

THEORETICAL FOUNDATIONS OF LANGUAGE, READING AND CULTURE
LRC 796A
Thursday, 7-9:30
FALL, 2010

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OFFICE HOURS:
Wednesday 2-4
Thursday 4-7
Or by appointment

This course has been designed to give you an introduction to the theoretical foundations of Language, Reading and Culture and to the various disciplines that undergird these foundations. You will be exposed to a wide range of theories and perspectives that will help you cultivate stances that can contribute to your future scholarly and professional work. We will also promote practices that will help you to analyze, synthesize, argue and write as you interact with texts and with your colleagues. This is also a required course for all incoming doctoral students.

Doctoral study involves learning to participate in new discourse communities. This course is designed to help you appropriate new discourses as well as methods of interpretation. The course also serves as an opportunity for you to build and participate in an intellectual community with others who are also beginning the doctoral program. Because each of you comes to this class with different life experiences, interests, perspectives, expertise, and “funds of knowledge”, you will have the opportunity to share these with your classmates within a mutually educative experience. You will also have the opportunity to have your ideas questioned and challenged in an environment that is respectful and non-judgmental. In addition, this course will provide an orientation to the program of Language, Reading and Culture within the Department of Teaching, Learning and Sociocultural Studies. We will discuss the Qualifying Exam and its component parts as well as orient you to policies, procedures and practices in LRC. All LRC faculty will present one lecture on particular theoretical topics and this will give you the opportunity to meet and interact with faculty.

This course will investigate three sets of core questions:

1. How can social theory inform work and practice in education?
2. What relationships exist between social structures and how schools, teachers, and learners work?
3. How can we go beyond social theory in order to understand differences in educational experiences and outcomes?

Course Assignments

Facilitation of one class discussion with invited faculty member.

All students should read the assigned material for each week and come prepared to discuss the topic. Each student will be assigned the facilitation of one class period. This student will carefully read the assigned literature, formulate guiding questions for the discussion, and facilitate a group discussion after the faculty presentation. Guiding questions must be submitted the week prior to the topic to be discussed. During the class meeting, students should be prepared to discuss: (1) what issues the theory addresses; (2) the explanatory power of the theory; (3) the assumptions implicit in the theory; (4) How does the theory intersect/critique other theories; (5) the sorts of data/methods that would be needed to use the theory productively; (6) what explanations the theory screens out; (7) how the theory intersects with schooling, teaching and learning, and (8) alternatives to the theory. This facilitation will be assessed in terms of the quality of the guiding questions as well as the facilitation of the group discussion with the invited faculty member. In addition, the assigned student will submit a two-page summary of the readings and the faculty discussion. These summaries will be posted on D2L. At the end of the term, all students will then have short summaries of each theoretical framework. **50 points**

Written Assignments

Theory Papers

Students will complete two 5-7 page papers analyzing, critiquing, interpreting, synthesizing and extending a theory of their choice. These theories can be taken from the assigned texts or from class presentations. Assignments will be graded based on clarity, demonstration of an understanding of the theory, and an explanation of the 8 points listed in the previous section. **50 points EACH**

Qualifying Packet

The course assignment for the final paper will be to submit a copy of your qualifying packet, which will be discussed the first week of class. Please submit your complete qualifying packet in the form in which you wish to present it at your qualifying exam, including binder, appropriate sections, course plan, scholarly paper, statement of purpose. Any questions about the qualifying packet can be directed to the instructors outside of or during class. **50 points**

D2L responses:

Each week you will post a comment on the d2l site with a comment about the readings. These are reactions to the readings and should demonstrate your understanding of the topic and themes. These responses will be the basis for our class discussions. **10 points**

Key Terms from Duranti, A. (Ed.) (2001). *Key Terms in Language and Culture*:

For each week's readings Key terms will be assigned. Please read the relevant key terms assigned and be ready to discuss them in relationship to the assigned readings.

