George Mason University
College of Education and Human Development
Ph.D. in Education

1. **Course Prefix and #, Title and Credits:**

EDUC 893 (Section 001)
CRN: 16198
Seminar in Educational Anthropology
Credit hours: 3

Monday 7:20-10:00
Course Location: Thompson Hall L014

2. **Instructor Information:**

Associate Professor: Dr. Shelley Wong, Ed.D. Applied Linguistics Teachers College,
                              Columbia University New York, New York

   a. **Office Hours:** Monday 6:00-7:00 p.m. & Weds. 5:00-7:00 p.m.
   b. **Office Location:**   Thompson 1505
   c. **Contact Information**

Telephone: (703) 993-3513 (office);
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Mailing Address**: George Mason University, Graduate School of Education,**
      4400 University Drive MSN4B3, Fairfax, VA 22030-4444

3. **Prerequisites**: Admission to PhD program, or permission of instructor.

4. **Course Description (as noted in Catalog):**

 Examines theories and research from educational anthropology and educational
sociology to clarify and address contemporary educational issues and concerns.
Focuses on U.S. public schools, with comparative materials from other
educational settings and societies.

Expanded Course Description:

- Emphasis on multilingual, multicultural, intercultural, cross-cultural,
transnational and diaspora studies in local and international contexts
- Critical theory and cultural studies

- The media's influence on culture, education, and society.
- The impact of standardization and accountability on education with respect to culture and diversity
- Reflections on participant perspectives, theoretical frameworks, research, through post-formal, critical race, feminist and womanist, post-colonial, and post-structural lenses
- Developing critical literacy through written and oral presentations

5. **Course Learning Outcomes or Objectives:**

- Analyze theories of culture, including acquisition and transmission of language, literacy and culture, cultural reproduction and cultural capital for understanding schooling and its outcomes in a globalized world.
- Examine anthropological theory and research in relationship to educational practice integrating discussion of CEHD Core values (social justice, research-based practice, ethical leadership, innovation and collaboration) and diverse disciplinary tools from area studies, ethnic studies, and women's studies.
- Demonstrate the variety and complexity of language, culture and power through sociolinguistic and critical discourse analysis
- Situate one's own experience in multiple contexts-political, economic, social, and personal.
- Uncover "hidden codes" promoted by interests within and external to education.
- Promote critical literacy involving writing, reading, presentations, organization, and research skills.
- Provide evidence of awareness of race/ethnicity and identity, linguistic variety, social class, gender, and sexual identity in relation to education and schooling in U.S. and international contexts through a focus on immigration and immigrant communities.
- Examine how foundational influences in U.S. education might be enhanced with international perspectives from Asia, Africa, Europe, Latin America and the Caribbean, Australia and South Pacific.

6. **Professional Standards:**

EDCI 893-001 meets the following NCATE/TESOL Standards for Teacher Preparation (pp. 39-40):

"Domain 2. Culture

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Candidates recognize that language and culture interact in the formation of students' cultural identities. They further recognize that students' identities are tied closely to their sense of self-worth, which is correlated to their academic achievement. Candidates know that all students can learn more readily when cultural factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. They further understand that students' academic achievement can suffer if classroom instruction does not respect students' cultural identities.

Candidates address cross-cultural conflicts, such as stereotyping and bullying, using a combination of cultural appreciation techniques and conflict resolution strategies.

Candidates use information about their students' backgrounds to choose appropriate and effective teaching techniques. They use their knowledge of cultural diversity to foster critical thinking and improve student achievement.

The nature and role of culture encompasses such factors as cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, the interrelationship between language and culture, and the effect of this relationship on learning. It also recognizes the various stages of acculturation and assimilation. Taking these and other factors into account, candidates design lessons that embed instruction in the appropriate cultural context.

The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems; and learning styles and modalities. From this knowledge base, candidates design culturally appropriate learning environments and instruction.

Candidates understand the importance of the home culture and involve ESOL families and community members in students' learning. They understand that multicultural inquiries and interactions among students and colleagues foster critical discourse, systemic discovery, and multiplicity in approaches to academics."

