

Fall 2012/Rm. EDUC-535  
L. C. Moll, Instructor  
Office hours: Monday, 10:00 a.m. – 1: 00 p.m.; or by appt.  
Telephone: 621-1291  
Email: moll@email.arizona.edu

**LRC 795B**  
~ VYGOTSKY & EDUCATION ~

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Class meeting times: Wednesday, 7-9:30pm.  
Location: Room 535, Education Building

Course Description

This course analyzes the cultural-historical psychology of Lev Semyonovich Vygotsky (1896-1934), among others, and its relevance for education. It is designed as an introduction to Vygotskian theory, focusing particularly on the pedagogical implications of these ideas. Throughout the course, we will balance a careful reading of theory with critical analysis of practical applications.

Course Format

The course will be conducted as a graduate seminar, combining substantive presentations with discussions, and small study groups. Students will form study groups at the beginning of the semester. Although students will be responsible for all readings, each study group will be asked to address particular readings and to lead that discussion in class. During each class meeting, study groups will have the opportunity to meet and instructors will join each group's conversation before resuming whole class discussion. The success of the course depends on the course participants doing the weekly readings so that we can help each other understand the articles and books. There will also be a special study group conducted in Spanish, for those who want to read and discuss the ideas in that language. Details will be provided in class.

Assignments

Each student will be required to prepare a research article or an anthology. The anthology would be analogous to preparing an edited book on a specific topic of your choice. The goal of the assignment is for you to develop your expertise by analyzing in detail the research literature on a specific issue or set of issues. Although the assignment is not an empirical research project, students are encouraged to draw on their teaching or research experience to identify topics of interest. The assignment will proceed as follows:

1. *Select a topic of study related to the course.* For example: private speech, self-regulation, semiotic mediation, development of scientific concepts, play, bilingualism and thinking, etc. I strongly encourage you to explore your interests and address an issue that you find important, interesting, or relevant to your career goals. You should make your topic selection by the second week of the semester.
2. Based on your library research, *select 15 articles* that address the topic in a coherent and informative fashion; you must select articles carefully for the collection to be cohesive (we will discuss selection strategies in class); the required reading in class is not eligible for inclusion in the paper or anthology, although you may certainly cite it as necessary.

3. *Write an Introduction* to the collection explaining your logic and rationale for having selected the 15 articles, and why a reader should want to read the collection.
4. *Write a Discussion* explaining what you learned from reading these articles. This section must include a detailed analysis of the articles.
5. *Prepare a presentation* summarizing your findings and a *bibliography*; bring copies of the bibliography for your classmates on the day of your presentation.

**Midterm:** Due October 17, 2012: The midterm will consist of the first 5 articles, along with an Introduction and Discussion.

**Final Paper:** Due December 10, 2012. The final will consist of the completed collection of 15 articles and an edited and expanded Introduction and Discussion. You are also required to present your summary of findings in class.

**Symposia & Review:** Students will present their work, which will culminate in their final projects, in a symposia and review during class; dates are specified in the schedule of readings. The format of the presentations will be discussed in class.

**Attendance:** Because student participation is essential to the success of the course, regular attendance is strongly encouraged, will be monitored, and will be taken into account in the final evaluation. Three or more absences constitute sufficient reason for failing the course.

Required Readings (available at the UA bookstore)

There are two required books for the course, available at the UA bookstore:

L. S. Vygotsky. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

M. Cole (1996). *Cultural psychology*. Cambridge, MA: Harvard University Press.

Recommended readings: (also available at UA bookstore)

Van der Veer R. & Valsiner, J. (1991). *Understanding Vygotsky* Oxford: Blackwell

Moll, L. C. (Ed.). (2000). *Vygotsky and education*. Cambridge, UK: Cambridge University Press.

Suggested books (UA Library):

Daniels, H. (2008). *Vygotsky and research*. London: Routledge

Kozulin A. et al (Eds.). (2003). *Vygotsky's educational theory in cultural context*. Cambridge, UK: Cambridge University Press. [Available in UA Bookstore]

C. Lee & P. Smagorinsky (Eds.). (2000). *Vygotskian perspectives on literacy research*. Cambridge: Cambridge University Press.

M. Tomasello (1999). *Human cognition*. Cambridge, MA: Harvard University Press (4<sup>th</sup> printing, 2003).

- van der Veer, R. & Valsiner, J. (1991). *Understanding Vygotsky*. Oxford: Blackwell.
- G. Wells (1999). *Dialogic inquiry*. Cambridge: Cambridge University Press
- J. Wink & L. Putney (2002). *A Vision of Vygotsky*, Boston, MA: Allyn and Bacon.
- N. Mercer (2000). *Words and minds*. London: Routledge.
- H. Daniels (2001). *Vygotsky and pedagogy*. London: Routledge/Falmer.
- E. Bodrova & D. Leong (1996). *Tools of the mind*. Columbus, OH: Prentice Hall.
- L. C. Moll (Ed.). (1990). *Vygotsky and education*. Cambridge, UK: Cambridge University Press.
- H. Daniels, M. Cole, & J. Westsch (Eds.). (2007). *The Cambridge companion to Vygotsky*. Cambridge, UK: Cambridge University Press.
- Van der Veer, R. (2007). *Lev Vygotsky*. London: Continuum.
- Portes, P., & Salas, S. (Eds.). (2011). *Vygotsky in 21<sup>st</sup> century society*. NY: Peter Lang.

