

**EDUC 800: Ways of Knowing**  
**Section 001**  
**Spring, 2010**  
Innovation Hall 316  
**Tuesday: 4:30 pm - 7:10 p.m.**

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Office hours: Tuesday, 2:30-4:00 and by appointment

**Course Description:**

This is a foundation course for the Ph.D. in Education program. The purpose of the course is to explore how we come to know and accept a method(s) of inquiry among the various ways of knowing. The course will focus on feminist, critical, cultural, and post colonial challenges to traditional epistemologies in educational research. We use a seminar approach structured around readings, reflections on those readings, class discussions, and individual research to develop students' ability to reflect critically on the strengths and limitations of the various ways of knowing and to become aware of the implications they have for research and practice.

**Course Objectives:**

Course Description: Provides understanding of characteristic ways of knowing in various liberal arts disciplines while examining subject matter, key concepts, principles, methods, and theories. Analyzes philosophical traditions underlying educational practice and research. Required course during the first semester in the program.

Course Objectives:

1. Students will understand the traditions of inquiry that serve as the underlying foundations for inquiry in education research, including rationalism, empiricism, positivism, logical positivism, and post-positivism.
2. Students will understand how these traditions attract adherents and understand how and why they have changed over the centuries.
3. Students will analyze and explain some important personal, sociocultural, professional, political, and other influences on ways of knowing reflecting on their own disciplinary lenses and training.
4. Students will explore how various ways of knowing affect individual scholars, research, and practice in education and related fields such as philosophy, anthropology, and sociology.
5. Students will describe, compare, and contrast the ways of knowing from a variety of perspectives including: feminist, critical race, cultural-historical, post-colonial and post-structural.

6. Students will expand and refine their scholarship abilities including critical and analytic reading, writing, thinking, oral communication, and the use of scholarly resources.

### **How this Course Supports GSE's Priorities:**

This introductory course seeks to develop each student's ability to be a reflective practitioner who becomes grounded in the ways we come to know through inquiry. Through the classroom conversations, discussions, and presentations, it is intended that we as a classroom community become more analytic about the conduct of inquiry and one's own perspectives to develop a respect for the diversity of thought that characterizes inquiry.

**MASON SAFETY/SECURITY:** Visit the web sites (<https://alert.gmu.edu>) to familiarize yourself with what to do in case of an emergency or crisis.

### **How to get access to Blackboard Learning System:**

1. Go to the GMU website: [www.gmu.edu](http://www.gmu.edu)
2. Under "STUDENT" you will find "Blackboard-Log into Blackboard" Click to log in.
3. Enter your username: it should be your email username minus the "gmu.edu" (i.e. swong1)
4. Find the course EDUC 800 Section 001 2010.

### **Required Course Texts:**

American Psychological Association (2009). *Publication manual* (6th ed.) Washington, DC, American Psychological Association.

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

Goldberger, N., Tarule, J., Clinchy, B., & Belenky, M. (Eds.). (1996). *Knowledge, difference, and power: Essays inspired by 'women's ways of knowing.'* New York: Basic Books.

Harding, S. (1998). *Is science multicultural? postcolonialisms, feminisms, and epistemologies*. Bloomington, Indiana: Indiana University Press.

### **Recommended Course Texts:**

Albright, J. & Luke, A. (2007). *Bourdieu and literacy education*. Routledge.

Ashcroft, B., Griffiths, G., Tiffin, H. (Ed.) (1995). *The post-colonial reader*. Routledge.

Belenky, M.F., Clinchy, B.M., Goldberger, N.R., Tarule (1986). *Women's ways of knowing*. New York: BasicBooks.

Bourdieu, Pierre (1991). *Language and symbolic power*. Thompson, J. (Editor). Boston: Harvard University Press.

Kuhn, T. (1996). *The structure of scientific revolutions (3<sup>rd</sup> edition)*. University of Chicago Press.

Lin, A & Martin, P. (2005). *Decolonisation, globalisation: Language in education policy and practice*. Clevedon: Multilingual Matters.

Taylor, E., Gillborn, D., & Ladson-Billings, G. (Eds.). (2009). *Foundations of critical race theory in education*. Routledge.

