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KIRK HESS

Globalization is calling for new conceptualizations of belonging within culturally diverse communities. Quebec, driven by the pressures of maintaining Francophone identity and accommodating migrant groups, provides a fascinating case study of how to foster a sense of belonging.

In this impressive volume a combination of theorists - linguists, historians and lawyers - address the subject of citizenship testing for language proficiency and 'cultural' knowledge. Discussing themes of identity and cultural belonging, they draw out the implications for Australia and the wider international community.

TESOL Teacher Education in a Transnational World critically examines theories and practices in contemporary TESOL teacher education to shed new light on the intersection of transnationalism and language teacher education. It emphasizes the scholarship of transnational mobility of language teachers, and showcases critical research from diverse contexts. The book fills a critical research gap by more fully examining the theory and practice of teacher education in a changing time when national identities and cross-border mobilities continue to figure prominently in scholarly discussions. Through a diverse set of epistemological, historical and theoretical perspectives along with methodological innovations, contributors of this volume not only index the dynamism of the scholarship of teacher education, but they also offer new forums for lively pedagogical debates. Featuring contributions from diverse educational and geographical contexts, including Europe, Asia, North America, and Latin America, the book moves the existing scholarship forward to more fully examine TESOL teacher education in relation to transnationalism. This book will be of great interest to academics, scholars, post-graduate students, teacher educators, policymakers, curriculum specialists, administrators, and other stakeholders interested in language teacher education, TESOL and applied linguistics

The essays in this volume address the educational issues which arise when national, sub-national, and supra-national identities compete. How can we determine the limits of parental educational rights when the concern of liberalism to protect and promote children's autonomy conflicts with the desire to maintain communal integrity? Given the advances made by the forces of globalization, can the liberal-democratic state morally justify its traditional purpose of forging a cohesive national identity? Or has increasing globalization rendered this educational aim obsolete and morally corrupt?

Should liberal education instead seek to foster a sense of global citizenship, even if doing so would suppress patriotic identification? In addressing these and many other questions, the volume examines the theoretical and practical issues at stake between nationalists, multiculturalists, and cosmopolitans in the field of education. The fifteen essays, plus an introductory essay by the editors, provide a genuine, productive dialogue between political and legal philosophers and educational theorists.

This collection of essays analyses the evolution of theory of intercultural competence and its relationship to education for citizenship. It does so by analysing the concepts of intercultural competence, including the notion of the intercultural speaker, by discussing the ways in which language education policy develops and by comparing the theories and purposes of foreign language education and education for citizenship.

This book provides an introduction to themes within citizenship and identity. The authors draw together debates in sociology, political theory and cultural/gender studies to show how the civil, political and social meanings of citizenship have been redefined by postmodernization and globalization.

This text contains an examination of processes of cultural citizenship in peninsular Malaysia. In particular, it focuses upon the diverse residents of the southwestern state of Melaka and their negotiations of belonging and incorporation in Malaysian society. Following political independence and the formation of the Federation of Malaysia in 1957 Malaysian citizenship was extended to most members of these diverse social identities. In this post-colonial context, Timothy P. Daniels examines how public celebrations and representations, religious festivals, and patterns of social relations are connected to processes of inclusion and exclusion.

Social justice is a concept which is widely touted and lauded as desirable, yet its meaning may differ depending on whether its focus is on the underlying values of social justice, the more specific objectives these entail, or the actual practices or policies which aim to achieve social justice. In the current global political context, we need to re-examine what we mean by social justice, and demonstrate that "making a difference" and contributing to human flourishing is more achievable than this context would suggest. The book aims to increase our sense of being able to enact social justice, by showcasing different ways of contributing to social justice, and "making a difference" in different settings and different ways. Part 1 introduces a fluid and contextual approach to social justice. Part 2 ex-

amines social justice and faith perspectives, such as Christianity, Judaism, Islam and community organisations. Part 3 illustrates perspectives on children, the family, sport and local government. Part IV provides perspectives of social justice in education. Considering concepts of citizenship and social justice from a variety of contemporary perspectives, *Everyday Social Justice and Citizenship* should be considered essential reading for academics and students from a range of social scientific disciplines with an interest in social justice, as well as those working in education, community work, youth work and chaplaincy.