Additional reading material:

Each week, in addition to the course materials assigned, you will likely be able to find some supplementary reading materials in your *Social Theory* (Lemert) text. These will occasionally be a part of the week's required readings, but if they are not, please feel free to look into that book for supplementary readings.

CITI/IRB Training:

Please visit <https://www.citiprogram.org/Default.asp?>. By the end of the semester you are required to have completed the online training course. Before the end of the semester, please submit one course completion certificate to the instructors, as well as one certificate to Maria Fierro in EDU512. **5 points**

Library training course:

This will be an **optional** course for you to gain a better understanding of how to make the best of your library resources. It will be scheduled outside of class time and held at the library, time and room number TBA.

Required texts.

Bronfenbrenner, U. (2005). *Making Human Beings Human*. Thousand Oaks, CA: Sage.

Duranti, A. (Ed.) (2001). *Key Terms in Language and Culture*. Malden, Mass: Blackwell Press

Farganis, J. (Ed.) (2010). *Readings in Social Theory: The Classic Tradition to Post-Modernism* (6th ed.). New York: McGraw-Hill

Lemert C. (Ed.) (2010). *Social Theory: The Multicultural and Classic Readings* (4th ed.). Philadelphia, PA: Westview Press.

Street, B. (1984). *Literacy in Theory and Practice*. New York: Cambridge University Press.

Course Assignments

August 26

Dr. Norma Gonzalez and Lauren Zentz

Introduction to Course readings and requirements.
Welcome to the Department.
Qualifying Exam, the PhD process.

Friday, August 27, 2010

*LRC Welcome Back reception 6:30 p.m. – 9:00 p.m
at Lodge on the Desert – Palm Room
306 N. Alvernon Way 320-2000*

September 2

Key term: Identity

Dr. Norma Gonzalez: Situating theories: The History of Social Theory

In Lemert:

Introduction: Social Theory: Its Uses and Pleasures: pp. 1-21.

In Farganis:

Introduction: The Classic Tradition to Post-Modernism: An Overview. pp. 1-25.

Wortham, S. (2008). Linguistic Anthropology of Education. *Annual Review of Anthropology* 37, pp. 37–51.

Kuhn, T. (1970). The Structure of Scientific Revolutions. Second Edition, International Encyclopedia of Unified Science 2(2) (pp. 1-22). Chicago: The University of Chicago Press.

September 9

Dr. Norma Gonzalez: Marx and the Marxian tradition

Farganis, J. Chapter 1: pp. 29-50

Bowles, S. & Gintis, H. (1976). Schooling in capitalist America: Educational reform and the contradictions of economic life. In *At the root of the problem: the Capitalist economy* (pp. 53-101). New York: Basic Books.

Miliband, R. (1987). Class analysis. In Giddens, A. & Turner, J.H. (eds.). *Social theory today* (pp. 325-346). Oxford, U.K.: Polity Press in association with Basil Blackwell.

Bowles, S. & Gintis, H. (2002). Schooling in Capitalist America Revisited. *Sociology of Education* 75(1), pp. 1-18.

Baez, B. & Slaughter, S. (2001). Academic Freedom and Federal Courts in the 1990s: The Legitimation of the Conservative Entrepreneurial State. In Smart, J. & Tierney, W. (eds.). *Higher Education: Handbook of Theory and Research, Volume XVI* (pp. 73-118). Edison, NJ: Agathon Press.

Optional (Highly recommended):

In Farganis:

The Classic Tradition: Chapters 2-6, pp. 51-154.

September 16

Key terms: Socialization, Individual

Dr. Luis Moll: Vygotsky and Sociocultural Theory

Moll, L. (2001). Through the mediation of others: Vygotskian research on teaching. In Richardson, V. (Ed.). *Handbook of Research on Teaching, 4th Edition*. Washington, DC: American Educational Research Association.

