

Courses Developed

The Politics of Language

CI 5388

SUPPLEMENTARY COURSE INFORMATION FORM

Course Title and Number:

The Politics of Language, CI 5388

Academic Administrative Unit:

Curriculum and Instruction

Course Description:

Using a critical linguistic perspective, this course examines the sociopolitical aspects of language in local, national, and global contexts. Students learn about language ideologies and gain a profound understanding for how languages and language practices are intricately tied to the racial and economic power relations embedded in schools and society.

Course Goals and Objectives:

- Identify distinctions between language as communication and language as power.
- Establish a knowledge base about the local, national, and global perspectives on language, power relations, equity, access, etc.
- Learn about various language ideologies and how they become institutionalized in schools.
- Understand the nuances of specific language practices and how they are used and perceived in school and other social contexts (e.g., language brokering, code-switching, accent, dialect, monolingualism, bilingualism, and multilingualism).
- Develop a strong understanding for the micro politics that function within specific language programs in US Schools, including English Submersion, English as a Second Language, Transitional Bilingual Education, Developmental Bilingual Education, Dual Language Two-Way Bilingual Education, and Foreign Language Programs.
- Establish a critical understanding on how the politics of language affect everyday teaching practices, student learning, and the achievement gap.
- Gain an understanding for how the politics of language shape identity formation, resistance, and symbolic language practices.
- Establish a method for identifying inequitable school and societal language ideologies and practices.
- Identify and apply strategies to interrupt dominant and oppressive language practices and ideologies that reinforce existing power relations.

Course Outline:

Week 1-

Conceptual framework for understanding the role of language(s) and language practices in inequitable school and social contexts (critical linguistic perspective).

Week 2-

Language and Identity—identity politics, resistance, language integrity, and language loss.

Week 3-

Language Ideologies—Standard Language Ideology, Linguistic Conformity, Language as a Liability, The Fear of Language, Language Elitism, and Language as a Commodity.

Week 4-

Micro Politics in Language Programs Offered in US Schools—English Immersion, English as a Second Language, Transitional Bilingual Education, Developmental Bilingual Education, and Dual Language Two-Way Bilingual Education.

Week 5-

Dual Language Two-Way: A Special Case—Goals, outcomes, inconsistencies and contradictions, race, ideologies, placement strategies, cross-cultural interactions, inequities.

Week 6-

Foreign Language Programs—design, goals, outcomes, and ideologies.

Week 7-

Code-Switching—Dominant and deficit perceptions, sociolinguistic orientation, cognitive and metalinguistic abilities, situational code switching, metaphorical code switching, social expectations, pedagogical resource, and symbolic power.

Week 8-

Language Brokering—Demographics and practice, academic achievement, cognitive and metalinguistic abilities, parent-child relationship, identity development, school perceptions, implications for schools and teachers.

Week 9-

Language Accent—Social value, language attitudes, linguistic discrimination, dominant perceptions of “broken English”.

Week 10-

Dialect—Mexican American English, Mexican American Spanish, African American Vernacular English

Week 11-

Language and the Achievement Gap—Data, contributing factors, school reform.

Week 12-

Language in a Global Context—globalization, language elitism, assimilation, power relations, and instrumental and integrative motivation.

Week 13-

Identifying and Interrupting Language Ideologies and Dominant Language Practices.

Week 14-

Ethnographic methods for understanding local language politics and practices—observation, participant observation, artifacts, and interviews.

Description of Instructional Methodologies:

Learning activities include but are not limited to lectures, reading, group experiential learning exercises, discussion of significant scholarly and current issues, class discussions, written assignments, student presentations, comprehensive literature review and critique, interviews with practitioners, guest speakers, internet resources, and video presentations.

Assessment of Student Learning:

Field Study of Language Practices

Critical Response Papers

Project

Presentation

Suggested Textbook(s) and Other Resources:

Reagan, T. (2002). *Language, education, and ideology: Mapping the linguistic landscape of U.S. schools*. Westport, Connecticut: Praeger.

