

Global Seminar Quito, Ecuador

EDS 117 GS Language, Culture & Education Summer Session I, 2016

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Place: Quito, Ecuador

Location: IES Abroad Study Center, Classroom #1

COURSE DESCRIPTION

In this course we will investigate mutual influence of language, culture, and education. The purpose of this course is to enable you to think critically about education as a social institution. The readings, activities, assignments and discussions focus on the social, linguistic, and cultural dimensions of teaching and learning. Throughout the quarter, we examine how concepts of culture and language are represented in explanations of student achievement. We pay particular attention to the “politics of representation” - the meanings people attach to concepts of culture, language, race/ethnicity, gender, class, immigration, etc. – in education. We examine how cultural processes and political-economic constraints shape human action. We will read both historical and contemporary theories and research, with an emphasis on explanations of educational underachievement. We will investigate culture as a set of practices, rather than a fixed ethnic or linguistic category. Cultural practices include language practices, caregiving practices, and daily routines, as mediators of developmental and educational outcomes, and notions of universal and cultural specific development practices and developmental pathways. We will discuss the complex ways that language and culture interact in learning and development in the context of schools.

In this Global Seminar delivery of EDS 117 students will actively investigate theories and concepts presented in the course in conjunction with their own field experiences and the lived experiences of people in a variety of different cultural communities encountered through this course. Students will conduct “investigative assignments” involving brief, informal interviews with people in the local communities. Students will be expected to link learning theories and course content to first hand experiences in Ecuador as well as past experiences in schools in the United States. These small action projects give students the opportunity to locate course concepts in the local “real world.” Students are not expected to have prior research experience. The goal of the action assignments is less about doing research and more about experiencing theory in everyday practices.

REQUIRED READINGS & RESOURCES

- *Required Readings:* All required readings are available on Ted, now called TritonEd, <https://triton.ed.ucsd.edu/webapps/login/>. There are no books. There is no course reader. Please bring readings to class to help you engage in critical discussions in class.
- *Additional Resources:* Additional resources will be placed in the course website on TritonEd. You will be required to look there for additional information.
- *Outside research.* You may be required to conduct your own outside research using the UC Library databases. Make sure you have your computer set up to access the VPN for the UCSD library.
- *Multimedia:* There will be an assortment of mixed media materials included in this class.

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EDS 117 GRADING BREAKDOWN :

Grading: Your course grade will be earned by your participation in and completion of all assignments, exams, and evidence of your learning and thinking in the following categories:

DESCRIPTION	DUE	POINTS
Attendance, Participation and in-class work: It is important to arrive on time for class and to stay for the entire class meeting. Text messaging, inappropriate use of laptops (e.g. movies, email, chats), excessive conversing with your neighbors, and other behavior that distracts you from the class will affect your participation score.	ONGOING	30 (15%)
PRIVATE LEARNING THEORY PAPER – Your first assignment will be due the second day of the course. After completing the first readings, please write a 2-3 page essay describing your private theory of learning. Include how you consider language, culture, development, and classroom practices to play a role in your theory. Remember that a theory is a way of understanding things. There is no right or wrong answer. Include at the end of this paper a few sentences (max 1 paragraph) of what your personal goals are for this course experience, what you hope to learn, and how you plan to apply it to your experience in Ecuador and/or life outside the university.	WEEK 2	20 (10%)
INVESTIGATIVE ASSIGNMENTS – These three assignments are small action projects; students will conduct informal interviews in order to deepen their understanding of course topics. Students will discuss their experiences conducting these action projects in class during weeks 2-4. Students will write up their investigative assignment making connections to weekly readings. The write-up is due each Sunday during weeks 2-4 and on Monday of week 5. See Assignments section for description of each investigative assignment and more details about the assignment.	WEEKS 2 - 4	25PTS PER (75 TOTAL POINTS) (37.5%)
ANALYTIC ESSAY – This take-home essay will be on selected course topics. Students will write a 5-6 page analytic essay. The prompts for the essay will be distributed on Thursday July 21, 2016. The Analytic Essay is due on TritonEd via Turnitin no later than Friday July 29th 9:00AM	JULY 29, 2016	75 (37.5%)
OPTIONAL ALTERNATIVE TO ANALYTIC ESSAY – With the instructor’s permission, students may do a Visual Essay instead of the Analytic Essay. The Visual Essay is a presentation to the class the last class session on July 29 th , 2016. The Visual Essay focuses on a range of media such as film, photos, or other images or media to analyze course topics. Students may work alone or in groups. Time is limited so “first come, first served.” Details will be distributed on July 12, 2016.	JULY 29, 2016	75 (37.5%)
		200 TOTAL

