

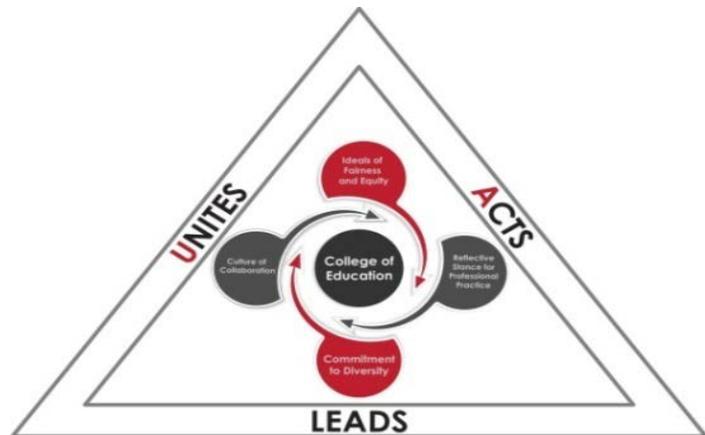
Language, Politics, and Education

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The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners; **ACT** to develop the full potential of all learners to be excellent professionals in their field; and **LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



I. Catalogue description

This course provides students a broad overview of language policy and planning. Drawing on international case studies, students will identify different foci of language planning, including status, corpus and acquisition planning, as well as the different linguistic and political views that inform policy.

II. Course Overview:

The course will provide students a broad overview of language policy and planning: What language policy and planning are, their different foci (e.g., status, corpus, and acquisition planning), the different political tacks taken in their pursuit, and the assumptions that underlie them. This will include study of official language policies (the English-only movement in the US, official bilingualism in Canada, and the three-language Constitutional requirements in India, e.g.) and the politics of their opponents and proponents. The idea of one-nation / one-language will be deconstructed, first through the ideal of linguistic human rights, which will, in turn, be deconstructed in light of contemporary post-liberal notions of language and language policy. This political foundation will underlay later discussions of acquisition planning which will problematize the distinction between language and dialect and received notions of biliteracy/bilingualism. The course will culminate in consideration of the implications for educational policy as informed by both political theory and empirical research.

III. Reading:

· *Required Textbooks:*

Petrovic, J. E. (Ed.). (2010). International perspectives on bilingual education: Policy, practice, and controversy. Charlotte: Information Age Press.

Shohamy, E. (2006). Language policy: Hidden agendas and new approaches. New York: Routledge.

· *Recommended:*

Ricento, T. (Ed.)(2006). An introduction to language policy: Theory and method. Malden: Blackwell.

· *Additional Readings* are available online and linked in the schedule of readings (section VII) below.

IV. Course Requirements:

1. This course will be run as a seminar, i.e., informed discussion will be our basic modus operandi. Therefore, you must keep up with the readings. Failure by just a few students to do the readings will quickly bring our discussion to stagnation.
2. Following from #1, you must participate in class. Note that you can't participate if you don't come.
3. To keep up to date on language policy issues from around the world, join the [Consortium for Language Policy and Planning](#) and get on the listserv. This site should be of great help in determining the content and audience of your final project. Also, note that following the postings should raise questions for you and give you issues to report on or raise in class. We will begin each class with "postings" updates.
4. Present regularly (as per the schedule of topics below) on a country or region of linguistic interest to you. Please note the dates on which a one page handout is due. The handout should include the information from that particular day of presentation as well as the information from all prior presentations.
5. Present a scholarly article on language policy in the country or region of your focus.
6. Prepare 3 short papers (1-2 pp.). The topic for these papers will be announced in class at least a week prior to their due date.
7. Complete a final research project. This will be a 12+- page paper on a topic of your choice. Papers should be double-spaced in 12 point font. Standard [APA referencing style](#) should be followed. While staying within the content and purpose of the course, you should feel free to develop a paper that best serves your academic interests and needs. Papers should not only provide a review of the literature (certainly necessary and required) but also should follow a research question and

provide an argument. Possible topics include but are not limited to the ones listed below. Note that any of the topics may be related back to your oral reports and/or short papers, which could, then function as background information in your final paper.

