

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits/3contact hours. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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Current Status Approved	Course Selected: Subject ACR (ACR - Acad. Critical Reading) Catalog Nbr 195	

Course Revision & College	
Form Submission Initial Submission	College Borough of Manhattan CC

Course Data		
Course ID 150695	Subject ACR (ACR - Acad. Critical Reading)	Catalog Nbr 195
Catalog Status Pending	Contact Hours 3	No. of Credits 3
CourseTitle Literacy, Development, and Social Justice		
<p>Course Description In this course, students will examine how, in both "developed" and "developing" contexts, local, national, and global policies and institutions affect an individual's socialization into and acquisition of literacy (e.g., in educational and social contexts). Specifically, students will examine how socialization into and acquisition of literacy relate to the civic participation and socioeconomic opportunities of members of marginalized and minority communities (e.g., communities organized around gender, class, colonial status, race/ethnicity/tribal affiliation, sexuality, and/or religious sect). Students will analyze, through intersectional and postcolonial lenses, how cultural conventions (e.g., norms, prejudices, hierarchies, and traditions) influence and are influenced by local, national, and global policies related to literacy practices and education (particularly as they relate to gender). Further, students will examine how, in an increasingly globalized and neocolonial world, conceptions of and access to literacies can affect a) the maintenance of cultural values and practices and b) an individual's rights, agency, and mobility (particularly as these phenomena relate to gender). Emphasis will be on how literacy acquisition, civic participation, social justice, and socioeconomic opportunities relate to how gendered individuals are valued, perceived, and defined in various cultural contexts.</p>		
Department Academic Literacy and Linguistics		
Pre-Requisites/Co-Requisites Prerequisite: ENG 95 or ESL 95 or ESL 96 or higher and ACR 95 or higher		

Course Syllabus [Attachment Filename(s)]
ACR_195_Syllabus.docx

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
<p>English Composition</p> <p>Math & Quantitative Reasoning</p> <p>Life and Physical Sciences</p>	<p><input checked="" type="checkbox"/></p> <p>World Cultures & Global Issues</p> <p>US Experience in its Diversity</p> <p>Creative Expression</p> <p>Individual and Society</p> <p>Scientific World</p>
Learning Outcomes: Questions	Learning Outcomes: Responses
<p>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</p>	<p>Students will gather, analyze, and evaluate information about literacy and development from qualitative and quantitative sources as well as from scholars who hold competing stances and positions on issues of literacy, language, identity, community, and globalization.</p>
<p>* 2. Evaluate evidence and arguments critically or analytically.</p>	<p>Students will read varieties of sources that are often in conversation with each other, analyzing how scholars' arguments are informed by competing theoretical frameworks, and critically evaluating these sources for biases.</p>
<p>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>	<p>Students' individual projects will require them to reason carefully and use evidence to support conclusions they reach; these projects will be presented. Generally, students will make arguments through informal writing assignments and conversations throughout the semester.</p>
<p>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p>	<p>Students will identify and apply methods of New Literacies (an interdisciplinary field) and development studies to make sense of phenomena related to literacy processes and practices. Specifically, students will learn and apply lenses of intersectional and postcolonial analysis. In this course in particular, students will navigate the relationship between literacy and socioeconomic and political development, specifically analyzing the relationship between local, national, and global cultural norms and marginalized/minority populations in both developed and developing contexts.</p>

<p>5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p>	<p>This course asks students to analyze beliefs and ideas about literacy, specifically critiquing notions of illiteracy and literate practices. Students will navigate codified notions of literacy defined by the World Bank and World Health Organization and wrestle with the globalizing and neocolonial effects that these definitions can have on native practices. Students will navigate and critique conversations about literacy and literacy practices while considering how access to literacy can help marginalized/minority individuals gain socioeconomic and political capital.</p>
<p>6. Analyze the historical development of one or more non-U.S. societies.</p>	
<p>7. Analyze the significance of one or more major movements that have shaped the world's societies.</p>	<p>Studying global literacy practices and notions about literacy, students will be analyzing the central importance of literacy to developing socioeconomic and political forces that push civilization forward. The central importance of literacy to schooling, achievement, and economic, political, and cultural capital are key themes in the course.</p>
<p>8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p>	<p>Students will begin a tour of the relationship between literacy and development by engaging in conversations about local and national issues confronting communities in poverty, especially minority and rural communities. As the course progresses, students will study the relationship between literacy, citizenship, and access to social, political, and economic capital and how particular groups (e.g., women, indigenous people, colonized people [formerly or currently], language minorities) are either disenfranchised or affected by literacy policy and practice.</p>
<p>9. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p>	
<p>A. If there is a change to the course title, what is the new course title?</p>	
<p>B. If there is a change to the course description, what is the new course description?</p>	
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	