El Chavo del Ocho is one of the most influential pieces of popular culture to have hit Latin America in the last 50 years, having, at the peak of its popularity in the mid-1970s, reached an approximate audience of 350 million across the Americas. It is also a rare example of a cultural product that has travelled through Latin America, leaving a lasting impact for several decades. *Resonances of El Chavo del Ocho in Latin American Childhood, Schooling, and Societies* analyses the phenomenon of *El Chavo*, and its images of schooling and childhood, Latin American-ness, class and experience. With contributions from scholars emerging from or based in countries including Brazil, Mexico, Chile, Puerto Rico, Argentina, Venezuela, Colombia and the US, the book combines reflections from a variety of international perspectives without attempting to compare or reach consensus on any ultimate meaning(s) of the work. The book explores themes such as images of schooling and childhood, romanticization of poverty, the prevalence of non-traditional families and the bordering cynicism towards the economic structures and inequalities which, some argue, make the show transgressive and quite uniquely Latin American. Investigating the connection between visual culture studies and transcultural curriculum studies, this innovative title provides scholars with original new insights into conceptualizing childhood, schooling and society in Latin America.

As the nation becomes increasingly divided by economic inequality, racial injustice, xenophobic violence, and authoritarian governance, scholars in writing studies have strived to develop responsive theories and practices to engage students, teachers, administrators, and citizens in the crisis of division and to begin the complicated work of radically transforming our inequitable institutions and society. *Writing Across Difference* is one of the first collections to gather scholars from across the field engaged in offering theoretical, methodological, and pedagogical resources for understanding, interrogating, negotiating, and writing across difference. No text in composition has made such a sweeping attempt to place the multiple areas of translanguaging, anti-racism, anticolonialism, interdisciplinarity, and disability into conversation or to represent the field as broadly unified around the concept of difference. The chapters in this book specifically explore how monolingual ideology is maintained in institutions and how translanguaging strategies can (re)include difference; how narrative-based interventions can promote writing across difference in classrooms and institutions by complicating dominant discourses; and how challenging dominant logics of class, race, ability, and disciplinarity can present opportunities for countering divisiveness. *Writing Across Difference* offers writing scholars a sustained intellectual encounter with the crisis of difference and foregrounds the possibilities such an encounter offers for collective action toward a more inclusive and equitable society. It presents a variety of approaches for intervening in classrooms and institutions in the interest of focalizing, understanding, negotiating, and bridging difference. The book will be a valuable resource to those disturbed by the bigotry, violence, and fanaticism that mark our political culture and who are

seeking inspiration, models, and methods for collective response. Contributors: Anis Bawarshi, Jonathan Benda, Megan Callow, James Rushing Daniel, Cherice Escobar Jones, Laura Gonzales, Juan Guerra, Stephanie Kerschbaum, Katie Malcolm, Nadya Pittendrigh, Mya Poe, Candice Rai, Iris Ruiz, Ann Shivers-McNair, Neil Simpkins, Alison Y. L. Stephens, Sumyat Thu, Katherine Xue, Shui-yin Sharon Yam

'Culture' and 'citizenship' are two of the most hotly contested concepts in the social sciences. What are the relationships between them? This book explores the issues of inclusion and exclusion, the market and policy, rights and responsibilities, and the definitions of citizens and non-citizens. Substantive topics investigated in the various chapters include: cultural democracy; intersubjectivity and the unconscious; globalization and the nation state; European citizenship; and the discourses on cultural policy.

