

**EDUCATION 140AC—
LITERACY: INDIVIDUAL AND SOCIETAL DEVELOPMENT (CCN 23797)
AND
ED 97/197—FIELD STUDY Section 33 (CCN 23638 for ED 97, CCN 23938 for ED 197)**

**Spring Semester, 2008
Tuesday/Thursday 12:30-2:00 PM, Barker 101
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Field Work Component (Ed 97/197: Section 48—CCN 23638 for ED 97, CCN 23938 for ED 197)

This class requires concurrent enrollment in a 1-unit field study component; students must complete 45 hours of field work by volunteering at local after-school sites, which works out to approximately 3 hours a week. We have organized placements for you at a variety of sites, including the Castlemont Community of Small High Schools, St. Martin de Porres Middle School, Asa Academy (grades 6 through 12), and Making Waves Academy (5th grade). Details about these sites—descriptions, directions, hours of operation, etc.—will be provided in class and posted on BSpace. We strongly recommend that you do your field work at one of the sites that we have organized. We have found that students' work tends to be stronger and that participation in a site we have organized leads to a richer collective experience. However, if you are already volunteering at a school or after-school site and wish to continue there, it may be possible for you to do so, provided the site meets certain requirements. There will be an application for independent sites, and those applications will be posted on Bspace and due by the end of the first week of class with no exceptions.

Transportation to/from sites:

We will arrange for students to participate in car pools. For those students who drive or take public transportation to the sites we have organized, we will reimburse your transportation costs. More information and details will be provided in class and on BSpace.

Required Course Readings

Please purchase a course reader ASAP from Replica Copy at 2140 Oxford (549-9991), on the same block as Ben and Jerry's). Please note that there is a reading to do for Thursday, our second class meeting.

Course Description

This course combines theory and practice in the study of literacy and development. It will introduce students to socio-cultural educational theory and research focused especially on literacy teaching and learning, and this literature will be examined in practice through participation in computer-based after-school programs. In addition, the course satisfies the American Cultures requirement and therefore positions students to analyze how race and ethnicity intersect with the acquisition and use of literacy. We will develop a view of literacy, not as a neutral skill, but as embedded within culture and as depending for its meaning and its practice upon social institutions and conditions.

Themes: Historically in the U.S., literacy (or its lack) has served as one important fulcrum for the enactment of racist educational policies and practices. On the one hand, the ability to acquire valued types and levels of literacy has been associated with or viewed as evidences of a superior intellect. Yet, the withholding of literacy on the basis of race, ethnicity, and/or gender has served as a means to restrict participation in civic life and to curtail social mobility. At the same time that access to literacy has been used as an institutional gate-keeper, especially for many linguistic and ethnic minorities, and literate ability seen as evidence of elite status, especially for members of the dominant culture, many individuals of various racial and ethnic groups have found ways to acquire an “empowering” form of literacy, and many institutions, especially community-based ones, have been able to foster that acquisition. Thus, the history of literacy in the US, as well as its current practice, is Janus-faced, with one side turned toward exclusionary practices that intersect with tendencies to exclude, often on the basic of race and ethnicity, and the other side turned toward the potentiality of literacy to enable critical thought and widen personal vistas and possibilities.

The above two themes put literacy as it relates to race and ethnicity in socio-historical context, while a third examines literacy in relation to home, school, and community, with an interest particularly in how these often differ along cultural parameters. Literacy learning is intertwined with language learning; as children acquire patterns of oral language use in their pre-school years, they also acquire ways of using written language. Depending especially on children’s socio-economic status and ethnicity and first language, the language and literacy habits of their homes can clash or blend with those promoted in school, which are largely based on white, middle-class norms. The final theme focuses on educational remedies and best practices. Given the ways in which literacy has been intertwined historically with racist attitudes and educational policies and continues to serve as an educational and societal gate-keeper *par excellence*; and given the diversity of language and literacy patterns that children acquire at home and in the community as members of varied social, ethnic, and racial groups, how might we conceptualize literacy and teaching in ways that enable critical thought and widen the personal vistas and possibilities for all children?

