

EDPSY582A: SEMINAR ON DEVELOPMENT AND SOCIALIZATION
with a special focus on sociocultural theories of mind
Winter 2002

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Course Overview

The focus of this seminar will be on examining learning and development with a special emphasis on the notion that thinking is a fundamentally social process. A large portion of the course will be devoted to critically reading and discussing the work of L. S. Vygotsky and M.M. Bakhtin as well as contemporary psychologists and educators who have investigated cognition in social context. The implications of these approaches for the design of learning environments will also be central.

There will be three main goals of this class. The first is to give students an opportunity to read, discuss, and critique the texts assigned for the class. The second goal is to have students involved in actively seeking to apply these theories to “real world” contexts, especially learning environments. In applying the theories students should consider their own interests and needs within their program. Thinking through data related to an R & I project, MA project, dissertation project, etc. will be encouraged. It is our contention that theories begin to make the most sense when we “try them on” ourselves, thus we will do all that we can to help facilitate this process for students. The third goal is for students to meet the first two goals orally and in writing. Toward this end, students will be expected to come prepared to add to the collective knowledge we will build in class, work with other students to lead one class discussion of their choice, and complete a final paper.

Required Readings

- Packet of readings on reserve in Miller 312 and on electronic reserve.
- Rieber, R. W., & Carton, A. S. (Eds.). (1987). *The collected works of L.S. Vygotsky*. (Vol. 1). New York, NY: Plenum. (or alternative version in paperback)
- Wertsch, J. V. (1998). *Mind as Action*. New York, NY: Oxford University Press.
- Lave, J. (1988). *Cognition in Practice*. Cambridge: Cambridge University Press.

Class Participation

The quality of a seminar depends on the energy, effort, and thoughtfulness of its participants. This class will not be organized as a lecture class in which we stand up and tell you all that we know about Vygotsky and Bakhtin but rather it will be a joint effort to learn, question, and make sense of some difficult but exciting ideas together. In this spirit, we will all take turns leading discussions on the readings. When you are the class facilitator you will be expected to:

(1) provide a general overview of the main points of the readings, (2) address the issues that these points raised for you (what things were clear, what was unclear, what do you agree or disagree

with and why), (3) generate some questions for the class to discuss together. The first two steps should not be a formal presentation or one that is read by you to the rest of the class, instead it will be an opportunity for you to practice raising issues in an informal and conversation manner. Use examples from your own experience or from other things that you have read. The last step will allow you to open up the floor for discussion at the end of your informal presentation. You can assume that everyone else in the class has done the readings. This will make it possible for people other than the facilitator to raise issues/questions that struck them in their reading.

You must participate regularly and take on the role of class facilitator with a group of fellow students in order to receive credit for this class.

Final Paper/Project

The final paper topic should be chosen by you. Given our seminar size, we will ask all of you to consult with us during our office hours to discuss your topic and choice of presentation format (ie. literature review, empirical project, etc.) We are willing to support people to apply the theories we discuss in class to their larger projects. Take time to think about how this paper might help you reach some other goal of the program or perhaps explore a new area that you have not had a chance to focus on yet. The one requirement is that the project must use readings we discuss in class, and you may supplement your references with other relevant readings.

Outline for Final Paper – During week 7 you will be asked to turn in an outline of your final paper as well as a reference list. This will help give us a sense of your plans. Feel free to discuss your paper with us at any stage. We are willing to help generate ideas or topics as well as offer suggestions regarding resources and references. We are also willing to read and comment on rough drafts. Getting feedback from other students in the class is also a good idea, although time constraints will not allow us to devote any class time to this kind of peer review. You must complete an outline in order to receive credit for the class.

Final Draft - The final paper will be due on the last day of class, March 18. Minimal requirements include: (1) problem or question clearly concerned with investigating theoretical and/or applied issues related to the theories of Vygotsky, Bakhtin, and other contemporary authors discussed in class, (2) relevant theories and ideas from assigned course readings are incorporated into your paper, (3) use of material from outside readings is directly related to your question or problem. These requirements must be met or you will be asked to resubmit the paper. If you have any questions about meeting these requirements please ask me at or before the time that your outline is due on February 20th (week 7). On February 20th, we will discuss scholarly writing in class and provide a list of issues to keep in mind when preparing your final paper. You must submit a paper on March 18 to receive credit for this class.

