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

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

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tr>
<td>Section attendance and participation count toward extra credit – ½ point per week for eight weeks (4 points maximum)</td>
<td>Weeks 2-7 and weeks 9-10 Week 8 – no section Thanksgiving week</td>
<td>4 (extra credit)</td>
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<tr>
<td>Mandatory Attendance on Monday of Thanksgiving Week (class canceled Wednesday)</td>
<td>Mon. Nov. 20 synchronous Zoom lecture</td>
<td>10</td>
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<td>INVESTIGATIVE ASSIGNMENTS – These four 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.</td>
<td>Weeks 4-6 and 9</td>
<td>25 pts per assignment (100 points total)</td>
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<td>Activity</td>
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<td>PEER DISCUSSION OF WK. 2 CASE STUDIES – LINDA, RICH, VANESSA – ON CANVAS</td>
<td>Post Tue. October 10 Response Fri. October 13 Week 2</td>
<td>5 pts 5 pts</td>
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<td>Financial Aid Survey for Official Reporting (only students who receive aid)</td>
<td>No later than Fri. Oct. 13 Week 2</td>
<td>0</td>
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<td>PEER DISCUSSION OF INVESTIGATIVE ASSIGNMENT #1 ON CANVAS</td>
<td>Post Tue. October 24 Response Sat. October 28 Week 4</td>
<td>5 pts 5 pts</td>
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<td>PEER DISCUSSION OF WK. 5 CASE STUDIES – FERN, MARISOL, JAMES, HOANG – ON CANVAS</td>
<td>Post Wed. November 1 Response Sat. November 4 Week 5</td>
<td>5 pts 5 pts</td>
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<td>PEER DISCUSSION OF INVESTIGATIVE ASSIGNMENT #3 ON CANVAS</td>
<td>Post Tue. November 7 Response Sat. November 11 Week 6</td>
<td>5 pts 5 pts</td>
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<td>PEER DISCUSSION ON TRACKING/ABILITY GROUPING EXPERIENCES ON CANVAS</td>
<td>Post Tue. November 14 Response Sat. November 18 Week 7</td>
<td>5 pts 5 pts</td>
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<td>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.</td>
<td>Tuesday, December 12th by 11:59PM</td>
<td>40 pts</td>
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<td><strong>200 total points</strong></td>
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**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

Week 2                                      Culture, Diversity and the Language of Inequality
Monday, October 9                           

Tuesday, October 10
- Assignment Due: Post on Canvas Peer Discussion of Nieto’s Case Studies – Linda, Rich, Vanessa – by 11:59PM

Wednesday, October 11

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


Wednesday, October 18


Week 4  Critiques of the “Cultural Deprivation” Approach

Monday, October 23


Tuesday, October 24

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

Wednesday, October 25


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**


**Wednesday, November 1**

- **NO LECTURE. Use the time to do the reading and assignments.**


- **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


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=PrDbvSSbxxk8](https://www.youtube.com/watch?v=PrDbvSSbxxk8)

**PICK ONE OF THE FOLLOWING READINGS:**


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


Tuesday, November 14

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

Wednesday, November 15


Saturday, November 18

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

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Week 8  

Bilingual Education: What’s the Debate About?

Monday, November 20  

**Synchronous Lecture on Zoom – Mandatory Attendance**


Wednesday, November 22

- No lecture. No readings.

Week 9  
Resisting the Norm: Validating Culture and Diversity

Monday, November 27


- Assignment Due: Investigative Assignment #4 Write-Up on Canvas by 11:59PM

Wednesday, November 29


Week 10  
Resisting the Norm: Youth Activism

Monday, December 4


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