

Course Syllabus

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SST 530 CULTURE AND EDUCATION

**Arizona State University
Online**

Semester: Fall A 2024

Instructor: Dr. Rea Goklish
Office:

Office Hours: Check the Virtual Office Hours Tab on Canvas; by Appointment

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This course examines the relationship between local cultures, local knowledge, and education. The course will expand students' knowledge of Indigenous communities and will examine the socio-historical, cultural, and political contexts that shape the K-16 educational experience of Indigenous peoples in the United States, paying particular attention to issues of cultural identity and representation as they affect the education of Indigenous peoples. Central to our exploration will be learning the ways in which local communities redefine multiple educational contexts and processes, including formal and non-formal education structures, local educational philosophies, and pedagogies.

An understanding of the complex role of culture is essential for developing policies and practices aimed at supporting indigenous students and indigenous communities. Culture is difficult to define, is a contested term. This difficulty is one of the issues we will address in this course. We will extend beyond ethnic and racial cultures to also understand how peer culture, cultural identity, school culture, and popular culture might influence education in correlation to indigeneity and indigenous communities. Through our discussions and evaluations of the various cultural arguments we will discuss how to conceptualize culture and achievement, and how social policies, classroom practices, and educational programs can employ a deeper understanding of culture's role in student achievement.

This course is rooted in a social justice lens, holding at its core the intersection of racism, patriarchy, colonialism, and other systems of oppression that interact to shape student's experiences. Indigenous communities have a long history of protest, organizing, and activism around education, and their organizing efforts have met with fierce opposition from mainstream policymakers and dominant society. We will be examining these organizing efforts, as well as other less "visible" forms of resistance to assimilationist educational policies.

Three major sections comprise the course: 1) Patterns in education for Indigenous populations; 2) The role of Indigenous families, communities, and local and place-based pedagogies; and 3) Alternative models of education towards social transformation. Throughout the course, students will be asked to critically question the role of education

under local and national pressures, and amidst other variables, including rapidly shifting environmental issues, and to offer their own alternatives.

Objectives:

- Students will articulate verbally and in written form—definitions and practices of education policies and the relationship between policy and historically marginalized populations;
- Students will identify unique educational issues through readings and class material and develop problem-solving around those issues;
- Students will explore and articulate their ideas in verbal and written form and present compelling evidence to sustain their ideas;
- Students will cultivate critical thinking skills that result in engagement with topics that resonate with issues of academic interest;
- Student will learn to identify strong and weak arguments about culture in both academic and lay writing
- Students will develop a sophisticated understanding of “culture” and its influence on education
- Students will examine cultural constructions of Indigenous students, parents, and communities in the mainstream media and educational discourse on indigenous peoples;
- Students will understand how education policies toward Indigenous peoples has been deeply connected to questions of cultural identity and embedded in relations of power;

COURSE REQUIREMENTS AND EVALUATION

This course requires the participation of class members through group discussion, individual presentations, and contribution to peers. Other instructional methods employed in the course will include lecture, guest presentations, and new and social media.

Grades will be based on the following, where %=exact points (i.e. 30%=30 points):

Two Critical Reflection Papers 30% Discussion Board Responses 40% Infographic and Video 30% **Total 100%**

*If the student is performing below a passing grade, an Academic Status Report will be sent to the student through the ASU online system only during the Academic Status reporting period. Grading is based on the full range of final grade options at ASU: A+, A, A-, B+, B, B-, C+, C, D, and E.

Students can expect to receive feedback on assignments within 72 hours of the due date.

Grade	Percentage	Points Range
A+	100% - 97%	97 - 100

A	<97-94%	94 - 96
A-	<94-90%	90 - 93
B+	<90-87%	87 - 89
B	<87-84%	84 - 86
B-	<84-80%	80 - 83
C+	<80-77%	77 - 79
C	<77-70%	70 - 76
D	<70-60%	60 - 69
E	<60%	<59

Specific descriptions for course requirements are as follows:

1) Two Critical Reflection Papers [30% total—each paper is 15% of total grade]

You are expected to write two reflection papers. A reflection paper directly relates to the readings and lectures. In 7 - 10 double-spaced pages, include the reading(s) you reviewed (and/or the guest lecture or film), discuss the main point(s) and provide evidence of the main points (through usage of citations), and provide your own reflection/response. It is important to make sure that you make clear what you believe the relationships are between the articles from the week. You may also address what outstanding questions remain for you after the readings, what you really liked (or didn't), and what issues the readings raised for you.

2) Discussion Board Responses [40% of total grade]

Each student must respond to four (4) discussion questions posted by the course instructor. Each response must include reference to the course readings. Discussions are not summaries but rather engage the readings while demonstrating your critical thinking, including providing critiques, questions, and ideas related to your own research interests. Questions are not graded on length of the response but on the quality of the content of the response. However, responses should not be less than 250 words (with an average response ranging from 250-500 words). This is also a place for you to engage each other and your posts. A response to another post does not entirely fulfill the assignment, but it is an important part of the exercise.