Possible research paper topics

-A profile of the language policies [overt and covert] and linguistic culture of a given country or region.

-A profile of a given ethnic or religious group and the language policies and practices that affect and characterize the group and affect language loyalty in whatever polity the ethnic group lives.

-A comparative discussion of two or more regions or ethnic/religious groups.

-A discussion of diglossia in a particular language. A comparative discussion is also possible here.

-A discussion of a particular piece of legislation, a particular court decision, etc. that affects language use/policy. This should be discussed from legal, social, and linguistic perspectives. The paper should explore the question of who supported it and who opposed it. The short and long-term consequences should be discussed. (E.g., The 'English Only' movement could be discussed under this topic or various initiatives across the US to ban bilingual education.)

-A discussion of a particular education practice that relates to language. Again, this discussion should be situated within the legal framework and linguistic practices of the polity that has utilized it. The effects, short and long-term, of the policy should be discussed. [E.g., the controversy surrounding bilingual education could be discussed under this rubric. Some relevant studies on effectiveness should be reviewed.]

-A discussion of language/dialect maintenance and the media. One possible question might be: How do the instruments of the mass media either promote or discourage the maintenance of minority speech communities?

-A discussion of a particular instance of corpus planning. You could discuss the means by which a particular language acquired its standard orthography, grammar, etc. as a result [wholly or partly] of the intervention of a state. You could also discuss a particular instance of orthographic, lexical, or grammatical reform. (This topic may require more advanced background in linguistics.)

-A discussion of a particular instance of status planning. You could discuss the means by which a particular language acquired [or lost] its official status.

-A discussion of the interplay between nationalist feelings or theories of nationalism and language. You could discuss this in terms of language ideology.

-A discussion of the distinction between language and dialect (and other linguistic forms, e.g., pidgins, creoles, etc.) and their status (politically, educationally, etc.). This is another issue of language ideology.

V. Grading:

Attendance and Participation: 10 points

Article presentation: 10 points

Oral presentations: 15 points

Short papers: 25 points

Research paper: 40 points

Final grading: 100-90=A, 90-80=B, and so on...

VI. General Policies

Absences—High and chronic absenteeism also affects the dynamics of the class. Your attendance is required and absences will negatively affect your participation grade since you cannot participate if you do not attend. One absence will not affect your grade. Barring some sort of emergency or illness, all others will. Regardless of the reason, all absences beyond the first must be made up by completing a short paper in which you answer class discussion questions based on the readings for that week. Your third absence will result in your grade being lowered by ½ a letter grade. Each absence beyond the third will result in the same penalty. (Note that completing the required paper, although still required, will not restore your grade in these instances.)

Statement of Equal Treatment and Disabilities – The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, nationality, language, physical ability, religious preferences, and sexual orientation. If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services.

Academic Misconduct—Academic misconduct, especially plagiarism, will not be tolerated and will result in referral to the Associate Dean for further action. Please consult your student handbook and familiarize yourself with the [University policy on and description of plagiarism](#).

VII. Schedule of readings and discussions [NOTE: With prior notice (of at least a week), I reserve the right to change the order of topics and to add to or change the readings.]

