

## EDUCATION 194B/AFRICAN AMERICAN STUDIES 194B CULTURE, GENDER & HUMAN DEVELOPMENT

Moore Hall 3030  
Fall 2019  
Mondays and Wednesdays, 12:00 pm - 1:50 pm

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

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Course Website: [www.ccle.ucla.edu](http://www.ccle.ucla.edu)

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*Office Hours: By appointment*

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If you have UCLA questions about UCLA's role in supporting the school, contact the UCLA Program Coordinator:

Anna Clark  
1320 Moore Hall  
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### Course Objectives

This course combines theory and practice to study learning and human development in educational settings. This is a collaborative partnership involving UCLA students (graduate and undergraduates), children at the UCLA Community School, and the instructional team.

Students are introduced to ethnographic methods (e.g., participant observation) as a mode of inquiry. Building from principles of *cultural-historical theories of learning* and insights from *critical pedagogies* we will expand and rethink our understandings of learning, language, culture, gender, and human development. We will probe these theories in relation to our grounded experiences at the UCLA Community School after-school program, and vice-versa, exploring cultural production in human activity. This particular section focuses on gender and culture.

### Questions to Guide and Frame our Work

The following questions help guide our reading and discussions this quarter. The point is not to answer the queries definitively, but to use them as touchstones throughout the term so that we may revitalize our thinking about learning, culture and communication.

- How do schools become spaces that expand or limit students' possibilities for learning, development, creativity and identity formation?
- What role do adults have in reproducing and/or challenging normative assumptions about learning, development, and social and cultural identities?
- What does it mean to treat difference and hybridity as resources for learning and development?
- What does it mean to understand culture, social categories, and human development as socio-historical accomplishments, and how can/do they serve for social reproduction and/or social transformation?

**School Holidays (No Site):** Observed Holidays will not impact site days. Possible "no site" days TBD.

### Required Activities

Grading will be based on a point system, with points allotted for completing the assignments on time and meeting our quality expectations, as indicated below:

**I. Attendance and active participation** in class is very important for your success in this class. Quality participation is thoughtful: intentionally choosing when to speak and when to listen and make room for others to speak. We will discuss our norms for discussion in class. Your aim should be to be a **mindful, thoughtful contributor**: prepared, having done the assigned readings prior to class, ready to make connections to the reading and to our work at Bruin Club, offering comments that help move forward class discussions and that enhance our collective experience. Observing and listening are important contributions to group processes as well. For full credit you must be on time, attend all classes, and engage thoughtfully and mindfully in class discussions and activities, listen intently to others, and contribute to enhancing the overall group experience. In-class reflections should also demonstrate the ways you are working to makes sense of the readings. **(20 points)**

**II. Active participation at Bruin Club**, at the UCLA Community School, on Monday OR Wednesday, is also critical for success in this class. You will sign up for one day and should plan to attend that day. During the after-school activities, UCLA students learn, work and play with UCLA Community school students to promote intellectual and social development. Interactions with students occur around art, writing, science, creative play and board games. For full credit, you must be on time, attend weekly<sup>1</sup> beginning in Week 2, engage actively and thoughtfully with the youth participants, work with your peers in class to design activities for the youth, prepare anything you need beforehand, and make evident how your work at the club is informed by theory. (This will be evident in your weekly assignments, in class writing exercises and in-class conversations, as well as in your

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<sup>1</sup> At least seven site visits are required. Due to the Monday holiday, the Monday group will miss one week. Wednesday group may miss one week without repercussion, but please let Susy know ahead of time.

participation at club.) (20 points)

**III. Weekly assignments.** Each week you will be given an assignment that requires you to draw connections between theory and practice, with explicit connection to the activities you engage in at Bruin Club. You must submit a total of SIX written responses. For full credit you must submit these on time, following the guidelines (40 points)

*General description of the assignments:* The first three weeks you will write what is known in the research world as “field notes.” Your task is to **describe**, not evaluate or interpret what you see, and reflect on your observations. The aim is for you to check your assumptions, hold your interpretations, and begin by seeing as clearly as you can, from your own vantage point. We will then use what you wrote in class, sharing and comparing, in order to learn to see more expansively as well as in more focused ways, using theory as a lens.

After the first few weeks we will pivot to more design- and theory-intensive homework assignments. Here, our focus will be on using the course theory to understand what happens at Bruin Club, and using our experiences at Bruin Club to deepen our understanding of theory. You should still apply what you learned about fieldnote writing to these tasks – striving to write in rich detail about what you saw/experienced, and checking your own assumptions, thoughts and feelings.

