

EDUCATION 194B

CULTURE, GENDER, AND HUMAN DEVELOPMENT

Moore Hall 1048
Winter Quarter 2007
Tuesday and Thursday: 11:00-12:50

University of California, Los Angeles
Graduate School of Education & Information Studies

COURSE WEBSITE: courses.gseis.ucla.edu
LAS REDES WEBSITE: www.gseis.ucla.edu/uclinks/lasredes
UCLINKS TWIKI: www.uclinks.org/twiki/bin/view/TWiki/WebHome

INSTRUCTIONAL TEAM*

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**OFFICE HOURS for instructional team by appointment.*

El Maga
Las Redes Creator
Cyberspace
Email: uclinks@gseis.ucla.edu
Office Hours: 24 hours/day

COURSE OBJECTIVES

This course provides opportunities to combine theory and practice in the study of language, literacy, and human development in educational settings. It is a collaborative partnership into learning between undergraduates, children at Las Redes, and the instructional team. Undergraduates are introduced to ethnographic methods (i.e., participant observation techniques) as a mode of inquiry in developing an understanding of how language and literacy inform learning. Building from principles in **cultural-historical theories of learning** and insights from **feminist pedagogy**, we will expand our understandings of relationships between these areas, "pushing" theory and our understandings against our concrete experiences at site, and vice-versa, as we continue this journey of cultural production in human activities.

Beginning Spring 2005, we added a newer component to our system of cultural activity - DIGITAL STORYTELLING. We hope the uptake of this newer artifact will continue to merge with some of its designed intentions and to push-back in some unexpected ways, leading to meaningful learning experiences for all participants: the children of Las Redes, the undergraduates, and the instructional team.

DIGITAL STORYTELLING

At Las Redes, we are working to implement digital storytelling (see www.storycenter.org) as an additional component of site. The elementary students, with the guidance of undergraduate students, work on computers to create their own Digital Stories using Final Cut Pro and iMovie. These digital stories primarily include personal narratives as well as fictional stories that incorporate personal experience and reflection on students' daily lives, families, friends, school, community, etc. In this way, we hope to create a space that fosters meaningful and empowering uses of new technologies with the primary purpose of fostering critical literacy practices. The practices that constitute critical literacy include developing ones story by asking questions such as: What are the meanings of different elements in my story? Why are they important to me? How might the inclusion of different elements, characters, scenes, mediums, etc. change my story? For whom am I making this story? What are some ways others might interpret my story? Whose voices am I choosing to include in my story and why?

These questions are by no means static or exhaustive. We hope they serve as working examples to encourage students to read and re-read their own lives, relationships, experiences and communities through the process of writing and creating their Digital Stories.

ENDURING QUESTIONS

The following questions help guide our reading and discussions this quarter. The point is not to answer the queries definitively, but to return to them periodically throughout the quarter so that we may revitalize our thinking about the social construction of gender.

- In what ways are learning experiences gendered?
- What are some of the issues around gender and schooling?
- Why does gender matter in learning?
- To whom should gender matter?
- How is gender a process?
- How is gender represented?

CORE REQUIRED ACTIVITIES

There are eight core required activities associated with the course:

- 1) **Class participation and attendance.** Attendance and active participation, including student discussion of the readings, are required. THERE ARE NO EXCUSED ABSENCES. Please be on time. Sign-in sheets circulate at the beginning of each class.
- 2) **To attend an after-school site in the afternoon from 2:00 to 4:30 PM.*** The after-school site, in the Lennox School District near the L.A. airport, is open on Mondays, Tuesdays, and Wednesdays for the Fall quarter. During the after-school activities, students work and play with children to promote intellectual and social development. Interactions with children occur around board and computer games as well as digital storytelling.

School Site:

Moffett Elementary School, 11050 Larch Ave, Lennox, CA 90304
Jo Ann Isken, Principal, (310) 330-4935

NO SITE: January 17, February 12, February 14, February 19 and February 20

- Students signing up for 7 units will visit the after-school site once a week.
 - Students signing up for 8 units will visit the after-school site twice a week.
- 3) **To write detailed FIELDNOTES on the experience following each after-school site visit.***
 - Fieldnotes must be submitted by email no later than 10 PM of the day following the site visit. Fieldnotes turned in after this time will be considered late and will result in a reduction of site visit(s), regardless of whether they are taking the class for 6 or 8 units. It is vital that fieldnotes are turned in on time, so that the instructional team can provide feedback on fieldnote content and fieldnote strategies.
 - One hard copy of fieldnotes are also submitted to the instructor during the subsequent class meeting.
 - **SIX** sets of fieldnotes must be submitted to pass the course.
 - The development of fieldnote taking skills as a research method is one of the major educational elements of the course.