COURSE TOPICS & SCHEDULE OF READINGS

(Subject to change at instructor's discretion)

Week 1: Orienting Concepts, Assumptions, and Point of View

Tuesday June 28, 8:00AM – 9:00PM

Orientation & Historic City Tour

ACADEMIC EXCURSION to La Compañía de Jesus Jesuit Church, Historic Quito

Wednesday, June 29: 11:10AM – 1:00PM

Introduction to Theories of Learning & Development

❖ **Reading:**

- Weisner, T. (2002). Ecocultural understanding of developmental pathways. *Human Development, 45*, 275-281.
- Kurth-Schai, R. & Green, C. (2009). Democracy and education. In E. F. Provenzo & A. B. Provenzo (Eds.), *Encyclopedia of the social and cultural foundations of education* (pp. 239-240). Thousand Oaks, CA: SAGE Publications Ltd. doi:10.4135/9781412963992.n115
- Jones, M. (2016). Makeba's Corner: What my mom taught me about learning. *UCSD Gaurdian*, May 9, 2016.

❖ **In Class Activities:**

- Discuss course assignments and connections to local and overnight excursions
- Small Group discussions
- In-class writings

Thursday, June 30: 2:00PM – 5:00PM

Culture, schooling, and the "achievement gap"

❖ **Reading:**

- Ladson-Billings, G. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. *Educational Researcher, 35*:7, 3-12.
- Votruba-Drzal, E., Miller, P., Coley, R. L. (2016). Poverty, urbanicity, and children's development of early academic skills. *Child Development Persepctives, 10*(1), 3-9.
- APA Presidential Task Force (2012). *Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities*, Forward, Executive Summary, Section I, pages 1-20.

❖ **In Class Activities:**

- Jigsaw: APA Presidential Task Force (2012). *Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities*:
 - Disparities in Early Childhood Education, 21-29
 - Immigrants and Educational Disparities, 30-37
 - Educational disparities & English learners, 38-47

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- ❖ **DUE: Private Learning Theory Paper**

Week 2: Language Socialization & Language as a Cultural Practice

Tuesday July 5 2:00PM – 5:00PM

ACADEMIC EXCURSION to La Ronda and Morales Street.

Wednesday July 6; 9:00AM – 12:00PM

Linguistic diversity in communities and schools

- ❖ **Reading:**

- Haboud, M. (2009). Teaching foreign languages: A challenge to Ecuadorian Bilingual intercultural education. *Universidad de Murcia*, 9(1), 63-80.
- Crawford, J. (2000). The Political Paradox of Bilingual Education. In, *At War with Diversity: U.S. Language Policy in an Age of Anxiety*, pg. 84-103.
- Monzo, L. and Rueda, R. (2009). Passing for English Fluent: Latino Immigrant Children Masking Language Proficiency. *Anthropology and Education Quarterly*, 40:1

- ❖ **In class activities:**

- Discussion of Investigative Assignment #1 (paper due Sunday July 10)
- US Dept.of Health & Human Services & US Department of Education (2016). Policy Statement on Supporting The Development of Children Who are Dual Language Learners in Early Childhood Programs.
-

Thursday July 7, 2:00PM – 4:00PM

Bilingual Education: Friend or Foe?

- ❖ **Reading:**

- Bialystock, E. (2015). Bilingualism and the development of executive function: The role of attention. *Child Development Perspectives*, 9 (2), 117-121.