3) Final Project: Infographic [30% of total grade]

An infographic is a visual image that presents data and/or an idea. This genre of communicating forces the creator to boil down information in a way that is easily digested through (minimal) words and pictures. I find this site to be really useful in

thinking about and through infographics: <https://venngage.com/blog/what-is-an-infographic/Links to an external site.>

Your assignment is to create an Infographic on a topic that addresses one or more of the course themes that emerge from class readings and discussion. In this Infographic, you will a) Describe how this topic relates to your own work/interests; b) Present an in-depth analysis of the topic; c) Discuss current policy related to the topic; and d) Provide a direct relationship response to how you envision your work/analysis/research benefiting Indigenous communities. You will present your Infographic in a video (no more than 5 minutes) using YouTube and uploaded to Canvas. Along with your Infographic, you are asked to submit an annotated bibliography in Times New Roman 12-point font outlining the references used in your presentation. You may include outside literature from legitimate sources—if you have any questions about your resources, *please raise them in class for the benefit of class discussion*. Final project is due the last day of class.

TECHNOLOGY SUPPORT

Assignments must be typed, and access to computers and the ASU Library System are required. Students can access technological resources through the University, and if there are any technical issues encountered, students should contact ASU.

Visit <https://contact.asu.edu/> for frequently requested information or visit the My ASU Service Center where you can easily search for answers to your questions using ASU's Knowledge Base or access 24/7 live chat with one of our ASU Help Desk agents. You can also request services or report an issue by creating a support case and our field of experts will route your request accordingly and follow-up by email or your preferred contact method. ASU resources can also be found on the ASU website at: <https://contact.asu.edu>

CLASS POLICIES

Academic Integrity & Dishonesty

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <https://provost.asu.edu/academic-integrity> .

Policy against threatening behavior

See the following for additional information: Student Services Manual SSM 104–02 “Handling Disruptive, Threatening or Violent Individuals on Campus”

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus,

the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Expected Online Behavior

Appropriate online behavior (also known as netiquette) includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. The instructor may delete inappropriate discussion board posts.

The following are some general guidelines regarding online communications in this course:

- Responses to other students should address the ideas or work submitted, not the person.
- Being respectful is essential. Be understanding of diverse opinions, values, life experience, cultures and backgrounds.
- Be mindful this is educational communication.
- Be cautious in using sarcasm or humor in online communications. This can be easily misunderstood.
- Use proper grammar & spelling. If u rite liek this lol ppl might start 2 get mad lol. :) The instructor understands spelling is not always easy and typos and basic spelling mistakes will happen. However, if it is distracting from your message, it can be annoying. Also, be careful not to use too much web jargon, seeing lol used more than twice in a sentence or two is probably unnecessary and does not promote good Internet etiquette.
- DO NOT TYPE IN ALL CAPS. IT IS NOT ONLY DIFFICULT TO READ BUT CAN MAKE PEOPLE THINK YOU ARE SHOUTING AT THEM. It is okay to type in caps to accentuate a word or two or to distinguish a heading or relevant topic, but do so sparingly.

Disregard of online behavior expectations depending on the severity of the behavior will be reported to appropriate ASU offices.

Online Course Expectations

Students are responsible for actively engaging and participating weekly with course material according to the online course schedule. Weekly interaction is required in order to ensure that students are reading and synthesizing material at a pace that will allow them to complete the course. If you know that you will miss more than one weekly interaction, you must send the instructor an email explaining your anticipated absence. In the case of personal, medical, and family emergencies, exceptions will be made on a case-by-case basis and require documentation that can be presented to the instructor in writing. For information regarding absences, see the following university policies: Information on excused absences related to religious observances/practices that are in

accordance with ACD 304–04 “Accommodations for Religious Practices” and Information on excused absences activities that are in accord with ACD 304–02 “Missed Classes Due to University-Sanctioned Activities.”

Late Assignments

Assignments are due on the dates listed in the syllabus. Penalties deemed appropriate by the instructor will be assigned for late assignments or non-fulfillment of student responsibilities in the course, such as papers deducted one point for each day late. Exemptions are only in the cases of documented medical or family emergencies.

Reasonable Accommodation

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/drc>.

COURSE SCHEDULE AND READINGS

Course readings will be available on Canvas and organized under the module where they are assigned. It is the student responsibility to download and read all of the required readings. There are no required textbooks for this course. All the readings will be available on Canvas.

Module 1: What is culture? What is cultural capital?

Required Reading:

- Carter, P. (2007). “Black” Cultural Capital and the Conflicts of Schooling. In *Keepin' It Real* (p. Keepin' It Real, Chapter 2). Oxford University Press.
- Stevens, M. (2008). Culture and Education. *The Annals of the American Academy of Political and Social Science*, 619(1), 97-113.
- Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

Optional Reading:

- Warikoo, N. (2011). Understanding Cultural Incorporation. In *Balancing Acts* (p. Balancing Acts, Chapter 1). University of California Press.