Please send your site fieldnotes and question responses to each of the following addresses:

- Your TA, to be assigned (PLEASE DO NOT SEND TO ALL TAs!)
- uclinks@gseis.ucla.edu
- jasato@ucla.edu

When submitting emails, use the following email subject format:

For Guiding Questions: QW [due date]

Example: QW 01/25/05

For Fieldnotes: FNW [day of site visit]

Example: FNW 01/25/05

**These activities partially fulfill the requirements for the lab/field component, EDU 182/3A.*

- 4) To complete **WEEKLY READINGS** and **GUIDING QUESTIONS**.
 - All Required Readings should be read before the week they are assigned.

- All readings and guiding questions are available on the course website: courses.gseis.ucla.edu
- Your guiding question responses, no more than 1 single-spaced page, should be e-mailed on TUESDAYS, NO LATER THAN 8:00 AM to all of the e-mail addresses listed above.
- **DO NOT SEND ATTACHMENTS!**
- You must also submit a hard copy of question responses to the instructor during class each Tuesday.
- Students must complete **ALL** question responses to pass the course.

5) **20-MINUTE GROUP PRESENTATION** of readings to the class.

- Each student works collaboratively with other students to present on one (1) article/chapter from the RECOMMENDED READINGS, tying it to themes, concepts, and issues that emerge from the REQUIRED readings for that week.
- Students enrolled for 7 units present once in the quarter; students enrolled for 8 units present twice.
- Your group is responsible for informing the instructional team, at least a week before your presentation, on the article/chapter you will be presenting from the RECOMMENDED READINGS for that particular week. We strongly recommend that you meet with the instructional team ahead of time to help with your presentations.

6) To write an 8-10 page **RESEARCH PAPER** that relates theoretical constructs developed in the course readings, lectures, and discussions to your participant-observations at site, using fieldnotes as the central empirical entry point for your analysis. The final paper may be co-authored. A hard copy of research topic proposal, draft, and final paper must also be emailed to all of the above emails. You/your group is required to discuss your research paper findings in a 10-15 minute **CLASS PRESENTATION** during our Final Exam Meeting.

- One page research paper **problem statement** due : Tuesday, February 27th
- 2-3 page draft of introduction due: Tuesday, March 13
- **Final draft of paper due: March 20, 11:30 a.m.**

7) To write a 3-4 page **SELF-REFLECTION PAPER** that focuses on the student's own development during the course, as well as your contribution to the class and your research paper/presentation. A separate prompt will be provided closer to the due date. A hard-copy of self-reflection paper should also be submitted to the instructional team during class. Self-reflection paper must also be emailed to all of the above emails.

Both the research and self-reflection paper are due on the day of the final exam meeting: **March 20, 2007 11:30-2:30.**

GRADING^a

Grading for the course will be based on the following*:

I.	Class participation and attendance: All class meetings	25%
II/III.	Site participation & fieldnotes: 6 fieldnotes	25%
IV.	Weekly readings and guiding questions: All required readings 9 guiding question responses (1/week)	20%
V.	20-Minute group presentation:	5%
VI.	Research paper & presentation: 1 pg. problem statement 2-3 pp. draft of introduction 8-10 pp. final draft Final presentation	20%
VIII.	Self-reflection paper: 3-4 pg. statement	5%

^aGrading Coda: ALL core activities are required for completion of the course (otherwise you must take an Incomplete for the course). There are no excuses for absences and/or missed assignments. FULL participation, in the broadest sense of the word, is required if WE are to make this a productive intellectual community. Please see Jolynn Asato for any discrepancies and/or issues with this policy.

*Those taking the course for 8 units will be visiting site twice a week and participating in two group presentations.

COURSE TOPICS

ALL READINGS AVAILABLE FOR ENROLLED STUDENTS:
<http://courses.gseis.ucla.edu>

WEEK 1: [January 9 & 11]
COURSE INTRODUCTION: Praxis
FIELDNOTE WORKSHOP

REQUIRED READINGS:

- hooks, b. (1994). Theory as liberatory practice. In b. hooks, *Teaching to transgress: Education as the practice of freedom* (pp. 59-75). New York: Routledge.
- Rosaldo, M. (1980) The use and abuse of Anthropology: Reflections on feminism and cross-cultural understanding. *Signs* 5(3). 389-417.
- Thorne, B. (1993). Children and gender. In B. Thorne, *Gender play: Girls and boys in school.* (pp. 1-10). New Jersey: Rutgers University Press.

