

**EDUC 6050: Culture, Identity, and Education
Spring 2020**

Classroom: Wooten 121
Instructor: Dr. Janelle Mathis

Time: Wednesday, 5:30-8:20
(Canvas Classes: 02/19; 04/1;
03/25 class to be announced)

Office: 206 P Matthews Hall
Phone: 940-565-2754

Email: janelle.mathis@unt.edu
Office Hours: Wed. 1:00 -4:00;
Tues. 1:00 – 4:00; appointment

Description: Examination of conceptions of culture and notions of multiculturalism, interculturalism, and transculturalism in education. Attention is on related concepts, especially social identity, and is also on the conduct of research in various sociocultural contexts.

Course Objectives

This course is designed for students:

1. To expand their knowledge of matters that are considered “cultural,” particularly those that relate to education;
2. To realize the importance of intercultural competencies in today’s society;
3. To question essentialist conceptions and the stereotyping that can occur in some versions of multicultural education;
4. To consider multiple, instead of singular, identities on the part of individuals and of social groups;
5. To assume the role of researchers conducting studies of social practices and thus consider the factors that complicate such research;
6. To consider some of the theories that are key in this research and modern conceptualizations of theories such as cosmopolitanism, post—colonialism, “dis”ability theories, childism, various aspects of critical race theory, and others.
7. To contrast multiculturalism, interculturalism, and transculturalism as they relate to curriculum.

Required Texts:

Most of our readings are articles that are noted on Canvas and posted on the library site given there. There are some readings listed further in this syllabus that reflect the theoretical and scholarly basis for this course content but assigned readings on Canvas are not necessarily these. One professional book will be required to read and critique and share with others; suggestions will be provided. Also, international literature that has implications for culture and identity will be used for discussion as representation of their intersection. Several chapters from the following two books will be required, so these can be purchased, obtained from the library, or borrowed from another student.

Bhabha, H. (2004). *The location of culture*. New York: Routledge.

Grenfell, M., Bloome, D., Hardy, C., Pahl, K. Rowsell, J., Street, B. (2013). *Language, ethnography and education: Bridging new literacy studies and Bourdieu*. New York: Taylor and Francis.

Assignments and Expectations

In addition to participating in class meetings and contributing to discussions, students are expected to complete the following assignments (Details will be provided on Canvas.):

1. *Reading respondent/Discussant:* Each student will collaborate with another student in discussing an assigned topic during a class meeting. These discussions might be better

termed as responses since the expectation is that you will share your responses in any way chosen and solicit the responses of others. They will begin after the first two weeks of classes and will take about 45 minutes after which the instructor will respond. The topics will be set and readings provided, but how the topic is approached is wide open for any resources, strategies, etc. that the group of 2 decides to use. I will give some examples and, of course, support as needed.

2. **Ethnographic Observation through a Cultural Lens:** The week of February 17 – 21, your assignment and class time is to identify a particular cultural group (note that this does not mean ethnicity but another identity factor that brings people to a particular group) within a particular setting. A guideline will be created collaboratively after our first two weeks of discussion. This guideline of questions will frame what you might consider as to how this culture is manifested in what you can observe about the community or group, what it means in terms of identity and potentially, education in general. Your observations and perceptions are to help us realize the complexity of cultural identity and its potential or limitations for education. Once we have shared our findings, we will continue thinking about how to apply a cultural lens to this information. (This is not a formal research assignment, so you will not identify any particular names or specific locations.)
3. **Research Project:** Students will report on the situated studies of an ethnic or cultural group. Since this is a report on the work that has been done and not seminal ethnography or such, you may well approach this as a literature review--one that is general and not focused as one might be for a research proposal or dissertation. In the report you will provide insight to the types of studies/methodologies that have been carried out, the contexts for the studies, rationale for the studies (and the rationale will point to the issues within this cultural group, other relevant literature that sets the stage for the various studies, findings and the contribution of the work to the field of cultural studies. However, you can also include multimodal resources that reveal insights in other modes than words/language – media, photography, music. This project should include at least 8-10 resources that could be books, articles, Internet resources, autobiography, other literature etc. The write-up should be about 10-12 pages. The most important part of this project is your presenting to the class the highlights of your report and how this contributes to our understandings of Culture, Identity, and Education. Examples of cultural groups that can be focal topics are (but not limited to): Latino American, African American, Asian American, Native American, Mid-Eastern American, LGBTQ, Deaf Community in US, Adolescence, a particular “dis”ability, other. Of course, within a larger general ethnic group, you will want to narrow the focus, such as African American Girls; Latino Teen Immigrants; etc.
4. **Journal:** Required for this course is a journal in which students write notes from their daily experiences that relate to issues of culture and identity. As you recognize some of the daily issues you experience or observe, relate, if possible, to our discussions or readings. However, if such connections are not obvious, still record the event as it can evidence a trend in your observations or serve as a learning point for further investigation. I will collect these journals at two points during the semester and respond briefly. They are meant for your reflection and not necessarily as a dialogue; however, once we begin using Canvas, I will have a space where you can share incidents of interest for open discussion with the class. The two dates when I will collect your journals are 3/04 and 4/29. I will also collect the first entry on the second night of class (or this can be sent to me via Canvas) so I can affirm that you understand the assignment.