This critical ethnographic account of the Yangon deaf community in Myanmar offers unique insights into the dynamics of a vibrant linguistic and cultural minority community in the region and also sheds further light on broader questions around language policy. The book examines language policies on different scales, demonstrating how unofficial policies in the local deaf school and wider Yangon deaf community impact responses to higher level interventions, namely the 2007 government policy aimed at unifying the country's two sign languages. Foote highlights the need for a critical and interdisciplinary approach to the study of language policy, unpacking the interplay between language ideologies, power relations, political and moral interests and community conceptualisations of citizenship. The study's findings are situated within wider theoretical debates within linguistic anthropology, questioning existing paradigms on the notion of linguistic authenticity and contributing to ongoing debates on the relationship between language policy and social justice. Offering an important new contribution to critical work on language policy, the book will be of particular interest to students and scholars in sociolinguistics, linguistic anthropology and language education.

A major aim of *Nation-Building, Identity and Citizenship Education: Cross-cultural Perspectives* is to present a global overview of selected scholarly research on global and comparative trends in dominant discourses of identity politics, and nation-building in comparative education research. It provides an easily accessible, practical, yet scholarly source of information about the international concern in the field of nation-building, identity and citizenship education. Above all, the book offers the latest findings on discourses surrounding national identity, nation-building, and citizenship education in the global culture. It offers a timely overview of current issues affecting the formation of social identity and citizenship education in the global culture. More than ever before, there is a need to understand and analyse both the intended and the unintended effects of globalisation and the forces of globalisation on nations, organisations, communities, educational institutions and individuals around the world. This is particularly relevant to the evolving and constantly changing notions of nation-states, national identity, and citizenship education globally. Current global and comparative research demonstrates a rapidly changing world where citizens are experiencing a growing sense of alienation, uncertainty, and loss of moral purpose. In this stimulating and important book, the authors focus on discourses surrounding three major dimensions affecting the national identity, nation-building, and citizenship education debate in education and society: ideology, democracy, and human rights. These are among the most critical and significant dimensions defining and contextualising the pro-

cesses surrounding the nation-building and identity.

In this book, I attempt to show how colonial and postcolonial political forces have endeavoured to reconstruct the national identity of Morocco, on the basis of cultural representations and ideological constructions closely related to nationalist and ethnolinguistic trends. I discuss how the issue of language is at the centre of the current cultural and political debates in Morocco. The present book is an investigation of the ramifications of multilingualism for language choice patterns and attitudes among Moroccans. More importantly, the book assesses the roles played by linguistic and cultural factors in the development and evolution of Moroccan society. It also focuses on the impact of multilingualism on cultural authenticity and national identity. Having been involved in research on language and culture for many years, I am particularly interested in linguistic and cultural assimilation or alienation, and under what conditions it takes place, especially today that more and more Moroccans speak French and are influenced by Western social behaviour more than ever before. In the process, I provide the reader with an updated description of the different facets of language use, language maintenance and shift, and language attitudes, focusing on the linguistic situation whose analysis is often blurred by emotional reactions, ideological discourses, political biases, simplistic assessments, and ethnolinguistic identities.

This Handbook outlines the current state of research in social studies education – a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence; long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-have resource for all beginning and experienced researchers in the field.

Turbulent times challenge democratic politics and governance in Western countries. Party systems, in many instances, have failed to produce solutions to vital policy problems, like immigration, state borders, welfare, or environmental issues. While subjective perceptions of macroeconomic outcomes are consistently related to political trust at the micro level, few studies have explored how individuals develop political engagement and identity. New insights are needed from studies focusing on how people become politically active and how political identities develop. *Political Identity and Democratic Citizenship in Turbulent Times* is a critical scholarly research publication that investigates, discusses, deconstructs, analyzes, and tests the concept of political identity and its evolving role in modern democracy. Moreover, it explores the contours of politics and brings together studies that examine the democratic potential of a diversity of participatory spheres, institutions, and arenas. Highlighting topics such as political culture, consumerism, and welfare states, this book is ideal for

politicians, policymakers, government officials, sociologists, historians, academicians, professionals, researchers, and students.

