

William Paterson University  
Department of Languages and Cultures

TBED 5400-80, Winter 2014/2015

Online

**History of Bilingualism and Bilingual Education in the United States**

Instructor: Dr. Bruce Williams

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Course Description and Goals: This course will consider the notion of “bilingualism” from linguistic, socio-political, and educational perspectives. The course will also examine the linguistic, historical, and cultural backgrounds of so-called language minority groups in the United States. In addition, it will analyze the history of and rationale for bilingual education and the “English Only” movement, including its impact on educational policy (including *No Child Left Behind*). In addition to the topics addressed in class, students will have the opportunity to conduct their own in-depth investigation of a model bilingual program, with the goal of informing and developing their own philosophy of and approaches to bilingual education.

Required Texts:

Krashen, Stephen D. (1999) *Condemned without a Trial: Bogus Arguments against Bilingual Education*, Heinemann, Portsmouth, NH.

Crawford, James (2004 or any edition) *Educating English Learners: Language Diversity in the Classroom* (formerly *Bilingual Education: History, Politics, Theory, and Practice*), Bilingual Educational Services, Los Angeles.

García ,Ofelia (2008, *Bilingual Education in the 21<sup>st</sup> Century*, Hoboken: John Wiley and Sons.

Supplemental Texts (optional):

Pinker, Steven (1994) *The Language Instinct*, William Morrow, New York.

García, Ofelia and Colin Baker, eds. (1995) *Policy and Practice in Bilingual Education*, Multilingual Matters, Clevedon, UK.

McKay, Sandra Lee and Sau-ling Cynthia Wong (2000) *New Immigrants in the United States*,

Cambridge University Press, NY.

Internet Resources:

Center for Applied Linguistics ([www.cal.org](http://www.cal.org)), National Association for Bilingual Education ([www.nabe.org](http://www.nabe.org)), US-English ([www.us-english.org](http://www.us-english.org)), NJ DOE ([www.state.nj.us/njded/bilingual](http://www.state.nj.us/njded/bilingual))

Course Objectives

1. To identify the major language minority groups in the United States and study their history and culture.
2. To trace the history of bilingual education in the United States, including legislative and judicial decisions affecting the education of language minority students.
3. To familiarize the students with the diverse types of bilingual education as well as the role of English as a second language instruction within the various bilingual programs.
4. To introduce the linguistic, sociocultural and pedagogical rationales for bilingual education and to examine current research in the field.
5. To analyze the current status of bilingual education and to explore possible future directions of the bilingual movement in the United States.
6. To provide an opportunity to either research the cultural roots of particular bilingual communities or to investigate individual language minority students.

Student Learning Outcomes

At the end of the course, the student will:

1. gain an historical overview of the major languages and cultures in the US;
2. display a firm understanding of the political forces affecting US language practices and educational policies;
3. demonstrate knowledge of the relevant theories and practices in educating the US language minorities;
4. explain and discuss different types of bilingual programs and the effects of the various programs on majority and minority populations;
5. apply research results to planning of dual language education for both minority and majority population;
6. broaden perspectives in the history, language, and cultural heritage that the bilingual/bicultural individual brings to the school system.

Course Evaluation:

Legislation essay:	33%
Future of bilingual education essay	33%
Participation on Bb	33%

## Units of Study

### 1. LANGUAGE ACQUISITION

Crawford and Krashen (review and re-shaping. Discussed from the perspective of the development of Bilingual Education in the U.S.)

### 2. HISTORY AND POLICY

Crawford (This looks at over 3 centuries of the issue in the United States. Special emphasis is on specific historical periods and prominent pieces of legislation).

### 3. FUTURE OF BILINGUAL EDUCATION

García. (Very provocative discussions of what bilingualism actually is and where bilingual education is going. Introduction of a global perspective)  
García

## Schedule

December 22- 29

Krashen/Crawford

December 30- January 6

Crawford/García

January 7-11

García

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## **IMPORTANT DATES:**

January 3 – legislation essay due

January 11– future of bilingual education essay due

## General Instruction

The Bb will open promptly on December 22. Students are welcome to have read Krashen by this time, although it is a short book and you could start in straight away on the 22. The Bb discussion board will be ready for use on this topic.

Throughout the course, be sure to be on top of discussions on the board. Post your own thoughts and respond to those of other students as if it were an in-person class discussion.

Also, there will be two small group activities in which you discuss (on the Discussion Board) with each other and report back to the group as a whole. This allows for a bit more privacy as you think things through.

### Legislation Essay –

Complete instructions will be given. The exercise consists of a 5-7-page paper (double spaced) focusing on *one single* piece of legislation from any historical period that bears upon Bilingual Education in the U.S. The essay should use neutral academic discourse. There should be no subjective interventions. Be convincing as you discuss the importance of such legislation.

This could be drawn upon key court cases as well.

Use MLA or Chicago for your citations. I will accept APA if really needed. But do NOT mix formats. Follow one.

### Future of Bilingual Education Essay –

Again, this exercise consists of a 5-7-page, double-spaced paper focusing on a single likely development in bilingual education in the 21<sup>st</sup> century. In this case, you can draw upon a global perspective.

Use MLA or Chicago for your citations. . I will accept APA if really needed. But do NOT mix formats. Follow one.

The essays do not need extensive outside research, although a limited amount will certainly be helpful.

Please note that there is zero tolerance for plagiarism. Please come to me with any questions on citations!