Said, E., Bayoumi, M. (Ed.) (2000). *The Edward Said reader*. Vintage.

### **Course Assignments:**

1. Journal Reflections – (30 points@15points each): Students are to keep a reading journal that is both reflective and analytic. As you read, define whatever questions that arise for you in the readings. Reflect on the reasons why you are asking these questions. The overall purpose of our journaling is the use of personal writing as a means to think and reflect as well as to prepare for class discussions. In particular, the reflections are a means to connect course readings to our personal experiences and to analyze course readings critically. Although there is no specific length requirement, two to three pages might serve to frame the scope of writing. Reflections should be thoughtful and clear. They are opportunities for the student and the instructor to interact one on one. You may elect to do a dialogic or double entry journal with quotes on the left column and your reflections on the right column. See General Criteria for Assessment. Journals will be collected on March 3<sup>rd</sup> and April 21<sup>st</sup>.  
Please put your name on the cover page of the journal, but not on headers.
2. Participation in class discussions – (10 points): Discourse and interaction are in essential part of this if you are absent from class, or a passive participant, your colleagues will not benefit from the knowledge and insights that you have to offer the class. Your thoughts and ideas about the readings are welcomed. For this reason, please bring your reading journals to class and come prepared to share. See Class Participation Assessment below:

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### **Class Participation Assessment**

Please assess the participation of each student in your group according to criteria listed below. Consider overall participation, rating each of the five areas numerically from 0 to 2 (in .5 increments). Total class participation is worth 10% of the final grade. Participation will be based on the average of instructor/peer evaluation scores. I encourage comments regarding evaluation decisions, particularly if you score participation very low or very high.

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- \_\_\_\_\_ Prepared for group discussion and assignments
- \_\_\_\_\_ Maintained balance between speaking and listening roles
- \_\_\_\_\_ Listened attentively and offered constructive feedback
- \_\_\_\_\_ Accepted diversity in viewpoints and negotiated differences
- \_\_\_\_\_ Shared leadership roles in group activities

3. Final Project (select either the Reflective or the Knowing paper) – (35 points). Due: May 4<sup>th</sup>

A) Reflective Analysis Paper:

Drawing on reflections, class discussions, course activities, students will write a scholarly paper that addresses the following questions:

1. How would you have described your way(s) of knowing, learning, and thinking when you began this class?
2. As you consider your autobiography/personal history, what factors personal, experiential, familial, socio-cultural, historical, and/or disciplinary influenced your ways of knowing?
3. How has the course affected your ways of knowing as a practitioner and as a researcher?
4. What are the implications of your reflections for your personal, professional and doctoral activities?

Criteria for assessment include: evidence of serious reflection and analysis, clear organization and clear writing. See General Criteria for Assessment. As part of the development of your paper, please submit a 2-3 page rationale for your selection of a topic. Due Feb. 2<sup>nd</sup>.

B) Knowing Paper

Students will select a way of knowing that is new to them, or, one which they would like to delve into more deeply. Examples include, but are not limited to, women's ways of knowing, post-colonialism, and critical race theory. Your writing should articulate what you believe about teaching and learning and how this "new way of knowing" intersects with your professional practice and doctoral activities. As part of the development of your paper, please submit 2-3 pages that outlines your paper. Due February 16<sup>th</sup>.

This outline should address the following questions:

1. What is the "way of knowing" you will explore?
2. How do you propose to go about exploring it?
3. A citation of a few of your sources?

1. \_\_\_\_\_The author presents as a point of reference, a reflective description of knowing, learning and thinking when s/he began this class.
  2. \_\_\_\_\_The paper addresses how the course has affected ones ways of knowing as a practitioner, and explores the implications for personal, professional and doctoral activities.
  3. \_\_\_\_\_The paper addresses how the course has affected ones ways of knowing as a researcher.
  4. \_\_\_\_\_The author integrates various comments on the readings from the course effectively to contrast various paradigms/ epistemological perspectives.
  5. \_\_\_\_\_The quality of the writing is appropriate for a doctoral level course. The paper is well organized and argued clearly and persuasively.
  6. \_\_\_\_\_The paper presents the unique perspective or voice of the author with respect to the field of education.
  7. \_\_\_\_\_The paper has been edited for misspelled words, subject verb agreement, incomplete and run-on sentences. About 10-12 pages, double spaced and in APA style.
5. Presentation – (25 points): As this is a reading intensive course and we could easily become overwhelmed and preoccupied with the readings rather than with the sharing of ideas. We have six thematic modules in our course; therefore, an efficient and effective way to handle the readings is to organize ourselves into reading groups, each selecting one of the last five modules. Each group will read the core text for their selected topic and then present to the class. For example, if you and your group select ‘Is Science Multicultural?’, your group is responsible for reading the entire Sandra Harding text, as well as researching the topic and author. The rest of the class will read the article(s)/chapter(s) selected by your group for that module. Your group presentation will serve as a backdrop for the class discussion of what everyone has read together.