Lippi-Green, R. (2012). *English with an accent: Language, ideology, and discrimination in the United States*. New York: Routledge.

Martínez, G.A. (2006). *Mexican Americans and language: Del dicho al hecho*. Tucson: The University of Arizona Press.

Course Bibliography:

Acoach, C.L., & Webb, L.M. (2004). The influence of language brokering on Hispanic teenagers' acculturation, academic performance, and nonverbal decoding skills: A preliminary study. *The Howard Journal of Communications, 15*, 1-19.

Alanís, I., & Rodríguez, M.A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education, 7*(4), 305-319.

Amrein, A., & Peña, R. A. (2000). Asymmetry in dual language practice: Assessing imbalance in a program promoting equality. *Education Policy Analysis Archives, 8*, 1-17.

Coyoca, A.M., & Lee, J.S. (2009). A typology of language-brokering events in dual-language immersion classrooms. *Bilingual Research Journal, 32*(3), 260-279.

Delpit, L., & Dowdy, J.K. (Eds.). (2008). *The skin that we speak: Thoughts on language and culture in the classroom*. New York: The New Press.

De Ment, T. L., Buriel, R., & Villanueva, C. M. (2005). Children as language brokers: A narrative of the recollections of college students. In R. Hoosain & F. Salili (Eds.), *Language in multicultural education* (pp. 255-272). Greenwich, CT: Information Age.

Dorner, L.M., Orellana, M.F., & Li-Grining, C.P. (2007). "I helped my mom," and it helped me: Translating the skills of language brokers into improved standardized test scores. *American Journal of Education, 113*, 451-478.

Dorner, L., & Pulido, L. (2003). Accessing assets: Immigrant youth's work as family translators or "para-phrasers". *Social Problems, 50*, 505-524.

- Edwards, J. (2009). *Language and identity: An introduction*. New York: Cambridge University Press.
- Farruggio, P. (2010). Latino immigrant parents' views of bilingual education as a vehicle for heritage preservation. *Journal of Latinos & Education*, 9(1), 3-21.
- Filmer, A.A. (2007). Bilingual belonging and the whiteness of (standard) English(es). *Qualitative Inquiry*, 13(6), 747-765.
- Gilyard, K. (2011). *True to the language game: African American discourse, cultural politics, and pedagogy*. New York: Routledge.
- Greene, R.L. (2011). *You are what you speak: Grammar grouches, language laws, and the politics of identity*. New York: Delacorte Press.
- Kennedy, A., (2006). Globalisation, global English: 'Futures trading' in early childhood education. *Early Years*, 26(3), 295-306.
- Lee, T.S. (2009). Language, identity, and power: Navajo and Pueblo young adults' perspectives and experiences with competing language ideologies. *Journal of Language, Identity, and Education*, 8, 307-320.
- Lindemann, S. (2005). Who speaks "broken English"? US undergraduates' perceptions of non-native English. *International Journal of Applied Linguistics*, 15(2), 187-212.
- López, M.M., & Fránquiz, M.E. (2009). 'We teach reading this way because it is the model we've adopted: Asymmetries in language and literacy policies in a two-way immersion programme. *Research Papers in Education*, 24(2), 175-200.
- López, N. (2008). Antiracist pedagogy and empowerment in a bilingual classroom in the U.S., circa 2006. *Theory Into Practice*, 47, 43-50.
- Love, J.A., & Buriel, R. (2007). Language brokering, autonomy, parent-child bonding, biculturalism, and depression: A study of Mexican American adolescents from immigrant families. *Hispanic Journal of Behavioral Sciences*, 29(4), 472-491.
- Martínez-Roldán, C.M., & Malavé, G. (2004). Language ideologies mediating literacy and identity in bilingual contexts. *Journal of Early Childhood Literacy*, 4(2), 155-180.
- Morales, A., & Hanson, W.E. (2005). Language brokering: An integrative review of the literature. *Hispanic Journal of Behavioral Sciences*, 27, 471-503.
- Nava, G.N., & Garza, E.A. (2007). An analysis of elementary teachers' attitudes and beliefs toward their students' use of code-switching in a South Texas border area school district. *TABE Journal*, 9(2), 150-168.
- Olivos, E.M., & Quintana de Valladolid, C.E. (2005). *Entre la espada y la pared: Critical educators, bilingual education, and education reform*. *Journal of Latinos and Education*, 4(4), 283-293.
- Olmedo, I. M. (2005). The bilingual echo: Children as language mediators in a dual-language school. In M. Farr (ed.), *Latino language and literacy in ethnolinguistic Chicago* (pp. 135-153). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Orellana, M.F. (2003). Responsibilities of children in Latino immigrant homes. *New Directions for Youth Development*, 100, 25-39.
- Orellana, M. F., & Reynolds, J. (2007). Cultural modeling: Leveraging bilingual skills for school paraphrasing tasks. Unpublished manuscript, Graduate Studies of Education and Information Studies, Urban Schooling, University of California, Los Angeles.
- Palmer, D.K. (2008). Building and destroying students' 'academic identities': the power of discourse in a two-way immersion classroom. *Qualitative Studies*