Exploring the roles of students' pluralistic linguistic and transnational identities at the university level, this book offers a novel approach to translanguaging by highlighting students' perspectives, voices, and agency as integral to the subject. Providing an original reconsideration of the impact of translanguaging, this book examines both transnationality and translanguality as ubiquitous phenomena that affect students' lives. Demonstrating that students are the experts of their own language practices, experiences, and identities, the authors argue that a proactive translanguing pedagogy is more than an openness to students' spontaneous language variations. Rather, this proactive approach requires students and instructors to think about students' holistic communicative repertoire, and how it relates to their writing. Robinson, Hall, and Navarro address students' complex negotiations and performative responses to the linguistic identities imposed upon them because of their skin color, educational background, perceived geographical origin, immigration status, and the many other cues used to "minoritize" them. Drawing on multiple disciplinary discourses of language and identity, and considering the translanguing practices and transnational experiences of both U.S. resident and international students, this volume provides a nuanced analysis of students' own perspectives and self-examinations of their complex identities. By introducing and addressing the voices and self-reflections of undergraduate and graduate students, the authors shine a light on translanguing and transnational identities and positionalities in order to promote and implement inclusive and effective pedagogies. This book offers a unique yet essential perspective on translanguing and transnationality, and is relevant to instructors in writing and language classrooms; to administrators of writing programs and international student support programs; and to graduate students and scholars in language education, second language writing, applied linguistics, and literacy studies.

In the first decade of the twenty-first century, globalization and identity have emerged as the most critical challenges to world peace. This volume of *Peace & Policy* addresses the overarching question, "What are the effects of globalization in the areas of culture, ethnic diversity, religion, and citizenship, and how does terrorism help groups attain a sense of global identity?" Part I, "Citizenship in a Globalizing World," reexamines globalization in light of the traditions from which human civilizations have evolved. Linda Groff focuses on Samuel R. Huntington's thesis that the Cold War would be followed by a clash of civilizations. Joseph A. Camilleri traces the history of the concept of citizenship and its transformation through the ages to modern times. Kamran Mofid argues that the marketplace is not just an economic sphere but one where economic and business interests must embrace the spiritual assets of the community. Majid Tehranian raises the problem of identity and advocates the assumption of global identity, responsibility, and citizenship. Part II, "Convergence in Global Cultures," explores the complex issues of diversity in religions. Christopher Leeds, Vladimir Korobov, and Bharat Gupta show how the reconceptualization of the world both geographically and regionally can recreate new sensibilities needed to overcome differences. Part III, "Divergence in Global Conflicts," discusses the multiple dimensions of the globalizing effects of economic expansion and political strife experienced by different cultures at local and regional levels. Audrey Kitigawa and Ade Ogunrinade use Nigeria as an example of political manipulation of religious and ethnic groups to divert attention from the real problems of social and economic marginalization. Fred Riggs looks at

how the Web has become a medium in the globalization of religious movements. The authors maintain that continuing efforts for dialogue across cultural and religious boundaries in today's Sarah Dauncey offers the first comprehensive exploration of disability and citizenship in Chinese society and culture from 1949 to the present. Through the analysis of a wide variety of Chinese sources, from film and documentary to literature and life writing, media and state documents, she sheds important new light on the ways in which disability and disabled identities have been represented and negotiated over this time. She exposes the standards against which disabled people have been held as the Chinese state has grappled with expectations of what makes the 'ideal' Chinese citizen. From this, she proposes an exciting new theoretical framework for understanding disabled citizenship in different societies - 'para-citizenship'. A far more dynamic relationship of identity and belonging than previously imagined, her new reading synthesises the often troubling contradictions of citizenship for disabled people - the perils of bodily and mental difference and the potential for personal and group empowerment.