Chair (Approver) Comments

Comments Meets SLOs.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York
 Department of Academic Literacy and Linguistics

Course Information**Literacy, Development, and Social Justice (ACR 195)****Section:****Semester:****Credits: 3 Class Hours: 3****Laboratory Hours: 0 Hours Required**

Pathways: World Cultures & Global Issues; Liberal Arts Elective

Instructor Information**Name:****Email:****Phone:****Office:****Office Hours:****Course Description:**

In this course, students will examine how, in both “developed” and “developing” contexts, local, national, and global policies and institutions affect an individual’s socialization into and acquisition of literacy (e.g., in educational and social contexts). Specifically, students will examine how socialization into and acquisition of literacy relate to the civic participation and socioeconomic opportunities of members of marginalized and minority communities (e.g., communities organized around gender, class, colonial status, race/ethnicity/tribal affiliation, sexuality, and/or religious sect). Students will analyze, through intersectional and postcolonial lenses, how cultural conventions (e.g., norms, prejudices, hierarchies, and traditions) influence and are influenced by local, national, and global policies related to literacy practices and education (particularly as they relate to gender). Further, students will examine how, in an increasingly globalized and neocolonial world, conceptions of and access to literacies can affect a) the maintenance of cultural values and practices and b) an individual’s rights, agency, and mobility (particularly as these phenomena relate to gender). Emphasis will be on how literacy acquisition, civic participation, social justice, and socioeconomic opportunities relate to how gendered individuals are valued, perceived, and defined in various cultural contexts.

Basic Skills Requirements: ACR 95, ESL 95, ENG 95, or Placement Index above 65**Student Learning Outcomes for ACR 195**

STUDENTS WILL BE ABLE TO . . .	MEASUREMENTS
<ul style="list-style-type: none"> analyze quantitative and qualitative data that speak to global, national, and local trends regarding literacy levels and the social, civic, and/or economic power of marginalized and minority populations in developed and developing contexts 	Reading logs, learning logs, quizzes and other formal measures, in-class activities, group activities, individual projects
<ul style="list-style-type: none"> compare the relationship between literacy acquisition, civic engagement, and socioeconomic opportunities of marginalized and minority populations in developed and developing contexts 	Reading logs, learning logs, quizzes and other formal measures, in-class activities, group activities
<ul style="list-style-type: none"> critically analyze the effect of globalization and neocolonialism on local literacies, literacy socialization, and cultural values (e.g., norms, hierarchies) 	Reading logs, learning logs, in-class activities, group activities
<ul style="list-style-type: none"> critique local, national, global, and neocolonial literacy policies and practices by evaluating their effects on literacy acquisition of marginalized and minority populations in developed and developing countries 	Reading logs, learning logs, in-class activities, group activities

<ul style="list-style-type: none"> advance arguments related to literacy and its effect on socioeconomic power, agency, and social justice. 	Reading logs, group activities, individual projects
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GENERAL EDUCATION LEARNING OUTCOMES	MEASUREMENTS
<p>Communication Skills</p> <p>Express ideas clearly in written form</p> <p>Employ critical reading skills to analyze written material</p> <p>Exhibit active listening skills</p> <p>Give an effective oral presentation</p>	<p>Reading logs, learning logs, midterm, final, individual analyses, group analyses</p> <p>Reading logs and classroom discussion of readings; group analyses</p> <p>Classroom discussions, group analyses</p> <p>Presentation of individual analyses</p>
<p>Social & Behavioral Sciences</p> <p>Demonstrate an understanding of the unique theories and methods of a social or behavioral science</p> <p>Analyze and interpret a social, economic, political, cultural, philosophical, or historical issue</p>	<p>Reading logs, learning logs, quizzes and other formal measures, individual project, group activities, in-class activities</p> <p>Group activities, individual project that address socioeconomic and political factors that influence literacy acquisition development and gender</p>
<p>Information & Technology Literacy</p> <p>Conduct research using appropriate research strategies</p> <p>Make effective use of technology</p>	<p>Individual projects</p> <p>This will be based on instructor's pedagogical expertise</p>
<p>Values</p> <p>Demonstrate awareness of one's own values and beliefs while showing respect for the ideas, values, and beliefs of others</p> <p>Demonstrate an appreciation of social and cultural diversity</p> <p>Appreciate personal and social responsibilities</p> <p>Demonstrate commitment to lifelong learning</p>	<p>For each of the criteria in the left-hand column:</p> <p>Reading logs, learning logs, in-class activities group activities, individual projects</p>