Evaluation: Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making previous arrangements with the instructor. Points will be assigned to the Reflective Analysis and Knowing Papers using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.

Presentation Rubric: (Scale of 1-5 points)

- \_\_\_\_\_ 1. The presenters presented background on the author/authors to place their work in historical context/reveal significance of scholarly contributions. The presentation included a handout of resources, additional readings, websites.
- \_\_\_\_\_ 2. The presentation revealed some personal stances/experience/significance to knowing. The unique voice of the participants came through. There was either an activity or visual or hands on way of approaching the material—not only a traditional lecture.
- \_\_\_\_\_ 3. The presenters posed questions/perspectives/that enabled active participation—dialogic classroom community—responded well to questions from the class.
- \_\_\_\_\_ 4. The presenters researched the topic well. (The expectation is that the group will have read the entire text and other related texts)
- \_\_\_\_\_ 5. The presenters worked together as a team to bring out various aspects/points of view/experiences with the way(s) of knowing and to *connect* previous discussions, sessions, readings—rich inter-textuality and insights.

Course Requirements:

- 1. Attendance is mandatory, as the discussions are an important part of the course objectives.
- 2. Democratic classroom (see criteria for classroom participation).
- 3. Each student is expected to complete all the assigned discussions. It is expected that each student will be attuned to ensure the active participation of all in the class.
- 4. If you must miss a class, you are responsible for notifying completing any assignments, readings, etc. before the class begins. If you miss more than 3 classes you should make arrangements to withdraw from the class.
- 5. All assignments must be completed on a word processor and turned in at the beginning of class on the due date. (Late assignments will not be accepted without prior approval of the instructor; in addition the grade will be affected).

Honor Code:

All evaluations and homework will be taken under the GMU Honor Code. Students are expected to abide by the honor code set forth in the current edition of the Student Handbook. All exams, assignments, and papers are honor work. Plagiarism is also a violation of the honor code. The University's Honor Code guidelines for academic honesty are at:  
<http://mason.gmu.edu/~montecin/plagiarism.htm>.

**How to Avoid Plagiarism**

<http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html>

Read: Pennycook's article on plagiarism. Pennycook, A. (1996). "Borrowing Others' Words: Text, Ownership, Memory and Plagiarism." *TESOL Quarterly* **30**(2): 201-230.

**Disabilities:**

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC. Students with documented disabilities are encouraged to discuss with the instructor any accommodations that can enhance their participation in the course.

**Schedule of Topics**

1/19 Week 1 Write Self-introduction and bring it with you to class.  
  
Pennycook, A. (1996). "Borrowing Others' Words: Text, Ownership, Memory and Plagiarism." *TESOL Quarterly* **30**(2): 201-230.

**Unit One: Cultural Psychology (Weeks 2-3)**  
**Text: Jerome Bruner, Acts of Meaning**

"One thing only I know, and that is that I know nothing." Socrates

1/26 Week 2

Readings: 1) Bruner, Chapters 1, 2

2/2 Week 3 Reading: 1) Bruner, Chap. 3

2) González, N. Disciplining the Discipline: Anthropology and the Pursuit of Quality Education. *Educational Researcher*, Vol. 33, No. 5, pp. 17-25.  
[http://www.aera.net/uploadedFiles/Journals\\_and\\_Publications/Jour](http://www.aera.net/uploadedFiles/Journals_and_Publications/Jour)

nals/Educational\_Researcher/Volume\_33\_No\_5/05-  
ERv33n5\_Gonzalez.pdf

3) Whorf, B. (1950). An American Indian Model of the Universe.  
**International Journal of American linguistics**, 16(2), pp. 67-72.  
Accessible through GMU library: E-journal finder.