Grading

Attendance, Participation, and Contributions to Class Meetings and online contributions, literature discussion	20%
Discussion Assignment	15%
Journal and Reflections	15%
Cultural Group Paper	25%
Book Critique	25%

A=90-100 points; B=80-89 points; C=70-79 points; D=60-69 points; F=below 60 p

Schedule of Session Topic and Readings Assigned

This schedule is subject to change to meet the needs of class members. If such changes are made it will be announced both in class and on BB Learn. A detailed schedule will be provided on Canvas as are exact assignment links.

Date	Topic	Readings/assignments/preparation due on this day
1/15/20	Introductions; Culture & Identity: What we know or think we know. Class projects described	Positionality Intersectionality
1/22/20	Culture: Definitions, Perceptions, and Conceptions to include the role of language; Intercultural Competency – what do we mean?	Positionality Theory (Harre articles) Jeff Lewis: From Culturalism to *Transculturalism; Bouchard, What is Interculturalism? Grosu, Multiculturalism vs Transculturalism; In Class: Complete sign up for discussion day Turn in first journal entry.
1/29/20	Essentialist conceptions of culture; Marginalization; orientalism	http://www.youtube.com/watch?v=xwCOSkXR_Cw (Edward Said on Orientalism -video, please view before you come to class) http://www.youtube.com/watch?v=JncXpQQoZAo (optional –your interest) *Butler, 1990. Performative acts and gender Constitution, *hooks, <i>Choosing the margin as a space of radical openness</i>
2/05/20	Social theories of identity and multiple identities.	Bhabha, introduction; http://iii.library.unt.edu/record=b5506890~S12 Holland et al, <i>Identity & Agency in Cultural Worlds</i> , chp. 6 & 8 Bourdieu, Chapter 1 (online source)
2/12/20	Performing Identities	*Warren, Doing Whiteness; *Armstrong, Identities in the digital age *Dutro, Boyhood, performing identity Short commentary on Butler -- Performativity
2/19/20	Ethnographic observation	Guidelines in Canvas

2/26/20	Hybridity and Luminality; third space Multiculturalism, Transculturalism, Interculturalism/Intercultural Dialogue, Cosmopolitanism	Bhabha, Chp. 2 Dala, Review of <i>Communicating in Third Space</i> Moje, et al., Third Space in Content Area Literacy Gutierrez, Developing Sociocultural Theory in 3 rd Space) Choo (articles on Cosmopolitanism)
3/04/20	Postcolonial, postmodern, and other theoretical perspectives such as critical race theory in relationship to texts and lives around us. How do we use theories discussed as lens to our research?	Bhabha, Chp. 9 Bradford, Postcolonial (short definitional article) Instructor collects journals for review
3/11/20	Spring Break	
3/18/20	Culturally relevant/responsive/reflective pedagogy discussion	Gay, G., JTE article; Grenfell et al., Chp. 2 & Chp. 8 Sleeter, Afterword – culturally responsive teaching
3/25/20	Invited speaker (potential)	Post coded ethnographic observations and discussion – coded as per selected cultural or critical theory
4/01/20	Canvas class Literature's potential in promoting Intercultural competence	Discussion and book response of intercultural adolescent/YA literature (titles for discussion groups provided by instructor)
4/08/20	Multimodality in CRP	Bezemer & Kress Van Leeuwen Jewitt Albers
4/15/20	Pop Culture and New Media Culture	*Grenfell et al., Chp. 3 & chp. 9 *Pegrum, Modified, multiplied, and (re-)mixed: social media and digital literacies; *James Gee, Video Games and Learning (utube) *Jenkins, Confronting the challenges of participatory culture
4/22/20	Book Reviews-sharing	Grenfell et al., Chp. 2 & 10
4/29/20	Final Presentations	Instructor will collect journals to review
5/06/20	Final presentations, continued and concluding discussions	

