

Ethnic Studies 289
Spring 2005

Language and Education
Tuesdays 3:30-6:20 SSB 103

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Office hours (SSB 224): Tues 6:30- 8:30pm & Wed 1-3:00 pm
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“The greatest failure of contemporary education has been precisely its inability to help teachers understand the ethno-linguistic complexity of children, classrooms, speech communities, and society, in such a way as to enable them to make informed decisions about language and culture in their classrooms.”
—Ofelia Garcia¹

...the language of authority never governs without the collaboration of those it governs, without the help of the social mechanisms capable of producing this complicity, based on misrecognition, which is the basis of all authority (Bourdieu: 1991, p. 113)

One constant in the study of language and education is the connection of particular instances of language use to larger social patterns. From the “mismatch” hypothesis, which sought to explain schools’ role in social reproduction as a result of incongruent linguistic and cultural styles, to more contemporary studies of language and power and language ideologies, the intersection of language and social process is critical to understanding schooling and education. We emphasize the systematic, arbitrary, and anthro-political nature of human language. Of particular importance are the educational implications of the fact that certain language varieties (i.e, nonstandard dialects) are stigmatized as inferior to others, and the power relations embedded in “the economy of linguistic exchanges” (Bourdieu). Topics include dialect variation, classroom discourse, language socialization, second language acquisition, bilingual education, and literacy, with special attention to the ways in which ethnicity, race, class, and gender are constructed by the use of-- and attitudes toward-- language in educational settings (in schools and communities).

Requirements:

- 1- Attendance, assignments, class participation =20%
[sign up ASAP to lead one week’s discussion= 10%]
- 2- Language and Education project [choose a or b] = 20%
[submit questions or outline April 12; 5 pp DUE APRIL 19]
 - a- Write a case study of one child’s language and education experiences
 - b- Contribute to webpage, collegebound.com: andiguerrero@hotmail.com
- 3- Write a book review and submit to a journal DUE MAY 10 =30%
[check prerequisites, permission, length and format with journal editor; see list]

¹ In Baker, Colin. (1993). *Foundations of bilingual education and bilingualism*, Foreword.

4- Term paper (max 15 pp, due last day of class, JUNE 7) = 30%
(Submit outline MAY 17, including a title, statement of objectives, main headings and sub-sections, and a bibliography that includes relevant readings from the course references, and other research you have located. Choose from list of suggested topics, or consult with me about another topic.)

TEXTS: [available at GROUNDWORKS]

Cazden, Courtney, B. (2001). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.

Cummins, Jim.(2000) *Language, Power, and Pedagogy: Bilingual children in the crossfire*. Multilingua Matters.

Heath, Shirley. *Ways with Words: Language , life and work in communities and classrooms*. Cambridge UP. 1983. reprinted 1997

Valdes, G. (2001).*Learning and not learning English: Latino students in American schools*. Teachers College Press.

Wolfram, W., Adger, C.T., & Christian, D. (1999). *Dialects in schools and communities*. Mahwah, N.J./London: Lawrence Erlbaum.

READINGS ON E RESERVES: (see appended list for full citations)

You will need to print these articles from computers on campus, or apply for a proxy for off-campus access and configure your computer (for help, go to the library, or contact: userve@ucsd.edu, 858-534 1857). If the reading is a book chapter, not from a journal, the book is also on reserve in the library. **Please come to class ready to discuss the day's required readings, with text(s) in hand.** Other relevant readings are listed FYI and/or for your term paper.

TOPICS AND ASSIGNMENTS

[consult list of Course References for full citations of articles/chapters not in course texts]

Special Note: The Language Ideologies Workshop, sponsored by Anthropology and Ethnic Studies, has invited Leslie Milroy to speak on Friday April 21, from 2-4pm, SSB 107 [email announcement to be sent]

Mach 29 Introduction to Language and Education

Read & discuss: Introduction: M. Heller and M. Martin-Jones, 2001. Symbolic Domination, Education, and Linguistic Difference, pp. 1-12, 26.

April 5 Language Diversity, Language Capital

1- Bourdieu: "The production and reproduction of language"

2- Wolfram, Adger, & Christian, pp. 1-128 & exercises on 177-195, 199-202

Discussion leader _____

April 12 Language Socialization at home and in the community
[bring case study interview questions or project outline]

- 1- Heath, *Ways with Words*: Prologue, Part I, & Epilogue.
- 2- Goldenberg, C., & Gallimore, R. 1995. **OR**
- 3- Reese, Balzano, Gallimore, Goldenberg. 1994 [on Latinos].
- OPTION 4- McCarty et al 1991 [on Native Americans].

Discussion leader _____

April 19 Visit to Hoover High School [and project due]

April 26 Language and Education for African Americans

- 1- Smitherman, on Ereserve
- 2- Oakland Resolution on Ebonics
- OPTION 3- Orr, 1987 [on language and math]

Discussion leader _____

May 3 Classroom Discourse

- 1- Cazden, *Classroom discourse*, 1-80, 137-180.
- 2- Tannen, Kendall, Adger, 1997.
- 3- OPTIONAL: Measures, Quell, & Wells, 1997.

Discussion leader _____

May 10 Literacy and Biliteracy [and BOOK REVIEW due]

- 1- Luke, A. 1994
- 2- Moll and González, 1994.
- 3- De la Luz Reyes, M. 2001

Discussion leader _____

May 17 Learning English as a second language
[submit term paper outline]

- 1- Valdés, G. *Learning and Not Learning English*. 2001. [all]
- OPTIONAL 2- Waggoner in Faltis and Wolfe, eds.
- “ 3- Wolfe and Faltis in Wolfe and Faltis, eds, 83-104
- “ 4. Merino, in Faltis and Wolfe, eds.

Discussion leader _____

May 24 **Language, Power and Education (part I)**
1- Cummins, J. 1-111,
2- Heller, 1997. 87-94 **OR** Heller 1999

Discussion leader _____

May 31 **Language, Power and Education (part II)**
1- Cummins, 169-283
2- Janks, 1997. 241-52.
OPTION 3- Ravitch, 1-30 [skim list on pp. 67-100]

Discussion leader _____

JUNE 7: **Sharing Research Findings [and TERM PAPER DUE]**
15 minute presentations on principal term paper findings