- in Education*, 21(6), 647-667.
- Palmer, D.K. (2010). Race, power, and equity in a multiethnic urban elementary school with a dual-language "strand" program. *Anthropology & Education Quarterly*, 41(1), 94-114.
- Palmer, D.K. (2011). Code-switching and symbolic power in a second-grade two-way classroom: A teacher's motivation system gone awry. *Bilingual Research Journal*, 32(1), 42-59.
- Pimentel, C. (2011). The color of language: The racialized educational trajectory of an emerging bilingual student. *Journal of Latinos and Education*, 10(4), 1-19.
- Pimentel, C., & Sevin, T. (2009). The profits of language brokering. *Language Magazine: The Journal of Communication & Education*, 8(5), 16-19.
- Pimentel, C., Soto, L. D., Pimentel, O., & Urrieta, L. Jr. (2008). The dual language dualism: ¿Quiénes ganan? *TABE Journal*, 10(1), 200-223.
- Pomerantz, A., & Schwartz, A. (2011). Border talk: Narratives of Spanish language encounters in the United States. *Language & Intercultural Communication*, 11(3), 176-196.
- Portes, P.R., & Salas, S. (2010). In the shadow of stone mountain: Identity development, structured inequality, and the education of Spanish-speaking children. *Bilingual Research Journal*, 33(2), 241-248.
- Rayman, J. (2009). Why doesn't everyone here speak Sign Language? Questions of language policy, ideology and economics. *Current Issues in Language Planning*, 10(3), 338-350.
- Sayer, P. (2008). Demystifying language mixing: Spanglish in school. *Journal of Latinos & Education*, 7(2), 94-112.
- Scanlan, M., & Palmer, D.K. (2009). Race, power and (in)equity within two dual immersion models. *The Urban Review*, 41(5), 391-415.
- Schmid, C.L. (2001). *The politics of language: Conflict, identity, and cultural pluralism in comparative perspective*. New York: Oxford University Press.
- Shuck, G. (2006). Racializing the nonnative English speaker. *Journal of Language, Identity, and Education*, 5(4), 259-276.
- Smitherman, G. (2006). *Word from the mother: Language and African Americans*. New York: Routledge.
- Stuart, A. (2006). Equal treatment as exclusion: Language, race and US education policy. *International Journal of Inclusive Education*, 10 (2-3), 235-250.
- Valdés, G. (1997). Dual-language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Educational Review*, 67, 391-429.
- Varghese, M. M., & Park, C. (2010). Going global: Can dual-language programs save bilingual education? *Journal of Latinos and Education*, 9(1), 72-80.
- Volk, D., & Angelova, M. (2007). Language ideology and the mediation of language choice in peer interactions in a dual-language first grade. *Journal of Language, Identity, and Education*, 6(3), 177-199.
- Vu, J., Bailey, A., & Howes, C. (2010). Early cases of code-switching in Mexican-heritage children: Linguistic and sociopragmatic considerations. *Bilingual Research Journal*, 33(2), 200-219.