SAMPLE READINGS:

SUGGESTED REQUIRED TEXTBOOK:

- Robinson-Pant, A. (Ed.). (2004). *Women, literacy, and development*. New York, NY: Taylor Francis Routledge.
- Street, B. V. (Ed.). (1993). *Cross-cultural approaches to literacy*. New York, NY: Cambridge University Press.
- Street, B. V. (Ed.). (2001). *Literacy and development: Ethnographic perspectives*. London, UK: Routledge.

SUGGSTED RECOMMENDED READINGS:

- Greaney, V. (Ed.). (1996). *Promoting reading in developing countries: Views on making reading materials accessible to increase literacy levels*. Newark, DE: International Reading Association.
- Limage, L. J. (1987). The right to literacy. In N. B. Tarrow (Ed.), *Human rights and education* (pp. 81-100). Elmsford, NY: Pergamon Books.

Street, B. V. (1995). *Social literacies: Critical approaches to literacy in development, ethnography, and education*. London, UK: Routledge.

SAMPLES OF OTHER RESOURCES:

The professor should also make use of scholarly peer-reviewed articles published in journals, especially journals associated with professional organizations dedicated to literacy acquisition and development as global phenomena. The professor should feel free to locate appropriate articles from journals and publications that support students' achievement of academic content.

It is recommended that the professor use reports, statistics, maps, charts, graphs, and other information as available from the UN, non-governmental agencies, and other initiatives that are designed to collect data and address literacy levels of individuals, including those specifically related to gender. Samples of organizations whose websites are below include UNESCO, UN Women, and Amnesty International. Better World Books, Worldfund, Books for Africa, and READ International are some other organizations that students can critically examine.

<http://data.worldbank.org/indicator/SE.ADT.LITR.ZS>

<http://www.who.int/healthpromotion/conferences/7gchp/track2/en/>

<http://en.unesco.org/>

<http://www.unwomen.org/en>

<http://www.amnestyusa.org/our-work/issues/women-s-rights/gender-based-discrimination>

USE OF TECHNOLOGY

Though Blackboard is available for use, the professor may make use of blogs, wikis, and other technological platforms as serve the best interests of the professor and their (singular use of pronoun) objectives for the course and their pedagogical comfort and expertise.

SAMPLE GRADE SCALE:

Reading Journals – 10%

Quizzes and Other Formal Assessments – 15%

In-Class Activities – 15%

Group Activities – 20%

Individual Project – 30%

Learning Logs – 10%

SAMPLE ASSIGNMENTS:

Reading Journals:

For each of the course meetings, students will be assigned required reading assignments as well as a guiding question. Students will write a one- to two-page, single-spaced typed response to the guided question, exploring ideas between readings. Students will then use this reading journal to support in-class discussion of readings, and they will be expected to annotate their journals based on their discussions. Students will then submit the reading journals to the professor for feedback, with the professor providing, in dialogue journal entry format, points to help the student “dig deeper.”

Each reading journal will be graded based on criteria related to relevance of answer to question, use of reading, and annotation based on group discussion.

Quizzes and Other Formal Assessments:

At the prerogative of the professor, reading quizzes and tests, as well as other formally graded assignments (e.g., summaries) may be collected. The goal of these assignments would be to ensure

that students are not only completing but also understanding the core concepts learned in class and through the reading assignments.

In-Class Activities:

During each in-class session, the professor will assign students to groups to help them apply ideas related to the course readings and lectures. In particular, students will apply ideas related to literacy practices and critical thinking activities about the relationship between cultural identity, language, literacies, gender, and development.

