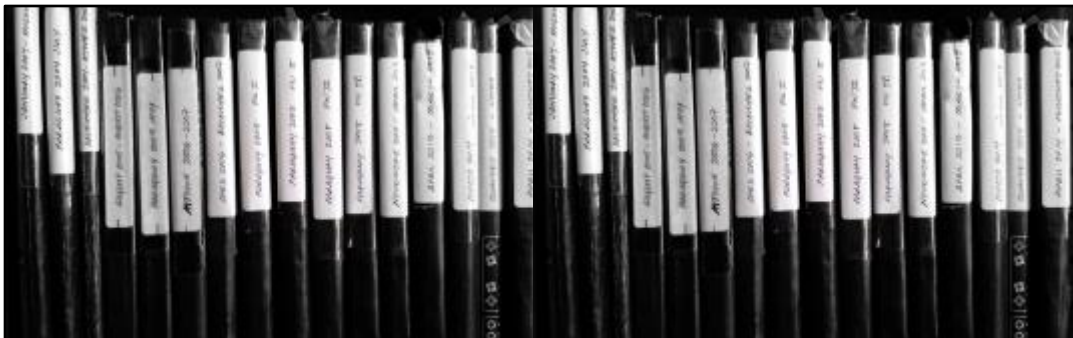


Ethnography of Language and Literacies: A Doctoral Seminar Fall 2017



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 Office hours Wed 1-4, and by appointment

BED 6314-001 [CRN 18564]
 3 credit hours
 Meets Tuesdays, 5:30-8:20pm

COURSE DESCRIPTION

This course explores the study of languaging and literacies—their learning and use—in social context. We focus specifically on learning contexts—in and out of schools—and how ethnography can be used to illuminate languaging and literacy practices and processes, as well as social injustice and inequities that result. We examine sociocultural, sociolinguistic, and linguistic anthropological theories that locate languages and literacies within their historical, cultural, and institutional contexts. Students will develop an ethnographic way of seeing languages, literacies, and people’s lived experiences; they will develop a deep understanding of ethnographic data collection and analysis and of researcher reflexivity; and they will critically analyze ethnographic texts.

Ethnography is a form of inquiry that has emancipatory potential—that is, the potential to advance social justice and reduce inequity and marginalization—and ethnographers often think of their research as investigation through involvement with members of a community. One way of thinking about ethnography is as a process of critical awareness: of making the strange familiar and the familiar strange.

COURSE OVERVIEW

WEEK	TOPIC	ASSIGNMENTS
1	Introduction	Reading
2	Reflexivity: Who am I to do this?	Reading Choices for discussion leadership
3	Deconstructing language and literacy	Reading Choices of book for analysis
4	Ethics and knowledges	Reading

5	Funds of knowledge in ethnography	Reading
6	Social action through language	Reading
7	Symbolic interaction	Reading Proposal for final paper topic
8	Interviewing	Reading
9	Ethnographies of language and literacies by UTEP faculty	Reading
10	Analyses of ethnography presentations	Presentation and paper
11	Languages, identities, and citizenship and humanizing research (Part I)	Reading
12	Languages, identities, and citizenship and humanizing research (Part II)	Reading
13	Ethnographic monitoring and participatory action research	Reading
14	Nuts and bolts: Data collection tools	Reading
15	Presentations of final papers	Presentation Final paper

REQUIRED COURSE MATERIALS

Gonzalez, Norma (2005). *I Am My Language: Discourses of Women and Children in the Borderlands*. Tucson, AZ: University of Arizona Press. ISBN 9780816525492 (paperback). \$24.95

Kaplan-Weinger, Judith and Ullman, Char (2015). *Methods for the Ethnography of Communication: Language in Use in Schools and Communities*. New York: Routledge. ISBN 9780415517775 (paperback). \$42.50

Levinson, Bradley A.U. (2001). *We Are All Equal: Student Culture and Identity at a Mexican Secondary School, 1988-1998*. Durham, NC: Duke UP. ISBN 9780822326991. \$27.95

Mendoza-Denton, Norma (2008). *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. New York: Blackwell. ISBN 9780631234906. \$22.57

Smith, Linda Tuhiwai (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd ed. New York: Zed Books. ISBN 9781848139503 (paperback). \$21.27

Additional readings are listed in the course schedule (below) and will be available on Blackboard (BB) or through the university library.

ASSIGNMENTS

<i>Class attendance, participation, and preparation of discussion questions</i>	(47% of grade)
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[5 points/session; 14 sessions; 70 points total] Your success in this course, as a doctoral-level seminar, depends upon your active participation, which includes the following:

- Being present for the full class session in each of the 13 weeks we meet, including arriving on time and staying until the end.
- Reading all of the required readings for each class session before that session.

- Thinking carefully about these readings and coming prepared with questions, reflections, and connections between these readings and with other material in this or other courses.
- **Submitting at least 3 discussion questions to me by Google form (link on BB) by 8am on each day of class.** These should be open-ended questions about the readings for that day and should ask your classmates to apply, analyze, and/or evaluate some aspect of the reading, and to make connections across the readings for that day or between that day and previous sessions.
- Extensive verbal participation in each class session, including the contribution of your ideas/questions/reflections as well as verbal engagement with others' ideas/questions/reflections.
- Extensive non-verbal participation in each class session, including demonstrating active listening, thoughtful engagement, and growth across each discussion.

