

The mission of The College of Education at Northern Arizona University is to prepare education professionals to create the schools of tomorrow.

Northern Arizona University

EDF 500: Cultural Foundations of Education

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Course Rationale

Cultural Foundations of Education is a graduate level course that introduces students to the contemporary cultural forces that shape the contextual relationship between the teacher and the student, the nature of the subject matter, the views of achievement and the critical role that education plays in society. Unlike other courses that focus on teaching methodology, this course is geared towards a more understanding of the ideological and theoretical underpinnings that underlie contemporary educational practices within a cultural context. The course content involves a detailed exploration of the historical relationship between culture and educational policy/practices, and the impact of this relationship for contemporary educators and their students. As such, the course draws heavily on primary source material, published narratives, and critical evaluations of schoolings in addition to theoretical insights from educational sociology, history, philosophy and comparative education.

These are, indeed, exciting times for the study of Cultural Foundations of Education. The American society is undergoing a rapid change with rapid demographic reconfigurations due to increased immigrations, new reforms in education, resegregation of schools, inner city decline amidst calls for urban renewal as well as increasing budgetary deficits. The extent to which cultural factors mediates these variables is a vital concern for teachers, policy makers and political leaders. Thus, even though education is treated as a cultural phenomenon the influence of the political, social and economic changes in society on education cannot be gainsaid.

Course Objectives

Central to the course is the study of how cultural variables intersect with education, teaching and learning in the American society. The objectives of the course are in harmony with the standards that the Council of Chief State School Officers (CCSSO) recommend for teacher certification. Therefore, at the conclusion of the course, students should be able:

- To demonstrate an appreciation of cultural issues which manifest themselves in educational practices
- To articulate generative questions about the origins and consequences of educational choices
- To reflect on the impact of the correlation between cultural foundations and their own educational practice as they seek to create an environment where all students can learn, and
- To illustrate a competency in use of multiple perspectives in the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

Course Texts and Materials

Required Texts

Pai, Y. and Susan Adler (Latest Edition) **Cultural Foundations of Education** (3rd Edition). Upper Saddle River, New Jersey: Prentice Hall

Paley, V. (2000) **White Teacher**. Cambridge, MA: Harvard University Press

Qoyawayma, P. (1999) **No Turning Back** (10th Edition). Albuquerque, NM: The University of New Mexico Press

Instructor Provided Materials

The instructor will provide additional case studies and readings during class as need arise. The additional course materials are in the university's Cline library electronic reserve at:

<http://www.nau.edu/library/courses/summer04/edf500-munene/>

Course Structure

The course will consist of seminar discussions of topics centered on culture and the education system; lectures on various topics of interest; discussion on the current problems in American education from a cultural perspective; and individual and group projects on issues and other topics of interest. These objectives will be achieved through:

- Class lecture and small group presentation and discussion
- Video presentations (where feasible)
- Reading of required text and supplemental materials
- Completion of written assignments

Course Requirements

1. *Class Attendance*: Due to the participatory nature of the course, attendance is expected and essential. There are no excused absences, except those of an emergency nature. Attendance will be taken at the beginning of each class and noted through class dismissal.
2. *Participation, Attitude & Readiness*: The approach used in the class requires active participation and readiness to participate. The sensitive nature of the topics necessitates an atmosphere of mutual respect and tolerance needed to create trust. Participation =able and willing to answer questions, contributes positively to class discussions, cooperates with instructor and students in class presentation and activities; Attitude=respects classmates, professor and places high value on learning; Readiness=prepared to start class at scheduled time, reads course outline, readings, assignment instructions, knows due dates. Points will be awarded at the discretion of the instructor.
3. *Course Assignments*: The main objectives of the various course assignments is to enhance students comprehension of the key issues discussed in class through application in written work, group projects and class presentation. Assignments provide additional opportunities for personal, group and in-class reflections. Therefore, all assignments should be completed and submitted on time.

4. *Group Work*: This is an important component of the course. Forming groups is an important aspect of the class. Each group formed will have two assignments:
- Class Presentation—Presentation from the class text, Cultural Foundations of Education, and White Teacher and No Turning Back Readers OR as Instructor may designate
 - Group Project—This will be a group paper. This will provide an opportunity to examine the relationship between education, culture and socio-economic status in an educational setting. Details of this case study project are provided later in this course outline.

Evaluation

Evaluation in this course takes into account the various activities that meet the course requirements.