Final Project 2-3 page rationale

**Unit Two: Women's Ways of Knowing (Weeks 4-5)**

**Text: Belenky et.al., Women's Ways of Knowing**

"I have found that sitting in a place where you have never sat before can be inspiring." Dodie Smith

2/9 Week 4 Reading: 1) Belenky et al., Introduction, Chapters 1-2  
2) Goldberger et al., Chapters 5-6

Holton, Gerald (1968) Mach, Einstein, & the Search for Reality *Daedalus*, 97 (2), 636-673.

2/16 Week 5 Reading: 1) Belenky et al., Chapters 9, 10  
2) Goldberger et al., Chapters 9, 11

Final Project 2-3 page outlines

**Unit Three: Is Science Multi-cultural? (Weeks 6-7)**

**Text: Harding, S., Is Science Multicultural?**

"We dissect nature along lines laid down by our native language. Language is not simply a reporting device for experience but a defining framework for it." Benjamin Whorf

2/23 Week 6 Reading: Chapters 1 & 2 from Harding

3/2 Week 7 Reading: Chapters 4 & 8 from Harding  
**Journals Due.**

3/9 Spring Break (3/8-3/14)

**Unit Four: Critical Race Theory (Weeks 8-10)**

**Text: Critical Race Theory**



**Presenters:**

“Cowardice asks the question, 'Is it safe?' Expediency asks the question, 'Is it politic?' But conscience asks the question, 'Is it right?' And there comes a time when one must take a position that is neither safe, nor politic, nor popular but because conscience tells one it is right.”  
Martin Luther King, Jr.

- 3/16 Week 8 Readings: 1) Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education?  
**International Journal of Qualitative Studies in Education.**  
11(1). pp. 7-24.  
Accessible through GMU library: E-journal finder.
- 2) Group select additional chapter from text

- 3/23 Week 9 TESOL CONVENTION Boston, Massachusetts

“You must be the change you wish to see in the world.”  
Mahatma Gandhi

“The ache for home lives in all of us, the safe place where we can go as we are and not be questioned.”  
Maya Angelou

- 3/30 Week 10 Readings: 1) Matsuda, Mari (1991). Voices of America: accent, antidiscrimination law, and a jurisprudence for the last reconstruction.  
**Yale Law Journal**, 100(5), 1329-1407  
Accessible through GMU library: E-journal finder.

**Unit Five: Post-Colonialism (Weeks 11-12)**

**Text: Ashcroft, B. The Post Colonial Studies Reader**

Presenters: \_\_\_\_\_

- 4/6 Week 11 Reading: 1) Said, E., Orientalism in The Post Colonial Studies Reader: Introduction to Orientalism, p. 67-80; Islam as news, p. 186-194.
- 2) Amerasia Journal, Leong, R. Before and after Orientalism, 31(1) 2005 V-XX.  
<http://www.aasc.ucla.edu/aascpress/voxpath/ajv31n1tor.pdf>

4/13 Week 12 Reading: Group selects at least two readings from text. Have readings available to class at least one week in advance.

**Unit Six: Cultural and Symbolic Capital (Weeks 13-15)**

**Text: Bourdieu, Pierre (1991). Language and symbolic power.**

**Albright & Luke (2007) Bourdieu and Literacy Education**

**Presenters:**

“If we spoke a different language, we would perceive a somewhat different world.” Ludwig Wittgenstein

4/20 Week 13 Reading: Bourdieu, Pierre (1989). Social space and symbolic power.  
**Sociological Theory**, 7(1), 14-25.

Accessible through GMU library: E-journal finder.

**Journals Due.**

4/27 Week 14 Reading: Grant, R. & Wong, S. (2008). Critical Race Perspectives, Bourdieu and Language Education. In A. Luke and J. Albright (Eds.), Bourdieu and literacy education. Lawrence Erlbaum Associates. Chapter 8.

