

Influencias socioculturales en el aprendizaje – otoño 2018

University of Texas at Austin – Department of Curriculum and Instruction

W 9:00-12:00, SZB 518C

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Office Hours: M 11:30-1, T 11-12:30

DESCRIPCIÓN DEL CURSO:

In this course, we explore how schools influence and are influenced by systems of race, gender, sexuality, class, and colonialism, and we imagine what it means to teach for social justice. We will review the histories of African Americans', Native Americans', Mexican Americans', and Asian Americans' experiences in schools; consider the complex ways that race, gender, and colonialism intersect and influence our lives and our society; and explore how teachers can engage students in transforming their communities through education. Although we focus on schooling and the role of teachers, the course is relevant for anyone who works or will work in service to youth and communities.

The course entails a substantial amount of reading and discussion about complex and emotionally charged topics. We will also continually reflect on how we are positioned in the world, what mindsets we hold, and how we want to take action in our communities. Students should be prepared to engage deeply with the course material and in-class activities.

TEXTOS REQUISITOS:

- Angela Valenzuela, *Subtractive Schooling*
- Course Reader from Jenn's Copies

TAREAS PRINCIPALES:

Todas las tareas se deben entregar en el sitio de Canvas.

- Participación (15%)
- Servicio (15%)
- Mini-Proyectos (15%)
- Reflexiones Semanales (40%)
- Autobiografía de la Educación (15%)

Participación (15%): The central components of the course are the readings, discussion, and service learning. You will receive credit for discussion participation for coming to class prepared to discuss the readings, for listening attentively to classmates, and for contributing your own perspectives and insights to class discussions. I will assign discussion participation grades at 3 points throughout the semester.

Servicio (15%): In order to engage in a cycle of reflection and action, you are required to complete at least 15 hours of service learning during the course of the semester. It is your responsibility to arrange and attend these service hours with an approved organization from the list provided in class, or to secure instructor approval to begin or continue service learning with an organization that is not on the list. You must track your service learning hours each time that you attend and receive a signature from the supervising staff member. After each visit to your service learning organization, it is recommended that you take informal notes on what happened during your service learning and how you felt / what you were thinking about in order to prepare for your Service Learning Reflection. Service learning is a

mandatory component of the course and you will not be permitted to pass the course without completing the required hours.

Mini-Proyectos de Servicio (15%): The service learning mini-projects provide an opportunity to put the course readings into action and to practice culturally relevant public service. You will be doing some on-site work for each mini-project and can count each as **one hour** of service. For each project, you will turn in a 3- to 4-page, double-spaced 12 pt. Times New Roman paper responding to the assignment prompt.

- *Mini-Proyecto 1: Entrevista.* For this assignment, you will arrange a minimum 20-minute interview with a parent or community leader/elder to learn about 1) their family history or community history, 2) their values in regards to education and schooling, and 3) their or their family's funds of knowledge. Your purpose is to identify this family or community member's culturally-rooted "assets" and forms of "smartness" and, if you are lucky, to learn about the family's or community's history of resilience and resistance. You will prepare an explanation of the assignment and a list of questions, to be reviewed by the instructor in advance of the interview. Please select a parent or community member who is comfortable speaking with you (even if through an interpreter) and who is comfortable with you recording or taking notes in order to complete your class assignment. Plan to share a copy of your notes and your written paper with the person you interview. In your paper, you will describe the person you interviewed, what you learned from them, and how this knowledge could inform your service work in the community.
- *Mini-Proyecto 2: Caminata por la comunidad.* For this assignment, you will go on a minimum 30-minute walk through the neighborhood surrounding your service learning site and take photos of at least 5 community assets, forms of cultural wealth, and/or funds of knowledge. In your paper, you will explain what these 5 assets tell you about the community, and you will reflect on your experience of walking through the neighborhood. For example, you may find that you initially focus on the community deficits, in which case you can use the paper to engage in a process of positive re-framing.

Reflexiones Semanales: Within a day following class (by 9 AM on Thursdays), you will turn in a 3- to 5-sentence argument summary of **each** reading or chapter, followed by a 1-paragraph critical reflection. You can use the guiding questions to help you identify the relevant argument(s) in each reading. In your critical reflection, you may describe how historical or current events help you to understand the reading, how the reading helps you to understand historical or current events, how the reading changes the way you understand yourself or motivates you to act differently, or how you would question/challenge the reading or push it further. These assignments will be scored on the accuracy, depth, and comprehensiveness of the argument summaries, and the engagement shown in the reflection. A rubric will be provided on Canvas. I recommend that you write the summaries and write a draft reflection *before* attending class, then revise your summaries and build upon your reflection after the class discussion.