<u>Activity</u>	<u>Points</u>
1. 2 Analytical papers 50 (@50 each)	100
2. Group Project	100
3. Mid-term Exam	75
4. Class Participation	30
5. Attendance	20
6. Class Presentation	10
Total	335

Grading Scale

A = 302 + Points
B = 268 – 301 Points
C = 267 and below Points

Attendance

To calculate attendance, I will use this formula:
 Perfect attendance = 10 points awarded
 One absence = 4 points awarded
 Two absences = 2 points awarded
 Three absences = 00 points awarded
 For each additional absence = -20 points deducted from final grade

Papers

The papers will be graded on the basis of their content and technical soundness. Thus:

A = *Technically*, the paper is on time, in the required format, is clearly organized and has no glaring spelling or grammatical errors

Content wise, the paper responds adequately to the material presented, statements are adequately supported or justified with references to the readings, discussions, lectures or outside sources as necessary. 3 pages long with name and registration number.

B = fails to meet “A” standards but is on time

C = Paper has numerous spelling and grammatical errors. It is not well organized, is late and not in the required format. The paper has numerous factual errors, is boring and too long or too short

Class Presentation

A = Full of “Pizazz”. You make the character come to life; the presentation is interesting and includes class involvement. Good use of audio visual effects. Accurate information and well presented. Materials from notes is read in a “presentation” manner—not just read verbatim. Individual of group present themselves in a professional manner (dressed professionally and speaks in a “presentation” voice).

B = Good basic information, some audio/visual effects, presentation “O.K”. Dressed in an appropriate manner, and speaks in a “presentation” manner.

C = Students fall asleep during presentation, sketchy information. Student(s) lack of professionalism, and dress inappropriately. Reads materials or presents in a soft, monotone voice

Group Project

A = Insightful, develops clear, concise and accurate points in addressing issues; effectively substantiates point, develops and uses details that demonstrates and understanding of materials in addressing main issue under concern; and illuminates point effectively, includes specific and accurate references to illustrate and explicate findings, points, connections and conclusions.

B = General observation evident, addresses one or more points with too many or too few words; generally relates to point, relies on generalizations to support majority of points and conclusions; and supports point in a general way, refers to some general findings, points, connections and conclusions in the text to illustrate the narrative.

C = Vague or difficult to grasp, includes unclear, inaccurate or inappropriately overextended points; relationship to point uncertain, includes unclear, inaccurate, or inappropriately overextended comments that do not support the issue under study; contributes little or detracts from point, uses text reference inappropriately

Course Outline

Part 1

Resources:

Pai & Adler class text

Hodgkinson, H (2000) *Educational Demographics: What teachers should know*. **Educational Leadership**, Vol. 58 No. 4 pp 6-11 (available online in Cline Library. Use EBCO HOST/Academic Search Premier to retrieve it)

Introduction to Course

Tuesday

- Introduction: Course Rationale; Course Overview and Requirements; Student Introductions
- Reading Assignment

Education as a Socio-cultural Process

Wednesday

- “The Teachers Office” and the Cultural Milieu (Pai/Adler-Preface)
- Scope and Methodology in Cultural Foundations of Education—Anthropology & Education (pgs. 3-11)
- Anthropology and Teaching—Uses of Anthropological methods in Education (pgs. 11-20)

Thursday

- Demographic Character of USA (Hodgkinson’s Article)
- Culture and Core Values (pgs. 21-38)
- Education & Schooling as a Cultural Process (pgs.40-49)

Part 2

Resources:

Pai & Adler Class Text

Spring, Joel. *Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans*,

Deculturalization and the Struggle for Equality, Ch. 1

Spring, Joel. *Deculturalization and the Schooling of Native Americans*, **Deculturalization and the Struggle for Equality**, Ch. 2.

Spring, Joel. *The Great Civil Rights Movements and the New Culture Wars*, **Deculturalization and the Struggle for Equality**, excerpt from Ch. 6.

Qoyawayma, P. (1999) **No Turning Back** (10th Edition).