You should incorporate the readings actively in your assignments, in the ways specified in the assignments. You are also encouraged to make connections to other readings, both from our class and other classes you have taken. An important skill in academic writing is to connect one’s ideas to those of others, in substantive and productive ways.

**All assignments are due by Friday at noon, except as noted. Late submissions will lose partial credit.**

**III. Final reflection on learning.** Please reflect on your own experiences in this classroom, at Bruin Club, and, perhaps, in education over the course of your career to date. We also invite you to imagine your lives into the future as they continue to unfold, with more learning possibilities ahead. You may present this in any form you choose such as an essay, a video, a blog, poster, a letter to parents, the kids, or future UGs. You may work alone or in a group to complete this assignment.

You might start by thinking about what you were thinking when you entered the class and club for the first time. What histories of learning experiences did you bring into that space? What memories were evoked for you along the way? How has your understanding of children, teaching, learning, language and literacy changed? What do you know now that you didn’t know then? What have you learned/unlearned from Bruin Club this year? What do you want to continue to learn/unlearn? What might you want to remind your future self, ten years from now?

Please anchor your reflection with details of specific incidents that happened at Bruin Club. You must also make substantive and clear references to relevant readings. We will look for deep and substantive reflections on your learning/unlearning, anchored in detailed evidence from site interactions; substantive/appropriate connections to the course readings; and a thoughtful/creative form of representation. Your write-up should be **4-5 pages double-spaced. (20 points)**

**NOTE: All core activities are required for completion of the course (otherwise, an INCOMPLETE will be assigned). Full participation, in the broadest sense, is required if we are to make this a productive intellectual community. Please see Dr. O. for any discrepancies and/or issues regarding the instructional team or grading procedures.**

#### Grading

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#### Course Themes & Readings

**WEEK 1 (September 30 – October 2) Course Introduction, Theory and Practice**  
hooks, b. (1994). Theory as liberatory practice. In b. hooks, *Teaching to transgress: Education as the practice of freedom* (59-75). New York: Routledge.

Kleinsasser, A.M. (2000). Researchers, reflexivity, and good data: writing to unlearn. *Theory into practice*, 39. 155-62

Thorne, B. (1993). Children and gender. In B. Thorne, *Gender play: Girls and boys in school*. (pp. 1-10). New Jersey: Rutgers University Press.

#### NO BRUIN CLUB THIS WEEK.

**Please make sure you do the following:**

- (1) Log onto CCLE.
- (2) Read the syllabus carefully, noting deadlines
- (3) Fill out the LAUSD volunteer form
- (4) Secure your TB clearance

#### Assignment: Learning to see in new ways

In class this week we will introduce you to ways of working as an ensemble, and of using all your senses to take in the world around you. We will also introduce you to the practice of writing field notes. We will engage in guided activities together during class. You will write “jottings” about your experience. Your homework assignment is to write up your notes into full field notes, filling at least two single-spaced pages with details about what we did, what you saw, felt, heard, thought and experienced together. Then, re-read your notes and add an additional page of reflection. How does the process of writing (as well as engaging in the ensemble activities) help you to question your own assumptions about teaching and learning, and perhaps “unlearn” some things you took for granted, as Kleinsasser suggests? Consider as well Thorne’s ideas about how to see through the eyes of children. What memories and histories of educational experiences do you bring to these new experiences together? How do you think these may have shaped how you experienced this (un)learning together? What do you think you may learn/unlearn in this course? **Due by noon on Friday.**

**WEEK 2 (October 7 - 9) Hers/Histories and Imagined Possible Futures**

Freire, P. Making history: Education for the Future.

Stetsensko, A. (2019). Toward democracy and a pedagogy of daring.

Orellana, M. F. (Forthcoming). Chapter Two (“Entering the field with open hearts and minds”) of *Mindful Ethnography: Mind, Heart and Activity for Transformative Social Research*.

#### Recommended

Orellana, M.F. (2016) *Language, Learning and Love: Immigrant Children in Transcultural Spaces*. New York: Routledge. (skim as much as you like of this book.)

**SITE ORIENTATION AT THE UCLA COMMUNITY SCHOOL (3-5 pm on your assigned day)**

**Assignment: First impressions of the community and the school**

Write out your first impressions of the community and the school. Start with your movement from UCLA (or wherever your trip starts), through the streets of Los Angeles, and to the school. Note your impressions and experiences as you move through those spaces and into the school. What do you see, hear, smell, taste, sense and wonder? What histories may be evident (or not) under the present realities that you view? Write at least two single spaced pages of description of the community and the school. Draw from the readings.