--Exerpt from (2010) TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education, pp. 39-40
downloaded 01/22/12 http://www.tesol.org/s_tesol/bin.asp?CID=219&DID=13040&DOC=FILE.PDF

7. **Nature of Course Delivery**

The course is a face to face seminar which includes:

- Presentations (i.e., mini-lectures assisted by PowerPoint or other visuals);
- Discussions (i.e., engaging students in discussing course content and relevant content from other sources);

- Cooperative learning (i.e., small group structures emphasizing learning from and with others);
- Collaborative learning (i.e., heterogeneous in an interdisciplinary context);
- Student presentations (i.e., focusing on peer learning and exchange of resources);
- Video presentations (i.e., utilizing multiple modes of learning)

8. Course Assignments (aligned with outcomes/objectives)
Assignment Descriptions, Asignment weighting (percentage/points),

1)   Annotated Bibligraphy on Language and Culture in your area of specialization 25 points
    3-5 page paper (Due Feb. 27th)

15-25 entries.

2) Presentation on leading the discussion on a Required Text: 30 Points

3) Final Project (Choose one):   35 Points

A) The Influence of the Media on Culture and Schooling Project: Analysis of media source such as children/adolescent film, children/adolescent programming, print/visual images and text, videos, games or other examples from popular culture

Much has been written about the nature and influence of the media and popular culture on our overall culture and schooling. In addition, the discipline of cultural studies has critiqued the inordinate influence of the media over the visible and hidden curriculum of school. The purpose of this activity is to develop critical media literacy skills that will facilitate the critical interrogation of culture and the media's influence on schooling and society. Your task is to identify a media source, critique it, and make a formal presentation to the class using the artifact to support your analysis. The presentation of your project should be both experiential as well as include a synopsis of your findings.

- Identify your topic, identify sources of information with respect to the communities and social and cultural identities involved in the interpretation of the artifact and indicate the criteria, aspects or elements of culture, you are used to interpret the artifact. (10 points)
- Identify the overt, basic, or easily recognizable messages to the artifact (5 points).
- Identify the hidden messages that are conveyed about culture, the media, and education (5 points).
- Provide an annotated list of resources for researchers and practitioners in your area of specialization (5 points)

- Present your conclusions. What does this artifact say about the media, culture, and education? What does your analysis suggest for transforming educational policies and practices with respect to racism and other constructions of difference? (10 points)

B) Professional/Scholarly Conference Proposal, Paper and/or Report on Conference or Book Review for Scholarly or Professional Publication (10-12 pages not including appendices or references)

1. Reflect on how your membership in various professional and scholarly associations will benefit from participating in professional development opportunities and conferences. Provide a rationale for your choice of assignment. (Research, Policies and Practices) (5 points)

2. Investigate the Genre(s) for presentations: a) **Conference** Attach the call for participation for this conference (including theme, requirements and deadline). Identify the interest sections or divisions relating to your research interests. Provide a sample of a conference proposal. Discuss who you asked for advice. Attach sample conference reviews or book reviews or Call for authors. b) **Journal or other serial publication:** attach a model review of a conference or book and submission requirements. (5 points)

3. Collaboration: How can you use this conference to develop collaboration with classmates, other faculty, colleagues with whom you work to develop expertise through interdisciplinary work? (5 points)

4. The conference proposal/review or book review speaks to the particular discourse community effectively. (5 points)

5. Reflections on the value of this assignment for developing one's research interests. (5 points)

6. Reflection on the value of this assignment for addressing educational policy and practices in your field(s) of specialization. (5 points)

7. The appendix includes an annotated list of resources for future reading/investigation: Conferences, journals, key scholars for summer reading list.(5 points)

4. Class Participation   10

Total: 100

B. Performance based assessment:

Assessment for the assignments is performance based involving active participation in all class sessions.

Class Participation:

>   Collaboration is a cornerstone for this course. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work. A high level of professional behavior includes being fully engaged for the duration of the class, sharing resources, reflections on the readings and insights. Students are expected to refrain from text-messaging, surfing the web and emailing during class.