Cultural Groups: The course will focus on literacy in past and current educational practice and policy as it relates to Asian Americans, Chicano/Latinos, European Americans, and African Americans. These groups were chosen because (1) school-based literacy is most often driven by language standards associated with middle-class European Americans; (2) race-driven educational practices and policies abound in relation to African Americans and Chicano/Latinos, as well as Asian Americans and Native Americans; and, (3) while European Americans from lower socio-economic groups and African Americans, the latter especially, have come up against dialect-related language and literacy problems in school, Chicanos, Latinos, and Asian Americans introduce complexities related to bilingualism and bi-literacy. Current literacy research as connected to language socialization and home cultures will provide examples for themes three and four listed under the Course Description.

In addition to readings, films, and speakers, which treat the various cultural groups according to the four themes described above, the course will ask students to consider the groups and themes in relation to their experiences as tutors and guides in an after-school program. Through our affiliation with several after-school programs, Education 140AC students will work with children and youth in East and West Oakland. These programs serve mostly low-income families from diverse backgrounds, primarily African American, Chicano/Latino, and Asian American children and youth. ED 140AC students will collaborate with and observe young people as they do homework, prepare for achievement tests, take part in arts-based activities, and use technology for play, learning, and creative expression. Although most of the observations will take place in the after-school programs, some will occur in schools. In these contexts, then, ED 140AC students can become aware of similarities and differences in languages, dialects, and interactional styles of students from different cultural groups, and the way these form the background for literacy learning and play. Through writing field notes, class discussions, and writing assignments, we will evaluate the usefulness of the theoretical approaches offered in the readings, especially on the basis of their experiences with children and youth in the after-school programs.

Course Requirements

There are four main activities associated with this course:

1. Regular class attendance and participation—Please note that if you sign up for this class, attendance at the lectures and sections is REQUIRED. So please don't sign up unless you intend to get here every TuTH at 12:30 PM. If you do make it on time, we promise to make it worth your while. Class meetings will include both lectures and workshops in which we will discuss readings and fieldwork experiences. Lectures will be held on Tuesdays, and Sections will be held on Thursdays. Readings and reading journals should be completed prior to class meetings.

Please note: If you need to miss class, or if you need special accommodations for completing assignments, or if you want us to have emergency medical information, please speak to Professor Hull or a GSI after class or during office hours or through e-mail.

2. Participating in an after-school or school-day program at least three hours a week—You are required to participate in an after-school program with children or youth for a total of 45 hours (which comes to approximately 3 hours a week) at a variety of sites. We will have site orientations and begin fieldwork during the week of January 29, and you'll need to decide which site you'll participate no later than Friday, February 1. Detailed information about the sites and the orientations will be provided in class.

To receive academic credit for this participation in the after-school program (in addition to the 3 units represented by this course), you will need to enroll concurrently in 1 unit of ED 97/197 (Section 48; CCN 23638 for ED 97, CCN 23938 for ED 197). You may sign up for more units if you desire and your schedule allows. One unit equals three hours of field work per week. Please note that this unit of ED 97/197 counts toward the field work requirement of the Education Minor. ED 140AC students who don't want or need a unit of credit through ED 97/197 are still required to participate in the after-school program for a total of 45 hours over the course of the semester.

3. Submitting detailed field notes and reading journals—Field notes will describe your experiences at the after-school site. Reading journals are your reflections on the weekly readings for the class. See the descriptions below.

4. Completing two writing assignments and one reflection project—a literacy autobiography or biography (**due Friday, 3/14**) and a case study of some aspect of your field work (**due at the end of the semester, on 5/16**), a performance/presentation of your reflections on the course, presented in class during the last three class meetings. The written assignments and the reflection project will be explained during class.

