

**Histories of Literacies
ERDG 687
Summer 2002**

**HU-125 OR ED-127
M/W/F 3:00-5:30**

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Course Description

In this course, we will read several different histories of reading, writing, or literacy, each from several different perspectives. As we read and write together, we will pursue several goals. We will learn about the nature of history and historical inquiry. We will explore the history of global literacies across time. We will learn explore the literacy histories of a diverse range of cultural groups "parallel to the mainstream." We will explore about the history of reading and reading instruction in the United States. We will study the emergence of the field of composition/writing studies during the last half-century. And we will engage in various forms of historical inquiry and historiography related to literacy. For each theme or topic, we will have at least two book-length treatments at our disposal, along with several article-length treatments. Each book or article will offer a different perspective (indeed a different history) of that theme or topic. Each of us will be responsible for reading selectively and according to our tastes from the various resources related to each theme or topic. This way, each of us will bring some similar reading/studying experiences and knowledge to our discussions and some different reading/studying experiences and knowledge to them. So, plan to read/study approximately 100 pages of your choosing from the relevant resources for each class session. The only departure from this general plan will be when I occasionally suggest that we all read a certain article or chapter because of its centrality or pithiness.

The course will be run as a seminar, or more aptly an Oprah Winfrey-like Book Club. We will read four or five books together, sharing the responsibility for initiating and maintaining discussions about them. I will facilitate things, but you will assume responsibility for carefully reading the course texts, initiating discussion topics, actively contributing to class discussions, and so on. For the most part, I will assume the role of a participant in discussions and act as a facilitator only when it seems useful. Occasionally, I may also make presentations or deliver a mini-lecture. Exactly how the social organization of the seminar will unfold is contingent on the collective personality of the participants and the dialogicality and synergy that develops among us.

Our primary commitment in the seminar will be to learn—from the readings, from each other, and from our own independent work. Because I hope that the seminar will constitute an intense, lively, and reasonably unfettered conversation, I expect that we will encounter differences among us in skills, interest, meanings, values, scholarly orientations, and experience. I also expect that various epistemological and social biases that are latent in our discourses and practices will surface from time to time. Indeed, it is central to human understanding and knowledge building to acknowledge, articulate, and challenge these forestructures, which are quite durable because they are produced and reproduced within relatively unexamined knowledges and practices.

Course Assignments

1. Close, careful readings of assigned/negotiated books and articles. (30%)
2. Construction of an annotated bibliography of the best books and articles you find on a clearly defined "history" on a fairly narrowly defined topic within the general problem space of literacy history. (30%)
3. An actual history project. Either individually or in pairs, each of you will be assigned one literacy journal to study. Your task is to construct a history of literacy (or reading or writing) insofar as it has been represented/embodyed in that journal during the past 4 or 5 decades. (40%)

Course Texts

(During our first meeting, we will negotiate which books to read together selected from the following list.)

Manguel, A. (1996). A history of reading. New York: Viking Penguin.

Olson, D.R. (1994). The world on paper: The conceptual and cognitive implications of writing and reading. New York: Cambridge University Press.

Davidson, C. N. (Ed.). (1989). Reading in America: Literature and social history. Baltimore, MD: Johns Hopkins University Press.

Danky, J. P., & Wiegand, W. A. (Eds.) (1998). Print culture in a diverse America. Urbana, IL: University of Illinois Press.

Gere, A. R. (1997). Intimate practices: Literacy and cultural work in U.S. women's clubs, 1880-1920. Urbana, IL: University of Illinois Press.

Shannon, P. (1989). Broken promises: Reading instruction in twentieth-century America. New York: Bergin & Garvey.

Shannon, P. (1990). The struggle to continue: Progressive reading instruction in the United States. Portsmouth, NH: Heinemann.

Goggin, M. D. (2000). Authoring a discipline: Scholarly journals and the post-World-War II emergence of rhetoric and composition. Mahwah, NJ: Erlbaum.

Schultz, L. M. (1999). The young composers: Compositions beginnings in nineteenth-century schools. Carbondale, IL: Southern Illinois Press.

Course Outline

May 29, 31	Overview of Course Why study history?
	Long Range Historical and Global Perspectives on Literacy Practices and Functions
	<u>A History of Reading</u> (Manguel)
	OR
	<u>The World on Paper: The Conceptual and Cognitive Implications of Writing and Reading</u> (Olson)
	AND
	Moore, D. W., Monaghan, E. J., & Hartman, D. K. (1997). Values of literacy history. <u>Reading Research Quarterly</u> , 32, 90-102.
	Monaghan, E. J., & Hartman, D. K. (2001) Undertaking historical research in literacy.
	http://readingonline.org/articles/handbook/monaghan/index.htm
	Young, K. M. & Leinhardt, G. (1998). Writing from primary documents: A way of knowing in history. <u>Written Communication</u> , 15, 25-68.
June 3, 5, 7	<u>A History of Reading</u> (Manguel)
	OR
	<u>The World on Paper: The Conceptual and Cognitive Implications of Writing and Reading</u> (Olson)
June 10, 12, 14	Histories of Literacies Among Different Social and Cultural Groups in America
	<u>Print Culture in a Diverse America</u> (Danky & Wiegand)
	OR
	<u>Intimate Practices: Literacy and Cultural Work in U.S. Women's Clubs, 1880-1920</u> (Gere)
	OR
	<u>Reading in America: Literature and Social History</u> (Davidson)
	AND
	Abdullah, S., Kamberelis, G., & McGinley, W. (1992). Literacy, identity, and resistance within the African-American slave community and some reflections for new forms of literacy

pedagogy. In C. Kinzer & D. Leu (Eds.), Forty-first yearbook of the National Reading Conference (pp. 379-391). Chicago: National Reading Conference.

Monaghan, E. J. (1991). Family literacy in early 18th-Century Boston: Cotton Mather and his children," Reading Research Quarterly, 26, 342-70.

Monaghan, E. J. (2000). Reading for the enslaved, writing for the free: Reflections on liberty and literacy. Worcester, MA: American Antiquarian Society.

Weber, R-M. Even in the midst of work: Reading among turn-of-the-century farmers' wives. Reading Research Quarterly, 28, 293-302.

June 17, 19, 21

Print Culture in a Diverse America (Danky & Wiegand)

OR

Intimate Practices: Literacy and Cultural Work in U.S. Women's Clubs, 1880-1920 (Gere)

OR

Reading in America: Literature and Social History (Davidson)

Histories of Reading Instruction in the United States

Broken Promises (Shannon)

OR

The Struggle to Continue: Progressive Reading Instruction in the United States (Shannon)

AND

Hoffman, J. V., Duffy, G. G., Pearson, P. D., & Smith-Burke, M. T. (1999). The National Reading Conference: Presidential retrospectives. Journal of Literacy Research, 31, 6-46.

Monaghan, E. J., & Barry, A. E. (1999). Writing the past: Teaching reading in colonial America and the United States 1640-1940. Newark, DE: International Reading Association.

June 24, 26, 28

Broken Promises (Shannon)

OR

The Struggle to Continue: Progressive Reading Instruction in the United States (Shannon)

Histories of Writing and Writing Instruction in the United States

Authoring a Discipline (Goggin)

OR

The Young Composers: Compositions Beginnings in Nineteenth-Century Schools (Schultz)

AND

Nystrand, M., Greene, S., & Wiemelt, J. (1993). Where did composition studies come from?: An intellectual history. Written Communication, 10, 267-333.

July 1, 3, 5

Authoring a Discipline (Goggin)

OR

The Young Composers: Compositions Beginnings in Nineteenth-Century Schools (Schultz)