Group Activities:

Connected to in-class activities are on-going group activities. For each module, students will work with group partners to apply the ideas and principles discussed in course readings and course lectures and supported by in-class activities. The group activities will be developed with support by the professor; however, the students will be expected to continue building these group activities beyond class time. The groups will be responsible for presenting, at the end of the semester, what they learned by applying the principles and ideas of the course through these group activities.

Individual Project:

This assignment, which largely depends on the professors' expertise and the students in a given semester, must be part research and part application. Students must gather and analyze information (e.g., past research, data, etc.) that can then be used to guide the application, which brings the data/research outside of the classroom (e.g., posted online).

As an example, students could be assigned a problem-solution research paper that examines, historically, an issue related to literacy attainment and development (e.g., women's literacy levels in developing countries as relates to teenage pregnancy). This paper should require students to analyze statistical data and evaluate trends based on that data. From there, students could be required to evaluate a solution to the problem that has been developed and implemented previously (e.g., faith-based education programs) and critically examine how that solution works to address the problem, documented success (or lack of) of the solution, and new problems that might arise from the solution. Students could create infographics, write a research paper, present a PSA video, and/or provide a small presentation on the project.

Another assignment could ask students to research a problem in literacy attainment and development that we also see evident in minority communities in the United States (e.g., literacy levels and underemployment) and analyze the problem and analyze and evaluate solutions that have been built to address the problem. Students could then engage in and reflect upon a self-selected or instructor-directed service-learning project (e.g., working with a community-based organization) and record reflective journals on these experiences.

Learning Logs:

For each module of the semester, the professor will provide students with essential questions that encapsulate the foci of the respective module. Through the learning logs, which are single-spaced, one-page assignments, students will provide thoughtful examination of one question with specific reference to course readings, lectures, and activities conducted through the module. This assignment is intended to help students reflect on and more deeply learn the course materials.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

SAMPLE MODULES/COURSE TOPICS

It is suggested that this course be conducted in module format, with each module expected to last approximately two weeks. Each module should be supported by essential questions that students will explore at the end of each module. This format is designed to support knowledge acquisition, transference, and reflection. The modules, and essential questions below are suggestions and may be modified by the instructor according to his/her theoretical paradigm, research, and/or other scholarly decisions;

Module One: The Relationships between Linguistic Communities, Language Identities and Literacy Practices

- Connecting language identities, linguistic communities, and literacy practices
- Global inequalities and literacy practices, literacy acquisition and development, and literacy policies

Essential Questions:

- Why do people form deep and personal connections to their linguistic communities?
- Why do people form deep and personal connections to the literacy practices native to their linguistic communities?
- Who defines “literate” and “illiterate,” and what might people in minority linguistic communities who engage in non-authorized literacy practices risk by becoming “literate”? Can this risk be minimized?

Sample Readings: Aikman, “Literacies, Languages, and Development in Peruvian Amazonia”; Herbert & Robinson, “Another Language, Another Literacy: Practices in Northern Ghana”; Dyer & Choksi, “Literacy, Schooling, and Development: Views of Rabari Nomads, India”; “More Than Just Chanting: Multilingual Literacies, Ideology, and Teaching Methodologies in Rural Eritrea”; Chopra, “Betrayal and Solidarity in Ethnography on Literacy: Revisiting Research Homework in a North Indian Village”

Module Two: Starting Local and Going National

- Literacies, Development, Race, and Class in “Developed” Countries
- Literacy Discrepancies between Male and Female Students in “Developed” Countries (e.g., urban environments, rural communities)
- Critically Reading Interventions to “Close the Reading Gap”
- Differences between “School-based” Literacy Practices and Home/Community
- Literacies in Queer of Color Communities in “Developed” Countries

Essential Questions:

- How do socioeconomic and political factors affect literacy development and achievement of formerly and currently colonized people in “developed” countries?
- How do socioeconomic and political factors affect literacy development and achievement of rural and the poor of people in “developed” countries?
- Why are there differences between male and female literacy levels in the “developed” countries, particularly among populations that were formerly colonized, who are currently colonized, and/or who are among the rural, rural-poor, and poor populations?
- What interventions exist to address the “reading gap” currently, and how effective are these initiatives?