Grading:

Field notes	20%
Reading journals	20%
Literacy autobiography	20%
Case study	30%
Performance reflection project	10%
Pass/Fail students: Satisfactory completion of all requirements except the case study	

Your literacy autobiography will be graded by your GSI section leader. Your case study will be graded by a GSI other than your own section leader.

FIELD NOTE POLICIES

Field notes are a record of your experiences at your volunteer site this semester. They are an important way for you to reflect on what you are doing and learning this semester. They will also be an important source of data for your case study project at the end of the semester.

Logistics of submitting field notes

A) Electronically: Please submit your field notes electronically to your GSI. Detailed directions for this will be provided in class. **NO MORE THAN ONE FIELDNOTE WILL BE ACCEPTED PER WEEK.** Your first field note will be due February 1, and you should send that first note to the following address: ed140ac@gmail.com. Thereafter, you will be assigned a GSI, and you will email your field notes to that GSI.

Requirements and Due Dates

A total of ten field notes are required. Each field note is worth 2 points (for a total of 20) and each field note is due, by email, on Fridays by midnight (12 AM.). Field notes should be completed as early in the semester as possible so you can concentrate on writing your case study. However, field notes will be accepted until May 16. Collectively, they represent 20% of your grade.

Advice

Write your field notes **AS SOON AS POSSIBLE** after you get home from volunteering. You will remember the key details **MUCH BETTER** than if you wait even a day or two.

Field note and email headings

At the top of your email, please include your name, your email address, the site, the date, the main activities you took part in, and the names of the people you interacted with; your course reader includes an example field note with formatting and content guidelines. Also, in the email subject line, please include your name, the date, and the field note number (1-10 to denote how many field notes you've submitted). *To get full credit, you MUST follow the following format.* Field notes have three sections, with three corresponding headings (General Observations, Focused Observations, and Reflections).

A) General Observations. This section is particularly important at the very beginning of the semester as you become familiar with your volunteer site. In your first field note, give a **DETAILED** description of your volunteer site and its neighborhood based on your first impressions. Also provide a general description of all the activities you took part in that day. Update the description of the volunteer site (& the neighborhood) as things change or as you notice new things. Every week, give a general description of all the activities you participated in. In this section you are providing a context for the rest of the field notes. This section should be particularly detailed the first day so you can give a good, vivid description of your first impressions. Focus on what you saw & heard (& maybe smelled, touched or tasted!).

B) Focused Observations. This will normally be the longest part of each field note (perhaps 2-3 good paragraphs, but you can write more). For each site visit, pick out the one activity that was most interesting, significant, harrowing, insightful, humorous, etc. Give a **DETAILED** description of this activity and the people participating (names if possible). Describe the participants' appearance: age,

clothing, gestures, hairstyle, mannerisms, etc. Describe exactly what happened, *blow by blow*. Report anything significant that was said, *in as close as possible to the exact words*. Again, focus on what you saw & heard (& maybe smelled, touched or tasted!).

C) **Reflections.** Finally, write at least one good detailed paragraph on what you thought & felt about your visit, and especially what happened in the activity described in your Focused Observations section. What did you learn from this activity? If possible, relate (or contrast) your experiences to any of the EDUC 140AC readings from the semester &/or to class discussions.

Field Note Grading

Ideally, every student will receive 2 points on every field note. To achieve this, make sure you follow the guidelines above, including those related to formatting the field notes. Include lots of vivid, detailed description. Relate your experiences to class readings & discussions--in an insightful way. Make sure you include all 3 sections, and that each section is complete. Don't repeat the same insights week after week. Your field notes will be graded by your GSI section leader.

READING JOURNAL POLICIES

The reading journal is a way for you to reflect on the course readings and videos, to ensure that you are reading thoughtfully and reacting to what you read. Look on it as a way to strengthen your own critical literacy.

