

**Ethnic Studies 289                      Language, Race, and Education**

Tues 4:30-7:20, SSB 103

Office hours Tues 1-4

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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 Garcia<sup>1</sup>

...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, including racial formations. 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 anthropological nature of human language. Of particular importance are the educational implications of several fundamentals: certain language varieties (e.g., nonstandard dialects and minority languages) are stigmatized as inferior to others, race has been remapped from biology onto language, and power relations are embedded in “the economy of linguistic exchanges” (Bourdieu). Keeping these fundamentals in mind, we will study dialect variation, classroom discourse, second language acquisition, bilingual education, and academic achievement, 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, Race, and Education interview = 20%  
Write a case study of one person’s language and education experiences, reflecting on course readings [max 5 pp DUE 1/23]
- 3- Write a book review and submit to a journal by 2/6 = 30%  
[check prerequisites, permission, length and format with journal editor; see list]

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

4- Term paper (max 15 pp, due last day of class. NO LATE PAPERS) = 30%  
(Submit outline Feb 25, including a title, statement of objectives, main headings and sub-sections, and a bibliography that includes ALL 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]

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- Alim, Samy & John Baugh, Eds. 2006. *Talkin Black Talk: Language, Education, and Social Change*. Teachers College Press.
- 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*. Multilingual Matters.
- Garcia, O., T. Skutnabb-Kangs & M. Torres-Guzman, eds. 2006. *Imagining Multilingual Schools: Languages in Educations and Glocalization*. Clevedon, Eng: Multilingual Matters.
- 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](mailto: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]

### Jan 9 Introduction to Language, Race, and Education

Read & discuss: AAA statement on race ; Urciuoli on race and ethnicity  
Discuss possible case study questions and journal book reviews  
Sign up for Discussion Leader slot [send 3 questions by Fri noon, bring typed answers to class on day of discussion]

### Jan 16 Linguistic Capital and Modernity

**READ ALL five readings. Mail two questions to the class by FRI on your specific reading. Submit typed answers to your questions in class:**

- 1- Bourdieu. 1992. "The production and reproduction of language"
- 2- M. Heller and M. Martin-Jones, 2001. *Symbolic Domination, Education, and Linguistic Difference*, pp. 1-12, 26.
- 3- Alim, H. S., 2005. Critical Language Awareness in the U.S.
- 4- Hopson, 2003. Language, race, and schooling. 79-105.
- 5- Urciuoli, 1994. Acceptable Differences: The cultural evolution of the model ethnic American citizen. *Political and Legal Anthropology Review* Vol 17 #2, Nov. 1994.

Discussion leaders: 1- \_\_\_\_\_  
 2- \_\_\_\_\_  
 3- \_\_\_\_\_  
 4- \_\_\_\_\_  
 5- \_\_\_\_\_

**Jan 23     Linguistic Diversity in and out of the Classroom**

- 1- Wolfram et al [text] pp. 1-34, 73-128 & exercises on 177-195, 199-202
- 2- Submit individual case study [5 minute oral reports]

Discussion leader \_\_\_\_\_

**Jan 30     Language and the Education of African Americans**

- 1- **Alim** and BAUGH 2006 [text].: Foreword ix-xiv; pp. 1-76; 115-152.
- 2- Alim, 2004. *You know my steez....*231-248. [optional]
- 3- "The Oakland Ebonics Resolution," "Ebonics Resolution Revisions," The Oakland Policy Statement," in *The Real Ebonics Debate: power, language, and the education of the African American children*, ed. Theresa Perry and Lisa Delpit. Boston:Beacon, 1998. 143-149.
- 4- McWhorter, John H. 2000. *Losing the race: self-sabotage in Black America*, New York: Free Press, Chapter 6, 184-211.
- 5- Orr, Eleanor Wilson. 1987. *Twice as Less: Black English and the performance of Black students in math and science*. NY: Norton. [pp 17-47].

OPTIONAL--- Fasold, 1999. Ebonic need not be English.  
<http://www.cal.org/ericcll/digest/ebonic-issue.html> Short and interesting discussion about why Ebonic Af Am English should be designated a language, not a dialect.

Discussion leader(s) \_\_\_\_\_

**Feb 6 Visit from Hoover High School students (Cardinals Act Program)**

- 1- Bring questions for small group discussion with students [30 min]
- 2- Present book review [10 minutes]. Submit typed version.

**Feb 13 Classroom Discourse**

- 1- Cazden, *Classroom discourse*, 1-80, 137-180.
- 2- Tannen, Kendall, & Adger, 1997. 75-86.

Discussion leader \_\_\_\_\_

**Feb 20 Learning English as a second language**

- 1- Valdés, G. *Learning and Not Learning English*. 2001. [TEXT= all]
- 2- Auerbach, 1995, 9-33.

Discussion leader (s) \_\_\_\_\_

**[FEB 22 via email , submit paper outline]**

**Feb 27 Language, Power and Education**

- 1- Cummins, J. 1-111, 169-283

Discussion leader(s) \_\_\_\_\_

**March 6 A. Koreans and the Model Minority Myth**

- 1- Shin, Sarah. 2005. *Developing in Two Languages: Korean Children in America*. Multilingual Matters, Ltd. Pp. 128-165
- 3- Lew, Jamie. 2006. *Asian Americans in Class: Charting the Achievement Gap among Korean-American Youth*. Teachers College. Pp. 1-59.

Discussion leader \_\_\_\_\_

**B. International perspectives on Multilingual Schools**

García et al. 2006. [text] Chapters 1,2,4,7, 10-13

Discussion leader \_\_\_\_\_

**March 13 Sharing Research Findings [and TERM PAPER DUE]**

15 minute presentations on principal term paper findings