Autobiografía de la Educación (15%): In this 4- to 6-page paper, in conversation with the course readings and course themes, you will write about the sociocultural influences on your K-12 schooling experiences, paying specific attention to the way that race, class, and gender affected your education, the way that your schooling experiences shape your beliefs and expectations today, and the ways that you

can enact transformative change in the world from your own situated position. Detailed instructions will be provided in class and a rubric will be available on Canvas.

POLICÍAS DEL CURSO:

Asistencia: Following the policy of the teacher education program, you are permitted **one excused absence** during the semester. Each unexcused absence or additional absence will result in losing $\frac{3}{4}$ of a letter grade (or 7.5 percentage points) from your final grade. If you miss more than three classes, you will receive a failing grade in the course. Please communicate with the instructor as soon as possible in the event of an emergency.

You will not be penalized for missing class on religious holy days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor, in writing, **at least one week before the absence**, so that alternative arrangements can be made to complete work. If you know you will have to miss class(es) for this reason, provide your instructor with the date(s) as early as possible. Please note that the University specifies very few other excused absences (e.g., jury duty).

The instructor is not responsible for updating you on the material that was covered during class if you were not present. You are responsible for learning about notes and assignments from a classmate or from the course website.

Late Assignments: Grades for all assignments will be reduced by 10% for each day they are late and will not be accepted more than 3 days late. Students can potentially receive extensions, at the instructor's discretion, if they make the request **at least 24 hours before the due date**.

Scholastic Honesty

Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to *all* drafts and assignments, and a report of the incident will be submitted to the Office of the Dean of Students and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University.

So, take care to read and understand the [Statement on Scholastic Responsibility](#), which can be found online at <http://www.utexas.edu/cola/depts/rhetoric/firstyearwriting/plagiarismcollusion.php>. If you have any doubts about your use of sources, ask your instructor for help *before* handing in the assignment.

Students with Disabilities

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (voice) or 1-866-329-3986 (video phone) as soon as possible to request an official letter outlining authorized accommodations. More information is available on the [Services for Students with Disabilities](#) website at <http://ddce.utexas.edu/disability/>

E-mail Accounts

Email is an official means of communication at UT-Austin, and your instructor will use this medium to communicate class information. You are therefore required to obtain a UT email account and to check it daily. All students may claim an email address at no cost by going to the [IT Services](#) website at <https://get.utmail.utexas.edu/>.

Emergency Information

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.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor 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: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Information regarding emergency evacuation routes and emergency procedures can be found on the [UT emergency page](http://www.utexas.edu/emergency) at <http://www.utexas.edu/emergency>

Other important Emergency Information

You can find more information about planning for emergencies on the [Emergency Preparedness site](http://www.utexas.edu/safety/preparedness/) at <http://www.utexas.edu/safety/preparedness/>

Behavior Concerns Advice Line: 512-232-5050

Use this resource to help fellow UT members about whom you have concerns. You can learn more about the [Behavior Concerns Advice Line](https://operations.utexas.edu/units/csas/bcal.php) on their site at <https://operations.utexas.edu/units/csas/bcal.php>

Student Emergency Services: 512-471-5017 Mon.-Fri., 8-4:30 (Call BCAL outside these hours)
<http://deanofstudents.utexas.edu/emergency/>

Nurse Advice Line: 512-475-6877 All day every day

Counseling and Mental Health Center: <https://cmhc.utexas.edu/>

Gender and Sexuality Center: <http://diversity.utexas.edu/genderandsexuality/>

Multicultural Engagement Center: <http://diversity.utexas.edu/multiculturalengagement/>

Identity Based Support and Discussion Groups <https://cmhc.utexas.edu/groups.html#schedule>

See website for full schedule of discussion groups for all students including people of color, LGBTQ students, survivors of violence, and students with disabilities.