Logistics of submitting reading journals

Reading journals will be submitted electronically (directions for this will be given in class). **NO MORE THAN ONE READING JOURNAL** (consisting of your journal for all readings that week) **WILL BE ACCEPTED PER WEEK**. Please note that you must submit your journal for the week's readings on or before Tuesday by noon. During the first two weeks of class, send your reading journal to the following address: ed140ac@gmail.com. Thereafter, you will be assigned a GSI, and you will email your reading journal to that GSI.

Requirements and Due Dates

A total of eight reading journals are required. Each journal represents one week of reading, and that one week of reading is worth 2 points (for a total of 16 points across the semester). Journals must be submitted to your GSI electronically on Tuesdays by 12 PM. You may begin sending reading journals the second week of class. Collectively, reading journals represent 20% of your grade.

IMPORTANT: Reading journals should discuss the readings assigned for the week in which they are turned in. For example, a journal turned in electronically on Tuesday, Feb. 5 should discuss the readings assigned for Tuesday, Feb. 5 and Thursday, Feb. 7, **NOT** the readings from the previous week.

Reading Journal Heading

In the heading for each journal, please include your name, the date, your email address, the reading journal number (1-8 to denote how many reading journals you've submitted), and the titles of the readings for the week. The course reader includes a sample reading journal.

Reading Journal Format

You must discuss **ALL** of the week's readings. It is not necessary to give a full summary, but for each reading please state what you see as the authors' most significant idea. Also, compare the ideas of two or more authors. Give your own reaction to the ideas--do you agree or disagree? Why? Find the ideas useful? Problematic? Relevant? Incomplete? Provocative? Boring? Stunningly interesting?

Advice: It's important to respond intellectually to the authors' ideas. Feel free to give your emotional or aesthetic reaction as well. It's also important to explore contrasts and commonalities between authors. BE SPECIFIC.

Reading Journal Grading

Ideally, all students will receive 2 points on each week's journal. In order to do so, please make sure to follow the guidelines above. Read all assigned pieces attentively. Be thoughtful and insightful in your comments. Your reading journals will be graded by your GSI section leader.

PART I: SETTING THE STAGE

WEEK 1—

Class 1 (Tues. 1/22): Course introduction

Coordinators from after-school programs will visit during classes 1, 2, & 3 to describe their sites and answer questions about volunteering.

Class 2 (Thurs. 1/24): School and identity

Rose, Mike. (1989). "I just wanna be average." In *Lives on the boundary: An account of the struggles and achievements of America's educationally underprepared* (pp. 11-37). New York: Penguin.

Rose writes an evocative account of his years in the "Voc. Ed." track, reflecting on his own school experiences in light of public discussions of education and the underprepared student.

WEEK 2—

Your first field note is due this week. You may turn in a reading journal this week also.

Class 3 (Tues. 1/29): What is literacy?

Scribner, S. (1988). Literacy in three metaphors. In E.R. Kintgen, B.M. Kroll, & M. Rose (Eds.), *Perspectives on literacy* (pp. 71-81). Carbondale, IL: Southern READ Illinois University Press.

Scribner examines different and conflicting views of literacy's social purposes and values; in so doing, she summarizes her and Michael Cole's research among the Vai people of West Africa.

Hull, G. (2003). Youth culture and digital media: New literacies for new times. *Research In the Teaching of English*, 38 (2), 229-233.

A brief article that argues for a new definition of literacy that takes into account multiple media and modalities.

Reading journal example: Gilbert Goldenbear, Reading Journal #1 on Scribner and Rose articles

Class 4 (Thurs. 1/31): What is research? Taking field notes

Bogdan, Robert C., & Biklen, S.K. (1998). Selections from *Qualitative research in education: An introduction to theory and methods* 3rd edition. Needham Heights, MA: Allyn & Bacon. (121-129).

This reading offers clear advice on how an observer does the nitty-gritty work of turning observations into written text.