Moll, L.C., Sáez, R., & Dworin, J. (2001). Exploring Biliteracy: Two Student Case Examples of Writing as a Social Practice. *The Elementary School Journal* 101(4), pp. 435-449.

Cole, M. (1995). Culture and cognitive development: from cross-cultural research to creating systems of cultural mediation. *Culture and Psychology* 1, pp. 25-54.

Cole, M. (1985). The Zone of Proximal development: where culture and cognition create each other. In Wertsch, J.V. (ed.). *Culture, Communication, and Cognition: Vygotskian Perspectives*.

September 23

Key terms: Ideology, Power, Truth

Dr. Leisy Wyman: Language and Language Ideologies

Bourdieu, P. (1986). Forms of Capital. In Richardson, J., (Ed.) *Handbook of Theory and Research for the Sociology of Education*. Westport, CT: Greenwood.

Bourdieu, P. (1991). *Language and Symbolic Power*. Editor's introduction (pp. 1-31) & Chapter 1, "The Production and Reproduction of Legitimate Language" (pp. 43- 65).

Erickson, F. (2004). General Perspectives on Talk and Social Theory. Chapter in Erickson, F. *Talk and social theory: ecologies of speaking and listening in everyday life*. Malden, MA: Polity Press.

September 30

Key terms: Crossing, Gender, Syncretism

Dr. Eliane Rubinstein-Avila: New Literacy Studies

Readings from New Literacy Theorists Gee, Barton, Street, Jewitt, etc.: TBA.

Mills, K. A. (2010). A review of the "digital turn" in the New Literacy Studies. *Review of Educational Research* 80(2), pp. 246-271.

October 7

Key terms: Acquisition, Competence

Dr. Iliana Reyes: Theoretical approaches to emergent literacy and emergent biliteracy

Hornberger, N.H. & Skilton-Sylvester, E. (2000). Revisiting the Continua of Biliteracy: International and Critical Perspectives. *Language and Education* 14(2), pp. 96-122.

Wong Fillmore, L., & Snow, C.E. (2000). What teachers need to know about language. Washington, DC: Center for Applied Linguistics.

Ferreiro, E. & Fried, M. (2003). *Past and present of the verbs to read and to write: essays on literacy*. Berkeley, CA: Douglas & McIntyre. (Chapter TBA).

October 14

Key terms: Literacy, Writing

Dr. Patty Anders: Literacy in Theory and Practice

In Street:
pp. 1-131.

(Optional): Read at least one of the cases, pp.132-232.

October 21

Key terms: Brain, Writing

Dr. David Yaden: Ecological Approaches

In Bronfenbrenner:

Chapters 1, 2, 8, 10, 12.

October 28

Key terms: Evolution, Performativity, Control, Community, Participation, Heteroglossia

Dr. Perry Gilmore: Language as Symbolic Interaction

In Lemert:

Saussure, F. Arbitrary Social Values and the Linguistic Sign, p. 152.

Goffman, E. On Face-Work, pp. 337-343

In Farganis:

Goffman, E. The presentation of self in everyday life, p. 307.

Hymes, D. (1972). Models of the interaction of language and social life. In Gumperz, J. & Hymes, D. (Eds.), *Directions in Sociolinguistics: The ethnography of communication*. (pp. 35 – 71). New York: Holt.

Hymes, D. H. (1974). *Foundations in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania.

November 4

Key terms: Genre, Intentionality, Narrative

Dr. Kathy Short

Rosenblatt, Louise. (1994). The Transactional Theory of Reading and Writing. In R. Ruddell et al. (eds.). *Theoretical Models and Processes of Reading* (4th Ed.) (pp. 1057-92). Newark, DE: International Reading Association.

Wells, Gordon (1986). The Sense of Story. In *The Meaning Makers: Children Learning Language and Using Language to Learn* (pp. 193-214). Portsmouth, NH: Heinemann.

November 11 (no classes)

No class session will be held this week; these are suggested readings to be discussed over D2L and in arranged meetings with the course instructors.

