

ALD 327 Sociocultural Influences on Learning
University of Texas at Austin
Department of Curriculum and Instruction
Fall 2017

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Days: Tuesday & Thursday
Time: 11:00-12:30 PM
Location: SZB 278
Course Unique #: 09215

Course Overview

The purpose of this course is to explore the vital role sociocultural factors play in the learning process. This course will consider how issues related to race, class, gender, culture and sexuality influence the teaching and learning process. Focus will be placed on the experiences faced by student populations that have historically experienced challenges and marginalization in U.S. educational systems. It is expected that at the conclusion of this course, you will have a more comprehensive understanding of the role sociocultural factors have played and continue to play in learning; as well as the perspectives necessary to work effectively with children and youth from all backgrounds.

Throughout the semester, everyone will be called upon to question their own and others' beliefs, and to do so in a respectful manner. It is expected that everyone participates in discussions and activities. Due to the nature of this course, some critical and difficult discussions may arise. Please remember that ideas, not people, are subject to questioning and challenging—please be respectful.

Cultural Diversity Flag

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Course Texts

All articles can be accessed on Canvas. A course reader will also be made available at Jenn's Copy & Binding.

Books:

1. Gloria Ladson-Billings, *The Dreamkeepers: Successful Teachers of African American Students*
2. Angela Valenzuela, *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring*

University Policies

University Code of Conduct: The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Honesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary proceedings, including the possibility of failure in the course and dismissal from the University. According to the UT System Regent's Rules and Regulations, "Scholastic Dishonesty includes but is not limited to cheating, plagiarism,

collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Policies on scholastic dishonesty will be strictly enforced.

Students with Disabilities: Students with disabilities who seek accommodations in a course must be registered with the Services for Students with Disabilities (SSD) and inform me, in writing, at the beginning of the semester [<http://ddce.utexas.edu/disability/>].

Religious Holidays: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuations: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Students requiring assistance in evacuation shall inform me in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Behavior Concerns: If you are concerned about any individual’s behavior in class, please contact me and/or call the Behavior Concerns Advice Line (BCAL): 512-232-5050.

Expectations and Technology Policy

Class Expectations: The success of this course is in large part dependent on the degree to which you attend class and thoughtfully and actively engage in small/large class discussion. This requires that prior to class meetings, you will have read and critically considered the class readings. It is VITALLY important that you attend class in a timely and consistent manner. Grades will reflect the degree to which your class participation is thoughtful, engaging, and critical; as well as assignments are submitted on time and meet specified requirements.

Technology Policy: Out of respect for your classmates, your instructor, and the educational process, all technology devices (cell phones, laptops, tablets, etc.) must be silenced and put away during class. **You need to be fully present during class.** Readings should be brought to class in a hard copy format.

Evaluation

Grade	Percentage	Grade	Percentage
A	93–100%	C+	77–79%
A–	90–92%	C	73–76%
B+	87–89%	C–	70–72%
B	83–86%	D	60–69%
B–	80–82%	F	< 70%

<u>Percent of Grade</u>	<u>Assignment</u>	<u>Due Date</u>
20%	Class Attendance & Participation	Weekly
15%	Reading Responses	Weekly
10%	Quizzes	On-going
20%	Service Learning Project & Analysis	On-going
15%	Educational Autobiography	11.21.17
20%	Final Reflective Essay	12.14.17

Assignments

**Detailed guidelines and evaluation criteria for assignments will be provided in class. The following descriptions serve as an overview of the expectations for each assignment.*

Class Attendance & Participation (20 points)

Due: weekly

Your involvement in class will add to your learning and the learning of those around you. You are expected to complete assigned readings and attend class sessions. That said, attendance alone is not participation. You will receive full points through arriving on time, **bringing a hard copy of the assigned readings**, and contributing to class activities. Arriving late or leaving class early will result in a loss of participation points.

You have one “free absence.” You may miss one class, regardless of the reason, without penalty. Each additional absence will result in a deduction from your grade. The only absences excused from this policy are those accompanied with a doctor’s note or some other documented valid excuse. **Note: If you miss more than three classes and do not have a doctor’s note or some other valid documentation justifying your absence, you will fail the class.**

Reading Responses (15 points)

Due: weekly

Each week (for which reading is assigned) you will turn in a short response describing what you believe to be the principal argument of the readings assigned. This response should be specific and brief (approximately 300 words with no text quotations), and should describe, from your perspective, the authors’ key ideas. You should also identify connections between the articles and/or between the articles and class discussions. **Reading responses are due at the end of class each Thursday for a total submission of 10 reading responses.** No late assignments will be accepted. You may choose not to turn in two reading responses at any point in the semester. However, you must still read the assigned texts for that week. Reading responses will not be accepted during the last week of class.

Quizzes (10 points)

Due: On-going

You will have pop quizzes over the required class readings on **seven** different occasions. Each quiz is worth 2 points. The two lowest grades and/or missed quizzes will be dropped.