In *Cultures, Citizenship and Human Rights* the combined analytical efforts of the fields of human rights law, conflict studies, anthropology, history, media studies, gender studies, and critical race and postcolonial studies raise a comprehensive understanding of the discursive and visual mediation of migration and manifestations of belonging and citizenship. More insight into the convergence - but also the tensions - between the cultural and the legal foundations of citizenship, has proven to be vital to the understanding of societies past and present, especially to assess processes of inclusion and exclusion. Citizenship is more than a collection of rights and privileges held by the individual members of a state but involves cultural and historical interpretations, legal contestation and regulation, as well as an active engagement with national, regional, and local state and other institutions about the boundaries of those (implicitly gendered and raced) rights and privileges. Highlighting and assessing the transformations of what citizenship entails today is crucially important to the future of Europe, which both as an idea and as a practical project faces challenges that range from the crisis of legitimacy to the problems posed by mass migration. Many of the issues addressed in this book, however, also play out in other parts of the world, as several of the chapters reflect. This book is available for free in PDF format as Open Access from the individual product page at www.routledge.com. They have been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

This volume is the first authoritative reference work to provide a truly comprehensive international description and analysis of multicultural education around the world. It is organized around key concepts and uses case studies from various nations in different parts of the world to exemplify and illustrate the concepts. Case studies are from many nations, including the United States, the United Kingdom, Canada, Australia, France, Germany, Spain, Norway, Bulgaria, Russia, South Africa, Japan, China, India, New Zealand, Malaysia, Singapore, Indonesia, Brazil, and Mexico. Two chapters focus on regions - Latin America and the French-speaking nations in Africa. The book is divided into ten sections, covering theory and research pertaining to curriculum reform, immigration and citizenship, language, religion, and the education of ethnic and cultural minority groups among other topics. With forty newly commissioned pieces written by a prestigious group of internationally renowned scholars, *The Routledge International Companion to Multicultural Education* provides the definitive statement

on the state of multicultural education and on its possibilities for the future.

When Lyndon B. Johnson signed the Bilingual Education Act of 1968, language learning became a touchstone in the emerging culture wars. Nowhere was this more apparent than in Los Angeles, where elected officials from both political parties had supported the legislation, and where the most disruptive protests over it occurred. The city, with its diverse population of Latinos and Asian Americans, is the ideal locus for Zevi Gutfreund's study of how language instruction informed the social construction of American citizenship. Combining the history of language instruction, school desegregation, and civil rights activism as it unfolded in Japanese American and Mexican American communities in L.A., this timely book clarifies the critical and evolving role of language instruction in twentieth-century American politics. *Speaking American* reveals how, for generations, language instruction offered a forum for Angelino educators to articulate their responses to policies that racialized access to citizenship—from the "national origins" immigration quotas of the Progressive Era through Congress's removal of race from these quotas in 1965. Meanwhile, immigrant communities designed language experiments to counter efforts to limit their liberties. Gutfreund's book is the first to place the experiences of Mexican Americans and Japanese Americans side by side as they navigated debates over Americanization programs, intercultural education, school desegregation, and bilingual education. In the process, the book shows, these language experiments helped Angelino immigrants introduce competing concepts of citizenship that were tied to their actions and deeds rather than to the English language itself. Complicating the usual top-down approach to the history of racial politics in education, *Speaking American* recognizes the ways in which immigrant and ethnic activists, as well as white progressives and conservatives, have been deeply invested in controlling public and private aspects of language instruction in Los Angeles. The book brings compelling analytic depth and breadth to its examination of the social and political landscape in a city still at the epicenter of American immigration politics.

What is required to achieve civic integration and citizenship in nation states across the world? Should language testing be a part of it? This book addresses the urgent need to develop a fuller conceptual and theoretical basis for language testing than is currently available, to enable widespread discussion of this theme and the concomitant linguistic and cultural requirements. The policy proposals for civic integration have so far been conducted almost entirely at a national level, and with little regard for the experiences of a countries with long traditions of migration, such as the USA, Canada, the UK or Australia. At the same time, EU enlargement and the ongoing rise in the rate of migration into and across Europe suggest that these issues will continue to grow in importance. This book raises the level of discussion to take account of international developments and to promote a more coherent and soundly based debate. It will appeal to researchers and academics working in sociolinguistics and language education, as well as those working on language policy.