- ❖ **In class activities:**

- Guest Speaker: Representative of Ministry of Education, Representative for Bilingual Intercultural Education

Friday July 8 – Saturday July 9

ACADEMIC EXCURSION: Imbabura Province; Otovalo, Cotacacchi and La Calaera Communities

Sunday July 10

- ❖ **DUE: INVESTIGATIVE ASSIGNMENT #1 DUE BY 11:59PM ON TRITON ED**

Week 3: Language, Culture & Achievement

Tuesday July 12, 9:00AM – 12:00PM

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The “cultural deprivation” account and its influence on perspectives of educational attainment

❖ **Reading:**

- Bomer, R. et. al. (January, 2008). Miseducating Teachers about the Poor: A Critical Analysis of Ruby Payne’s Claims about Poverty. *Teachers College Record*, 110:12, 2497-2531.
- Cochran-Smith, M. (1995). Color blindness and basket weaving are not the answers: Confronting the Dilemmas of Race, Culture, and Language Diversity in Teacher Education. *American Educational Research Journal*, 32(3), 493-522.
- Jensen, B., Guadalupe, P. M., Aguilar Escobar, A., (2015). Framing and assessing classroom opportunity to learn: The case of Mexico. *Assessment in Education: Principles, Policy & Practice*, <http://dx.doi.org/10.1080/0969594X.2015.1111192>

❖ **In Class Activity:**

- **Discuss Final Analytic Paper Prompts & Option of a Visual Essay**

Thursday July 14, 9:00AM – 12:00PM

The construction of “culture-based” achievement

❖ **Reading:**

➤ **EVERYONE READS:**

- Heath, S. B. (1982). What No Bedtime Story Means: Narrative Skills at Home and School. *Language and Society*, 11:1, 49-76.
- APA Presidential Task Force (2012). Ethnic and Racial Disparities in Education: Psychology’s Contributions to Understanding and Reducing Disparities:
 - Racial and Ethnic Composition of Schools and Educational Disparities, 58-78

➤ **PICK ONE OF THE FOLLOWING READINGS:**

- Lee, S. (December 1994). Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students. *Anthropology & Education Quarterly*, 25:4, 413-429.
- Tyson, K. et. al. (August 2005). It’s Not “A Black Thing:” Understanding the Burden of Acting White and Other Dilemmas of High Achievement. *American Sociological Review*, 70:4, 582-605.
- Bettie, Julie. 2002. Exceptions to the Rule: Upwardly Mobile White and Mexican American High School Girls. *Gender and Society* 16(3) : 403-422.

❖ **In Class Activity:**

- **In Class Discussion of Investigative Assignment #2**

Sunday July 10

- ❖ **DUE: INVESTIGATIVE ASSIGNMENT #2 DUE BY 11:59PM ON TRITON ED**

Week 4: Social Capital & Funds of Knowledge

Tuesday July 19, 9:00AM – 12:00PM

Social Capital & Funds of Knowledge

❖ **Reading:**

- Moll, L. et. al. (Spring 1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice*, 31:2, 132-141.
- Phelan, P., Davidson, A.L., and Thanh, H. (September, 1991). Students' Multiple Worlds: Negotiating the Boundaries of Family, Peer and School Cultures. *Anthropology & Education Quarterly*, 22:3, 224-250.
- Baquedano-Lopez, Alexander, & Hernandez (2013) Equity Issues in Parental and Community Involvement in Schools.

❖ **In Class Activity:**

Thursday July 21, 9:00AM – 10:15AM

Theories of development among Latino families: Familismo & Bien Educado

❖ **Reading:**

- Reese, L. (2012). Storytelling in Mexican homes: Connections between Oral and Literacy Practices. *Bilingual Research Journal*, 35, 277-293.
- Fuller, B., & Garcia Coll, C. (2010). Learning from Latinos: Contexts, Families, and Child Development in Motion. *Developmental Psychology*, 46(3), 559-565.

❖ **In Class Activity:**

Friday July 22 – Monday July 25

ACADEMIC EXCURSION: Tena and Amazon Region

*See excursion Handout and Schedule for more details.