required text individual pdf (click on the author's name) single pdf with multiple articles (click [HERE](#))

| CLASS DATE | ASSIGNMENT DUE | CLASS TOPIC | READING TO BE COMPLETED |
|---|---|--|--|
| Jan. 8 | none | Introductions and syllabus negotiation What is language policy? | Ricento |
| <p>Language policy and planning: Theory and method <i>Over the next six weeks, we will come to understand the general field of language policy and some of the theoretical perspectives that inform it. What is language policy? What is language planning? What are the political issues/questions involved?</i></p> | | | |
| Jan. 15 | Choose a country or region to report on | Language and the nation-state | Anderson (Intro , Chs. 3 & 5) Blommaert Shohamy, Ch. 2 |
| Jan. 22 | Report the languages spoken in your area | Models and "orientations" in language planning | Ruiz Ricento Ruiz Shohamy, Chs. 3-4 |
| Jan. 29 | Report on the various ethnic (indigenous or otherwise) groups living in the area and their language affiliation(s) | Theoretical lenses through which to view language policy: Critical theory and postmodernism | Hornberger Tollefson Pennycook |
| Feb. 5 | Class will not meet. Watch the interview and respond to the questions in an integrated way that brings to bear some analysis based on previous readings. <u>Short paper due Feb 12</u> | Political theory and language policy: Language rights Consider the economics, politics, and geography of Wales. What have been the effects/implications for Welsh? What are the implications of devolution, according to Williams, especially as concerns language? What is the language ideology that undergirds Williams' position? | Video: Language rights - interview with Colin Williams |

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|---|---|---|---|
| Feb. 12 | | Political theory and language policy: Language rights | Universal Declaration of Linguistic Rights Schmidt Skutnabb-Kangas Ricento and Cervatiuc |
| Feb. 19 | Report on the linguistic culture of your area (the nature and extent of bi/multilingualism & diglossia, and varieties spoken, how these are treated Handout due | Language rights and language shift Can/should language shift be avoided? Through language rights? On what political grounds are such rights justified? | Kymlicka May Heinze-Balcazar Video: In the white man's image |
| Feb. 26 | | Theorizing "language" and rethinking language rights | Shohamy, Ch. 1 Stroud |
| <p>The politics of acquisition planning (or language policy in education)</p> <p><i>Our lack of any reasoned or systematic approach to language policy in the U.S. has direct ramifications for education. If we are to be a monolingual society, what is the best way to educate children? If we respect families' rights to their own language and culture, need we supply the resources to promote them? If we want to respect private bilingualism but promote societal monolingualism, how should we educate language minority children? There seems to be a link and progression, albeit an often hazy one, between the political English-only movement and the educational English-only movement. Crawford (2000) likes to lump both movements as reactions against a generic notion of bilingualism. But, in fact, politicians go to great pains to try to separate these things in various rhetorical ways (read: often insincere ways). Most sponsors of English-only legislation, for example, either do not mention or specifically except bilingual education. This is a political maneuver since bilingual education has become a volatile issue and has historically been supported by groups being wooed by those sponsoring the legislation. Despite the growing body of research demonstrating the effectiveness of bilingual education, its political support continues to decline.</i></p> | | | |
| March 5 | Report on examples of status planning (overt and covert), what institutions are involved and how, and how constructions of nationalism factor into planning. | What is acquisition planning? Historical overview of language policy in education in the U.S. <i>Discussion with Dr. Bedrettin Yazan on the history of language policy in Turkey.</i> | Cooper Bratt-Paulston & Heidemann Petrovic Crawford |

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| March 12 | Report on the role of international languages and/or the hegemony of English | Language policy and programming in education | Shohamy, Ch. 5 MacSwan & Pray Lanza & Woldemariam |
| March 26 | | Schools as discursive sites of linguistic emancipation or oppression...What is language? What is proficiency? | Shohamy, Ch. 6 MacSwan & Rolstad Cummins Petrovic |
| April 2 | Report on how the educational system deals with the linguistic situation (and/or other issues institutions involving questions of acquisition planning) Handout due | Educational programs for linguistic diversity: Bi/multiliteracy | Vila I Moreno <i>Video: Walkout</i> |
| April 9 | Presentations 1-3 | Aspects and methods of the development of biliteracy: Some international perspective | Escamilla and Hopewell Rao et al |
| April 16 | Presentations 4-6 | Final thoughts: Language Policy, mechanisms, and activism | Shohamy, Chs. 8, 9, and Ep |
| April 23 | Presentations 7-13 | | |
| April 30 | Final papers due by 8:00 pm. | | |

For on-line resources dealing with bilingual education and language policy, see my [links/resources page](#).

