

School of Educational Policy and Leadership
ED P&L 905
Themes and Theories in Cultural Foundations
Section 010 #27716
RAM 215
1:30-3:48 Wednesday
Autumn 2009

Instructor: Patti Lather

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Office hrs: 2-4 Tues and by appt.

Office: 101C RAM

This course is designed to provide an introduction to the themes and theories that undergird the cultural foundations of education. The course analyzes the interdisciplinary nature of the cultural foundations of education with a focus on the intersections of culture, knowledge and power. Themes include: the history of cultural foundations of education, particularly its relationship to the politics of disciplinarity; nationhood and global culture; colonialism and postcolonialism; race and ethnicity; gender and sexuality; identity politics; popular culture, media studies; science, culture and technology; and ethnography and cultural studies.

Course Objectives:

1. Students will have an introductory understanding of the cultural foundations of education as an interdisciplinary field: its underlying theories, political investments and historical development.
2. Students will develop an understanding of how the themes and theories of cultural foundations of education are related to the study of education, technology, and qualitative Inquiry.
3. Students will be able to sketch the implications of a cultural foundations framework for an interdisciplinary area of scholarly interest.

Required Texts:

- John Willinsky, Learning to Divide the World: Education at Empire's End. Mpls: University of MN Press, 1998.
- Kathleen Weiler, ed. Feminist Engagements: Reading, Resisting, and Revisioning Male Theorists in Education and Cultural Studies. NY: Routledge, 2001.
- Jean Baudrillard, Simulations. NY: Semiotext(e), 1983.
- Dani Cavallaro, Critical and Cultural Theory: Thematic Variations. London: Athlone Press, 2001.
- Pala Saukko, Doing Research in Cultural Studies. London: Sage, 2003.

Recommended:

Jean Lyotard, The Postmodern Condition: A Report on Knowledge. Mpls: University of MN Press, 1979.

Student Requirements:

1. By midterm, prepare a brief (2-3pp.) description of an interdisciplinary area of scholarly interest, working Cavallaro and Saukko texts for their usefulness in articulating your project. For final, prepare an annotated bibliography that maps the history and the current directions of the research into this area. Preface bibliography with 3-5 pp. that sketch a cultural foundational approach to studying the area in more depth. Make a presentation to the class of the most significant themes and issues in this area. (60 points possible) **Note that presentations are scheduled for finals week, Wednesday December 9, regular class time.**

2. Options: Pick one of the following (30-40 points possible):

-Working in teams of 2, either sign up to co-lead class discussion OR line up some sort of media experience for the class that is related to one of the themes and/or theories. This can be video, audio, visual, or internet. Then lead a class discussion on how this experience helped flesh out our understanding of cultural foundations. 20 minutes total.

-Compile a listing of journals in your field and write a 6-8 p. analysis of how the course readings and discussion are/are not reflected in these journals. Attach listing of journals to paper.

-Pick one article from each week's reading and write a one page evaluation of its usefulness in context of course objectives. November 18 MUST focus on Randy Bass as I made deal with him to provide some feedback.

-Design a collective knowledge project for the class that is structured around adding some entries to Cavallaro. I'm thinking wikipedia-ish, but what do I know? For those (beyond the organizer[s]) who participate in this, I would give 5-10 points and you could cut back a bit on the optional assignment.

Regardless of option, for final, write up an evaluation of how your option "worked" within the context of an evaluation of how the course as a whole "worked" to help you develop a cultural foundational perspective on issues in your field of study.

Grading

A: 95-100

A-: 90-94

B+: 87-89

B: 84-86

B-: 80-83

C+: 77-79
C: 74-76
C-: 70-73
D: 60-70

Policies and Procedures:

Absences: You are expected to attend each class. If this is impossible, it is your responsibility to contact the instructor in order to arrange make-up work.

Incompletes: Written requests no later than last week of November which includes phone number and email. Include time-line for getting work done within next quarter. Incompletes are evaluated with higher expectations (given additional time to do work) and receive minimal feedback.

Late work: Late work will not be accepted without prior arrangements and will receive sketchy comments.

Course Outline:

Sept 23: What is Cultural Foundations and what is its place in Schools of Education? Overview of course. Discussion: The history of foundational studies and current issues that define the field. Research interests? Theoretical persuasions and questions?

Sept 30: Cultural Foundations as Disciplinary Formation

- Steve Tozer, The Social Foundations of Education. Pp. 279-310 in Education Across a Century, Lyn Corno, ed. Chicago: Univ. of Chicago Press, 2001.
- Patti Lather, The Foundations/Cultural Studies Nexus: An Emerging Movement in the Education Field. Journal of Curriculum Theorizing, Summer, 2006, 25-40.
- Judith Butler, Merely Cultural. New Left Review, #227, 1998, 33-44.
- Handel Wright, Dare we de-centre Birmingham? Troubling the 'origin' and trajectories of cultural studies. European Journal of Cultural Studies, 1(1), 1997, 33-56.
- Chapters on John Dewey, W.E.B. Dubois, Antonio Gramsci and Paulo Freire in Feminist Engagements, Kathleen Weiler, ed. NY: Routledge, 2001.
- Cavallaro, pp. 3-37
- Saukko, Intro and ch. 1, Parts I and II (1-38)

Oct 7: Cultural Foundations, Critical Theory and the Culture of Schools of Education

- David Labaree, The Trouble with Ed Schools. Educational Foundations, Summer, 1996, 27-45.
- Chapters on Basil Bernstein, Stuart Hall and Critical Pedagogy in Feminist Engagements, Kathleen Weiler, ed. NY: Routledge, 2001.
- Michael Apple. Raymond Williams and the Roots of Critical Cultural Studies in Education: An Essay Review. Education Review, Sept. 17, 2008.