5/4 Week 15 **Final Projects Due.**

**BIBLIOGRAPHY (RECOMMENDATIONS FOR EXTENDED READING)**

*Language, Anthropology and Cultural Psychology – How we make sense of the world*

Adler, M. (1940). *How to Read a Book: The Art of Getting a Liberal Education*. New York, Simon and Schuster.

Adler, M. (1957, April). "The Questions Science Cannot Answer"  
*Bulletin of the Atomic Scientists*, XIII , 120-125.

Bakhtin, M. M., & Holquist, M. (1981). *The dialogic imagination: Four essays*. Austin: University of Texas Press.

Bruner, Jerome. (1996). *The culture of education*. Harvard

Bruner, Jerome. (1987). *Life as Narrative*. *Social Research*, 54, 1-17

Cazden, C. (1991). *Classroom discourse*. Portsmouth, NH: Heinemann.

Geertz, C. (1983). *Local knowledge: Further essays in Interpretive anthropology*. New York: Basic Books, Inc.

Hall, J. K. (2002). *Teaching and researching: language and culture*. Harlow: Longman.

John-Steiner, V., Panofsky, C.P., & Smith, L. W. (Ed.). (1994). *Sociocultural Approaches to Language and Literacy: An Interactionist Perspective*. Cambridge: Cambridge University Press.

Lantolf, J. (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

- Lantolf, J., & Appel, G. (Eds.). (1996). *Vygotskian approaches to second language research*. Norwood, NJ: Ablex Publishing Corporation.
- Lave, J., & Wenger, E. (1991). *Situated learning : legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lippi-Green, R. (1997). *English with an accent: Language, ideology, and discrimination in the United States*. London: Routledge.
- Sizer, Theodore,R. (1985). *Horace's Compromise*. Boston: Houghton Mifflin.
- Vygotsky, Lev. (1986) *Thought and Language*. Cambridge, MA: MIT Press.
- Warrior, Robert. *Tribal Secrets: Recovering American Indian Intellectual Traditions*. Minneapolis: Univ. of Minnesota Press, 1995.
- Wertsch, J. (1985). *Vygotsky and the social formation of mind*. Cambridge, Mass.: Harvard University Press.
- Whorf, B. L., John B. Carroll (Ed.) (1964). *Language, Thought, and Reality: Selected Writing*. The MIT Press

### *Feminism/Post Structural Social Theory*

- Alexander, M. Jacqui and Chandra Talpade Mohanty, ed. *Feminist Genealogies, Colonial Legacies, Democratic Futures*. Routledge, 1997.
- Giddens, A. (1979). *Central Problems in Social Theory*. University of California Press
- Harding, S. (1987). *Feminism and methodology: Social Science Issues*. Bloomington and Indianapolis: Indiana University Press.
- Harding, Sandra. *Is Science Multicultural? Postcolonialisms, Feminisms, and Epistemologies*. Indiana Univ. Press, 1998.
- Hennessy, Rosemary and Chrys Ingraham, eds. *Materialist Feminism: A Reader in Class, Difference, and Women's Lives*. 1997.
- Hill Collins, P. (1986) *Learning from the outsider within: The sociological significance of black feminist thought*. *Social Problems*, 33(6), 514-532.
- Hill Collins, P. (1998). *Fighting words: Black women & the search for justice*. Minneapolis: University of Minnesota Press.
- Luke, Carmen and Jennifer Gore. *Feminisms and Critical Pedagogy*. Routledge, 1992.
- McWilliam, Erica. In *Broken Images: Feminist Tales for a Different Teacher Education*. Teachers College Press, 1995.
- Maher, Frances A., Thompson Tetrault and Mary Kay. *The Feminist Classroom*. Basic Books, 1994.
- Noddings, N. (1986). *Fidelity in teaching, teacher education, and research for teaching*. *Harvard Educational Review*, 56(4), 496-510.
- Norton, B. & A. Pavlenko (eds) (2004) *Gender and English language learners*. TESOL Publications.
- Pavlenko, A. (2001). *Language learning memoirs as a gendered genre*. *Applied Linguistics*, 22, 213-240.
- Pavlenko, A. (2001). "In the world of the tradition I was unimagined": *Negotiation of identities in cross-cultural autobiographies*. *The International Journal of Bilingualism*, 5, 317-344.
- Ruether, Rosemary Radford, ed. *Women Healing Earth: Third World Women on Ecology, Feminism, and Religion*. Orbis Books, 1996.