WEEK 2: [January 16 & 18]
WHY GENDER?: THEORETICAL FOUNDATIONS
SITE ORIENTATION AND SOCIALIZATION TO LAS REDES

REQUIRED READINGS:

- Bennet de Marrais K. & LeCompte. M.D. (1999). Chapter 8: Gender Equity in Schooling (288-331). In *The way schools work: A sociological analysis of schooling.*
- Houston, B. (1985/1994). Should public education be gender free? In. L Stone, G. M. Boldt (Eds). *The education feminism reader.* New York: Routledge Press.
- Kenway, J. & Modra H. (1992). Feminist pedagogy and emancipatory possibilities. In C. Luke & J. Gore *Feminisms and Critical Pedagogy.* New York: Routledge, 138-66.

RECOMMENDED READINGS:

- Kenway, J, Willis, S. Blackmore, J., & Rennie, L. (1994). Making 'hope practical' rather than 'despair convincing': Feminist post-structuralism, gender reform and educational change. *British journal of sociology of education, 15.* 187-210.

WEEK 3: [January 23 & 25]
SOCIOCULTURAL THEORY I: Learning and Development

REQUIRED READINGS:

- Vygotsky, L. (1978a). Interaction between learning and development. In L. S. Vygotsky, *Mind in society: The development of higher psychological processes* (pp. 79-91). Cambridge: Harvard University Press.
- Diaz, E. & Flores, B. (2001). Teachers as sociocultural, sociohistorical mediators. In M. Reyes & J. Holcon (Eds.), *The best for our children: Latina/Latino voices on literacy* (pp. 29-47). New York: Teachers College Press.

RECOMMENDED READINGS:

- Moll, L. (1998) Funds of Knowledge for Teaching: A New Approach to Culture in Education. Keynote address: Illinois State Board of Education.

WEEK 4: [January 30 & February 1]
SOCIOCULTURAL THEORY: CULTURE

REQUIRED READINGS:

- Rogoff, B. (2003) Development as Transformation of Participation in Cultural Activities. In B. Rogoff, *The Cultural Nature of Human Development* (pp. 49-62). New York: Oxford University Press.
- Lee, C. D. (2002). Interrogating race and ethnicity as constructs in the examination of cultural processes in developmental research. *Human development*. 45, pp. 282-290.
- Thorne, B. (1993) Do boys and girls have different cultures? In B. Thorne *Gender Play: Girls and Boys in School*. New Jersey: Rutgers University Press.

RECOMMENDED READINGS:

- Gutierrez K. & Rogoff, B. (2002). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5): 19-25.

WEEK 5: [February 6 & 8]

PLAY AND LEARNING

REQUIRED READINGS:

- Vygotsky, L. (1978b). The role of play in development. In L.S. Vygotsky, *Mind in society: The development of higher psychological processes* (pp.92-104). Cambridge: Harvard University Press.
- Taub, Lora E. Playing with Gender: Children and Computers in the 5th Dimension. Department of Communication, UCSD [online]

RECOMMENDED READINGS:

- Gee, J. (2003) Semiotic Domains: Is Playing Video Games a “Waste of Time”? In J. Gee, *What Video Games Have to Teach Us About Learning and Literacy* (pp. 13-50). New York: Palgrave MacMillan.

WEEK 6: [February 13 & 15]

COMPLICATING GENDER

REQUIRED READINGS:

- Butler, J. (1993). Introduction. In Butler, J. *Bodies that Matter*. New York: Routledge. 1-16
- Walkerdine, V. (1990). Sex, power and pedagogy. In V. Walkerdine. *Schoolgirl fictions*. New York: Verso. 1-15.

RECOMMENDED READINGS:

- Butler, J. (2006). Response. *British journal of sociology of education* 27. 529-34.

WEEK 7: [February 20 & 22]

CLASSROOM APPLICATION

REQUIRED READINGS:

- Gutierrez, K. D., Baquedano-Lopez, P., & Tejada, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the Third Space. *Mind, culture, and activity*. 6(4): 286-303.
- Gutierrez, K. D. & Stone, L. D. (2002). Hypermediating literacy activity: How learning contexts get reorganized. In O. Saracho & B. Spodek (Eds.), *Contemporary perspectives in literacy in early childhood education*. Greenwich, CT.