This book contributes to contemporary debates about multiculturalism and democratic theory by reflecting upon the ways in which claims about culture and identity are actually advanced by immigrants, national minorities, aboriginals and other groups in a number of different societies. Carens advocates a contextual approach to theory that explores the implications of theoretical views for actual cases, reflects on the normative principles embedded in practice, and takes account of the ways in which differences between societies matter. He argues that this sort of contextual approach will

show why the conventional liberal understanding of justice as neutrality needs to be supplemented by a conception of justice as evenhandedness and why the conventional conception of citizenship is an intellectual and moral prison from which we can be liberated by an understanding of citizenship that is more open to multiplicity and that grows out of practices we judge to be just and beneficial.

Indigenous Education is a compilation of conceptual chapters and national case studies that includes empirical research based on a series of data collection methods. The book provides up-to-date scholarly research on global trends on three issues of paramount importance with indigenous education—language, culture, and identity. It also offers a strategic comparative and international education policy statement on recent shifts in indigenous education, and new approaches to explore, develop, and improve comparative education and policy research globally. Contributing authors examine several social justice issues related to indigenous education. In addition to case perspectives from 12 countries and global regions, the volume includes five conceptual chapters on topics that influence indigenous education, including policy debates, the media, the United Nations, formal and informal education systems, and higher education.

There is a flourishing literature on citizenship education in China that is mostly unknown in the West. Liberal political theorists often assume that only in democracy should citizens be prepared for their future responsibilities, yet citizenship education in China has undergone a number of transformations as the political system has sought to cope with market reforms, globalization and pressures both externally and within the country for broader political reforms. Over the past decade, Chinese scholars have been struggling for official recognition of citizenship education as a key component of the school curriculum in these changing contexts. This book analyzes the citizenship education issues under discussion within China, and aims to provide a voice for its scholars at a time when China's international role is becoming increasingly important.

The increasingly multicultural fabric of modern societies has given rise to many new issues and conflicts, as ethnic and national minorities demand recognition and support for their cultural identity. This book presents a new conception of the rights and status of minority cultures. It argues that certain sorts of 'collective rights' for minority cultures are consistent with liberal democratic principles, and that standard liberal objections to recognizing such rights on grounds of individual freedom, social justice, and national unity, can be answered. However, Professor Kymlicka emphasizes that no single formula can be applied to all groups and that the needs and aspirations of immigrants are very different from those of indigenous peoples and national minorities. The book discusses issues such as language rights, group representation, religious education, federalism, and secession - issues which are central to understanding multicultural politics, but which have been surprisingly neglected in contemporary liberal theory.

Sociolinguists have been pursuing connections between language and identity for several decades. But how are language and identity related in bilingualism and multilingualism? Mobilizing the most current methodology, this collection presents new research on language identity and bilingualism in three regions where Spanish coexists with other languages. The cases are Spanish-English contact in the United States, Spanish-indigenous language contact in Latin America, and Spanish-regional language contact in Spain. This is the first comparativist book to examine language and identity construction among bi- or multilingual speakers while keeping one of the languages constant. The soci-

olinguistic standing of Spanish varies among the three regions depending whether or not it is a language of prestige. Comparisons therefore afford a strong constructivist perspective on how linguistic ideologies affect bi/multilingual identity formation.

Multicultural societies are a phenomenon that can be increasingly observed worldwide. This book focuses on the question of how individuals living within a multicultural society experience the meeting of cultures. Murdock combines both a thorough review of the theoretical body of research concerning multiculturalism and related concepts such as globalization, acculturation and biculturalism with specific empirical research evidence, providing new insights into factors which shape our openness towards a plurally composed society. *Multiculturalism, Identity and Difference* contains original research conducted within the 'natural laboratory' that multilingual, multicultural Luxembourg provides. This is a country where the foreign population makes up nearly half of the total population. In the era of globalization, culture contact is a daily occurrence and this book makes a contribution to the questions of if and how culture contact can be experienced as an opportunity rather than a threat by individuals.