- Sandoval, Chela. "U.S. Third World Feminism: The Theory and Practice of Oppositional Consciousness in a Postmodern World." *Genders* 10 (1991):1-23.
- Trinh, Minh Ha. *Woman, Native, Other*. Bloomington: Indiana Univ. Press, 1989

### *Critical Race Theory*

- Crenshaw, K., Gotanda, N., Peller, G., & Kendall, T. (Editor) (1996). *Critical Race Theory: The Key Writings That Formed the Movement*. New Press.
- Gates, Jr., Henry Louis, ed., "Race," *Writing, and Difference*. Chicago: Univ. of Chicago Press, 1985; 1986.
- Hooks, B., & West, C. (1991). *Breaking bread: Insurgent black intellectual life*. Boston: South End Press.
- Ladson-Billing, G. (2000). Racialized discourses and ethnic epistemologies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 257-277). Thousand Oaks, CA: Sage Publications.
- Matsuda, Mari "Looking to the bottom: Critical legal studies and reparations" in Crenshaw, K., Gotanda, N., Peller, G., & Kendall, T. (Editor) (1996). *Critical Race Theory: The Key Writings That Formed the Movement*. New Press.
- Merton, R. K. (1972). *Insiders and outsiders a chapter in the sociology of knowledge. Varieties of Political Express in Sociology: An American Journal of Sociology Publication*. Chicago and London: The University of Chicago Press
- Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination*. NY: Vintage, 1992.
- Ngugi wa Thiong'o. *Decolonizing the Mind: The Politics and Language of African Literature*. London: James Curry, 1986.

### *Post-Colonialism*

- Appiah, K. A. (1991). "Is the Post- in Postmodernism the Post- in Postcolonial?" *Critical Inquiry* 17, pp. 336-57.
- Appiah, K. A. (1992). *In My Father's House: Africa in the Philosophy of Culture*. London: Methuen.
- Ashcroft, Bill, et al. *The Empire Writes Back*. London: Routledge, 1989.
- Bradford, Clare. (1997). "Representing Indigeneity: Aborigines and Australian Children's Literature Then and Now." *Ariel* 28(1) pp. 89-99.
- duCille, Ann. "Postcolonialism and Afrocentricity: Discourse and Dat Course." In duCille, *Skin Trade*. Cambridge, MA: Harvard Univ. Press, 1996
- Fanon, F. (1967). *Black Skin, White Masks*. New York: Grove Press.
- Gordimer, N. (1958). *A World of Strangers*. Reprint, London: Cape, 1976.
- Gramsci, A, (1971). *Selections from the Prison Notebooks*, trans. Quentin Hoare and Geoffrey Nowell Smith. London: Lawrence and Wishart.
- Landry, D. & MacLean, G. (eds.) (1996). *The Spivak Reader: Selected Works of Gayatri Chakravorty Spivak..* New York: Routledge.
- Levi-Strauss, C. (1972). *The Savage Mind*. London: Weidenfeld and Nicolson.
- Lim Geok-Lin, S. (2001). *Among the White Moon Faces: Memoirs of a Nonya Feminist* **Times Books**.

- Mohanty, C., Talpade, A., R. & Torres, L., eds. (1991). *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press.
- Mongia, P., ed. (1996). *Contemporary Postcolonial Theory: A Reader*. New York: St. Martins.
- Naipaul, V.S. (1987). *The Enigma of Arrival*. London: Penguin Books.
- Narayan, U. & Harding, S. (Eds.) (2000). *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*. Indiana University Press
- New, W. H. (1978) "New Language, New World", in Ashcroft, Bill; Griffiths, Gareth and Tiffin, Helen (eds.). (1995) *The Post Colonial Studies Reader*, London: Routledge.
- Said, E. (1975). *Beginnings: Intention and Method*. New York: Basic Books.
- Said, E. (1978). *Orientalism*. New York: Pantheon Books.
- Said, E. (1984). *The World, the Text, and the Critic*. London: Faber and Faber.
- Said, E., Bayoumi, M. (Ed.) (2000). *The Edward Said Reader*. Vintage.
- Theroux, P. (1972). *V. S. Naipaul: An Introduction to His Work*. London: Andre Deutsch.
- Tiffin, H. (1987) "Post-colonial Literatures and Counter-discourse", in Ashcroft.