After completing these two pages, step back and ask yourself: What assumptions and interpretations did you make? As in week one, think about how your own histories of experiences may have shaped how you view this space. Review your writing and add additional detail where you glossed things over or made assumptions. (Don't change what you wrote, but you can add additional "observer comments.") Think about Thome's notions about the viewpoint you bring as an adult, or an older student. Try to see the school from the eyes of youth growing up in this moment in this space. Add a paragraph or two reflecting on what you learned/unlearned from writing, what you revised/edited, and how you tried to see in new ways. In total, you should fill three single-spaced pages of notes/reflections.

### **WEEK 3 (October 14-16) Power, authority, and communities of learners**

Paradise, R., Mejia-Arauz, R., Silva, K.G., Dexter, A. L., Rogoff, B. (2014). One, two, three, eyes on me! Adults attempting to control versus guiding in search of initiative. *Human Development*, 57:131-149.

Orellana, M.F. with Rodríguez, G.B., Rodríguez, L., Rodríguez-Minkoff, A. C., Martínez, K., Johnson, S.J., and Franco, J. (2019.) Transforming Teaching in Multilingual Communities: Towards a Transcultural Pedagogy of Heart and Mind.

Maher, F. (1999). Progressive education and feminist pedagogies: Issues in gender, power and authority. *Teachers College Record*, 101(1), 35-59.

**View:** Barbara Rogoff video: <https://www.youtube.com/watch?v=judFMZsajaA>

#### Recommended/Additional readings

Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind Culture Society* 1, 209-29.

#### **Assignment: Constructing our community of learners**

How did you experience our first day of Bruin Club? What, specifically did you do with youth? Try to capture close details of a few interactions. Connect to the readings: Did you feel tugged to try to control learning, versus guiding in search of initiative (as per Paradise et al.)? How did you experience power and authority being enacted here? (As throughout the course, keep an eye on gender and other categories of difference.) What did you do to participate in creating a community of learners, as Rogoff describes? How did you experience this space?

Add reflection as per Weeks 1 and 2.

### **Week 4 (October 21-23) Collaborative inquiry learning**

Bell, T., Urhahne, D., Schanze, S. and Ploetzner, R. (2010). Collaborative inquiry learning: Models, tools, and challenges. *International Journal of Science Education*, 32 (3): 349-377.

Portier, C., Friedrich, N. and Peterson, S. S. (2019). Playful pedagogical practices for creative collaborative literacies. *The Reading Teacher*. 73 (1): 17-27.

Souto-Manning, M. (2010). Chapter 1 from *Culture Circles and Critical Pedagogy*.

#### Recommended readings:

Ntelioglou, B. Y., Fannin, J., Montanera, M. and Cummins, J. (2014). A multilingual and multimodal approach to literacy teaching and learning in urban education: A collaborative inquiry project in an inner city elementary school. *Frontiers in Psychology*, 5:/

#### **Assignment:**

What kinds of collaborative inquiry learning have you witnessed at Bruin Club? Select a video clip of a particular interaction. (We will model this in class.) Look closely. Consider any or all of these questions: Who initiated the activities, how? Who participated, in what ways? How did participants engage their whole bodies in these collaborative processes? How did they use language as a tool for participation? How did the activities unfold? What efforts were made to critically analyze the world? Describe in detail a few interactions. As always, reflect on what you were/were not able to see and what more you would like to know.

### **Week 5 (October 28-30) Sociocultural Theory: Culture, Learning & Development**

Vygotsky, L. (1978a). Interaction between learning and development. In L. S. Vygotsky, *Mind in society: The development of higher psychological processes* (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* (29-47). New York: Teachers College Press.

Fuertes, M., Sousa, O. Lockiewicz, M., Nunes, C. and Lino, D. (2018). How different are parents and educators? A comparative study of interactive differences between parents and educators in a collaborative adult-child activity. *PLOS ONE* 13 (11): e02059921.

#### **Assignment:**

Identify a moment or moments at Bruin Club in which you acted as a sociocultural mediator, or observed others doing so. What specifically did you (or they) do to mediate learning? What kinds of supports did they provide? What efforts were made to work within children's zones of proximal development, and to support them in stretching beyond? As always, provide rich details and reflect on your observations. Working with video will make this easier.