Additional details and rubric provided in class.

<i>Engagement in scholarly community</i>	(10% of grade)
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[15 points total]

Simposio InterAmericano de Etnografía y Educación (5 points)

As part of our course, you are **required to attend at least 3 of the conference events:** 1 keynote talk, 1 presentation by UTEP faculty (any department), and 1 other presentation of your choice. You will submit a **brief reflection** (about 150-200 words) on the events you attended (link on BB). Your reflection must explicitly connect the events you attended to topics, readings, discussions in our course.

EL3 Lab Coloquios (10 points)

The EL3 Lab Coloquios are directly related to the target knowledge and skills in this course. I ask that you attend **two or more Coloquios** and, for each, submit a short assignment with the date of your attendance and a 150-word reflection on the event, including what you gained and what you would have liked to be different or remaining questions you have. If you foresee that attending ANY of the Coloquios will be impossible for you, please talk with me before Week 3 to arrange for an alternative assignment.

<i>Discussion leadership</i>	(13% of grade)
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[20 points total] You will take responsibility for leading a **45-minute** discussion of readings for one of the class sessions. This assignment has three parts:

1. **Plans** for your discussion emailed to me (and submitted to BB) one full week prior to your discussion date..
2. **Leadership** of the actual discussion on the assigned day.
3. **A brief reflection** on the discussion due one week after the discussion date.

Your choices of sessions are due in Week 2 via Google form (link on BB). Additional details and rubric provided in class.

<i>Analysis of an ethnography (paper and presentation)</i>	(10% of grade)
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[15 points total] You will choose a book-length ethnography that focuses on languages and/or literacies, read it in depth, write a 7-10 pp analysis of the work, and present this analysis in class using the PechaKucha presentation format (<http://www.pechakucha.org/>). Your book must be chosen by Week 3. A list of possibilities will be available on BB. You can also propose one not on the list, but please speak with me about it before your choice is due in Week 3. Your analysis will include specific sections. Details and rubric provided in class.

<i>Final paper and presentation</i>	(20% of grade)
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[30 points total] This final assignment will take the form of a critical review of the ethnographic literature on a theme or question from this class. This final assignment includes 3 parts (additional details and rubric in class):

- A proposal in which you describe your plans (1 p), due Week 7
- A final paper (15 pp)
- An in-class presentation of your exploration, using the PechaKucha presentation format (<http://www.pechakucha.org/>) and delivered on the final evening of class, Week 15.

Summary of components of the course grade

Assignment	Points each	How many	Total	% of grade
Attendance, participation, discussion questions	5	14	70	47%
Coloquio attendance	5	3	15	10%
Discussion leadership	20	1	20	13%
Analysis of an ethnography	15	1	15	10%
Final paper and presentation	30	1	30	20%
			150	100%

POLICIES AND PROCEDURES

Academic citations

Please provide APA-style in-text and bibliographic citations for all your written work.

Language policy for this course

You are encouraged to use and develop your biliteracy skills in this course. You may submit any written assignment in English or in Spanish. For discussion and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, any discussion group may use Spanish, English, both, or any other language, as long as the members of the group agree.

Electronic devices in class

Everyone's engagement with each other in class discussion is of the highest importance. Do not use any electronic device in class in such a way that it may give someone the impression that you are not listening to them.

Changes to the syllabus

Like ethnography, itself, I want this course to be responsive to the sometimes-shifting conditions of our class community: our discussions, our interests, our extant experiences, our needs for growth. Some changes may be made to the syllabus along the way. You will always be notified—or participate in the decision to make changes—and the updated syllabus made available on Blackboard. All versions have a version number in the header with the form year, month, day.

Different abilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have difficulty with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at <http://www.utep.edu/dsso/>, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Academic integrity

Everything you turn in for this course must be your own work. Any act of academic dishonesty attempted by a UTEP student is unacceptable. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Collusion is making plans with other people, in order to cheat. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://sa.utep.edu/osccr/academic-integrity/> for further information.

LEARNING OUTCOMES

Upon successful completion of this course, you will

- Have an understanding of key issues involved in ethnographic research in education.
- Appreciate the breadth and depth of ethnographic research in education.
- Have critically examined ethnographic methods and approaches to language and literacies.
- Have appreciated the ethical challenges of conducting fieldwork that "does no harm."
- Have learned to identify and ask ethnographic questions.

- Have experienced anthropological ways of seeing by practicing some of the techniques of ethnographic fieldwork, including taking field notes that employ thick description, and conducting ethnographic interviews.
- Have an understanding of numerous theoretical approaches used in ethnographic research.
- Have critically analyzed and written about influential texts within the field of educational anthropology.
- Have gained a greater awareness of your own and your colleagues' cultural backgrounds and the ways these continue to shape your choices and viewpoints.
- Have understood how ethnographic research functions and is used within the field of education.
- Have a deeper understanding of whether or not you would like to pursue further ethnographic research yourself.

These learning outcomes will be achieved through respectful scholarly discussion, projects, in-class presentations, and a variety of writing assignments. Students are responsible for coming to class having read the assigned materials and having submitted any required written assignments before class. Because this is a seminar, the emphasis is on scholarly discussion of the material.