Course Schedule

August 28 – El contexto político actual

- Bell – *The Space Traders*

September 5 – Las raíces indígenas y la colonización española

- Zinn – Colón, los indígenas, y el progreso humano
- Anzaldúa – The homeland, Aztlán
- Urrieta – Las identidades también lloran
- In class: ¡Frontera!
- **Due 9/6 9 AM: Reflexión**

September 12 – La educación de lxs mexicanxs en el suroeste pos-1848

- Donato, “Legally white, socially Mexican”
- Macgregor-Mendoza, “Aquí no se habla español”
- Barrera, “Las escuelitas”
- **Due in class: Escoger sitio para servicio**
- **Due 9/13 9 AM: Reflexión**

September 19 – El Movimiento Chicano y sus complejidades

- Gonzales, R. C., “Yo soy Joaquín”
- Cervantes, L. D., “You cramp my style, baby”
- Excerpts from “El plan de Santa Barbara”
- Young Lords Party 13-Point Platform
- Anzaldúa, “Movimientos de rebeldía y las culturas que traicionan”
- In class: *Walkout!; Austin Revealed Chicano Civil Rights*
- **Due 9/20 9 AM: Reflexión**

September 26 – La inmigración y sus efectos en lxs estudiantes Latinxs

- Gonzales, A., “Derechos en crisis”
- Moreno, “Lessons of belonging and citizenship among hijas/os de inmigrantes”
- Urrieta, Kolano, & Jo, “Learning from the testimonio of a ‘successful’ undocumented Latino student in North Carolina”
- In class: *Harvest of Empire*
- **Due 9/27 9 AM: Reflexión**

October 3 – La ideología capitalista en las escuelas estadounidenses

- Rogoff et al, Firsthand Learning & Intent Participation
- McLaren, Critical Pedagogy
- Freire, The Banking System of Education and Problem Posing Pedagogy
- **Due 10/4 9 AM: Reflexión**

October 10 – Los fondos de conocimiento de las comunidades Latinxs

- Weiner – Challenging Deficit Thinking
- Moll et al. – Funds of Knowledge
- Yosso - Whose culture has capital?
- Anzaldúa - How to tame a wild tongue
- In class: *Moonlight*
- **Due 10/11 9 AM: Reflexión**

October 17 – Definiendo educación auténtica

- Valenzuela – *Subtractive Schooling*, Chs. 3-5
- **Due in class: Mini-Proyecto 1**
- **Due 10/18 9 AM: Reflexión**

October 24 – Conexiones con más historias: americanxs asiáticxs, nativxs americanxs

- Suina, “The Pueblo People and the Dominant Culture”
- Simpson, “Land as Pedagogy”
- Au, Brown, & Calderón, “Cultural Maintenance or Americanization?”
- Lecture: Asian histories in Latin America
- **Due 10/25 9 AM: Reflexión**

October 31 Conexiones con más historias: afro-americanxs

- Lewis, “The social reproduction of racial inequality”
- DiAquoi, “Separate and connected: An African-centered shule”
- Dillard, “To address suffering the majority can’t see”
- In class: *The House We Live In*; Handouts: Ladson-Billings, “Black women holding up the world,” Gumbs, excerpts from *M Archive*
- **Due 11/1 9 AM: Reflexión**

November 7 La resistencia transformativa

- Solórzano & Delgado Bernal, “Examining Transformational Resistance”
- Torres, “Building Austin Building Justice”
- Zavella, “Intersectional praxis in the movement for reproductive justice: the Respect ABQ Women campaign”
- Baca, “Our people are the internal exiles”
- In class: *Maquilapolis*
- **Due 11/8 9 AM: Reflexión**

November 14 El género y la sexualidad en las escuelas

- Renold, Coming out: Gender, heterosexuality, and the primary school
- Cervantes Soon, Testimonios of life and learning in the borderlands
- Garcia, Now why do you want to know about that?
- In class: *It’s Elementary*
- **Due in class: Mini-Proyecto 2**
- **Due 11/15 9 AM: Reflexión**

November 28 La pedagogía en acción

- Cervantes Soon, Enacting a pedagogía de autogestión
- Ladson-Billings, Seeing color, seeing culture; The tree of knowledge
- **Due 11/29 9 AM: Reflexión**

December 5 La lucha sigue

- Pour-Khorsid, “Healing, Empowerment, Love, Liberation, and Action Embodied by Social Justice Educators of Color”
- Anzaldúa, “La conciencia de la mestiza”
- Gumbs, “Evidence”
- In class: *Precious Knowledge*
- **Due 12/6 9 AM: Reflexión**
- **Due 12/10 9 AM: Autobiografía de la Educación**