- Kathleen Hall, Understanding educational processes in an era of globalization: The view from anthropology and cultural studies. Pp. 121-156 of Issues in Education Research, Ellen C. Lagemann and Lee Shulman, eds. San Francisco: Jossey Bass, 1999.
- Aihwa Ong (2007) Neoliberalism as a mobile technology. Transnational Institute of British Geography, 32, 3-8.
- Beverly Gordon, Knowledge Construction, Competing Critical Theories, and Education. Pp. 184-199 of Handbook of Research on Multicultural Education, James Banks and Cherry Banks, eds. NY: Macmillan, 1995.
- Cavallaro, pp. 38-69
- Saukko, ch 2&3, (39-73)

Oct 14: Whither Cultural Foundations?

- Chapter on Felman, Freud and Lacan in Feminist Engagements, Kathleen Weiler, ed. NY: Routledge, 2001.
- Stever Tozer, Making the Philosophical Practical. Chapter 5 of The Future of Educational Studies, George Noblit and Beth Hatt-Echeverria, eds. NY: Peter Lang, 2003, 75-88.
- George Noblit, Beth Hatt-Echeverria and Sherick Hughes. Where identity meets knowledge: The future of educational studies. Pp. 313-327 of The future of educational studies, George Noblit and Beth Hatt-Echeverria, eds. NY: Peter Lang, 2003.
- Dan Butin. 2009. Dark Times indeed: NCATE, social justice, and the marginalization of multicultural foundations. Journal of Educational Controversy. 12 pages. Accessed Sept 2, 09.
- Cavallaro, pp. 71-107
- Saukko, ch 4 (74-96)

Oct 21: Foucault: Whither Critical Theory?

- Michel Foucault, Interview with Michel Foucault. In “Power: Essential Works of Foucault 1954-1984. Vol. 3. Edited by James D. Faubion and Paul Rabinow. Translated by Robert Hurley and others. NY: The New Press, 239-297.
- Chapter on Foucault and Deleuze in Feminist Engagements, Kathleen Weiler, ed. NY: Routledge, 2001.
- Cavallaro, pp. 108-140
- Saukko ch 5&6 (97-134)

Oct 28: Popular Culture, Media, and Identity

- Jean Baudrillard, Simulations. NY: Semiotext(e), 1983.
- Bronwyn Davies. 2006. Subjectification: the relevance of Butler’s analysis for education. British Journal of Sociology of Education, 27(4), 425-438.
- Rinaldo Walcott, Queer texts and performativity: Zora, rap, and community. Pp. 157-172 of Queer Theory in Education, William Pinar, ed. Mahwah NJ: Lawrence Erlbaum, 1998.

- Ian Steadman, Popular culture and performance in South Africa. Pp. 7-10 & 112-133 of Rethinking Culture, Keyan Tomaselli, ed. Bellville SA: Anthropos Pub., 1989.
- Dan Yon, Pedagogy and the 'problem' of difference: On reading community in *The Darker Side of Black*. Qualitative Studies in Education, 12(6), 1999, 623-641.
- Robert Helfenbein (2008) Essay Review: Conjuring Curriculum, Conjuring Control: A reading of resistance in *Harry Potter and the Order of the Phoenix*, J. K. Rowling. Curriculum Inquiry, 38(4), 499-513,
- Saukko, ch 7 (135-152)

Nov 4: The Postcolonial Condition

- Edward Said, Introduction. Pp. 1-28 of Orientalism. NY: Vintage Books, 1978.
- John Willinsky, Learning to Divide the World, 1998.
- Cavallaro, pp. 141-166
- Saukko, ch 8 (153-175)

Nov 11: NO SCHOOL: Veteran's Day

Nov 18: Science, Culture and Technology

- Walter Benjamin, The Work of Art in the Age of Mechanical Reproduction. Pp. 217-251 of Illuminations, Hannah Arendt, ed. Trans. Harry Zohn. NY: Schocken Books, 1968.
- Randall Bass. 2009. Knowledge, expertise, and uncertainty in the new digital learning landscape. Unpublished paper.
- David Hess, Ethnography and the Development of Science and Technology Studies. Pp. 234-245 of Handbook of Ethnography, Paul Atkinson, Amanda Coffey, Sara Delamont, John Lofland and Lyn Lofland, eds. London: Sage, 2001.
- Lori MacIntosh and Mary Bryson, Youth, MySpace, and the Interstitial Spaces of Becoming and Belonging. Journal of LGBT, 5(1), 133-142, 2007.
- Cavallaro, 167-213
- Saukko, ch 9 (176-197)

Nov 25: No Class: Turkey Break.

Dec 2: Qualitative Research and Cultural Foundations of Education

- Oyekan Owomoyela, With Friends Like These. . . A Critique of Pervasive Anti-Africanisms in Current African Studies Epistemology and Methodology. African Studies Review, 37(3), 1994, 77-101.
- Van Loon, Ethnography: A Critical Turn in Cultural Studies. Pp. 273-284 of Handbook of Ethnography, Paul Atkinson, Amanda Coffey, Sara Delamont, John Lofland and Lyn Lofland, eds. London: Sage, 2001.
- Rick Voithoffer, Designing new media education research: The materiality of data, representation, and dissemination. Educational Researcher, 34(9), 3-14, 2005.
- Greg Dimitriadis, Position paper on cultural studies in education and the "research imaginary." Miami University of Ohio Education Summit, June, 2002.

Dec 9: Student presentations, Work due. Bring xmas goodies to share.

Academic Misconduct –The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS Statement –Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant’s department. “

Statement on Diversity –The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