Attendance: Missed Classes

>   Due to the collaborative nature of the class sessions, the reflective nature of the course assignments, and the interrelated and cumulative sequence of activities, students are required to be present at each class. Each absence (not including Back to School nights as teacher or parent) will result in a grade reduction. For example, one absence will lower a grade from an "A" to an "A-". The second absence will lower the grade from an "A" to a "B+". The third absence will lower the grade from a "B+" to a "C". More than three missed classes will result in a failing grade for the course.

Tardiness:

>   Students are expected to arrive on time. After two late arrivals (10 minutes) to class, each subsequent late arrival will result in a grade reduction. For instance, a third late arrival will lower the grade from an "A" to an "A-". The fourth will lower the grade from an "A-" to a "B+"; and so forth.

Late Assignments:

>   If class must be missed, prior to the absence the student must contact the professor and submit any work that is due during an absence either electronically or in person as agreed. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

C: Criteria for Evaluation:

The seminar format of EDUC 893 requires the active participation of all students. It is critical that all students keep up with the readings, journal entries and actively participate in class. As doctoral level students it is also expected that you will explore alternative

media, video, and film sources, as well as read broadly from resources beyond the required readings in order that you might gain understanding of these elements on educational anthropology and educational sociology. You are especially encouraged to investigate research and theory that investigates the impact of historical trends as well as social and political movements on culture and education. Please be prepared to share your thoughts and reactions to these additional works. In general, students always should be prepared to discuss the content readings, respond to the questions of the instructor and other students, as well as to ask questions for clarification, exploration, or discussion.

D. GRADINGING SCALE:
      1. Students are expected to complete all readings assigned for each class, and to contribute in a knowledgeable and professional manner on each assignment.
      2. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for **each** missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. **No assignments will be accepted after the last class**. No arrangements can be made to extend the course beyond the last class meeting.
      3. Incomplete assignments will receive zero points.
      4. Resubmission of an assignment is not a right. No resubmissions will be accepted without the pre-approval of the professor through conferencing. When a resubmission is granted the grade for the assignment will be the average of the two scores, not the higher score. Before requesting permission to resubmit an assignment, students must show evidence of having read and reflected upon the professor's evaluation feedback.

Interpreting Your Grades:
The mark of **A** denotes excellent mastery of the subject through work that reflects effort beyond basic requirements. **This means work that does not require revision**. It denotes outstanding scholarship. It represents internalization and the creative use of the principles underlying instruction.
The mark of **B** denotes good mastery of the subject through work that addresses all of the requirements. It reflects an understanding of and the ability to apply principles underlying instruction.
The mark of **C** denotes satisfactory mastery of the subject through work that addresses the basic requirements. It reflects successful completion of all assigned work.
The mark of **F** denotes failure to understand the subject and denotes unsatisfactory performance.

      (Final course grade is based on the percentage of total points earned and in accordance with GMU policy.)
Graduate Academic Standards, Grades:
University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of

quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

| Grade	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

* Note: GSE students are advised that, although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

9. **George Mason University Policies and Resources for Students**
    a. Academic integrity (honor code, plagiarism*) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
    b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
    c. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students'

            personal experience and academic performance [See
            http://caps.gmu.edu/].

    d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].

    e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

    f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

    g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

2. Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. (See logo below.)
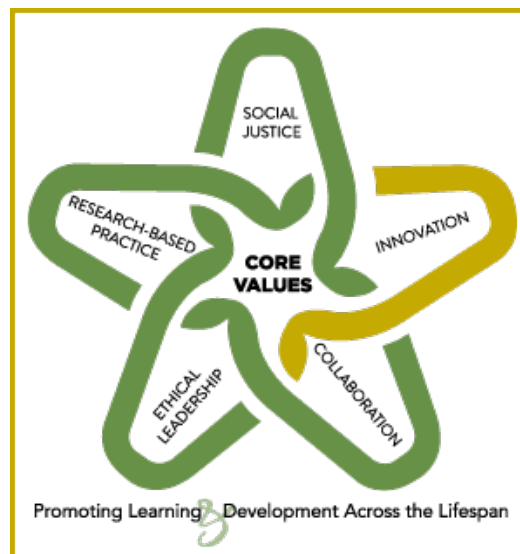
Professional Standards and CEHD Core Values

In 2006, the College of Education and Human Development (CEHD) adopted five core values on which to focus: collaboration, ethical leadership, innovation, research-based practice and social justice. This course supports each of these values by providing multiple learning experiences that necessitate collaboration. Students are afforded opportunities to reflect on their leadership roles in their work as researchers and educational practitioners in their work and learning contexts; to utilize discourse analysis

to design and engage in innovative research and improve classroom practice, particularly with respect to examining the ethics of research and social justice.