Service Learning Project & Analysis (20 points)

Due: Service Learning Analysis Part I due October 19th & Service Learning Analysis Part II due December 7th

This course includes a 15-hour service learning component. You will need to locate an appropriate location to engage in 15 hours of volunteer service learning. The supervising staff member at your site will be asked to sign off on a form certifying that you have completed your required hours. You will also write five brief reflections on your experiences and share your reflections with the class. Each of the reflections will focus on a different topic, and in each you will combine close observation with careful interpretation and analysis. The reflections will be submitted in two installments.

Educational Autobiography (15 points)

Due: November 21st at 12:00 pm

You will write an educational autobiography in which you reflect on your life experience as it relates to the topics and ideas discussed in the course. You will explore the relationship between your identity and school experiences. You should address how you identify yourself (e.g., race, class, gender etc.), the kinds of schools you attended, what your experiences were like in these school settings— particularly in relation to the kinds of learning experiences you had, your relationship with teachers and other faculty/staff, as well as with your peers and how your own sociocultural background may have contributed to your schooling experiences. The purpose of this assignment is for us to critically examine our educational trajectories and to place our stories in the wider historical trajectory of the American educational system.

Final Reflective Essay (20 points)

Due: December 14th at 12:00 pm

In this essay you will reflect on what you have learned during the course, and how it has affected your thinking about teaching, learning, and/or schooling. While you will engage with specific course concepts and readings that have made a difference to you, the assignment is subjective in nature, and asks you to describe, from your own perspective, your intellectual and emotional growth in relation to this material.

WEEKLY SCHEDULE

Date	Topic	Reading
Aug 31	Introduction to the Course	*TED Talk: "The danger of a single story"
Sep 5	Contemporary Discourses in Education	McLaren: Chapter 5 – Critical Pedagogy
Sep 7		A. Brown: "Examining the other: The other in education" Weiner: "Challenging deficit thinking"
Sep 12	Western Knowledge & Schooling	Smith: Chapter 3 – Colonizing Knowledges
Sep 14		Seldon: "Eugenics and the social construction of merit, race, and disability"
Sep 19	Race & Segregation of African Americans	Anderson: <i>The Education of Blacks in the South, 1860-1935</i> , p. 4-32
Sep 21		Walker: "Valued segregated schools for African American children in the South, 1935-1969: A review of common themes and characteristics" Fairclough: "The costs of Brown: Black teachers and school integration"
Sep 26	Racialization & Segregation of Mexican Americans	Gonzales: "Chicano education in the era of segregation", p. 13-29 <u>and</u> p. 157-161
Sep 28		Donato: "Legally white, socially 'Mexican': The politics of de jure and de facto school segregation in the American southwest"
Oct 3	Race, Class & Social Reproduction	MacLeod: "Social reproduction in theoretical perspective", p. 11-24
Oct 5		Lareau: "Social class differences in family-school relationships: The importance of cultural capital" Pittelman & Resource Generation: "Deep thoughts about class privilege"
Oct 10	Cultural Wealth & Funds of Knowledge	Yosso: "Whose culture has capital?"
Oct 12		Moll: "Funds of knowledge for teaching" Rogoff: "First hand learning through intent participation"
Oct 17	Culture, Language & Schooling	Valenzuela: <i>Subtractive Schooling</i> , p. 33-75
Oct 19		Valenzuela: <i>Subtractive Schooling</i> , p. 75-113 <u>and</u> p. 161-181 <i>*Service Learning Analysis Part I due in class*</i>

Oct 24	Culture & Resistance	Valenzuela: <i>Subtractive Schooling</i> , p. 227-245
Oct 26		Solorzano & Delgado Bernal: "Examining transformational resistance"
Oct 31	Culturally Relevant Pedagogy	Ladson-Billings: <i>Dreamkeepers</i> , p. 17-84
Nov 2		Ladson-Billings: <i>Dreamkeepers</i> , p. 85-156
Nov 7	Gender & Schooling	Sadker & Zittleman: "Gender bias: From colonial America to today's classroom" Pollard: "Understanding and supporting gender equity in schools"
Nov 9		Ladson-Billings: "Boyz to men? Teaching to restore Black boys' childhood" L. Brown: "The madgirl in the classroom"
Nov 14	Gender, Sexuality & Schooling	Macgillivray: "Educational equity for gay, lesbian, bisexual, transgendered, and queer/questioning students"
Nov 16		García: "Now why do you want to know about that?: Heteronormativity, sexism, and racism in the sexual (mis)education of Latina youth"
Nov 21	NO CLASS	<i>*Educational Autobiography due*</i>
Nov 28	Corporatization & Education	Robinson, Urrieta, Counts: "Dropout Nation: The school to prison pipeline, educational reform and caring for African American and Latino students"
Nov 30		Hursh: "Assessing No Child Left Behind and the rise of neoliberal education policies"
Dec 5	Critical Compassionate Intellectualism	Romero, Arce, Cammarota: "A barrio pedagogy: Identity, intellectualism, activism, and academic achievement through the evolution of critically compassionate intellectualism" García, Urrieta, Bybee: "White supremacy, neo/colonial education, and the struggle for precious knowledge"
Dec 7		<i>*Service Learning Analysis Part II due in class*</i>

*Note: Syllabus is subject to change as needed.