Sample Readings: excerpt from Kinloch, “Harlem on Our Minds: Places, Race, and the Literacies of Urban Youth”; Carter & Kumasi, “Double Reading: Young Black Scholars Responding to Whiteness in a Community Literacy Program; excerpt from Smith & Wilhelm, “Reading Don’t Fix No Chevys: Literacy in the Lives of Young Men”; excerpt from Tatum, “Reading for Their Life:

(Re)Building the Textual Lineages of African American Adolescent Males”; excerpt from Heath, “Ways with Words”; additional readings on British, Irish, Canadian, French, German, and Australian/Aboriginal contexts as appropriate

Module Three: Literacy Practices with Indigenous People

- Historical overview of practices
- Relationship between indigenous people’s linguistic identities and their literacy practices.
- Role of women in indigenous cultures as they affect the literacies of communities in which they live
- Design of practices to bring literacies to indigenous peoples and the affect on identity/community; indigenous literacies

Essential Questions:

- What risks are apparent when working to increase literacy levels among indigenous populations?
- Why might it not always be noble to support literacy levels among indigenous populations?
- How can interventions be developed to ensure cultural and linguistic identities of indigenous peoples while supporting acquisition of literacy skills?

Sample Readings: Sarris, “Keeping Slug Woman Alive: The Challenge of Reading in a Reservation Classroom”; McCarty & Watahomigie, “Language and literacy in American Indian and Alaska Native Communities”; Reder & Wikelund, “Literacy Development and Ethnicity: An Alaskan Example”; additional readings on indigenous people’s literacies in geo-politically “southern” contexts (e.g., central/South America, Aboriginal people)

Module Four: The Human Right to Literacy Attainment

- Literacy attainment and empowerment
- Literacy attainment and access to capital
- Literacy attainment as a humanizing and humanistic enterprise
- Literacy attainment, empowerment, women, and children
- Literacy attainment and “third gender” identities (e.g. Hijra, Kathoey, Travesti)

Essential Questions:

- Under what paradigms can we argue that literacy attainment is a human right, and why should it matter?
- Beyond access to economic gains, what do individuals personally gain from developing literacy levels?
- Though literacy attainment is deeply personal, how do nation-states gain by supporting literacy as a human right?

Sample Readings: Zubair, “Literacies, gender and power in Rural Pakistan”; Rockhill, “Gender, language and the politics of literacy”; Papen, “Literacy—your key to a better future? Literacy, Reconciliation and Development in the National Literacy Programme in Namibia”; Rogers, Patkar, & Saraswathi, “Functional Literacy, Gender, and Identities: Policy and Practice”; readings on literacy and linguistic practices and third gender identities

Module Five: Literacies of and in Poverty-Stricken and Developing Countries

- Accounting for Literacies While Simultaneously Addressing Issues Including (but Not Limited To):
 - War

- Access to Clean Water
- Famine
- The Global AIDS Crisis
- Tribalism

Essential Questions:

- How does access to basic needs (e.g., food, water, shelter, safety) affect literacy development?
- Why do programs design literacy initiatives in countries in which many people have limited access to supplies for these basic needs?
- Why do literacy initiatives tied to religious organizations tend to be effective, historically, for colonized peoples and people in poverty, and how can we effectively evaluate these programs for efficacy?

Sample Readings: Robinson-Pant, “Women’s Literacy and Health”; Bulman, “Women, Literacy, Development, and Gender: A Telling Case Involving an HIV-Positive Woman”; Maddox, “Literacy and the Market: The Economic Uses of Literacy among the Peasantry in North-West Bangladesh”; Stites, “Household Literacy Environments as Contexts for Development in Rural China”; excerpts from *Promoting Reading in Developing Countries*

Module Six: Literacies and Initiatives for Women’s Global Empowerment

- Addressing the needs of women and girls worldwide
- Balancing the literacy attainment of women and girls and cultural values and practices
- Understanding literacy needs of, and disenfranchisement of, women and girls as socioeconomic and political forces

Essential Questions:

- What dangers face women and girls in global communities who seek to improve their literacy levels? Why do these dangers exist?
- How can dangers facing women and girls be circumvented (if they can)?
- Why is it important to economic development that women and girls develop their literacy levels, and how does this affect children and schooling?