### **WEEK 6 (November 6-8) Sociocultural Theory II: Gender, Identity and Intersectionality**

West, C. & Fenstermacher, S. (1995). Doing difference. *Gender & Society*, 9(1), 8-37.

Additional readings TBD.

#### Recommended/Additional readings

Phoenix, A. (2011). Psychosocial intersections: Contextualizing the accounts of adults who grew up in visibly ethnically different households. In Lutz, H., Herrera Vivar, M.T. and Supik, L. (Eds.) *Framing intersectionality: Debates on a Multi-Faceted Concept in Gender Studies*. Ashgate.

#### **Assignment**

How has gender been salient to you at Bruin Club? What kinds of gendered interactions have you seen? Apply your understanding of intersectionality and the performance of gendered/racialized identities to what you see at Bruin Club. What have you seen, heard, noticed, and wondered? What do you wonder about children's developing understandings of gender, race and identity? Beyond general wonderings, please zoom in on a specific incident or incident, or conversation, to step out of your own perspective and ground your understandings.

### **WEEK 7 (November 13-15) Sociocultural Theory III: Play & Learning**

**NO BRUIN CLUB ON MONDAY THIS WEEK**

Vygotsky, L. (1978). The role of play in development. In L.S. Vygotsky, *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press. 92-104.

Franco, J., Orellana, M.F. and Franke, M. (2019). Castillo blueprint: Young children utilizing multilingual literacy and numeracy practices to make meaning in play. *Early Childhood Research Journal*.

Hirsh-Pasek, K. and Golinkoff, R. M. (2008). *Why Play=Learning*.

Recommended:

Additional readings TBD.

**Assignment: Learning in play**

Focus on one activity involving play at Bruin Club. If possible, view this activity on video (as per last week's sessions). First, describe the activity in close detail, using what you have learned about field note writing to provide a rich description while checking your own assumptions, and following the questions for last week's assignment. Think about the skills and strategies that this kind of play both demands, and arguably, develops. What kind of language and literacy is involved in this play? What do you think Vygotsky, Hirsh-Pasek, and Franco et al would say about the learning that happens in this play?

**WEEK 8 (November 20-22) Gender & Play**

Taub, Lora E. Playing with Gender: Children and Computers in the 5th Dimension. Department of Communication, UCSD.

Walkerdine, V. (1990). Playing the game.

Orenstein, P. (2006). What's Wrong with Cinderella? *New York Times*. 24 December 2006.

Chabon, M. (2009). Manhood for Amateurs: The Pleasures and Regrets of a Husband, Father, and Son. To the Legoland Station (pp. 51-58). New York: HarperCollins Books.

Recommended

Mellor, D. & Epstein, D. (2006). Appropriate behavior?: Sexualities, schooling, and hetero-gender. In (Eds.) Skelton, C., Francis, B., and Smulyan, L. *The Sage Handbook of Gender and Education*. (pp. 7-17). Thousand Oaks, CA: Sage Publications.

**Assignment:**

We have focused on the learning that happens through play. How do you see children learning about gender (and other social categories, or intersectional identities) in and through play? What have you done to mediate their understanding? Describe specific interactions.

**Week 9 (November 27; No class on Wednesday, Nov. 29) Constructing Difference**

**NO BRUIN CLUB THIS WEEK**

Thorne, B. (2008) 'The Chinese girls' and 'the Pokemon kids': Children negotiating differences in urban California. In J. Cole and D. Durham (Eds.), *Figuring the future: Globalization and the temporalities of children and youth* (pp. 73-90). Santa Fe, NM: SAR Press.

Butler, J. (1993). Introduction. In Butler, J. *Bodies that Matter*. New York: Routledge. 1-16.

Lei, J. (2003). (Un)necessary toughness?: Those 'loud Black girls' and those 'quiet Asian boys'. *Anthropology &*

*Education Quarterly*, 34, 158-181.

**Assignment:**

Work with any topic from previous weeks. Look across your notes and observations and connect to this week's readings on the construction of difference.

**WEEK 10 (December 2 and 4) Imagined Possible Futures**

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.

Kirkland, D.E. (2014). Why I study culture, and why it matters: Humanizing ethnographies in social science research. In D. Paris & M. T. Winn (Eds.). *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 179-200). Thousand Oaks, CA: Sage.

**FINAL CELEBRATION ON WEDNESDAY DECEMBER**