*Plagiarism. See:

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

Emergency Procedures:

You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert.

Required Texts:

Bourdieu, P., Wacquant, L. J. D. (1992). *An Invitation to Reflexive Sociology.* The
     University of Chicago Press.

Foley, D. (1990). *Learning Capitalist Culture, Deep in the Heart of Tejas.*
     University of Pennsylvania Press.

Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. NY,
     NY: The New Press.

Valenzuela, A (1999). *Subtractive Schooling: US-Mexican Youth and the Politics
     of Caring*. NY: SUNY.

Wilson, Shawn (2008). Research is Ceremony: Indigenous research methods.
     Black Point, N.S.: Fernwood Pub.

Recommended Texts:

Bateson, G. (2000) *Steps to an Ecology of Mind*. Chicago: University of Chicago Press.

González, N., Moll, L.C., Amanti, C. (2005). *Funds of Knowledge: Theorizing
Practices in Households, Communities, and Classrooms.* Lawrence Erlbaum Associates,
Publishers

Farr. M., Seloni,L., Song, J. (2010). *Ethnolinguistic Diversity and Education: Language, Literacy, and Culture.* NY: Routledge.

Ladson Billings, G. (2009) *The Dream Keepers: Successful teachers of African American Children*. John Wiley and Sons

Smith, Linda Tuhiwai (1999) Decolonizing Methodologies: Research and Indigenous Peoples London & New York: Zed Books; St. Martin's Press U.S. distributor.

Proposed Class Schedule

Class session	In-class Foci	Assignment due this class
Session 1 Jan. 23rd	Introduction to the course What is anthropology? Conceptualizing culture Banning of books and cancelling the Mexican American Studies Program in Tuscan Arizona	Olsen text: Introduction & Chapter 1 Professional Conference Proposal Hye Young Shin Madison, D.S. (2011) Introduction to Critical Ethnography: Method, Ethics and Performance. (pp. 1-16) Thousand Oaks, CA: Sage
Session 2 Jan. 30th	Anthropology and race Racism and racialization Construction of whiteness Aladin	Olsen text: Chapter 2, 3 Lippi Greene (1997) Teaching children how to discriminate from English with an Accent London & NY: Routledge
Session 3 Feb. 6th	Americanization of Immigrant students Critical discourse analysis	Olsen text: Jigsaw (Chapters 4-10) All read Ch. 11 Media project Undocumented students The Dream Act Underground, undergrads
Session 4 Feb. 13th	Ethnographic methods Critical race theory Journals DUE	Valenzuela (Chapters 1-3) Gloria Ladson Billings Through a Glass Darkly the Brown Lecture

		Video of the lecture is on the AERA website http://www.aera.net/brownlecture.htm
Session 5 Feb. 20th	**President's Day**	**NO CLASS Valenzuela (Chapters 4-5)**
Session 6 Feb. 27th	**Countering Deficit theories Ethics of research**	**ANNOTATED BIBLIOGRAPHY DUE Valenzuela text (Chapters 6-7, Epilogue and Appendix on Rsch. Methodology Group Presentation**
Session 7 March 5th	**Marxist reproduction**	**Foley text Foreward, Intro., Ch. 1-2**
Spring Break March 12th- March 18th		**Foley text Ch. 3-5**
Session 8 March 19th	**Cultural production of inequality and resistance** **Funds of knowledge**	**Foley text Apendices and 2nd Edition material** **Gonzalez, Moll, & Amanti (Presenter select a chapter)**
Session 9 March 26th	**Post-structural theories of society Decolonizing social research**	**Foley text Wilson text Foreward and Conclusion and Ch 1 & 2**
Session 10 April 2nd	**Indigenous research methods**	**Wilson Ch. 3-5**