Module 2: Culture and Education; Sociocultural identities and education

Required Reading:

- Ladson-Billings, G. (2011). “Yes, But How Do We Do It?” Practicing Culturally Relevant Pedagogy. In *White teachers, diverse classrooms : Creating inclusive schools, building on students' diversity, and providing true educational equity*.

- Ladson-Billings, G., & Tate, W. F. (2016). Toward a critical race theory of education. In *Critical race theory in education* (pp. 10-31). Routledge.
- Brayboy, B. McK. J. & Castagno, A.E. (2009). Self-Determination through Self-Education: Culturally Responsive Schooling for Indigenous Students in the U.S. *Teaching Education* 20(1), 31-53.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97.
- Paris, D., & Alim, S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85–100.

Optional:

- Castagno, A.E. & Brayboy, B. McK. J. (2008). Culturally responsive schooling for Indigenous youth: A review of the literature. *Review of Educational Research* 78(4), 941- 993.
- Emdin, C. (2016). Introduction: Commencement. In *For White Folks Who Teach in the Hood... And the Rest of Y'all Too : Reality Pedagogy and Urban Education*. Boston: Beacon Press.

Module 3: Indigeneity and Education

Required Reading:

- Lomawaima, K.T. and McCarty, T.L.: Chapters 1 and 2 in *To Remain an Indian: Lessons in Democracy from a Century of Native American Education*
- Brayboy, B. (2005). Toward a Tribal Critical Race Theory in Education. *The Urban Review*, 37(5), 425-446.
- Deloria, J. V., & Wildcat, D. R. (2001). Knowing and Understanding. In *Power and place : Indian education in America*.
- Okakok, L. (2008). Serving the purpose of education. In M. Villegas, S.R. Neugebauer, & K.R. Venegas (Eds.). *Indigenous Knowledge and Education: Sites of Struggle, Strength, and Survivance* (pp 268-286). Cambridge, MA: Harvard Educational Review Reprint Series No. 44.

Module 4: Indigenous Knowledge Systems

Required Reading:

- Nicholas, S.: "I live Hopi, I just don't speak it"
- McKinley, E.: Postcolonialism, Indigenous students, and science education
- Pierotti, R. and Wildcat, D.: Traditional ecological knowledge
- Barnhardt, R. and Kawagley, O.: Indigenous Knowledge Systems
- Brayboy, B. McK. J. & Maughan, E. (2009). Indigenous epistemologies and teacher education: The story of the bean. *Harvard Educational Review*, 79(1), 1-21.

Optional:

- Deloria, V.: Science and the oral tradition and evolutionary prejudice, in *Red Earth White Lies*
- LaDuke, W.: Wild rice and food as medicine, in *Recovering the Sacred: The Power of Naming and Claiming*

Module 5: Indigenous Resurgence in Education

Required Reading:

- Calderon, D. (2014). Speaking back to Manifest Destinies: A land education-based approach to critical curriculum inquiry. *Environmental Education Research*, 20(1), 1-13.
- Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3).
- Simpson, L. B. (2016). Indigenous resurgence and co-resistance. *Critical ethnic studies*, 2(2), 19-34.
- Coffey, W. & Tsosie, R. (2001). Rethinking the tribal sovereignty doctrine: Cultural sovereignty and the collective future of Indian nations. *Stanford Law & Policy Review*, 12(2), 191-221.

Module 6: The Power Within Indigenous Education

Required Reading:

- Kaomea, J.: Indigenous education for all?
- Reyhner, J.: Indigenous education in global contexts
- Faircloth, S. and Tippeconnic, J.: Tribally controlled colleges and universities
- Read 3 articles of your choice from the ASU Turning Points Magazine

Module 7: Moving Forward and Future Directions

Required Reading:

- Duncan-Andrade, J. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. *Harvard Educational Review*, 79(2), 181-194,399.
- McCarty, T., & Lee, T. (2014). Critical Culturally Sustaining/Revitalizing Pedagogy and Indigenous Education Sovereignty. *Harvard Educational Review*, 84(1), 101-124.

Course Summary:

Date	Details	
Wed Aug 28, 2024	Quiz Module 0: Academic Integrity Agreement	due by 11:59pm
	Discussion Topic Module 1: Discussion	due by 11:59pm
Wed Sept 4, 2024	Discussion Topic Module 2: Discussion	due by 11:59pm
Wed Sept. 11, 2024	Discussion Topic Module 3: Discussion	due by 11:59pm
	Assignment Module 3: Critical Reflection Paper #1	due by 11:59pm
Wed Sept 18, 2024	Discussion Topic Module 4: Discussion	due by 11:59pm
Wed Sept 25, 2024	Discussion Topic Module 5: Discussion	due by 11:59pm
	Assignment Module 5: Critical Reflection Paper #2	due by 11:59pm
Wed Oct 2, 2024	Discussion Topic Module 6: Discussion	due by 11:59pm
Wed Oct 9, 2024	Discussion Topic Module 7: Discussion	due by 11:59pm
	Assignment Module 7: Final Project - Infographic	due by 11:59pm