

Language and Culture in Education
LRC 504
Leisy Wyman
Spring 2010

CONTACT INFORMATION:

Email: lwyman@email.arizona.edu

Office Phone: 520-626-8787

Office: College of Education Room 527

Office Hours: Thursday 3-5PM and by appointment

[Note: I am easiest to reach by email, and generally respond within 3 days to questions about classes, assignments, etc.]

This course will examine language use within a broader sociocultural and political context, with a particular focus on the ways that language policies, language ideologies, and power issues permeate communities as well as school structures and teaching practices. We will study contemporary theoretical and ethnographic approaches to the comparative study of language in its cultural context. We will also interrogate the “mismatch” hypothesis, which sought to explain schools’ role in social reproduction as a result of incongruence in linguistic and cultural styles, in light of more contemporary studies of language, power, and the intersection of language and social process. In order to understand current educational contexts and theories relevant to teaching linguistically minoritized students in U.S. public schools, we will also look closely at the language resources of Latino, African-American, American Indian, and Asian American and Pacific Islander and Deaf speech communities in the U.S.

Course Objectives:

- 1) Introduce the basic principles of language research dealing with education, broadly construed;
- 2) Provide analytical and academic skills that will allow students to better understand language processes in community and cultural contexts.
- 3) Provide an understanding of the intersection between language, discourse, and social processes, including schooling;
- 4) Engage with issues of language as deficit vs. language as resource.

Required Texts:

Duranti, Alessandro. ed. (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell.

Note: This book can be checked out online for 24 hours at a time from the UA library website. I have also made individual chapters that have appeared elsewhere available on our course website.

Eckert, Penny and McConnell-Ginet, Sally. (2003). *Language and Gender*. Cambridge University Press.

Lomawaima, Tsianina and McCarty, Teresa. (2006). *To Remain an Indian: Lessons in Democracy from a Century of American Indian Education*. Teachers College Press.

Suárez-Orozco, C, & Suárez-Orozco, M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press.

Valdés, Guadalupe (2001). *Learning and not Learning English: Latino Students in American Schools*. New York: Teachers College Press.

Additional Readings will be available and assignments will be submitted on the course D2L Site.

To access the site:

- 1) Go to: d2l.arizona.edu,
- 2) Sign in as you would for university email using your UA NetID, and
- 3) Find our course at the bottom of the page listed under “2010 Spring” and click on the course number

Course Requirements:

Class Participation	20 points
Facilitation of Class Discussion	20 points
Article Review I	20 points
Article Review II	20 points
Mid Term (First draft of final paper)	20 points
Response to Colleagues on Mid Term	15 points
Final Paper	85 points

Class Participation

There is a very heavy reading load and a high expectation for student participation in this class, but written requirements are few. This class will be conducted as a seminar, which means that students must come to every class and come prepared to discuss the assigned readings. You will also be asked to respond to one another's scholarly thinking and work in progress. These opportunities for discussion and response are important to the success of the class overall and to your development as a scholar. Attendance at all classes is mandatory. Missing more than one class will result in a lowered grade. No incompletes will be given except in cases of real emergencies.

Panel Facilitation of Class Discussion

We will form panels early in the semester. Each panel will be responsible for leading class discussion of readings due on a designated day. As part of your facilitation you are encouraged to use any media or instruction technique that you see fit to inspire discussion and reflection in your colleagues, and you are invited to be innovative. You should also plan to distribute a short but pithy "take away" handout that articulates important points related to the readings and topic of the week.

Article Reviews (2):

Due dates: February 22 and March 29

An article review is a written paper at least 5 pages in length in which you discuss the readings and class discussions we have considered to date. In your article reviews, as in class discussions, you should write about the issues and topics raised in the readings and in class discussions, and how you reacted to them. You can focus on one of the readings, or compare and contrast two or more of them -- this is up to you. You have considerable flexibility in this assignment and can write about almost anything we cover in the course. However, I expect a serious, scholarly and thoughtful discussion of the issues that interested you in particular. As with any written assignment, I also expect you to pay attention to grammar, style, and punctuation, and to include a bibliography of your sources.

Student Responses:

During the class, you will learn how to present, critique and synthesize scholarly work and research both orally and in writing as developing members of the academic community. As part of this process, in addition to your group presentations, you will be assigned to writing groups soon after you turn in your initial topic selection for your final paper. As a member of a writing group you will be asked to respond to one another's scholarly papers as works in progress, and these responses will be considered as part of your grade on your final paper.