Sample Readings: Robinson-Pant, “The Illiterate Woman’: Changing Approaches to Researching Women’s Literacy”; Chopra, “Distorted Mirrors: (De)Centering Images of the ‘Illiterate Indian Village Woman’ through Ethnographic Research Narratives”; Flores-Moreno, “‘Out of School, Now in the Group’: Family Politics and Women’s Il/Literacy in the Outskirts of Mexico City”; McCaffery, “Closing the Gap: Issues in Gender-Integrated Training of Adult Literacy Facilitators: Possibilities, Progress, and Resistance”

Module Seven: Global Forces against Illiteracy/Illiteracies

- The World Bank
- The World Health Organization
- UNESCO
- Amnesty International and Other Non-Governmental Organizations
- Faith-Based Services

Essential Questions:

- Why do global agencies concern themselves with addressing literacy development of people in poverty-stricken and developing countries?
- What are particular strengths, in terms of empowering traditionally disenfranchised populations, of initiatives developed by global agencies?

- Why might communities resist literacy initiatives by global or non-native forces?
- Why are standards for being a developed country inclusive of literacy learning?
- How do organizations support (or limit) women's acquisition and development of literacies?
- If we critically read these initiatives, what dangers might present themselves by tying literacy levels to these larger global forces? If they can, how can these dangers be circumvented?

Sample Readings: Reports from UNESCO, WHO, and World Bank; excerpts from *Promoting Reading in Developing Countries*

Module Eight: Agencies, Resistance, and Grassroots Projects to Promote Literacies and Literacy Attainment

- Freirian approaches to language and literacies
- Community-based initiatives and grassroots-level activism to advance literacies
- Schools and education policies to address literacy acquisition and development
- Supporting local literacies
- Women empowering women

Essential Questions:

- In what ways are people designing literacy-based initiatives at the grassroots level?
- Why don't policies for education and literacy always serve communities' best interests?
- How do local agencies combat hegemonic notions of literacy that might affect local literacies?
- How do (and how have) women support each other's literacy development in rural poor and (formerly or currently) colonized populations in the United States as well as within global colonized populations, war-ravaged, poverty-stricken, and developing countries?

Sample Readings: Attwood, Castle, & Smythe, "Women are Lions in Dresses': Negotiating Gender Relations in REFLECT Learning Circles in Lesotho"; Millican, "I Will Stay Here until I Die: A Critical Analysis of the Muthande Literacy Programme"; Khandekar, "Literacy brought us to the Forefront': Literacy and Empowering Processes for Dalit Community Women in a Mumbai Slum"; Fiedrich, "Functional Participation? Questioning Participatory Attempts at Reshaping African Gender Identities: The Case of REFLECT in Uganda"

Assignments: Final Projects; Final Drafts of Journals.

SUGGESTED BIBLIOGRAPHY FOR ADDITIONAL COURSE READINGS:

No one text can cover the ideas presented in the course, it is suggested that the professor locate readings from multiple sources, including peer-reviewed journals, non-profit documents, UN and state documents, and additional sources as necessary. This is a recommended bibliography.