RECOMMENDED READINGS

- Gutierrez, K.D., Baquedano-Lopez, Alvarez, H., Chiu, M.M. (1999) Building a culture of collaboration through hybrid language practices. *Theory into Practice* 38(2): 87-93.
- Stone, L.D. & Gutierrez, K.D. (1998). Microdevelopment and assistance strategies: Organizing learning processes in an after-school setting.

WEEK 8: [February 27 & March 1]

GENDER THROUGH DISCOURSE

- Faulstich-Orellana, M. (1999). Good guys and "bad" girls: Identity construction by Latina and Latino student writers. In M. Bucholz, A. C. Liang, & L. Sutton (Eds.), *Reinventing identities: The gendered self in discourse* (pp. 64-82). New York: Oxford University Press.
- Davies, B. (1989). The discursive production of male/female dualism in school settings. *Oxford review of education* 15(3) 229-41.

RECOMMENDED READING:

- Hyams, M.S.(2000). "Pay attention in class...[and] don't get pregnant": A discourse of academic success among adolescent Latinas. *Environment and Planning A*, 32: 635-54.,

WEEK 9: [March 6 & 8]

INTERSECTIONALITY

RESEARCH PAPER PROBLEM STATEMENT DUE, TUESDAY, MARCH 6

REQUIRED READINGS:

- Castillo, A. (1995). A countryless woman: The early feminista. In A. Castillo, *Massacre of the Dreamers: Essays on Xicanisma* (pp. 21-9). Albuquerque: University of New Mexico Press.
- Nicholson, L. (1980/1994). Women and schooling. In. L Stone, G. M. Boldt (Eds). *The education feminism reader*. New York: Routledge Press. 73-83.
- Grande, S. (2003). Whitestream feminism and the colonialist project: A review of contemporary feminist pedagogy and praxis. *Educational Theory*, 53(3), 329-346.

RECOMMENDED:

- Weaver-Hightower, M. (2003). The boy turn in research on gender and education. *Review of Educational Research*, 73. 471-98.

WEEK 10: SOCIAL CHANGE [March 13 & 15]

ROUGH DRAFT OF PAPER DUE TUESDAY, MARCH 13

REQUIRED READINGS

- hooks, b. (2003). Democratic Education. In. hooks, b. *Teaching community: A pedagogy of hope*. New York: Routledge. 41-50.
- Cole, M. Can cultural psychology help us think about diversity? *Mind, culture, and activity* 5(4) 291-304.

RECOMMENDED READING:

- Luke, C. (1996). Feminist pedagogy theory: Reflections on power and authority. *Educational Theory*, 46(3), 283-302.

WEEK 11: FINALS WEEK

FINAL STUDENT PRESENTATIONS: TUESDAY, MARCH 20, 11:30am-2:30pm. ROOM TBA

FINAL DRAFT OF RESEARCH PAPER AND SELF-REFLECTION DUE @ 11:30 am.

Kenneth L. Moffett Elementary School
 Lennox School District
 11050 Larch Ave.
 Lennox, CA
 90304

School Office Hours: 7:00am-4:30pm	Office Phone #: 310-330-4935
JoAnn Isken	Principal
Laura Sullivan	Assistant Principal
Mike Boone	Counselor
Raquel Garcia	Secretary
Vivian Guzman	Clerk
Irma Medina	Clerk
Lucy Orozco	Clerk

Daily Schedule/ School hours: grades 1-5	
Breakfast	7:45-8:00am
Warning Bell/ Line up	8:10am
Enter to start class	8:15am
Class Hours	8:15am-2:38pm
Dismissal	2:38p.m.
UG leaves UCLA	2:00pm
Site starts	2:45pm
Site ends	4:15pm

Dates to Remember:

- Week 1: October 3, 4, 5 → UG Orientation at Moffett (regular site time)
- Week 1: October 6 → Digital Story Telling Orientation (12pm-5pm)
- October 7 → Digital Story Telling Orientation (9am-5:30pm)
- Week 2: 1st Week of site with Moffett Students
- Wednesday, October 19: No Site, early dismissal
- Tuesday, October 25: No Site, Early dismissal
- Wednesday, November 16: No Site, early dismissal
- Monday, December 12- January 6, 2006: Winter Vacation at Moffett