Session 11 April 9th	**Indigenous research methods Introduction to Bourdieu**	**Wilson text Ch. 6 & 7 Bourdieu & Wacquant Prefaces and Ch. 1 and Appendix "How to read Bourdieu" p. 261-265**
Session 12 April 16th	**Reflexive Sociology Journals DUE American Educational Research Association April 13-17 Vancouver**	**Bourdieu & Wacquant Chapter 2**
Session 13 April 23	**Reflexive sociology**	**Bourdieu & Wacquant Chapter 3 and Appendixes 2 and 3**
Session 14 April 30th	**Reflexive sociology**	**Final Project Due**

Criteria Annotated Bibliography	5 criterion shown to a great extent	4 criterion shown to quite an extent	3 criterion shown somewhat	2 criterion shown to a limited extent	1 criterion not shown at all
1.The author provides a rationale for the choice of topic, which is linked to researching culture, language and power and explicitly is linked to the course learning outcomes/objectives.					
2. The paper presents the unique perspective or scholarly voice of the author with respect to disciplinary knowledge(s), specializations, cultural, linguistic and educational capital.					
3. The author interviewed at least one expert from her field of specialization and described the various ways she identified authoritative or leading scholars, books, journals, conferences, dissertations.					
4. The annotated bibliography includes highly recommended, foundational, prestigious, award-winning and premier research books, dissertations that won awards, from journal articles, books, book chapters, research reports, dissertations that relate to the broader critical themes of the course (language, culture and power) The annotated bibliography includes local, insider, multilingual, multicultural resources to expand the canon through deepening the specialized knowledge within the future literature review (examples from specific cultural, linguistic community)					
5. The 3-5 page paper and annotated bibliography have been edited and follow the Zotero format.					

Presentation Rubric (30 points)

	No evidence (not at all) 1	Beginning (limited evidence; to a limited extent) 2	Developing (clear evidence; somewhat) 3	Expanding (clear, convincing evidence; to a great extent) 4	Accomplished (clear, convincing, substantial evidence; to the highest degree) 5
CRITERIA					
1. The presenters presented background on the author and the book to locate her/his work in historical context/reveal significance of the scholarly contributions.					
2. The presentation revealed some personal stances/experience/significance to the reading. 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, fostered a dialogic classroom community and responded well to questions from the class.					
4. researched the topic well (The expectation is that the group will have read the entire text and other related texts or materials to provide background for the class)					

5. worked together as a team to bring out various aspects, points of view, experiences with the book and *connect* previous discussions, sessions, readings—rich inter-textuality and insights.					
6. The presentation included a handout of related resources, additional readings, websites.					

Bibliography

Alim, H.S. (2005). Critical language awareness in the United States: Revisiting issues and revising pedagogies in a resegregated society. *Educational Researcher*, 34(7), 24-31.

American Psychological Association. (2003) (5th ed.). Publication manual. Washington, DC: American Psychological Association.

Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage., P. Darling-Hammond, L., Duffy, H., and McDonald, M.)2005). Teaching diverse learners. In L. Darling-Hammond and J. Bransford (Eds.). *Preparing teachers for a changing world: What teachers should learn and be able to do*. (pp. 232-274). San Francisco: Jossey-Bass.

Bell, D. (1992). *Faces at the bottom of the well: The permanence of racism*. NY: Basic Books.

Boas, F. (1962). *Anthropology and modern life*. NY, NY: Dover Publications, Inc.

Bransford (Eds.). *Preparing teachers for a changing world: What teachers should learn and be able to do*. (pp. 169-200). San Francisco: Jossey-Bass.

Briggs, C. L. (2002). Linguistic magic bullets in the making of a Modernist anthropology. *American Anthropologist*. 104(2): 481-498.

Britzman, D. P. (1991). *Practice makes practice: A critical study of learning to teach.* State University of New York Press, Albany.

Brooks, V. ((2006). Reading representations of themselves: Urban youth use culture and African American textual; features to develop literary understandings. *Reading Research Quarterly*, *41(3)*, 373-392.