Field notes by former 140AC Students: (1) Holly San Miguel, (2) Clara Bosak-Schroeder, (3) Arbella Malik (these first 3 field notes are from Castlemont); (4) Jennifer Noh (about adult literacy program); (5) field note (author's name removed) about DUSTY program for elementary school kid (6) Gilbert Goldenbear (a template with tips on field note formatting and content)

Willis, P. (2005). Foreword and Life as art. In *The ethnographic imagination* (pp. viii-xx). Cambridge, UK: Polity Press.

Please note: You'll need decide on the after-school program where you'll do your field study by the end of second week of class (2/1), but preferably, earlier. If you're having any difficulty making a decision, please talk to a GSI ASAP.

WEEK 3—

Class 5 (Tues. 2/5): Learning as social

Vygotsky, L. (1978) Interaction between learning and development & The Prehistory of Written Language. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in society* (pp. 79-91 & 105-119). Cambridge, MA: Harvard University Press.

This is a foundational text that offers a view of learning as social, and represents learning as bringing with it development; Vygotsky is also important for this course in privileging "psychological tools"—such as language, writing, and other media—as mediating thinking.

Class 6 (Thurs. 2/7): Literacy as subversive

Pratt, Mary Louise. (1999). Arts of the contact zone. In D. Bartholomae & A. Petrosky (Eds.), *Ways of Reading*, 5th edition. New York: Bedford/St. Martin's Press.

Pratt introduces us the term “contact zone”, which she explains as “social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power.” She illustrates the term “autoethnography,” one means by which people who are in unpowerful positions write about themselves to the people in power over them. Autoethnography is one example of what she calls “literate arts of the contact zone.”

WEEK 4—

Class 7 (Tues. 2/12): Critical literacy

Freire, Paulo. (1970). *Pedagogy of the oppressed*. 30th Anniversary Edition (2000) with an introduction by Donaldo Macedo (pp. 71-86). New York: Continuum.

In this now classic text by the Brazilian educator, Freire, we are asked to contrast education as "banking" with "education as the practice of freedom."

Boudin, Kathy. (1999). Participatory literacy education behind bars: AIDS opens the door. In Ira Shor & Caroline Pari (Eds.), *Critical literacy in action: Writing words, changing worlds. A tribute to the teachings of Paulo Freire* (182-210). Portsmouth, NH: Boynton/Cook.

This author is an inmate who used Freire's ideas to develop a literacy program for incarcerated women.

PART II: READING AND WRITING

Class 8 (Thurs. 2/14): Reading: Early literacy perspectives

Brumer, Leah. (1998). Phonics and the politics of reading instruction. In C. Weaver (Ed.), *Practicing what we know: Informed reading instruction* (pp. 7-25). Urbana, IL: National Council of Teachers of English.

In this article, written originally for the *East Bay Express*, Brumer profiles a number of elementary school teachers, describing their methods of teaching reading and outlining some of the central issues of the phonics/whole language debate in California.

WEEK 5—**Class 9 (Tues. 2/19): Reading: Literacy perspectives for adolescents**

Schoenbach, R., Greenleaf, C., Cziko, C. & Hurwitz. (1999). The reading-apprenticeship framework. In *Reading for understanding A guide to improving reading in middle and high school classrooms* (pp. 17-26). San Francisco: Jossey-Bass Inc.

This selection, written by researchers from the Bay Area, offers approaches for teachers and students to analyze the complex process of reading.

Class 10 (Thurs. 2/21): Writing as a process and the logic and history of errors

Atwell, Nancie (1987). Excerpts from *In the middle: Writing, reading and learning with adolescents* (pp. 53-75). Portsmouth, NH: Heinemann.

Atwell is a middle school teacher in rural Maine who teaches from the whole language perspective. Using writing examples from her students, this chapter describes her writing and reading classrooms, and gives us an idea of what is involved in helping older students with their reading and writing skills.