In Class Discussion of Investigative Assignment #3

We will take time during our excursion to discuss Investigative Assignment #3. You may choose to conduct your investigation while in Tena and the Amazon Region

Week 5: Praxis and Educational Recommendations: Validating Language and Culture in Schools

Tuesday July 25

❖ **DUE: INVESTIGATIVE ASSIGNMENT #3 DUE BY 5:00PM ON TRITON ED**

Wednesday July 27, 9:00AM – 12:00PM

Praxis and Educational Recommendations: Validating Language and Culture in Schools (Part I)

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❖ *Reading:*

- Cabrera, N. (2013). Positive Development of Minority Children. *SRCD Social Policy Report*, 27(2).
- APA Presidential Task Force (2012). Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities:
 - Re-envisioning Teaching and Learning, 79-91

❖ *In Class Activity:*

- APA Presidential Task Force (2012). Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities:
 - Task Force Recommendations, 92-94
- Adding to & Modifying Recommendations for re-envisioning local and global education

Friday July 29, 9:00AM – 12:00PM

Praxis and Educational Recommendations: Validating Language and Culture in Schools (Part II)

❖ *Reading:*

- Oakes, J. *Critical Conditions for Equity and Diversity in College Access: Informing Policy and Monitoring Results*. UC ACCORD.

❖ *In Class Activity:*

- Final Presentations

✓ **FINAL ANALYTIC ESSAY DUE BY 9:00AM ON TRITON ED**

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COURSE ASSIGNMENTS

In addition to class attendance, participation, and completion of readings, there are three primary types of assignments:

- I. Private Learning Theory
- II. Investigative Assignments
- III. Final Analytic Essay

I. Private Learning Theory

Your first assignment will be due the second day of the course. After completing the first readings, please write a 2-3 page essay describing your private theory of learning. Include how you consider language, culture, development, and classroom practices to play a role in your theory. Remember that a theory is a way of understanding things. There is no right or wrong answer. Include at the end of this paper a few sentences (max 1 paragraph) of what your personal goals are for this course experience, what you hope to learn, and how you plan to apply it to your experience in Ecuador and/or life outside the university.

II. Investigative Assignments

The investigative assignments are informal action projects in which you will briefly talk to people in the local environment about topics from the course. You will only use these informal interviews for the purposes of this course. Follow the general gist of the script below to help you explain to people why you want to interview them. More detailed tips for talking to people will be discussed in class.

General script to use to explain the assignment to people

GENERAL SCRIPT TO USE TO EXPLAIN THE ASSIGNMENT TO PEOPLE

Hi, my name is _____. I am a student from the University of California. I am doing a study abroad program and am taking a class where we're learning about the role of language, culture and diversity in education. One of my assignments is to talk to people about some of the course topics. The goal is for me to hear the many different ways people think and talk about language, culture and diversity. Anyone I talk to will remain completely anonymous. I won't ask your name or reveal your identity. This is only for an assignment. This will be quick! Can I please talk to you for a few minutes?

Investigative Assignment #1 – Learn about perspectives on bilingual education Part A – Discussed on Wednesday July 5, Week 2

Talk to three people about their thoughts on bilingual education. Describe some of the issues we have talked about in class and then ask their perspective on those issues. You decide what issues to discuss with people. Consider asking them what they know about bilingual education. Also consider asking them what has influenced their perspective on bilingual education (e.g., family, peers, personal experiences, media, etc.)

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Part B – Submitted on TritonEd via Turnitin Sunday, July 10 by 11:59pm

In 3-4 double-spaced pages, **1)** describe who you talked to (no names, use friend, co-worker, mother, cousin, partner, etc.) and a little about their background (if you know anything), then summarize your conversation with each person (at least one page), **2)** compare your interviews to those of other students in your discussion group. Specifically, were your interview responses similar or different than your peers? Give specific examples from two of your peers' interviews, that means talk about one interview that two of your peers conducted. (about 3/4 to 1 page), and **3)** using your interviews, your peers' interviews and one reading from week 7, discuss what you learned about perceptions of bilingual education. Think about any connections between the readings, interviews, and your academic excursions. Think about whether or not the interviews seem similar to the points in the reading or contradict any of the points in the reading. (at least one page)

Investigative Assignment #2 – Learn about conceptions of “minority” and “immigration

Part A – In-Class Discussion on Thursday, July 14, Week 3

Talk to three people about the meanings of “minority” and “immigration.” Ask them, “When you hear the word minority, what immediately comes to mind?” “When you hear the word immigration, what immediately comes to mind?” What images do these words conjure in their minds? Where have they seen these images? What are their thoughts about immigration?