**Understanding Developmental
Learners in a Diverse Society
CI 7301**

Course Title and Number: CI 7301, Understanding Developmental Learners in a Diverse Society

Department: Curriculum and Instruction

Catalog Description:

This course examines the developmental learner by identifying the evolution, characteristics, demographics, and needs of developmental learners in postsecondary educational settings. Emphasis is placed on the cognitive, affective and psychosocial needs of these students as well as on the social and political forces that impact developmental learners and educators.

Course Goals and Objectives:

- Define the characteristics and demographics of developmental learners.
- Analyze the changing demographic profiles of developmental learners in light of changing workforce demands.
- Examine the educational trajectories of developmental learners in college settings.
- Examine the reciprocal relationships between sociocultural, historical, and political contexts and developmental learners.
- Conceptualize the evolution and role of developmental education in postsecondary institutions.
- Examine the relationship between developmental education and developmental learners' academic achievement.
- Differentiate between academic preparatory programs, remedial education, compensatory education, learning assistance, developmental education, and access programs in an effort to assess what each program offers developmental students.
- Apply sociological theories of culture, resistance theories, and critical theories to the goal of understanding and improving developmental learners' academic achievement.

Course Outline:

Week 1- Nature and characteristics of developmental learners.

Week 2- Evolution of and need for postsecondary developmental education programs.

Week 3- Academic preparatory programs, remedial education, compensatory education, learning assistance, developmental education and access programs.

Week 4- Social constructs including gender, race, language, ethnicity, class, first-generation, age, ESE, sexuality, re-entry, disabilities, and religion and how they shape developmental learners' educational experiences.

- Week 5- Changing demographic profiles of developmental learners.
- Week 6- Changing workforce requirements and growing numbers of diverse students needing developmental education programs.
- Week 7- The transition from pre-college to postsecondary education for developmental learners.
- Week 8 - Theories, concepts, and perspectives for examining the educational experiences of developmental learners.
- Week 9 –Theoretical underpinnings for working with developmental education learners.
- Week 10- Sociological theories of culture, resistance theories, and critical theories as related to developmental education.
- Week 11- Connecting learning theory to practice.
- Week 12- Understanding the socio, cultural, and political contexts in which the developmental learner is embedded.
- Week 13- Legal and ethical issues involved in educating developmental learners.

Required Textbooks:

Casazza, M. & Bauer, L. (2006). *Access, opportunity, and success: Keeping the promise of higher education*. Westport, CT: Praeger Publishers.

Kozeracki, C. (Ed.). (2005). *Responding to the challenges of developmental education. New directions for Community Colleges: no. 129*. San Francisco: Jossey-Bass.

Description of Instructional Methodologies:

Learning activities include but are not limited to lectures, reading, group experiential learning exercises, discussion of significant scholarly and current issues, class discussions, written assignments, student presentations, comprehensive literature review and critique, interviews with practitioners, guest speakers, internet resources, and video presentations.

Assessment of Student Learning:

Stakeholder Interview	10%
Developmental Learner Interview	10%
Annotated Bibliography	20%
Position Paper	30%
Final Exam	30%

Course Bibliography:

- ACT (2007). New study points to gap between U.S. high school curriculum and college expectations. Retrieved July 1, 2007, from <http://www.act.org/news/releases/2007/04-09-07.html>
- Adelman, C. (1998). "The kiss of death? An alternative view of college remediation." *National Crosstalk*, 6, (3), 11.
- Bergin, D., Cooks, H., & Bergin, C. (2007). Effects of a college access program for youth underrepresented in higher education: A randomized experiment. *Research in Higher Education*, 48 (6), 727-750.
- Best, L. (2005). Crossing the boundaries: A case study of one remedial student's transformation into a college writer. *Research & Teaching in Developmental Education*, 22, 27-42.
- Boylan, H. R. (1999). Demographics, outcomes, and activities. *Journal of Developmental Education*, 23, 2-5.
- Boylan, H. R. (2002). *What works: Research-based best practices in developmental education*. Boone, NC: Continuous Quality Improvement Network with the National Center for Developmental Education.
- Boylan, H.R., Sutton, E. M., & Anderson, J.A. (2003). Diversity as a resource in developmental education. *Journal of Developmental Education*, 27 (1), 12-17.
- Calcagno, J. C. (2007). *Evaluating the impact of developmental education in community colleges: A quasi-experimental regression-discontinuity design*. Unpublished doctoral dissertation, Columbia University.
- Carbado, D. W. (2000). Men, feminism, and male heterosexual privilege. In R. Delgado & J. Stefancic (Eds.), *Critical race theory: The cutting edge* (2nd ed., pp. 525-531). Philadelphia: Temple University Press.
- Clery, S. & Solórzano, B. (2006). Data notes: Keeping informed about achieving the dream data. *Achieving the dream: Community Colleges Count*, 1 (7), 1-3.
- Commander, N. E. & Valeri-Gold, M. (2003). Ideas in practice: Letters of advice from at-risk students to freshman. *Journal of Developmental Education*, 27, 28-31.
- Duranczyk, I.M. (2007). Students' memories and experiences: A critical analysis of developmental education. *Research & Teaching in Developmental Education* Retrieved October 15, 2007, from http://findarticles.com/p/articles/mi_qa4116/is_200704/ai_n19430910
- Engle, J., & O'Brien, C. (2007). Demography is not destiny: Increasing the graduation rates of low-income college students at large public universities. Pell Institute for the Study of Opportunity in Higher Education. (ERIC Document Reproduction Service No. ED497044)
- Gallegos, M. T. (2006). So who are our students anyway? A report on the characteristics of incoming freshman. *Research & Teaching in Developmental Education*, 23, 34-63.
- Guinier, L. (2003). Of gentlemen and role models. In A. K. Wing (Ed.), *Critical race feminism: A reader* (2nd ed., pp. 73-80). New York: New York University Press.
- hooks, b. (1990). Choosing the margin as a space of radical openness. In b. hooks, *Yearning: Race, gender, and cultural politics* (pp. 145-153). Boston: South End Press.
- Kolajo, E. F. (2004). From developmental education to graduation: A community college experience. *Community College Journal of Research & Practice*, 28, 365-371.

- Kozeracki, C. A. (2005). Preparing faculty to meet the needs of developmental learners. *New Directions for Community Colleges, 2005*, 39-49.
- Kulick, J., Kulik, C., & Schwalb, B. (1983). College programs for high-risk and disadvantaged students: A meta-analysis of findings. *Review of Educational Research, 53*, 397-414.
- Lee, S. J. (2006). Additional complexities: social class, ethnicity, generation, and gender in Asian American student experiences. *Race Ethnicity and Education, 9*, 17-28.
- Levin, H. M., & Calcagno, J. C. (2007). *Remediation in the community college: An evaluator's perspective*. Community College Research Center Working Paper No. 9, retrieved May 4, 2007, from <http://ccrc.tc.columbia.edu/ContentByType.asp?t=1>
- Maffett, S. P. (2007). A retention/persistence intervention model: Improving success across cultures. *Journal of Developmental Education, 31*, 12-37.
- Maggio, J. C., White, W. G., Molstad, S., & Kher, N. (2005). Prefreshman summer programs' impact on student achievement and retention. *Journal of Developmental Education, 29*, 2-33.
- Martorell, P., & McFarlin, I. (2007). *Help or hindrance? The effects of college remediation on academic and labor market outcomes*. Unpublished manuscript. Retrieved May 30, 2007, from http://www.irp.wisc.edu/newsevents/seminars/mcfarlin_remediation_v2.pdf
- Moore, R. (2006). Do high school behaviors set up developmental education students for failure? *The Learning Assistance Review, 11*(2), 19-32.
- Moriarty, D. F. (1998). Education that works: Portland Community College. In R. H. McCabe & P. R. Day, Jr. (Eds.), *Developmental education: A twenty-first century social and economic imperative*. Mission Viejo, CA: League for Innovation in the Community College, 73-77.
- Roueche, J. E., & Roueche, S. D. (1999). *High stakes, high performance: Making remedial education work*. Washington, DC: Community College Press.
- Seidl, B. (2007). Working with communities to explore and personalize culturally relevant pedagogies: "Push, double images, and raced talk". *Journal of Teacher Education, 58*(2), 168-183.
- Solorzano, D. G. & Delgado Bernal, D. (2001). Examining Transformational Resistance through a Critical Race and LatCrit Theory Framework: Chicana and Chicano Students in an Urban Context. *Urban Education, 36*(3), 308-342.
- Stewart, T. C. (2005). From the inside: The developmental student and the tutoring experience. *Learning Assistance Review, 10*, 5-14.
- Stewart, T. C. (2006). Understanding the experiences of a developmental student: A phenomenological study. *Research & Teaching in Developmental Education, 23*, 64-77.
- Thompson, J. M. (1998). Developmental students in higher education: Path analysis of a national sample. *College Student Journal, 32*, 499-511.
- Valencia, R.R. (1997). Conceptualizing the notion of deficit thinking. In R.R. Valencia, *The evolution of deficit thinking: Educational thought and practice* (pp.1-12). Washington D.C.: The Falmer Press.