Hull, Glynda, & Rose, Mike (1990). "The wooden shack place": The logic of an unconventional reading. *College Composition and Communication*, 41(3), 287-298.

In this article, Hull & Rose present a case study of a UCLA undergraduate whose interpretation of poem was viewed by his teacher as "off mark." Relying on interviews with the student and knowledge of his history and background, they demonstrate what they call the "logic and coherence" of his unconventional reading.

PART III: LANGUAGE, IDENTITY, AND SCHOOLING**WEEK 6—****Class 11 (Tues. 2/26): Language, power, and discipline**

Delpit, Lisa. (1995). The silenced dialogue: Power and pedagogy in educating other people's children. In *Other people's children: Cultural conflict in the classroom* (pp. 21-47). New York: The New Press.

Delpit questions both why some children of color don't learn to read when taught by means of "progressive" and "child-centered" methods and why teachers and parents of color are often excluded in conversations about what is good for their children.

Smitherman, G. (1998). Black English/Ebonics: What it be like? In T. Perry & L. Delpit (Eds.), *The real Ebonics debate* (pp. 29-37). Boston: Beacon Press.

A noted linguist explains some of the features of African American English Vernacular.

Class 12 (Thurs. 2/28): Beyond deficit perspectives

McDermott, Ray, & Varenne, Herve. (1995). Culture as disability. *Anthropology and Education Quarterly*, 26, 323-48.

In this provocative essay the authors explore the idea that "disabilities" point to the weaknesses in cultural beliefs rather than to weaknesses in people.

WEEK 7—**Class 13 (Tues. 3/4): Literacy and race**

Gates, Jr., Henry Louis. (1986). 'Race' as the trope of the world. In *"Race," writing, and difference* (pp. 590-597). Chicago: University of Chicago Press.

Gates challenges the careless use of "race" as the ultimate trope for irreducible difference between cultures; gives an account of Phyllis Wheatley's "oral examination" to prove that she, as an African girl, was capable of having written a set of poems; rehearses and demolishes the European assumption, existing since the 1600's, that Africans were incapable of creating formal literature.

Douglass, Frederick. (1987). Narrative of the life of Frederick Douglass. In H.L. Gates, Jr. (Ed.), *The Classic Slave Narratives* (pp. 273-281). New York: Penguin.

This section of Douglass's autobiography gives an account of his learning to read and write, despite the fact that, from the perspective of Douglass's slave owners, "it was unlawful, as well as unsafe, to teach a slave to read."

Class 14 (Thurs. 3/6): Connecting race, identity, and schooling

Olsen, Laurie. (1997). We make each other racial: The Madison High world as perceived by the "American" student. In *Made in America* (pp. 58-89). New York: The New Press.

This chapter presents high school students views on how race factors into their social experience.

Literacy autobiographies by Former 140AC Students (please read 3 or more):

Aldabe, Lisa Marie. (2006). Growing into literacy: A college student reads and writes

Anonymous (2007). A Primary Reflection on the Role of Literacy in My Life

Bang, Katie. (2006). The end of education.

Chou, Justin. (2006). Techno-social literacy.

Ji, Fei. (2006). White.

Jang, Taryn. (2006). Beyond the notes.

Nakagawa, Jenna. (2006). Then what are you doing in America?

WEEK 8—**Class 15 (Tues. 3/11): Heteroglossia and discourses**

Gee, James P. (1991). "What is Literacy?" In C. Mitchell & K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 3-11). New York: Bergin & Garvey.

A short but valuable piece that adds the term "Discourses" to our literacy vocabulary.

Bakhtin, M. (1994). Excerpts from *The Bakhtin Reader*, Pam Morris (Ed.). London: Arnold (pp. 73-80).

This complex theoretical piece introduces the concept of *heteroglossia*: language and literacy as multiple voices.

