

School of Education

EDST2070
Culture, Identity and Education

Term 3 2020

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website: <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 2070 Culture, Identity and Education (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Coordinator: A/Prof Richard Niesche
Office Location: Morven Brown Building, G16
Email: r.niesche@unsw.edu.au
Availability: Email to arrange appointment

3. COURSE DETAILS

Course Name	EDST2070 Culture, Identity and Education
Credit Points	(6 units of credit)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

This course critically explores notions of culture and identity and examines related issues in education. Possible topics include a genealogy of culture and identity, performative, intersectional and pluralised configurations of identity, culture and consumption in education, potential tensions between

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding theories and practices associated with culture, identity and education requires strong theoretical knowledge and the capacity to apply this understanding appropriately and effectively in the reading of research pertaining to, and analysis of, contemporary education processes and practices. The teaching, learning, and assessment activities in this course are designed so as to provide affordances for students to develop the requisite theoretical and empirical knowledge and practical skills, thereby enabling them to critically evaluate published research studies and to undertake basic cultural analyses of education.

5. TEACHING STRATEGIES

Student-centred activities will form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study and enquiry.

Teaching strategies used during the course will include:

small group learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals

explicit teaching including lectures and a range of teaching strategies to foster interest and support learning

structured occasions for reflection on learning to allow students to reflect critically on issues discussed

extensive opportunities for whole group and small group dialogue and discussion, allowing students the

6. COURSE CONTENT AND STRUCTURE

Module	Lecture & Tutorial Topic
	Introduction to course
1	Essential pre-reading (for the lecture) - Wadham, B. Pudsey, J. & Boyd, R. (2007). What is culture? In B. Wadham, J. Pudsey & R. Boyd, Culture and education (pp. 1-33). Sydney, NSW: Pearson Education.
	Identity, culture and schooling
2	Essential Reading - Lesko, N. (2012). Introduction: Troubling teenagers. In N. Lesko, Act your age: A cultural construction of adolescence (2nd Ed., pp. 1-15). New York, NY: Routledge. <u>Recommended Reading</u> Côté, J. (2014). Youth social identities: Structurally determined or agentically mediated? In J. Côté, Youth studies: Fundamental issues and debates (pp. 178-193). Hampshire, UK: Palgrave Macmillan.
	The politics of identity
3	Essential Reading - Gewirtz, S. & Cribb, A. (2009). Identity. In S. Gewirtz & A. Cribb, Understanding education: A sociological perspective (pp. 133-155). Cambridge, UK: Polity. Essential Reading - White, R. & Wynn, J. (2014). Constructing a public presence. In R. White & J. Wynn, Youth and society (3rd Ed; pp. 31-44). Sth Melb, Vic: Oxford University Press
	The cultural politics of education
4	Essential Reading Lampert, J., Bruce, B. & Morse, K. (2015). Destabilising privilege: Disrupting deficit thinking in white pre-service teachers on field experience in culturally diverse, high poverty schools. In Ferfoljia, T. et al, Understanding sociological theory for educational practices (pp. 76-92). Port Melb, Vic: Cambridge. <u>Recommended Reading</u> - Apple, M. W. (1996). Education, identity and cheap french fries. In M. Apple, Cultural politics and education (pp. 1-21). New York, NY: Teachers College Press
	Performative identities in education
5	Essential Reading - Youdell, D. (2010). Recognizing the subjects of education: Engagements with Judith Butler. In M. Apple, S. Ball & L. Gandin (Eds.), The Routledge international handbook of the sociology of education (pp. 132-142). Abingdon, OX: Routledge.
6	

Based on your observations, choose one event, one practice, one person, or the interactions between a small group, to focus on for this task. Provide a **description** of this observation and then **explain** why you have chosen to focus on this particular aspect of your observations.

IDENTIFY ONE CONCEPT (main idea) FROM THE LECTURES and include two research articles that have some connection to your description in 2. Only one of these may be from the course reader. **Provide a brief outline** of key ideas/points of interest from each article, then explain how/why they may be helpful for deepening your understanding of what you have observed.

Drawing on the ideas/theory explored in the lectures, seminars and articles, **apply** these insights to deepen your understanding of the encounter you observed. Here, you should make explicit connections between what you have observed, and the ideas offered in the research articles. It is important to use this academic literature in support of your analysis; however, you should also be critically engaging with the ideas offered and making decisions about the usefulness/limitations of the literature to help explain what you observed.

Briefly **reflect**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST2070 IDENTITY, CULTURE AND EDUCATION

Student Name:

Student No.:

Assessment Task 1: **Research vignette**

SPECIFIC CRITERIA	(-)	➤			
	(+)				
Understanding of the question or issue and the key concepts involved Understanding of the task and its relationship to relevant areas of theory and education Clarity and accuracy in use of key theoretical terms and concepts in relation to identity-work					
Depth of analysis and/or critique in response to the task Depth of understanding of relevant key concepts, social practices and concerns identity-work Depth of analysis regarding socio-					

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