Language, Culture, Identity and Citizenship in College Classrooms and Communities examines what takes place in writing classrooms beyond academic analytical and argumentative writing to include forms that engage students in navigating the civic, political, social and cultural spheres they inhabit. It presents a conceptual framework for imagining how writing instructors can institute campus-wide initiatives, such as *Writing Across Communities*, that attempt to connect the classroom and the campus to the students' various communities of belonging, especially students who have been historically underserved. This framework reflects an emerging perspective—writing across difference—that challenges the argument that the best writing instructors can do is develop the skills and knowledge students need to make a successful transition from their home discourses to academic discourses. Instead, the value inherent in the full repertoire of linguistic, cultural and semiotic resources students use in their varied communities of belonging needs to be acknowledged and students need to be encouraged to call on these to the fullest extent possible in the course of learning what they are being taught in the writing classroom. Pedagogically, this book provides educators with the rhetorical, discursive and literacy tools needed to implement this approach.

Is it possible, in a modern, pluralistic society, to promote common bonds of citizenship while at the same time accommodating and showing respect for ethnocultural diversity? 'Citizenship' and 'diversity' have been two of the major topics of debate in both democratic politics and political theory over the past decade. Much has been written about the importance of citizenship, civic identities, and civic virtues for the functioning of liberal democracies, and the need to accommodate the ethnocultural, linguistic, and religious pluralism that is a fact of life in most modern states. By and large, however, these two topics have been largely discussed in mutual isolation. Much of the writing on the issues of both citizenship and diversity remains rather abstract and general and disconnected from the specific issues of public policy and institutional design. *Citizenship in Diverse Societies* examines the specific points of conflict and convergence between concerns for citizenship and diversity in democratic societies and reassesses and refines existing theories of 'diverse citizenship' by examining these theories in the light of actual practices and policies of pluralistic democracies.

As the colonial hegemony of empire fades around the world, the role of language in ethnic conflict

has become increasingly topical, as have issues concerning the right of speakers to choose and use their preferred language(s). Such rights are often asserted and defended in response to their being violated. The importance of understanding these events and issues, and their relationship to individual, ethnic, and national identity, is central to research and debate in a range of fields outside of, as well as within, linguistics. This book provides a clearly written introduction for linguists and non-specialists alike, presenting basic facts about the role of language in the formation of identity and the preservation of culture. It articulates and explores categories of conflict and language rights abuses through detailed presentation of illustrative case studies, and distills from these key cross-linguistic and cross-cultural generalizations.

Bringing together scholarship on issues relating to language, culture, and identity, with a special focus on Asian countries, this volume makes an important contribution in terms of analyzing and demonstrating how language is closely linked with crucial social, political, and economic forces, particularly the tensions between the demands of globalization and local identity. A particular feature is the inclusion of countries that have been under-represented in the research literature, such as Nepal, Bangladesh, Brunei Darussalam, Pakistan, Cambodia, Vietnam, and Korea. The book is organized in three sections: Globalization and its Impact on Language Policies, Culture, and Identity Language Policy and the Social (Re)construction of National Cultural Identity Language Policy and Language Politics: The Role of English. Unique in its attention to how the domination of English is being addressed in relation to cultural values and identity by non-English speaking countries in a range of sociopolitical contexts, this volume will help readers to understand the impact of globalization on non-English speaking countries, particularly developing countries, which differ significantly from contexts in the West in their cultural orientations and the way identities are being constructed. Language Policy, Culture, and Identity in Asian Contexts will interest scholars and research students in the areas of language policy, education, sociolinguistics, applied linguistics, and critical linguistics. It can be adopted in graduate and advanced undergraduate courses on language policy, language in society, and language education.

Becoming an African Diaspora in Australia extends debates on identities, cultures and notions of race and racism into new directions as it analyses the forms of interactional identities of African migrants in Australia. It de-naturalises the commonplace assumptions and imaginations about the cultures and identities of African diaspora communities, and probes the relevance and usefulness of identity markers such as country of origin, nationality, ethnicity, ethnic/heritage language and mother tongue. Current cultural frames of identity representation have so far failed to capture the complexities of everyday lived experiences of transnational individuals and groups. Therefore by drawing on fresh concepts and recent empirical evidence, this book invites the reader to revisit and rethink the vocabularies that we use to look at identity categories such as race, culture, language, ethnicity, nationality, and citizenship, and introduces a new language nesting model of diaspora identity. This book will be of great interest to all students of migration, diaspora, African and Australian studies.