Part B – Submitted on TritonEd via Turnitin Sunday, July 17 by 11:59pm

In 3-4 double-spaced pages, **1)** describe who you talked to (no names, use friend, co-worker, mother, cousin, partner, etc.) and a little about their background (if you know anything), then summarize your conversation with each person (at least one page), **2)** compare your interviews to those of other students in your discussion group. Specifically, were your interview responses similar or different than your peers? Give specific examples from two of your peers' interviews, that means talk about one interview that two of your peers conducted. (about 3/4 to 1 page), and **3)** using your interviews, your peers' interviews and one reading from week 5, discuss what you learned about perceptions of “minority” and “immigration.” Think about any connections between the readings and the interviews. Think about whether or not the interviews seem similar to the points in the reading or contradict any of the points in the reading. (at least one page)

Investigative Assignment #3 – Learn about the concept of identity

Part A – In-Class Discussion on Sunday July 24 Week 4, in Tena

Have a short conversation with one person (host family, classmate, IES Staff member, new friend, or someone from home via Skype or Facetime) about his/her background. Ask about that person's background, including ethnic, racial, and/or linguistic background and culture. Consider asking, “If you were to describe your background to someone, what would you say?” and “If you could only use three words to describe your identity, what would those three words be and why?” Be sure to ask what or who has influenced his/her identity, for example, family, particular life experiences, friends or peers, media, educational experiences, work experiences, etc.

Part B – Submitted on TritonEd via Turnitin Tuesday, July 26 by 5:00PM, Week 5

In 3-4 double-spaced pages, **1)** describe who you talked to (no names, use friend, host parent, mother, cousin, husband, partner, etc.) and a little about their background, then summarize your conversation with that person (at least one page), **2)** compare your interview to those of other students in your in-class discussion group. Specifically, were your interview responses similar or

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different than your peers? Give specific examples from two of your peers' interviews, that means talk about one interview that two of your peers conducted (about 3/4 page), and **3)** using your interview, your peers' interviews and one reading from week 1 or week 2, discuss what you learned about the concept of culture and identity. Think about any connections between the readings, the interviews, and your local experiences. Think about whether or not the interviews seem similar to the points in the reading or contradict any of the points in the reading (at least one page).

III. Final Analytic Essay

**Analytic Essay Due on TritonEd via Turnitin no later than
Friday July 29 5:00PM**

Please remember that Turnitin examines all papers for plagiarism through a database of students' papers submitted for UCSD courses in previous quarters

Write a 5-6 page, double-spaced essay with 1-inch margins in response to ONE of the prompts below. The essay is analytic which means your primary objective is to take a stand on a particular issue or topic and make an argument or make a case for the issue or topic you selected.

You must support your argument with evidence from lectures, discussions, readings, investigative assignments, personal experiences, and/or videos shown in class. Strong essays use multiple sources of evidence (at least THREE sources), such as readings, peer responses from the Thursday discussion groups, and personal experiences, or readings, investigative assignments and videos shown in class, or some other combination of sources. Do not only rely on the readings. A list of all videos shown in class is at the end of this document along with a general grading guide.

A strong essay is one that:

- Presents a clear position or claim, followed by details and examples that support the position
- Explains the significance of the examples. (Be sure to explain how the examples support your position, this includes direct quotes from the readings)
- Integrates information from more than the readings, such as personal experiences, investigative assignments, and videos shown in class, or some other combination of THREE sources of information (the readings are one source)

You MUST use five readings from the course. The voter guide for California Prop. 227 does not count as a reading. You may use readings from outside the course as long as you make sure to include five readings from the course. Include a reference list or bibliography at the end of your essay. **Be sure to proofread your essay. Please seek assistance from your classmates if you need help with your writing.**

Analytic Essay Prompts

Select **ONE** of the questions below to respond to in your essay. **Make sure it's clear which question you have selected. If you don't and it's unclear which question you're answering,**

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points will be taken off.