**Multicultural Education in a P-16
Context
CI 7304**

Course Title and Number: CI 7304, Multicultural Education in a P-16 Context

Department: Curriculum and Instruction

Catalog Description:

This course uses a critical multicultural framework to trace the evolution of the developmental learner in elementary and secondary school settings. Students in this course examine a variety of school policies and practices in elementary and secondary schools in an attempt to theorize the “achievement gap” and college readiness.

Course Goals and Objectives:

- Develop critical analysis skills to examine diversity in pre-college educational institutions.
- Establish a knowledge base about the dynamics and manifestations of social and school based inequalities and forms of oppression such as racism, ethnocentrism, sexism, classism, ableism, linguicism, and heterosexism that attribute to the “achievement gap.”
- Evaluate multicultural education as an instrument of change in educational systems and as an agent to promote educational equity for all students.
- Understand how developmental education learners have emerged in the educational system and understand how multicultural education may be used to better prepare target populations for college success.
- Identify and understand outcomes for different approaches to multicultural education.
- Identify methods of integrating multicultural perspectives and practices into teaching and other school practices.

Course Outline:

Week 1-

Conceptual framework for multicultural education: rationale, definition, and general goals. Define the “achievement gap.”

Week 2-

Approaches to multicultural education— teaching the exceptional and the culturally different, human relations, single-group studies, multicultural education, and education that is multicultural and social reconstructionist.

Week 3-

Structural issues in schools— tracking, retention, standardized testing, curriculum, pedagogy, school climate, physical structure, disciplinary policies, and the roles of students, teachers, and community members.

Week 4- Racism, discrimination, and expectations of students' achievement— Individual and institutional dimensions of racism and discrimination, the history and persistence of racism in U.S. schools and universities, manifestations of racism and discrimination in U.S. schools and universities.

Week 5-

Accountability and No Child Left Behind Act— Practices, outcomes, teachers and students' investedness in high stakes testing, and issues on teaching to the test.

Week 6-

Language Issues in the U.S.— bilingual education, politics of language, language instruction models.

Week 7-

Theories of academic achievement- deficit theories, economic and social reproduction theories, cultural incompatibility theories, cultural-ecological theory (voluntary verses involuntary minorities), and resistance theories.

Week 8-

Critical frameworks on educational achievement- Critical Whiteness Theory (CWT) and Critical Race Theory (CRT).

Week 9-

Discourse Analysis- Critical Discourse Analysis (CDA).

Week 10-

Immigration and education.

Week 11-

College readiness. How elementary and secondary school prepare students for college.