Final Paper Timeline

Topic Due Date: March 22

Midterm (First Draft) Due Date to instructor and reading group: April 19

Response to Colleagues in Writing Group: May 3

In class presentations: May 3

Final Revised Paper: May 10

For the final paper, you will choose an appropriate topic and write a scholarly paper of about fifteen pages. Submit your topic to obtain approval by the assigned date. You will turn in a first draft of your paper to me as a mid-term, and respond to one another's papers as works in progress in small groups. You will also make a short presentation based on your final paper to the entire class during the last two weeks of class.

COURSE READINGS

Week 1, January 25: INTRODUCTION

Overview of Class, Initial Student Survey

Week 2, February 1: FOUNDATIONAL CONCEPTS

Duranti, Alessandro. (2001). Linguistic Anthropology: History, Ideas and Issues. In A. Duranti (Ed.), *Linguistic Anthropology* (pp. 1-59).

Gutierrez, Kris and Barbara Rogoff. (2003). Cultural Ways of Learning: Individual Traits or Repertoires of Practice. *Educational Research*, Volume 23 (5): 19-25.

González, N. (2005) Beyond Culture: The hybridity of funds of knowledge. In González, N., Moll, L., & Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in households, communities and classrooms*. (Mahwah, NJ: Lawrence Erlbaum Associates).

Week 3, February 8: LANGUAGE/CULTURE AS DEFICIT VS. LANGUAGE/CULTURE AS RESOURCE

Foley, D. (1997). Deficit Thinking Models based on culture: the anthropological protest. In R. Valencia. *The Evolution of Deficit Thinking: Educational Thought and Practice*.

Zentella, A.C. (2005). Introduction. In *Building on Strength: Language and Literacy in Latino families and communities*. New York : Teachers College Press.

Wolfram, W., Adger, C.T., Christian, D. (1999). Dialects in Schools and Communities. Mahwah, MJ : Elrbaum, Chapter 4 : Language Difference does not mean Language Deficit.

Week 4, February 15: LANGUAGE SOCIALIZATION

Ochs, Elinor and Schieffelin, Bambi. (2001). Language Acquisition and Socialization: Three developmental stories and their implications. In A. Duranti, *Linguistic Anthropology* (pp. 263-301).

Eckert, P. and McConnell-Ginet, S. (2003). Constructing, deconstructing, reconstructing gender. In *Language and Gender* (pp. 9-51).

Philips, Susan U. (2001). Participant Structures and Communicative competence: Warm Springs children in Community and Classroom. In A. Duranti, *Linguistic Anthropology* (pp. 302-317).

Heath, Shirley Brice. (2001). What no Bedtime story means: Narrative Skills at Home and School. In A. Duranti, *Linguistic Anthropology* (pp. 318-342).

Baquendano-Lopez, Patricia. (2001). Creating Social Identities through *Doctrina* Narratives. In A. Duranti, *Linguistic Anthropology* (pp. 343-358).

Recommended for further reading: Garrett and Baquendano-Lopez review of the field of language socialization, available on the course website.

Week 5, February 22: LANGUAGE AND GENDER

***Due in the D21 dropbox by Sunday night before class: Article Review I**

Eckert, Penelope and McConnell-Ginet, Sally. *Chapters 2-5, 9*. In *Language and Gender*

Week 6, March 1: LANGUAGE, POWER AND POLICY

Phillipson, Robert & Tove Skutnabb-Kangas. 1996. English only worldwide or language ecology? *TESOL Quarterly*, 30(3): 429-452.

Ruiz, Richard. (1993/1994). Language policy and planning in the United States. *Annual Review of Applied Linguistics*, 14: 111-125.

Wiley, Terrence and Wright, Wayne. (2004). Against the Undertow: Language-minority education policy and politics in the “Age of Accountability” 18(1), 142-168.

González, Norma and Elizabeth Arnot-Hopffer. (2003). Voices of the Children: Language and literacy ideologies in a dual language immersion program. In S. Wortham and B. Rymes (Eds.), *Linguistic Anthropology of Education* (pp. 213-243). Westport, CT: Praeger.

Wyman, L., Marlow, P., Andrew, C.F., Miller, G., Nicholai, C. R., Rearden, Y.N. (2009). High stakes testing, bilingual education and language endangerment: A Yup'ik example. *International Journal of Bilingual Education and Bilingualism*.

Week 7, March 8: NATIVE AMERICAN SPEECH COMMUNITIES AND EDUCATION

(PANEL FACILITATION)

Lomawaima, Tsianina and McCarty, Teresa. (2006). *To Remain an Indian: Lessons in Democracy from a Century of American Indian Education*. Teachers College Press.