Class 16 (Thurs. 3/13): Latino autobiographies on language and identity

Anzaldúa, G. (1987). How to tame a wild tongue. In *Borderlands/La Frontera: The new mestiza* (pp. 53-64). San Francisco: Spinsters/Aunt Lute.

This essay describes Anzaldúa's experience as a bilingual/biliterate/bicultural woman living along the Texas/Mexico border, attempting to negotiate a number of boundaries that separate languages, peoples, and ideas.

Rodriguez, R. (1981). The achievement of desire. In *Hunger of memory: The education of Richard Rodriguez, An autobiography*. (pp. 43-73). Boston: D.R. Godine.

In this chapter, Rodriguez describes his education, and his resulting feeling of alienation from his family.

Literacy autobiographies due on Friday, 3/14 by 5:00 p.m. at a to-be-disclosed location!

WEEK 9—

Class 17 (Tues. 3/18): Latinos, California schools, and language policy

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, (31), 2, 132-141.

Moll and his coauthors describe their collaborative project involving joint research with teachers, students, and families in southern Arizona. He uses his concept of “funds of knowledge” to refer to knowledge about their worlds that children bring to school, and offers ways that teachers can build on such knowledge.

Gutiérrez, K., Baquedano-López, P., & Asato, J. (2000). "English for the Children": The new literacy of the Old World Order, language policy and educational reform. *Bilingual Research Journal*, 24: 1 & 2: 87-112.

Drawing on both teachers and students perspectives, this study examines the effects of Prop 227 on literacy instruction for English Language Learners (ELLs).

Class 18 (Thurs. 3/20): Asian Americans identities in relation to schooling and language

Tan, Amy. (1999). Mother tongue. In S. Gillespie & R. Singleon (Eds.), *Across cultures: A reader for writers* (pp. 26-31). Boston: Allyn & Bacon.

Tan describes the many languages spoken by her mother, an immigrant from China, and reflects on the ways in which her mother's linguistic experiences shaped Tan's own development as a writer.

Lee, Stacey J. (1994). Beyond the model-minority stereotype: Voices of high- and low-achieving Asian-American students. *Anthropology & Education Quarterly* 25:413-429.

This article examines the complex relationship between Asian American student identity(ies) and perceptions regarding future opportunity and attitudes towards schooling.

WEEK 10—

Class 19 (Tues. 4/1): Identifying as white

Tatum, Beverly. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race* (pp. 93-113). New York: Basic Books.

Tatum writes in this chapter about how white people can develop identities both as white and as anti-racist.

Bragg, R. (1998). Excerpts from *All over but the shoutin'*. New York: Pantheon.

These excerpts are from a Pulitzer Prize winning author's autobiography about growing up white and poor in Alabama.

Class 20 (Thurs. 4/3): Carrying our research in classrooms and communities

Dyson, A.H., & Genishi, C. (2005). Considering the case: An introduction. In *On the case: Approaches to language and literacy research* (pp.1-18). New York: Teachers College Press.

In this introductory chapter to their book on language and literacy research, the authors explain the nature and value of case study research.

Case Studies by former 140AC Students:

Case Study #1: Anderson, Jordana. (2006). Space to learn: A case study of the interplay between education and environment

Case Study #2: Hu, Alice. (2006). Acquiring the third discourse: Spanish

Case Study #3: Name removed. (2003). The creative side of literacy.

Case Study #4: Nora Kenney. (2003). Extinguishing an inferno, one spark at a time: Analysis of an afterschool program in West Oakland and the implications thereof

IV. CURRENT TOPICS

WEEK 11—

Class 21 (Tues. 4/8): The power of drama

Wagner, Betty Jane. (1979). *Dorothy Heathcote: Drama as a learning medium* (pp. 13-47). London: Hutchinson & Co.

Dorothy Heathcote was a world-famous expert on the educational uses of drama. These three chapters describe some of her magic.

