic Needs San Diego](#) - basicneeds@ucsd.edu; 858-246-2632

Food Pantry - foodpantry@ucsd.edu

[Office for Students with Disabilities \(OSD\)](#)

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!

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 specified in the syllabus. Absolutely no late assignments accepted unless you have a valid reason and you have notified the professor ahead of time! Late assignments that are accepted may still be docked points. **Assignments will be graded within 7-10 days from the due date.**

Assignment	Due Date	Points
Section attendance and participation count toward extra credit – ½ point per week for eight weeks (4 points maximum)	Weeks 2-7 and weeks 9-10 Week 8 – no section Thanksgiving week	4 (extra credit)
Mandatory Attendance on Monday of Thanksgiving Week (class canceled Wednesday)	Mon. Nov. 20 synchronous Zoom lecture	10
INVESTIGATIVE ASSIGNMENTS – These four assignments are small “action” projects; students will conduct informal interviews in order to deepen their understandings of course topics. <i>See separate document for detailed instructions.</i>	Weeks 4-6 and 9	25 pts per assignment (100 points total)

PEER DISCUSSION OF WK. 2 CASE STUDIES – LINDA, RICH, VANESSA – ON CANVAS	Post Tue. October 10 Response Fri. October 13 Week 2	5 pts 5 pts
Financial Aid Survey for Official Reporting (only students who receive aid)	No later than Fri. Oct. 13 Week 2	0
PEER DISCUSSION OF INVESTIGATIVE ASSIGNMENT #1 ON CANVAS	Post Tue. October 24 Response Sat. October 28 Week 4	5 pts 5 pts
PEER DISCUSSION OF WK. 5 CASE STUDIES – FERN, MARISOL, JAMES, HOANG - ON CANVAS	Post Wed. November 1 Response Sat. November 4 Week 5	5 pts 5 pts
PEER DISCUSSION OF INVESTIGATIVE ASSIGNMENT #3 ON CANVAS	Post Tue. November 7 Response Sat. November 11 Week 6	5 pts 5 pts
PEER DISCUSSION ON TRACKING/ABILITY GROUPING EXPERIENCES ON CANVAS	Post Tue. November 14 Response Sat. November 18 Week 7	5 pts 5 pts
ANALYTIC ESSAY – This take-home essay will be on selected course topics. Students will write a 5-6-page analytic essay in which they take a stand on a particular issue. There is no in-class final exam during finals week.	Tuesday, December 12 th by 11:59PM	40 pts
		200 total points

Grade Distribution

99%-100% = A+
 90%-98% = A
 89% = A-
 88% = B+
 80%-87% = B
 79% = B-
 78% = C+
 70%-77% = C
 69% = C-
 60%-68% = D
 Below 60% = F

Course Topics - Schedule of Readings - Assignments

(Subject to change at Professor's discretion)

Week 1

Understanding Educational Achievement & Inequality

Monday, October 2

- Course overview and expectations

Wednesday, October 4

- 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

Monday, October 9

- 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.**

Tuesday, October 10

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

Wednesday, October 11

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

Friday, October 13

- **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**

Monday, October 16

- 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 OVERALL ARGUMENTS**
- Lewis, O. (1966). The Culture of Poverty. *Scientific American*, 215:4, 19-25.

Wednesday, October 18

- 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**

Monday, October 23

- 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.

Tuesday, October 24

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

Wednesday, October 25

- 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 for Memory: The Education of Richard Rodriguez*.

Saturday, October 28

- **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

Monday, October 30

- 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.

Wednesday, November 1

- **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 4

- **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

Constructing “Minority” and the Educational Implications

Monday, November 6

- 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.

Tuesday, November 7

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

Wednesday, November 8

- Everyone watch, “Why Do We Call Asian Americans The Model Minority?”
<https://www.youtube.com/watch?v=PrDbvSSbxk8>

PICK ONE OF THE FOLLOWING READINGS:

- **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 11

- **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 7

Negotiating Identity, Language and School Boundaries

Monday, November 13

- Harklau, Linda. (September 1994). "Jumping Tracks": How Language-Minority Students Negotiate Evaluations of Ability. *Anthropology & Education Quarterly*, 25:3, 347-363.
- Lew, J. (September 2004). The "Other" Story of Model Minorities: Korean American High School Dropouts in an Urban Context. *Anthropology & Education Quarterly*, 35:3, 303-323.

Tuesday, November 14

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

Wednesday, November 15

- 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 18

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

Week 8

Bilingual Education: What's the Debate About?

Monday, November 20 Synchronous Lecture on Zoom – Mandatory Attendance

- 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.

Wednesday, November 22

- **No lecture. No readings.**

Week 9

Resisting the Norm: Validating Culture and Diversity

Monday, November 27

- Tintiangco-Cubales, A. et. Al. (2015). Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research. *Urban Review*, 47, 104-125.
- **Assignment Due: Investigative Assignment #4 Write-Up on Canvas by 11:59PM**

Wednesday, November 29

- 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 10

Resisting the Norm: Youth Activism

Monday, December 4

- Jenkins, H., Shresthova, S., Gamber-Thompson, L., Kligler-Vilenchik, N., and Zimmerman, A.M. (2016). Excerpts from, By Any Media Necessary: The New Youth Activism. NYU Press. Chapter 1, pgs. 1-11, 17-22, 43-46; Chapter 3, pgs. 102-108; Chapter 4, pgs. 149-159, 164-172.

Wednesday, December 6

- **No lecture. No readings. Instead, additional Professor Office Hours**

Finals Week

- **Analytic Essay due on Canvas via Turnitin no later than Tuesday, December 12th by 11:59PM**