Additional Readings and Sources:

Anzaldúa, G. (2007). *Borderlands/La frontera: The new Mestiza* [3rd ed.]. San Francisco: Aunt Lute Books.

Baetens Beardsmore, H. (1993). An overview of European models of bilingual education. *Language, culture and curriculum*, 6(3), 197-208.

Baugh, J. (2000). *Beyond Ebonics: Linguistic pride and racial prejudice*. Oxford: Oxford University Press.

Beatriz Arias, M and Faltis, C. J. (2012). Implementing educational language policy in Arizona: Legal, historical, and current practices in SEI. Clevedon: Multilingual Matters.

Brice Heath, S. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge: Cambridge University Press.

Crawford, J. (1990, winter). Bilingual education: The effectiveness debate. *Equity and choice*, 37-45.

Crawford, J. (1992). *Language loyalties: A source book on the official English controversy*. Chicago: The University of Chicago Press.

Crawford, J. (2000). *At war with diversity: U.S. language policy in an age of anxiety*. Clevedon, U.K.: Multilingual Matters Ltd.

Cummins, J. and Genzuk, M. (1991). Analysis of final report longitudinal study of structured English immersion strategy, early exit, and late-exit transitional bilingual education programs for language-minority children. *CABE Newsletter*, 13(5).

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, U.K.: Multilingual Matters Ltd.

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), pp. 280-298.

Delpit, L. (1998). What should teachers do? In T. Perry and L. Delpit (Eds.), *The real Ebonics debate*, pp. 17-26. Boston: Beacon Press.

Fishman, J. (Ed.)(2001). *Handbook of language and ethnic identity*. Oxford: Oxford University Press.

Fishman, J. (1991). *Reversing language shift*. Clevedon, UK: Multilingual Matters.

Fillmore, L. W. (2000). Loss of family languages: Should educators be concerned? *Theory into Practice*, 39(4).

Gersten, R., Baker, S., Otterstedt, J. (1998). Further analysis of: A meta-analysis of the effectiveness of bilingual education. Author: Unpublished.

Greene, J. P. (1999/1997). A Meta-Analysis of the Rossell and Baker Review of Bilingual Education Research. *Bilingual Research Journal*, 21(2&3), 103-122.

Hornberger, N. (1998). Language policy, language education, language rights: Indigenous, immigrant, and international perspectives. *Language in Society*, 27(4), 439-458.

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Kymlicka, W. and Patten, A. (Eds.)(2003). Language rights and political theory. Oxford: Oxford University Press.

Macedo, Donaldo & Bartolome, Lilia I. (1999). Tongue-Tied Multiculturalism. In *Dancing with Bigotry: Beyond the Politics of Tolerance*, pp. 34-78. New York: St. Martin's Press.

MacSwan, J. (2000). The threshold hypothesis, semilingualism, and other contributions to a deficit view of linguistic minorities. *Hispanic Journal of Behavioral Sciences*, 22(1), 3-45.

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Magnet, J. (1990b). Canadian perspectives on official English. In K. L. Adams and D. T. Brink (Eds.), *Perspectives on Official English: The Campaign for English as the Official Language of the USA*, pp. 293-299. Berlin: Mouton de Gruyter.

Martín Rojo, L. (2010). *Constructing inequality in multilingual classrooms*. New York: De Gruyter Mouton.

May, S. (2011). *Language and minority rights* [2nd ed.]. Paterson, NJ: Routledge.

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Zepeda, O. and Hill, J. (1991). The condition of Native American languages in the United States. *Diogenes*, 153, 45-65.