Week 12-

Cultural sensitive and student-centered pedagogies.

Week 13-

Multicultural Education in practice.

Required Textbooks:

Nieto, S. (2007). *Affirming diversity: The sociopolitical context of multicultural education*. New York: Addison-Wesley Publishing Company.

Valenzuela, A. (2005). *Leaving children behind: How "Texas-style" accountability fails latino youth*. New York: State University of New York Press.

Description of Instructional Methodologies:

Learning activities include but are not limited to lectures, reading, group experiential learning exercises, discussion of significant scholarly and current issues, class discussions, written assignments, student presentations, comprehensive literature review and critique, interviews with practitioners, guest speakers, internet resources, and video presentations.

Assessment of Student Learning:

Critical Discourse Analysis Paper 30%

Critical Discourse Analysis Presentation 20%

Research Paper 30%
Poster Board Presentation 20%

Course Bibliography:

- Baker, C. (2006). *Foundations of bilingual education and bilingualism*. Tonawanda, NY: Multilingual Matters.
- Banks, J. A. & Banks, C.A.M. (2006). *Multicultural education: Issues and perspectives*. New York: John Wiley & Sons.
- Bell, D. (2004). *Silent covenants: Brown v. board of education and the unfulfilled hopes for racial reform*. New York: Oxford University Press.
- Bruch, P. & Jehangir, R. (2006). Ideas in practice: Building bridges in a multicultural learning community. *Journal of Developmental Education*, 29 (3), 10-18.
- Chacón, J.A. & Davis, M. (2006). *No one is illegal: Fighting violence and state repression on the U.S.—Mexico Border*. Chicago, Illinois: Haymarket Books.
- Crawford, J. (2000). *At war with diversity: US language policy in an age of anxiety*. Tonawanda, NY: Multilingual Matters.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education.
- Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2005). Affirming identity in multilingual classrooms. *Educational Leadership*, 63, 38-43.
- Douban, G. (2006). Getting there from here. *Teacher Magazine*, 18, 9.
- Fránquiz, M. E. & De La Luz Reyes, M. (1998). Creating inclusive learning communities through English language arts: From chancas to canicas. *Language Arts*, 75, 211-220.
- Gitlin, A., Buendía, E., Crosland, K., & Doumbia, F. (2003). The production of margin and center: Welcoming-unwelcoming of immigrant students. *American Educational Research Journal*, 40, 91-122.
- Gordon, J. (2005). White on White: Researcher reflexivity and the logics of privilege in white schools undertaking reform. *The Urban Review*, 37, 279-302.
- Huckin, T.N. (1995). Critical Discourse Analysis. *The Journal of TESOL-France*, 2, 95-112.
- Ignatiev, N. (1997). The point is not to interpret whiteness but to abolish it. Talk given at the Conference "The Making and Unmaking of Whiteness" University of California, Berkeley, April 11-13, 1997.
- Kirst, M.W. & Venezia, A. (2004). *From high school to college: Improving opportunities for success in postsecondary education*. Indianapolis, IN: Jossey-Bass.
- Loewen, J.W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Touchstone
- Pimentel, O. & Velázquez, P. (In Press). Shrek 2: An appraisal of mainstream animation's influence on identity construction between African Americans and Latinas/os. *Latinos and Education*.
- Rogers, R. (2004). An introduction to Critical Discourse Analysis in education. In R. Rogers (Ed.), *An introduction to Critical Discourse Analysis in Education* (pp. 1-18). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Schwarzer, D, Haywood, A., Lorenzen, C. (2003). Fostering multiliteracy in a linguistically diverse classroom. *Language Arts*, 80, 453-460.
- Sleeter, C.E. & Grant, C.A. (2007). *Making choices for multicultural education: Five*

approaches to race, class, and gender. Danvers, MA: John Wiley & Sons, Inc.
Thompson, A. (2003). Tiffany, friend of people of color: White investments in
antiracism. *Qualitative Studies in Education*, 16, 7-29.