Standards for Written Work - All written work should be typewritten in 12 point type and double-spaced. Proofread your work and pay attention to spelling and grammar. Use APA style to complete reference lists and citations. APA publishes a style manual that is an excellent resource.

SCHEDULE OF READINGS

Week 1	January 9	<p>Introductions and review of syllabus, class structure, and responsibilities. Form work groups</p> <p>Cole, M. (1990). Cultural psychology: A once and future discipline? In J. J. Berman (Ed.), <u>Cross cultural perspectives: Nebraska Symposium on Motivation, 1989</u> (Vol. 37, pp. 279-336). Lincoln, Nebraska: University of Nebraska Press.</p>
Week 2	January 16	<p>Social Theory, Culture Theory, and Psychology</p> <p>Taylor, C. (1985). <u>Human agency and language: Philosophical papers I</u>. Cambridge, UK: Cambridge University Press. pp. 1-12.</p> <p>Shweder, R. A. (1984). Anthropology's romantic rebellion against the enlightenment, or there's more to thinking than reason and evidence. In R. A. Shweder & R. A. LeVine (Eds.), <u>Culture theory: Essays on mind, self, and emotion</u> (pp. 27-66). New York, NY: Cambridge University Press.</p>
Week 3	January 23	<p>Vygotsky's Approach: Introduction and Genetic Method</p> <p>Collected Works of LSV - Prologue by Bruner, Introduction by Minick, Chp. 1 of Thinking and Speech</p> <p>Wertsch MAA - Chp. 1</p>
Week 4	January 30	<p>Vygotsky: Social Origins of Mental Processes, Part I</p> <p>Collected Works of LSV - Chps. 2 & 3 of Thinking and Speech</p> <p>Lave CIP – first part</p>
Week 5	February 6	<p>Vygotsky: Social Origins of Mental Processes, Part II</p> <p>Collected Works of LSV – Chp. 4 of Thinking and Speech</p>
Week 6	February 13	<p>Semiotic Mediation and Mediated Action</p> <p>Wertsch MAA - Chp. 2</p> <p>Collected Works of LSV - Chps. 5, 6, & 7 of Thinking and Speech, Afterward to Russian Edition by Luria</p>

Week 7	February 20	<p>Applying Vygotsky to learning in and out of school</p> <p>Boaler, J.</p> <p>Lave CIP --</p> <p>Moll, funds of knowledge</p> <p>OUTLINE OF FINAL PAPER DUE</p>
Week 8	February 27	<p>Beyond Vygotsky: Bakhtin, Dialogue and Dialogism</p> <p>Wertsch MAA - Chp. 3 - 6</p> <p>Herrenkohl, L. R., & Guerra, M. R. (1998). Participant structures, scientific discourse, and student engagement in fourth grade. <u>Cognition and Instruction</u>, 16(4), 433-475.</p> <p>Holquist, M. (1981). The politics of representation. In S. Greenblatt (Ed.), <u>Allegory in representation: Selected papers from the English Institute</u> (pp. 163-183). Baltimore, MD: Johns Hopkins University Press.</p> <p>Lotman, Y. (1988). Text within a text. <u>Soviet Psychology</u>, 26, 32-51.</p>
Week 9	March 6	<p>Voice, Social Language, Cognitive Values</p> <p>Bakhtin, M. M. (1986). <u>Speech genres and other late essays</u> (McGee, V.W., Trans.). Austin, TX: University of Texas Press. (pp.60-102)</p> <p>Goodnow, J. (1990). The socialization of cognition: What's involved? In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), <u>Cultural psychology: Essays on comparative human development</u> (pp. 259-286). New York, NY: Cambridge University Press.</p> <p>Watch the movie Smoke and be prepared to discuss it in connection to Bakhtin's ideas</p>
Week 10	March 13	<p>Review & Summary</p> <p>Review Cole, Taylor & Schweder from Weeks 1 & 2</p>