Bush, M. E. L. (2004). *Breaking the code of good intentions: Everyday forms of Whiteness.* MD: Rowman & Littlefield Publishers, Inc.

Cochran-Smith, M. (2003). Blind vision: Unlearning racism. In S. Plaut and N.S. Sharkey. *Education policy and practice: Bridging the divide*. (pp. 95-127). Cambridge, MA: Cambridge Educational Press.

Curtis, A., Romney, M. (2006). *Color, race, and English language teaching: Shades of meaning*. NJ: Lawrence Erlbaum Associates, Inc.

Dalton, M. M. (1999). *The Hollywood curriculum: Teachers and teaching in the movies*. New York: Peter Lang. Chapters 1 and 2.

Darling-Hammond, L., Banks, J, Zumwalt, K.,Gomez, L., Sherin, M., Griesdorn, J., & Finn. L. (2005). Educational goals and purposes: Developing a curricular vision for teaching. In L. Darling-Hammond and J.

Delgado, R, & Stefancic, J. (2001). *Critical race theory: An introduction.* NY: New York University Press.

Dyson, M.E. (2003). *Open mike: Reflections on philosophy, race, sex, culture, and religion*. NY: Basic Books. Pages 99-125.

Edelsky, C. (1991). *With literacy and justice for all: Rethinking the social in language and education.* PA: The Falmer Press.

Eisenhart, M. (2001a). Changing conceptions of culture and ethnographic methodology: Recent thematic shifts and their implications for research on teaching. In V. Richardson (Ed.), *The Handbook of Research on Teaching* (4th ed.) (209-225)Washington, DC: American Educational Research Association.

Eisenhart, M. (2001b). Educational ethnography past, present, and future: Ideas to think with. *Educational Researcher*. 30(8): 16-27.

Evans, K. (2002). Negotiating *the self: Identity, sexuality, and emotion in learning to teach*. NY: RoutledgeFalmer.

Freire, P. (1993) (revised edition). *Pedagogy of the oppressed*. NY, NY: The

Continuum Publishing Co.

Gee, J. (1990). *Social linguistics and literacies: Ideology in discourses*. PA: The Falmer Press.

Giroux, H. (1988). *Teachers as intellectuals: Towards a critical pedagogy of learning*. Westport, CT: Bergin & Garvey. Chapters 8 and 9.

Giroux, H. (1997). Are Disney movies good for your kids? In S. R. Steinberg & J. L. Kincheloe (Eds.). *Kinderculture: The corporate construction of childhood* (pp.53-68). Boulder, CO: Westview Press.

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Guterrez, K.D. & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertories of practice. *Educational Researcher*, 32(5), 19-25.

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Kana'iaupuni, S.M. (20040. Ka'akalai Ku~ Kanaka: A call for strengths-base approached from a Native Hawaiian perspective. *Educational Researcher, 33(9),* 26-32.

Kincheloe, J.L., Steinberg, S.R., Rodriguez, N., & Chennault, R. (Eds.) (1998). *White reign: Deploying Whiteness in America*. New York: St. Martins Press. Chapters 1 and 4.

Kincheloe, J. L., Steinberg, S. R., Rodriguez, N., & Chenault, R. (Eds.) (1998). White reign: Deploying whiteness in America. New York: St. Martin's Press. Chapters 1 and 8.

Knapp, M. S. & Woolverton, S. (2004). Social class and schooling. In J. Banks & C. Banks (Eds.). *Handbook of research on multicultural education (2ⁿᵈ ed.).* (pp. 656-681). San Francisco: Jossey-Bass.

Lareau, A. (1989). *Home advantage: Social class and parental intervention in elementary education*. PA: The Falmer Press.

Lee, C.D., Spencer, M.B., & Harpalani, V. (2003). "Every shut eye ain't sleep: Studying how people live culturally. *Educational Researcher*, 32(5), 6-13.

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Macedo, D. (1994). *Literacies of power: What Americans are not allowed to know.* Westview Press, Inc.

Manen, M. V. (1977). Linking ways of knowing with ways of being practical. C*urriculum Inquiry*. Vol. 6, No.3 (1977), pp. 205-228.

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