1. How can schools and/or teachers validate students' language and cultural backgrounds? In other words, how can schools and/or teachers show respect, affirm, honor, and/or include students' language and cultural backgrounds in education?
2. How can schools influence students' identities, as well as their perceptions of education and their experiences in school? In other words, in what ways can the structures, cultures, policies, and/or practices in schools influence students' identities, perceptions of education and their experiences in school?
3. Crawford (week 2 reading) argues that language is politically controversial. Why is language so controversial? What are the issues typically debated about language? Be sure to discuss bilingual education as an example of the controversy. You can use other examples as well.

Analytic Essay Grading Guide

An "A" PAPER

The paper is organized and has a coherent claim or point of view. There are appropriate evidence/examples to support the claim and an explanation is given as to how the evidence supports the claim. Evidence/examples come from multiple sources - readings, lectures, investigative assignments, personal experiences, videos shown in class, Thursday discussion groups, etc.

A "B" PAPER

The paper has a claim but it is less than coherent. The paper needs better organization. Evidence seems to support the claim but the discussion only superficially explains how the evidence supports the claim. The evidence may not come from multiple sources.

A "C" PAPER

The paper is disorganized. Claims are unclear, confusing or too vague. There are too few examples to adequately support the claim. Examples are not from multiple sources. Little to no discussion of how the evidence supports the claim.

Visual Essay Presentation (Alternative to Written Analytic Essay)

75 points per person

**Email the names of students in your group by Thursday, July 19th
"First Come, First Served"**

Overview

The purpose of the Visual Essay is to examine how language, culture and/or education are represented "out in the world" in various multimedia venues, such as film/movies, YouTube videos, TV shows, commercials, magazine ads, photographs, news stories, websites, social media, children's books, cartoons, music videos, etc. These are only some examples. Whatever media artifact you choose, it needs to be something that's widely accessible, such as the above examples.

Instead of finding examples of media representations of language, culture and/or education, students are also free to create an original media project. For example, you could create a piece of art, a short film, a news show or news story, or short documentary featuring interviews of people, other images, etc. These are only examples.

What is it?

The Visual Essay is a 9-minute presentation (no more, no less, so be sure to practice!) on a topic or theme related to the course. Students will find (or create) 1, 2 or 3 multimedia artifacts and use the topic or theme to analyze how the artifacts represent language, culture and/or education.

The point of the analysis is to examine multimedia representations of language, culture and/or education in the context of messages communicated about social class, religion, race/ethnicity, gender/sexuality, identity, intelligence/ability or other social categories. See examples of past presentations below.

Basic requirements for presentation:

- Identify a specific topic or theme
- Discuss why you think the topic or theme is important to education in general
- Reflect on what you've learned about the topic or theme in the course, for example, identify 1 or 2 points about the topic or theme that reflect what you have learned
- Analyze 1, 2 or 3 multimedia artifacts (MAXIMUM 3) using the topic or theme. What messages about language, culture and/or education are being communicated? Are those messages perpetuating or critiquing stereotypical views of language, culture and/or education?

Logistics

- Individual students can present or groups of 4 people max.

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- Groups must email the professor a copy of the presentation in order to get credit (e.g., Ppt., PDF, Word doc, Prezi, Google slides, etc.).
- If using your own laptop, you might need an adapter to plug into the projector in the classroom. Please check with the professor ahead of time to avoid delays during week 10.
- If using the professor's laptop, email the presentation by 8:00am the day of the presentation.

Examples of past presentations

- identity among 4th graders
- educational inequality and the prison pipeline
- language development among deaf youth
- how praising students affects their identity
- popular culture representations of language (speaking another language)
- representations of Latinos and African Americans in TV shows
- cultural differences in child-rearing among immigrant families and non-immigrant families and how those might influence kids' perceptions of education and behavior
- representations of individuals in fraternities or sororities
- cultural differences in UCSD Greek life compared to SDSU Greek life
- examinations of children's films
- after-school programs that use culture to support students' academic success