Course Assigned and Related Readings:

This list reflects significant scholarly work that will inform our learning. Numerous journal articles will be provided as well that will be listed on Canvas and from which readings will be assigned. Class participants are welcome to add to these resources as you progress in individual projects, readings, etc.

Asher, N. (2007). Made in the (multicultural) U.S.A.: Unpacking tensions of race, culture, gender, and sexuality in education. *Educational Researcher*, 36 (2), 65-73.

Baker, E. A., Ed. (2010). *The new literacies: Multiple perspectives on research and practice*. New York, NY: Guildford Press.

Bejarano, C. L. (2005). *¿Qué onda? Urban youth culture and border identity*. Tucson: University of Arizona Press.

Bhabha, H. (2004). *The location of culture*. New York: Routledge.

Bourdieu, P. (1993). *The field of cultural production*. New York, NY: Columbia University Press.

Butler, J. (2004). *Undoing gender*. New York, NY: Routledge.

Gee, J. P., & Elisabeth Hayes. (2011). *Language and Learning in the Digital Age*. New York, NY: Routledge.

Gee, J. P. (2007). *What video games have to teach us about learning and literacy*. New York, NY: Macmillan.

Gonzalez, N., Moll, L.C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Hillsdale, NJ: Erlbaum.

Hall, S. (1990). The question of cultural identities. In S. Hall, D. Held, & T. McGrew (Eds.), *Modernity and its futures*. Cambridge, UK: Polity Press.

Harris, H. W., Blue, H. C., & Griffith, E. E. H. (1995). *Racial and ethnic identity: psychological development and creative expression*. New York, NY: Routledge.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York: Cambridge University Press.

Holland, D., Lachicotte, W., Jr., Skinner, D., Cain, C. (1998). *Identity and agency in cultural worlds*. Cambridge, MA: Harvard University Press.

Hooks, b. (1999). *Yearning: Race, gender, and cultural politics*. Cambridge, MA: South End Press.

Janks, H. (2010). *Literacy and power*. New York, NY: Routledge.

Jenkins, H. (2008). *Convergence culture: Where old and new media collide*. Albany, NY: University Press.

Kress, G. (2009). *Multimodality: A social semiotic approach to Contemporary Communication*. New York, NY: Routledge.

Kubota, T., & Lin, A., (2009). *Race, culture, and identities in second language education*. New York, NY: Routledge.

Lewis, C., Enciso, P., Moje, E. B. (2007). *Reframing sociocultural research on literacy*. Mahwah, NJ: Erlbaum.

Ogbu, J. (2008). *Minority status, oppositional culture, and schooling*. New York: Routledge.

Phelan, P., Davidson, A., & Cao, H. G. Phelan, P., Davidson, A., & Cao, H. (1991). Students' multiple worlds: Negotiating the boundaries of family, peer, and school cultures. *Anthropology and Education Quarterly*, 22, 224-250.

Rogers, R., Ed. (2011). *Critical discourse analysis in education*, 2nd ed. New York, NY: Routledge.

Rosenblatt, L. (2005). *Making meaning with text: Selected essays*. Portsmouth, NH: Heinemann.

Smith, L. T. (2006). *Decolonizing methodologies: Research and indigenous peoples*. London: Zed.

Van Leeuwen, T. (2004). *Social semiotics*. New York, NY: Routledge.

Other readings by: Bakhtin, Bourdieu, Fairclough, Foucault, Gee, Leont'ev, Wertsch



The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

Teacher Education & Administration

Departmental Policy Statements

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default> .

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

Attendance: See the instructor's attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20:
<http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEXES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have

a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.