- Abadzi, H. (2003). *Improving adult literacy outcomes: Lessons from cognitive research for developing countries*. Washington, DC: The International Bank for Reconstruction and Development/The World Bank.
- Abu-Saad, I, & Champagne, D. (Eds.). (2006). *Indigenous education & empowerment: International perspectives*. Lanham, MD: AltaMira Press.
- Adams, D. W. (1995). *Education for existence: American Indians and the boarding school experience, 1875-1928*. Lawrence, KS: University of Kansas Press.
- Agnaou, F. (2004). *Gender, literacy, and empowerment in Morocco*. New York, NY: Taylor Francis Routledge.
- Ahearn, L. M. (2001). *Invitations to love: Literacy, love letters, and social change in Nepal*. Ann Arbor, MI: University of Michigan Press.
- Babaci-Wilhite, Z. (2015). *Language, development aid, and human rights in education: Curriculum policies in Africa and Asia*. New York, NY: Palgrave Macmillan.
- Bajaj, M. (2012). *School for social change: The rise and impact of human rights and education in India*. London, UK: Continuum International Publishing Group.
- Ball, A. F., & Lardner, T. (2005). *African-American literacies unleashed: Vernacular English and the composition classroom*. Urbana-Champaign, IL: National Council of Teachers of English.
- Barro, R. J., & Lee, J. W. (2015). *Education matters: Global schooling gains from the 19th to the 21st Century*. New York, NY: Oxford University Press.
- Beckett, G. H., & Postiglione, G. A. (Eds.). (2016). *China's assimilationist language policy: The impact on indigenous/minority literacy and social harmony*. New York, NY: Taylor Francis Routledge.
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WORLD CULTURES & GLOBAL ISSUES:	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will gather, analyze, and evaluate information about literacy and development from qualitative and quantitative sources as well as from scholars who hold competing stances and positions on issues of literacy, language, identity, community, and globalization.	Gather, interpret, and assess information from a variety of sources and points of view
Students will read varieties of sources that are often in conversation with each other, analyzing how scholars' arguments are informed by competing theoretical frameworks, and critically evaluating these sources for biases.	Evaluate evidence and arguments critically or analytically
Students' individual projects will require them to reason carefully and use evidence to support conclusions they reach; these projects will be presented. Generally, students will make arguments through informal writing assignments and conversations throughout the semester.	Produce well-reasoned written or oral arguments using evidence to support conclusions
A course in this area (II.A) must meet <u>at least three</u> of the following learning outcomes in the right column. A student will:	
Students will identify and apply methods of New Literacies (an interdisciplinary field) and development studies to make sense of phenomena related to literacy processes and practices. Specifically, students will learn and apply lenses of intersectional and postcolonial analysis. In this course in particular, students will navigate the relationship between literacy and socioeconomic and political development, specifically analyzing the relationship between local, national, and global cultural norms and marginalized/minority populations in both developed and developing contexts.	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
This course asks students to analyze beliefs and ideas about literacy, specifically critiquing notions of illiteracy and literate practices. Students will navigate codified notions of literacy defined by the World Bank and World Health Organization and wrestle with the globalizing and neocolonial effects that these definitions can have on native practices. Students will navigate and critique conversations about literacy and literacy practices while considering how access to literacy can help marginalized/minority individuals gain socioeconomic and political capital.	Analyze culture, globalization, or global cultural diversity and describe an event or process from more than one point of view.

N/A	Analyze the historical development of one or more non-U.S. societies.
Studying global literacy practices and notions about literacy, students will be analyzing the central importance of literacy to developing socioeconomic and political forces that push civilization forward. The central importance of literacy to schooling, achievement, and economic, political, and cultural capital are key themes in the course.	Analyze the significance of one or more major movements that have shaped the world's societies.
Students will begin a tour of the relationship between literacy and development by engaging in conversations about local and national issues confronting communities in poverty, especially minority and rural communities. As the course progresses, students will study the relationship between literacy, citizenship, and access to social, political, and economic capital and how particular groups (e.g., women, indigenous people, colonized people [formerly or currently], language minorities) are either disenfranchised or affected by literacy policy and practice.	Analyze and discuss the role that ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures and societies.
N/A	Speak, read, and write a language other than English and use that language to respond to cultures other than one's own.

Justification

This course, focused on helping students study literacy as a global phenomenon that affects and is affected by positions, statuses, and identities of communities, asks students to critically engage with perceptions of what it means to be literate and how we define literate practices. Students will look at scholarship about literacy phenomena (e.g., literacy events and practices) through global perspectives, developing a keen awareness of how to investigate cultural practices and their relationship to literacy. Further, students will look at how these practices are affected by (and how they affect) policies of global forces.

Beginning the conversation by looking locally (at poor communities and communities of color—especially formerly/currently colonized peoples and indigenous populations), students will begin to think about how literacy development can affect access to economic and civic power. Students will also interrogate global, national, local, and grassroots policies and initiatives (including NGOs) designed to affect and change literacy practices. For example, students will interrogate both cultural relativism and its relationship to literacy attainment of young women against the geo-political forces of the World Bank, WHO, UNESCO, and NGOs, and how these forces affect literacy attainment, particularly of women, and how this affects culture. Students will engage in critical conversations about a) how literacy and illiteracy are defined, b) how communities develop literacy practices to empower individuals, and c) more specifically how cultural perceptions of gender affect acquisition of literacy and thus civic and economic power.

Much of the scholarly focus on literacy attainment and development has been focused on the marginalized populations of nation-states, specifically females and minority groups. By interrogating the link between literacy attainment, achievement, and gender, students will begin to see how gender identities and opportunities are often products of socio-economic and political forces. Further, students will explore how women have developed, both historically and contemporaneously, local and global initiatives to help each other acquire and use literacy skills, and how these successful initiatives serve as models for advancing literacy levels of young men in poor, working-class, and of color communities in the United States.