### *Cultural and Symbolic Capital*

- Bordwell, D. *Making Meaning*. Cambridge: Harvard UP, 1989.
- Bourdieu, P. (1984). *Distinction: a social critique of the judgment of taste*. Boston: Harvard University Press.
- Madood, T. *Capitals, Ethnic Identity and educational qualifications*, *Cultural Trends* 13(2), June 2004  
[http://www.open.ac.uk/socialsciences/sociology/research/ccse/culturalsubset/culturalinfo/pops/t\\_modood.pdf](http://www.open.ac.uk/socialsciences/sociology/research/ccse/culturalsubset/culturalinfo/pops/t_modood.pdf)
- McQuarie, D. (1995). *Readings in contemporary sociological theory: From modernity to post-modernity*. Englewood Cliffs: Prentice Hall.
- Moll, Luis C., and James B. Greenberg (1990). *Creating Zones of Possibilities: Combining Social Contexts for Instruction*. In *Vygotsky and Education: Instructional Implications and Applications of Sociohistorical Psychology*. Luis C. Moll, editor. Cambridge, UK: Cambridge University Press, pp. 319-49.
- Reay, D. *Education and Cultural Capital: The implications of changing trends in education policies*, *Cultural Trends* 13(2), June 2004 pp. 73-86  
[http://www.open.ac.uk/socialsciences/sociology/research/ccse/culturalsubset/culturalinfo/pops/d\\_reay.pdf](http://www.open.ac.uk/socialsciences/sociology/research/ccse/culturalsubset/culturalinfo/pops/d_reay.pdf)
- Shusterman, R., ed. (1999). *Bourdieu: A Critical Reader*. Oxford: Blackwell.

### *Websites*

- Jerome Bruner                      [http://web.lemoyne.edu/~hevern/nr-theorists/bruner\\_jerome\\_s.html](http://web.lemoyne.edu/~hevern/nr-theorists/bruner_jerome_s.html)
- Sandra Harding                    <http://www.uah.edu/colleges/liberal/womensstudies/harding.htm>
- Edward Said                        <http://sun3.lib.uci.edu/~scctr/Wellek/said/index.html>
- Benjamin L. Whorf                [http://en.wikipedia.org/wiki/Benjamin\\_Whorf](http://en.wikipedia.org/wiki/Benjamin_Whorf)

<http://mtsu32.mtsu.edu:11072/Whorf/mindblw.htm>

Pierre Bourdieu <http://www.jahsonic.com/PierreBourdieu.html>

Feminist Theory Website: Feminist Epistemology:

<http://www.cddc.vt.edu/feminism/epi.html>

Carol Gilligan <http://www.stolaf.edu/people/huff/cclasses/handbook/Gilligan.html>

Vygotsky and Education:

Norma Gonzalez [http://coe.web.arizona.edu/pages/fac\\_lrc/Gonzalez.php](http://coe.web.arizona.edu/pages/fac_lrc/Gonzalez.php)

Luis C. Moll <http://www.edu.arizona.edu/moll>

Michael Cole [http://chc.ucsd.edu/People/ncole\\_bio.html](http://chc.ucsd.edu/People/ncole_bio.html)

James V. Wertsch <http://news-info.wustl.edu/sb/page/normal/18.html>

Ronald Gallimore

[http://portal.ctrl.ucla.edu/npi/institution/personnel?personnel\\_id=46882](http://portal.ctrl.ucla.edu/npi/institution/personnel?personnel_id=46882)

Post-colonialism:

Post-colonialism <http://en.wikipedia.org/wiki/Postcolonialism>

Postcolonial/decolonial theories <http://www.wsu.edu/~amerstu/tm/poco.html>

Contemporary postcolonial literature <http://www.postcolonialweb.org/>

Critical Race:

[http://en.wikipedia.org/wiki/Critical\\_race\\_theory](http://en.wikipedia.org/wiki/Critical_race_theory)