NOTE: MARCH 15 is UA spring break. We will have no class that day

Week 8, March 22: NATIVE AMERICAN SPEECH COMMUNITIES AND EDUCATION, (continued)

***Due in D2L Dropbox: Topic Proposal for Final Paper**

NATIVE AMERICAN SPEECH COMMUNITIES AND EDUCATION

Basso, Keith. (1972). ‘To give up on Words’: Silence in Western Apache Culture. In Pier Paolo Giglioli (Ed.), *Language and Social Context* (pp. 67-86).

Foley, Douglas. (1996). The Silent Indian as a Cultural Production. In B. Levinson, D. E. Foley, & D. Holland (Eds.), *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (79-91). Albany: State University of New York Press.

McCarty, Terri, Regina Lynch, Stephen Wallace, and AnCita Benally. (1991). Classroom Inquiry and Navajo Learning Styles: A call for Reassessment. *Anthropology and Education Quarterly*, 22: 42-59.

Castagno, Angelina and Bryan Brayboy (2008). Culturally-Responsive Schooling for Indigenous Youth: a review of the literature. In *Review of Educational Research*.

Week 9, March 29: ASIAN-AMERICANS, PACIFIC ISLANDERS

***Due in D2L Dropbox by the Sunday night before class, Article Review II**

(PANEL FACILITATION)

Wong-Fillmore, Lily. (2000). Loss of family languages: Should educators be concerned? *Theory into Practice*, 39(4): 203-210.

Peirce, Bonnie Norton. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1): 9-31.

McKay, Sandra and Sau-Ling Cynthia Wong. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review*, 66(3): 577-609.

Wilson, William. (1998). "I Ka 'Olelo Hawai'i Ke Ola, 'Life is found in the Hawaiian Language'." *International Journal of the Sociology of Language*, 132: 123-137.

RECOMMENDED ADDITIONAL READING:

Skilton-Sylvester, Ellen. (2002). Should I stay or should I go? Investigating Cambodian women's participation and investment in adult ESL programs. *Adult Education Quarterly*, 53(1): 9-26.

Week 10, April 5: IMMIGRATION AND EDUCATION

(PANEL FACILITATION)

Suárez-Orozco, C, & Suárez-Orozco, M. (2001). *Children of immigration*.

VIDEO: FEAR AND LEARNING AT HOOVER ELEMENTARY

Week 11, April 12: ENGLISH LANGUAGE LEARNERS AND SCHOOLING

(PANEL FACILITATION)

Valdes, Guadalupe (2001). *Learning and not Learning English: Latino Students in American Schools*. New York: Teachers College Press.

Week 12, April 19: AFRICAN AMERICAN VERNACULAR ENGLISH, AFRICAN-AMERICAN SPEECH COMMUNITIES AND EDUCATION

***Due in the D2l dropbox by Sunday night before class: Mid-Term (first draft of your final paper).**

(PANEL FACILITATION)

Rickford & Rickford (2000). *Spoken Soul: The story of Black English*. Chapter 1

Perry, T. & Delpit, L. (1998). *The Real Ebonics Debate: Power, Language and the Education of African American children*.

Alim, H.S. Hip Hop Nation Language. In Duranti, Linguistic Anthropology, (pp. 272-290).

Mitchell-Kernan, Claudia. Signifying and Marking: Two Afro-American Speech Acts. In 2001. Duranti, Alessandro. *Linguistic Anthropology*

Baugh, John. *Out of the mouths of slaves: African American Language and Educational Malpractice*. Chapters 1 &2.

=====
Week 13, April 26: ASL AND DEAF CULTURE

(PANEL FACILITATION)

Monaghan, Leila et. al (2003). Chapter 2, “A world’s eye view: Deaf cultures in Global perspective” Pgs. 1-24 In *Many Ways to be Deaf: International Linguistic and Sociocultural Variation*. Gallaudet University Press.

Lane, Harlan, Hoffmeister, Rob and Bahan Ben. (1996) Chapter Three Pgs. 42-77, “The language of the deaf world” Pgs. 42-77 In *A Journey Into the Deaf-World*. San Diego, CA: Dawn Sign Press.

Locker McKee, Rachel and David McKee (2000). Chapter 1, “Name signs and identity in New Zealand Sign Language” Pgs. 3-40 In ed. by M. Metzger. Washington, DC: Gallaudet University Press.

VIDEO: SOUND AND THE FURY

=====
Week 14, May 3: FINAL CLASS, Poster presentations for final papers and course wrap up
=====

Week 15: May 10

*** Final Papers are Due to the D2LDropbox.**