#### Schedule of Readings:

The required and suggested readings are in the Schedule of Readings (attached).

#### Web connections:

- I have compiled several readings to supplement the required readings. I have placed these readings *online* on the course D2L site. Students may make copies of these articles for their personal use in this course. The schedule of readings will specify the assignments for each week. Additional readings may be selected as necessary during the semester. Where possible, I will make them available on the D2L course site. Course participants are encouraged to suggest articles to supplement the readings.
- There are website links on the course homepage to scholars and centers focusing on the works of Vygotsky and Vygotskian scholars and activity theory. These include:
  - <http://www.marxists.org/archive/vygotsky/>
  - <http://mathforum.org/mathed/vygotsky.html>
  - **Vygotsky Centennial Project**, <http://www.massey.ac.nz/~alock/virtual/project2.htm>
  - **Vygotsky Resources**, <http://www.kolar.org/vygotsky/>
  - **Cultural Historical Psychology**, <http://arts.uwaterloo.ca/~acheyne/chp.html>
  - **The Vygotsky Project**, <http://webpages.charter.net/schmolze1/vygotsky/>
  - **XMCA Discussion Forum (with links to other helpful sites)**, <http://communication.ucsd.edu/MCA/index.html> (Students are encouraged to join the listserv).
  - **LCHC (Laboratory for Comparative Human cognition)**, <http://lchc.ucsd.edu/> (of interest are the archives for the LCHC Quarterly Newsletter at <http://lchc.ucsd.edu/Histarch/newsletters.html> )

**Tentative outline and readings**  
LRC 795B: Vygotsky & education  
Fall 2012

**Aug**

- 22 Introduction and overview  
Review of syllabus & readings  
Clarification of expectations
- 29 Vygotsky: the person and the theory  
Readings: Cole & Scribner, Introduction to MinS;  
Moll, Introduction (forthcoming)  
Luria (D2L), Vygotsky  
Suggested: Scribner, Vygotsky's uses of history (D2L)

**Sep**

- 5 Tool mediated activity  
Readings: Vygotsky, Ch. 1-2 MinS  
Moll, Ch. 2 (forthcoming)  
Wertsch, Mediation (D2L)  
Minick, The development of Vygotsky's thought (D2L)  
Suggested: Blanck, The man....(D2L);  
Rosa & Montero, The historical context....(D2L);  
Tudge & Scrimsher, L.S. Vygotsky on education (D2L)
- 12 Internalization/Appropriation  
Readings: Vygotsky, Ch. 3-4 MinS  
Daniels, Vygotsky and psychology  
Suggested: Cole, Culture & development (D2L);  
Luria, Cultural differences in thinking (D2L);
- 19 Method  
Readings: Vygotsky, Ch. 5 MinS  
van der Veer & Valsiner, Ch. 9, Cultural-historical theory (D2L)  
Wertsch, Recent trends (D2L)  
Suggested: Luria, Romantic science (D2L)  
Wertsch, Vygotsky's genetic method (D2L)
- 26 Subjectivity  
Readings: González Rey, Subjectivity (D2L)  
Stetsenko & Arievitch, The self in CHAT.. (D2L)  
Moll, Ch. 3 (forthcoming)

**Oct**

- 3 Zone of proximal development (ZOPD)  
Readings: Vygotsky, Ch. 6 MinS  
Vygotsky, The development of scientific concepts (D2L)  
del Río & Alvarez, Inside & outside the Zopd (D2L)
- 10 ZOPD 2  
Readings: Vygotsky, Ch. 7-8 & Afterword MinS  
Moll, Ch. 4 (forthcoming)
- 17 **Midterms due**  
Speech and thinking:  
Readings: Vygotsky, Thought and word (D2L)  
John-Steiner, Vygotsky on thinking and speaking (D2L)  
Hasan, Semiotic mediation (D2L)  
Suggested: Wells, Vygotsky and Halliday (D2L)
- 24 Cultural psychology & education  
Readings: Cole, Ch. 1-3  
Moll, Through the mediation of others...(D2L)
- 31 Cognition in sociohistorical context  
Readings: Cole, Ch. 4-6

**Nov**

- 7 Cultural practices & model systems  
Readings: Cole, Ch. 7-9  
Saxe, Cognition, development and cultural practices
- 14 Sociocultural and activity approaches to education  
Readings: Cole, Ch. 10-11  
Moll, Inspired by Vygotsky (D2L)
- 21 Educational implications (6 student presentations)  
Readings: Bodrova & Long, Tools of the mind (D2L)  
Bodrova & Long, Self-regulation...(D2L)  
Cole, What's culture got to do with it?
- 28 Educational implications 2 (7 student presentations)  
Readings: Lee, Signifying (D2L)  
John-Steiner, The gift of confidence (D2L)

**Dec**

5 Final discussion (7 student presentations)

**Final papers due: Dec 10**