**Language, Race and Inequality in Educational Contexts**

Course Description:

Through lectures, readings, and group activities, this course will provide an overview of sociolinguistic, critical applied linguistic, and linguistic anthropological ways of understanding language and its relationship to societal inequalities with a particular focus on educational contexts. This course seeks to answer the following questions: How is language connected to inequality in various educational contexts? How are the historical and disciplinary ways that language is defined and researched part of/responsible for inequities in schools and society? What are ways to conduct research in educational contexts that challenge issues of linguistic inequality? Particular attention will be paid to understanding ideologies of language that are tied to race, class and educational outcomes. Students will explore various ways of understanding and researching language and will gain practice in using these theories to analyze data that the presenters have collected as well as any data that they have (or plan to) collect as part of their own research.

The workshop is led by Dr. Nelson Flores and Dr. Sofía Chaparro.

Nelson Flores received his Ph.D. in Urban Education from the Graduate Center of the City University of New York and is currently an associate professor of educational linguistics at the University of Pennsylvania Graduate School of Education. His research examines the intersection of language, race and the political economy in shaping US educational policies and practices. Over the past decade, Dr. Flores has collaborated on several research projects focused on the education of language-minoritized students in US schools. His most recent collaboration has been with [The Center on Standards, Alignment, Instruction, and Learning](http://c-sail.org/) (C-SAIL), where he is studying the historical development of and contemporary implementation of U.S standards-based reform for students officially classified as English Learners. He was the recipient of the 2017 AERA Bilingual Education SIG Early Career Award and was a 2017 Spencer Postdoctoral Fellow.

Sofía Chaparro obtained her PhD in Educational Linguistics from the Graduate School of Education at the University of Pennsylvania in 2017. Her research investigates the impact of race and class on understandings of language and language development, as well as the rise of two-way immersion bilingual programs in urban contexts and the effects on students and families within these. Prior to graduate school, she was a teacher in two-way immersion bilingual schools in Boston, MA and El Paso, Texas. Her work was been funded by the Spencer Fellowship Foundation/National Academy of Education (Dissertation Fellow 2015) and the Ford Fellowship Foundation (Dissertation Fellow 2016). Sofía received the 2018 Dissertation Award from the Bilingual Education Research Special Interest Group of the American Educational Research Association as well as the 2018 Jolley Bruce Christman and Steven S. Goldberg Annual Award for Best Dissertation in Urban Education from the Graduate School of Education at the University of Pennsylvania. Most recently, an article she co-wrote with Dr. Nelson Flores was awarded the 2018 [James E. Alatis Prize for Research on Language Planning and Policy in Educational Contexts](https://www.tirfonline.org/resources/the-james-e-alatis-prize/).

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**Monday**

9:30-10 - Opening

10-12 - Different Approaches to the Study of Language and Inequality

12-13 Lunch

13-14.30 - Introduction to Language Ideologies

Coffee

15-17 - Translanguaging as a Stance for Challenging Dominant Language Ideologies in Research and Practice

**Tuesday**

9-10:30 - Introducing a Raciolinguistic Perspective

10:30-11: Coffee

11-12:30 - Researching Raciolinguistic Ideologies through Classroom Discourse Analysis

12.30-13.30 - Lunch

13.30-16.30 - Practicing classroom discourse analysis using a raciolinguistic perspective

17-19 - Public panel discussion (in Finnish)