Core Values and Educational Policy

Monday

- The Historical Antecedents (Spring, Joel *Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans*, Ch. 1).
- Schooling as Americanization I: Pre-Industrial to 1965 (pgs 55-66)
 - Puritan Perspective
 - Keeping America American
 - Melting Pot Ideal

Tuesday

- Schooling as Americanization I Part B: The Native American Experience
 - Policy Perspective (Joel spring, *Deculturalization and the Schooling of Native Americans*, Ch. 2)
 - Student Perspective (Qoyawayma, P. (1999) **No Turning Back**)
- Schooling as Americanization I Part B: The Experience of Other Minorities
 - Policy Perspective (Joel spring, *The Great Civil Rights Movements and the New Culture Wars*, Ch. 6)

Analysis Paper #1 Due

Sociocultural Processes and School Practices

Wednesday

- The Great Society Programs, 1965-1970 (pgs. 66-87)
 - Head start
 - Compensatory Education
 - Language
 - IQ
- Cultural Pluralism and the American School (pgs 91-104)
 - Reform context
 - Cultural Pluralism
 - Cultural Pluralism and Implication for Education

Thursday

- Cultural Pluralism and Multicultural Education (pgs.104-123)
 - Multicultural Education
 - Multicultural Education in a Pluralistic society
 - Sexism, Ageism, and Exceptionality
- Aspects cultural interactions in education or schooling--Qoyawayma, P. (1999) **No Turning Back**

Mid-Term Weekend

Part 3

Resources:

Pai & Adler Class Text

Paley, V. (2000) ***White Teacher***.

Taylor, Charles. *Multiculturalism: Examining the Politics of Recognition*.

Views of Culture and Interactions of Schools and Learners

Monday

- Cultural Transmission and Role of Schooling I (pgs. 127-141)
 - Structural-Functionalist perspective
 - Conflict Theories
 - Critical Theories

Tuesday

- Cultural Transmission and Role of Schooling II (pgs. 141-157)
 - The Interpretivist Perspective
 - Postmodern Perspective
 - The Hidden Curriculum

Culture and the Educational Development of the Learner

Wednesday

- Educational Development and Psychological Anthropology (pgs.162-173)
 - Educational Development
 - Discontinuity and Culture in Development
 - Psychological Anthropology, Education & Ethnicity
- Childhood and Educational Development (pgs.173-185)
 - Concepts of Childhood
 - Blurred Childhood
 - Culture of Childhood

Analysis Paper #2 Due

Thursday

- The Politics of Recognition
 - Classroom Politics of Recognition (Paley, *White Teacher*)
 - Connection between identity and recognition (Taylor, *Multiculturalism: Examining the Politics of Recognition*)

Part 4

Resources:

Pai & Adler Class Text

Qoyawayma, P. (1999) ***No Turning Back*** (10th Edition).

Paley, V. (2000) ***White Teacher***.

Anderson, Laurie Halse. *Speak*, excerpt.

Barnes, Julian. *The SAT Revolution*, ***USN&WR***, 11/11/02.

Culturally Responsive Teaching

Monday

- Complex milieu of American School and search for a safe place (Anderson, Laurie Halse. *Speak*, excerpt)
- Teaching-Learning Encounter and the Cultural Milieu (Qoyawayma, P. (1999) **No Turning Back**)
- Culture and the Learning Process (Paley, *White Teacher*)

Assessment of the Learner

- Cultural Influence in Psycho educational Assessment (pgs.185-197)
 - Psycho educational Assessment
 - Assessment Models and Culture
 - Cultural Factors in Psycho educational Assessment
- Cultural Assumptions in SAT (Barnes, Julian. *The SAT Revolution*, **USN&WR**, 11/11/02.)

Cultural Conditions for Learning

Tuesday

- Culture and Learning I (pgs. 201-218)
 - Social Structure and Styles of Communication
 - Intercultural competence
 - Styles, Genres of Language, Patterns of Language Use and the School

Wednesday

- Culture and Learning II (pgs. 218-233)
 - Learning Styles and Education
 - Cognitive Styles
 - Learning Styles
 - Connecting Culturally with Students

Thursday

Research Day

Group Project paper due

Analysis Paper #1: On Personal Educational Foundations Assignment

Assignment: The core values and cultural map of a community are braided through the experiences schools set out to provide us; the core values and cultural map of our family is braided through how we experience school. In a brief working paper, you explained what Pai/Adler mean by their characterization of schooling as a sociocultural process. For this analysis paper, look at something in your own schooling which illustrates this characterization as you understand it. Draw on your experiences in K-12 schooling in a particular community at a particular time in history (both personally and generally) to analyze some aspect of your experience from this sociocultural perspective.

In what way is something in your own schooling or experience of schooling an example of how schooling is a sociocultural process? In your discussion, be as specific as possible so both the concept of schooling as a sociocultural process and your own cultural milieu are illuminated, and so that the relationship between and among school, family, and community in your explanation is evident.