Through years of ethnographic work in Latino centers in San Antonio, Los Angeles, New York, San Jose, and Watsonville, California, eight prominent Latino scholars from disciplines such as anthropology, political science, and literary and legal studies explore the dynamics of Latino community-build-

ing and "cultural citizenship"-the use of cultural expression to claim political rights in the larger culture while maintaining a vibrant local identity. Chapters detail acts of cultural affirmation in Christmas festival celebrations in Texas, cannery strikes in California, educational programs in New York, and much more. A pathbreaking work of Latino scholarship, this book will help redefine the conversation about the future of community and the nature of citizenship in the United States. The scholars in the interdisciplinary Inter-University Project (IUP) who wrote this book include Renato Rosaldo (Stanford University), Richard R. Flores (University of Wisconsin), Ana L. Juarbe (Hunter College), Blanca G. Silvestrini (University of Puerto Rico), Raymond Rocco (University of California, Los Angeles), the late Rosa Torruellas (Hunter College), and the volume's editors, William V. Flores (California State University, Northridge) and Rina Benmayor (California State University, Monterey Bay).

This book examines the ways in which our ideas about language and identity which used to be framed in national and political terms as a matter of rights and citizenship are increasingly recast in economic terms as a matter of added value. It argues that this discursive shift is connected to specific characteristics of the globalized new economy in what can be thought of as "late capitalism". Through ten ethnographic case studies, it demonstrates the complex ways in which older nationalist ideologies which invest language with value as a source of pride get bound up with newer neoliberal ideologies which invest language with value as a source of profit. The complex interaction between these modes of mobilizing linguistic resources challenges some of our ideas about globalization, hinting that we are in a period of intensification of modernity, in which the limits of the nation-State are stretched, but not (yet) undone. At the same time, this book argues, this intensification also calls into question modernist ways of looking at language and identity, requiring a more serious engagement with capitalism and how it constitutes symbolic (including linguistic) as well as material markets.

Publisher Description

From the cinema to the recording studio to public festival grounds, the range and sonic richness of Indian cultures can be heard across the subcontinent. Sound articulates communal difference and embodies specific identities for multiple publics. This diversity of sounds has been and continues to be crucial to the ideological construction of a unifying postcolonial Indian nation-state. *Indian Sound Cultures, Indian Sound Citizenship* addresses the multifaceted roles sound plays in Indian cultures and media, and enacts a sonic turn in South Asian Studies by understanding sound in its own social and cultural contexts. "Scapes, Sites, and Circulations" considers the spatial and circulatory ways in which sound "happens" in and around Indian sound cultures, including diasporic cultures. "Voice" emphasizes voices that embody a variety of struggles and ambiguities, particularly around gender and performance. Finally, "Cinema Sound" make specific arguments about film sound in the Indian context, from the earliest days of talkie technology to contemporary Hindi films and experimental art installations. Integrating interdisciplinary scholarship at the nexus of sound studies and South Asian Studies by questions of nation/nationalism, postcolonialism, cinema, and popular culture in India, *Indian Sound Cultures, Indian Sound Citizenship* offers fresh and sophisticated approaches to the sonic world of the subcontinent.

The self-inquiries in this edited volume exemplify the dynamism that permeates global ELT, wherein English language educators and teacher educators are increasingly operating across blurred national

boundaries, creating new 'liminal' spaces, charting new trajectories, crafting new practices and pedagogies, constructing new identities, and reconceptualizing ELT contexts. This book captures the diverse voices of emerging and established ELT practitioners and scholars, originally from and/or operating in non-Western contexts, spanning not only the so-called non-Western 'peripheries', but also

peripheries created within the 'center' when certain members are minoritized on the basis of their race, language, and/or place of origin. The chapters address a range of related issues occurring at the intersections of personal and professional identities, pedagogy and classroom interactions, as well as research and professional practices in liminal transnational spaces.