In Lemert:

Hall, S. The Global, the Local, and the Return of Ethnicity, p. 609.
Sassen, S. Toward a Feminist Analytics of the Global Economy, p. 624.
Giddens, A. Post-Modernity or Radicalized Modernity?, p.485
Castells, M. The Global Network, p. 620.
Said, E. Intellectual Exile: Expatriates and Marginals, p. 646.
Wallerstein, E. The Modern World System, p. 390.

Appadurai, A. (2001). Grassroots globalization and the research imagination. In Appadurai, A. (ed.) *Globalization* (pp. 1-21). Durham, NC: Duke University Press.

Anderson-Levitt, K. M. (2003). Introduction: A world culture of schooling? In K.M. Anderson-Levitt (Ed.), *Local meanings, global schooling: Anthropology and world culture theory* (pp. 1-26). Basingstoke, New York: Palgrave.

Blommaert, J. (2010). Locality, periphery, and images of the world. In Blommaert, J. *Sociolinguistics of Globalization*. New York: Cambridge University Press. (focus on Sections 3.2 & 3.3).

Pennycook, A. (2007). Language, Localization, and the Real: Hip-Hop and the Global Spread of Authenticity. *Journal of Language, Identity and Education* 6(2), 101-115.

November 18 (AAA)

Key terms: Media

Dr. David Betts: Semiotics and Media

Alvermann, D.E. (2006). Technology use and needed research in youth literacies. In McKenna, M.C. et al. (eds.) *International Handbook of Literacy and Technology* (Vol. 2) (pp. 327-333). Mahwah, NJ: Lawrence Erlbaum Associates.

Hamblen, K.A. (1993). Theories and research that support art instruction for instrumental outcomes. *Theory Into Practice* 32(4), pp. 191-198.

Jackson, P.W. (2002). Dewey's 1906 definition of art. *Teacher's College Record* 104(2), pp. 167-177.

November 25 (Thanksgiving)

December 2

Key terms: Agency, Voice, Conflict

Dr. Richard Ruiz, Dr. Mary Carol Combs

Tanaka, G. (2009). The Elephant in the Living Room That No One Wants to Talk About: Why U.S. Anthropologists Are Unable to Acknowledge the End of Culture. *Anthropology and Education Quarterly* 40(1), pp. 82-95.

Leonardo, Z. (2009). The Ontology of Whiteness. In Leonardo, Z. *Race, whiteness, and education* (pp. 91-105). New York: Routledge.

Sleeter, C. (1996). White silence, white solidarity. In Ignatiev, N. and Garvey, J. (Eds.), *Race traitor* (pp. 257-265). New York: Routledge.

In Lemert:

Gates, Jr H.L. "Race" as the Trope of the World, p. 521.

In Farganis:

Delgado, R. & Stefancic, J. Critical Race Theory, p. 428.

Olneck, M. (2000). Can Multicultural Education Change What Counts as Cultural Capital? *American Educational Research Journal* 37(2), pp. 317-348.

December 9

Key terms: Endangered, Relativity

Dr. Sheilah Nicholas

Barnhardt, R. and Kawagley, A.O. (2005). *Indigenous Knowledge Systems and Alaska Native Ways of Knowing*. *Anthropology and Education Quarterly* 36(1), pp. 8-23.

Wilson, W.H., and Kamana, K. (2001). *Mai Loko Mai O Ka 'I'ni: Proceeding from a Dream.* In L. Hinton and K. Hale (eds.) *The Green Book of Language Revitalization in Practice* (pp. 147-176). San Diego, CA: Academic Press.

Nicholas, S. (2009). "I Live Hopi, I Just Don't Speak It"—The Critical Intersection of Language, Culture, and Identity in the Lives of Contemporary Hopi Youth. *Journal of Language, Identity, and Education* 8, 321-334.

December 16

Qualifying Packets due