This assignment does not require you to write your educational autobiography. It asks you to focus (analyze) one some aspect of schooling within your community and family milieu.

A few examples: You might focus on something within your family (How were grades viewed? How was attendance or dress or participation in some extracurricular activity viewed?). Or you might focus on something centered within the community (When education made the front page of the paper, what was the story? What in or about schools was given prominence? what was ignored?) Or you might focus on something within the school itself (What activity or element of school seemed to be prominent—band, drama, athletics? What is a schoolwide event that was so prominent that you remember it today?) Or you might want to focus on a particular incident that happened to you. Remember that you are not just describing something, but you are analyzing it as an illustration of the Pai/Adler assertion that schooling is a sociocultural process.

When I was a junior high student, Wednesday afternoons meant no school in our community's public schools because those afternoons were set aside for church school so we would all go to our respective churches for a midweek version of Sunday school. I might choose to write on this and the ways in which policy, school-church-community expectations, and even family discussions of whay we had to go all illustrated the ways in which schooling is a sociocultural process.

Format: 2 pages, single-spaced; References on a separate page. Use at least 3 references to Pai/Adler in your discussion. Use APA citation and bibliography format (available online, see links on Cline Library research home page). No separate title page is necessary. As the title of your analysis paper, use a phrase from Pai/Adler that you believe is particularly fitting to the description/story in your paper.

Paper Reflection Questions: After you have totally completed the paper, but before you turn it in, complete the following sentence stems. Submit these as the last page of your assignment (after the bibliography). I will read your responses after I have completed assessing your paper.

The strongest part of my paper is...

The part I would spend more time on if I had it is...

An aspect of Pai/Adler that was clarified for me as I wrote this paper is...

In working on my next paper I plan to...

After completing this paper, I question I still have is...

Analysis Paper #2, NO TURNING BACK

Paper Background: *No Turning Back* is a story that Polingaysi tells of her life as a student in many settings, formal and informal, and ultimately as a teacher. Instead of retelling the story in a paper, you are to act as a researcher, using the book as a case study.

Prompt: Select a concept from your reading in Pai/Adler and examine how that concept is illustrated in the variety of teaching/learning settings in *No Turning Back*. You may choose to look at how the concept is illuminated, clarified, contradicted, generative—many possibilities. Instead of a title on your paper, select a quote from Pai/Adler (one which points to the concept under examination) and use that as your title. Follow this with a more explicit title (see the example below). In your discussion, work to draw from Pai/Adler, Spring, and other historical documents as you communicate your analysis of some aspect of Qoyawayma's story.

Some examples: It is often useful to do analysis papers by beginning with a question you want to explore. How does symboling function as a part of enculturation? In this case, the title of the paper might be

"Who could tell them from what spring this gushing water came?" (p. 58).
The Use and Effects of Symboling in the Process of Enculturation.

A reader of your paper (someone who has not thought much about the impact of cultural context of education) should find a thoughtful, documented, accurate, and clear discussion that helps him/her understand the role that the cultural context plays. Write the paper so that if Pai/Adler decided to put together a series of essays illustrating concepts from their book, could include yours.

Possible areas can include core values, role of environment, acculturation, value conflicts, high-context knowledge, etc. In the past, students have even looked at architecture (how it reflects core values and the practices the structures are designed for), the place of food as a cultural variable, and one's relationship to natural surroundings as a cultural variable. You have multiple sights of education and schooling in this book.

The challenge will be to focus your topic so you are not writing a book report, but an analysis of one aspect of the book. Expect to reread the book while you are working on this paper.

Length, format, submission: This is a formal essay. Use APA documentation style (you can find this online – check www.apastyle.org). Your paper should be 2 single-spaced pages, excluding citations. No formal title page is necessary.

Paper Reflection Questions: After you have totally completed the paper, but before you turn it in, complete the following sentence stems. Submit these as the last paper of your assignment (after the bibliography). I will read your responses after I have completed assessing your paper.

- 1) The strongest part of my paper is...
- 2) The part I would spend more time on if I had it is...
- 3) An aspect of Pai/Adler, or Spring that was clarified for me as I wrote this paper is...
- 4) In working on my next paper I plan to...
- 5) After completing this paper, I question I still have is...