Movie in class: *Shakespeare's Children*. This movie is a documentary of a drama project carried out with kids in a Berkeley school.

Class 22 (Thurs. 4/10): Thinking global

Appadurai, Arjun. (1996). Here and now. *Modernity at large: Cultural dimensions of globalization* (pp. 1-23). Minneapolis: University of Minnesota Press.

This is the first chapter of Appadurai's book, which attempts to characterize our global world. Most importantly for our purposes, he describes the way in which both texts and people are now mobile. What are the implications of this insight for language and literacy education?

WEEK 12—

Class 23 (Tues. 4/15): Literacy as voice: Asian women speak

Nam, V. (Ed) (2001). Girlwind: Emerging voices for change. In *Yell-oh girls! Emerging voices explore culture, identity, and growing up Asian American*, pp. 235-282. New York: Harper Collins.

In a number of short personal essays, young Asian American women explore political and cultural activism through literacy, art, and technology.

Movie in class: *Nu-Shu: The hidden language of women in China*. (1999).

This movie is a documentary of a lost written language, invented by women in China, who wanted to find a way to communicate in secret.

Class 24 (Thurs. 4/17): Gender and literacy

Newkirk, Tom. (2002). Excerpt from *Misreading masculinity: Boys, literacy, and popular culture* (pp. xv-xxi, 69-91). Portsmouth, NH: Heinemann.

This book is a study of elementary school boys and their relationship to sports, movies, video games, and other avenues of popular culture. The book views these media not as enemies of literacy, but as resources for literacy. The book argues against the simplistic stereotype of boys who are primed to imitate the violence they see. It shows that, rather than mimic, boys most often transform, recombine, and participate in story lines, and resist, mock, and discern the unreality of icons of popular culture.

Finders, Margaret (1996). Excerpt from *Just girls: Hidden literacies and life in junior high*. Urbana, IL: National Council of Teachers of English.

This book is a window into the literacy practices of adolescent girls, including types of reading and writing that we sometimes don't recognize the importance of—passing notes, reading 'zines, signing yearbooks. Finders helps us understand the importance of social networks and the role that literacy can play in maintaining friendships and in identity development.

WEEK 13—

Class 25 (Tues. 4/22): Literacy and the “third world”

Stein, Pippa. (2004). Representation, rights, and resources: Multimodal pedagogies in the language and literacy classroom. In Bonny Norton & Kelleen Toohey (Eds.), *Critical pedagogies and language learning* (pp. 95-115). Cambridge, UK: Cambridge University Press.

This book chapter is based on research and teaching done in post-apartheid South Africa. The author argues for a pedagogy that honors different modes of representation in addition to print.

Class 26 (Thursday, 4/24): Wrapping up course themes

Finnegan, Ruth. (2002). A mix of arts. In *Communicating: The multiple modes of human interconnection* (pp. 223-243). London: Routledge.

This chapter, which comes toward the end of Finnegan's book, celebrates the creative and diverse means that human beings have invented to make meaning and interconnect. How can we use Finnegan's insights to rethink literacy?

Mahiri, Jabari, & Sablo, Soraya. (1996). Writing for their lives: The non-school literacy of California's urban African American youth. *The Journal of Negro Education*, 65 (2), 164-80.

These authors examine the voluntary literacy practices by means of which urban African American youth make sense of their worlds. How can we draw upon youth's out-of-school literacy practices to rethink literacy instruction inside schools?

WEEK 14—Final Paper and Reflections

Class 27 (Tues. 4/29): Case Study Workshop

Bring a rough draft of your case study to class.

Class 28 (Thurs, 5/1): Performative Reflections (1 of 3)

WEEK 15—

Class 29 (Tues. 5/6): Performative Reflections (2 of 3)

Class 30 (Thurs. 5/8): Performative Reflections (3 of 3)

Friday, May 16: Hard Copy of CASE STUDIES due by 5 PM in Tolman 5513