"...the white man asks too much in the wrong way . . . Lead them, guide them, but don't try to whip them into education, and don't make the mistake of thinking education can be superimposed on them, like plaster on a wall. The quick and lasting learning comes from an understanding between teacher and child" (Qoyawayma, p. 174-75).

Group Project Assignment

Rationale

The principle objective of these group assignments is to further develop a scholarly approach to the analysis of the nexus between education and society through:

- Collaborative group effort in the critique and analysis of pertinent issues related to education and society
- Integration of class texts and readings, class discussions and library research in the analysis of the relationship between education, society and the cultural context
- Application of graduate-level college writing skills in the study of education and society

Project Task

Analysis Paper #3, A Question of Significance

Background: Throughout this course we have looked at underlying concepts in the cultural foundations of education, rather than at specific ways-of-teaching. Pai/Adler introduces their book with a general discussion of how cultural variables “affect education, teaching, learning” (p. 5). Educators seek to be responsive to students in ways that enable all students to learn; daily practice is often a search for answers.

Prompt: Educational philosopher, Maxine Greene, uses the term “wakefulness” to describe how she believes educators can proceed deliberately and meaningfully in their work within the profession (be it with learners, colleagues, policymakers, the public). Powerful questions can facilitate this wakefulness, or consciousness. **WHAT IS A QUESTION YOU BELIEVE IT IS IMPORTANT FOR YOU AS AN EDUCATOR TO BRING TO YOUR WORK IN THE PROFESSION?**

In 4 pages (excluding references), present and discuss your question. In doing so, draw from class resources (Pai/Adler, Spring, Paley, Polingaysi, Anderson, et. al.). Discuss where this question comes from, why this question and not another, define your terms, illustrate where you have seen the question asked or not—responded to, or not—in class materials. Provide the cultural foundations of the question (provide an historical and/or political context).

Your question may appear to be simple (e.g., “Who do these practices recognize?”) but when the paper explores the background and implications of the dimensions of this question, the simple becomes complex. In your working papers, your *No Turning Back* paper and your specific working paper examining the cultural foundations of a professional organization, you have been seeking out more than the details of how-something-works. This paper will give you the opportunity to now ASK a question, and fully examine what the question is and why it is important to ask it (what happens if it is not asked?).

Paper Reflection Questions: After you have totally completed the paper, but before you turn it in, complete the following sentence stems. Submit these as the last page of your assignment (after the bibliography). I will read your responses after I have completed assessing your paper.

The strongest part of my paper is...

The part I would spend more time on if I had it is...

An aspect of Pai/Adler, or Spring that was clarified for me as I wrote this paper is...

After completing this paper, I question I still have is...

Analytical Paper Grading Rubric

Response to Assignment (7 pts. possible)	Assessment Level
<p>High: Straightforward, thorough & clear point made. Reader has details to understand the point</p> <p>Middle: General overview minimally supported & the obvious is explained. Reader knows points but may have questions due to lack of specificity</p> <p>Low: Minimal description and/or discussion. Vague generalizations contain little detail so the reader gets little insight into the thinking.</p>	
<p>Use of Texts and Class Materials (17 pts possible)</p> <p>High: Thoughtful, accurate use of materials with specific cross references that contribute to the explanation. Reader gains insight into how the concepts are meaningful beyond words on the page.</p> <p>Middle: Appropriate use of textual references to generally support the response. Reader learns that the text and concept have something in common.</p> <p>Low: Minimal or inappropriate use of textual references. There may be so many quotes the reader has to work to understand their significance. Reader learns little from the writer.</p>	
<p>Critical Conversation (20 pts. possible)</p> <p>High: Elements of critical thought evident (e.g. inter-relationships addressed, consequences identified, comparisons made, antecedents/implications explored).</p> <p>Middle: Primarily descriptive (e.g. major details given, examples provided, actions reported, ideas stated).</p> <p>Low: Unelaborated (e.g. quotes copied, response given with minimal reasons).</p>	
<p>Professional Presentation (6 pts. Possible)</p> <p>High: Reader's ability to understand the point is not deterred by errors in language mechanics or grammatical usage.</p> <p>Middle: Reader's ability to gain meaning from the text is interfered with because of inadequate editing or proofreading.</p> <p>Low: Reader's ability to learn from the text is seriously hampered by errors in spelling, punctuation, usage, or formatting (including citations, font size, etc.).</p>	
<p>Analysis Paper Score: 45 - 50=A ; 44 – 40=B ; 39 -35=C TOTAL:</p>	
<p>Evaluation Comments:</p>	