

SEMESTER AT SEA COURSE SYLLABUS

Discipline: Linguistics

Fall 2008

SEMS 115-7/SEMS 115-8: Language and Society (2 sections)

Lower Division

Faculty Name: Deborah Dubiner

Suggested Pre-requisites: none.

COURSE DESCRIPTION

This course examines how social factors influence language and the role that language plays in reflecting social categories such as status, ethnicity and gender. We will investigate how society affects the linguistic landscape, language use, language status, ethnic identity, language attitudes, interethnic relations, language planning, the politics of language, and language attitudes. Students will also study changes in language status over time, language contact, language maintenance, and the globalization of English. We will focus on different speech communities on our itinerary and in other parts of the world.

COURSE OBJECTIVES

1. To give an overview of how language operates in society, with special reference to multilingual/multicultural societies.
2. To develop sensitivity to discourse in the context of age, status, ethnicity, and gender.
3. To develop an awareness to patterns of language use, and their relationship with societal processes in different parts of the world
4. To integrate the inventory of language issues into the larger framework of society and culture.
5. To understand the concept of “linguistic landscape” and its relationship with social issues
6. Develop a critical knowledge of, and an individual stance about, language/society topics discussed in the course.

TOPICAL OUTLINE OF COURSE

Below is a list of discussion topics and reading assignments. There are 3 types of readings: core (mandatory), optional, and reading group assignments. In the latter, different readings are assigned to each group member, who has to report on the article to other group members. Your report will follow a fixed template, according to which you are expected to take notes on the articles your classmates report on.

Lesson	Topic	Reading assignments
1	Overview – Language and Society	
2	The scope of sociolinguistics; language in multilingual communities; Introduction to Linguistic Landscape	Core: <ol style="list-style-type: none"> Holmes ch. 1, 2 Gorter: Ch. 1
3	Language maintenance, language shift, linguistic varieties, multilingual nations	Core: <ol style="list-style-type: none"> Holmes ch. 3, 4 Gorter: Ch. 2
4	The sociocultural aspect of bi-and multilingualism: cultural and ethnic identity	Core: Holmes ch. 5,8 Reading group: One article from the book <i>Negotiation of Identities in Multilingual Contexts</i> (on reserve) according to geographical area of interest
5	The sociocultural aspect of bi-and multilingualism: intergroup relations and intercultural communication	Core: <ol style="list-style-type: none"> Hammers & Blanc ch. 8 Reading group: <ol style="list-style-type: none"> Guimond & Palmer Glazier 2003 CHICK 2002. In: Mesthrie
6	Case study: Namibia	Core: <ol style="list-style-type: none"> Tucker 1998 (from <i>Beyond Bilingualism</i>, on reserve) Haacke 1994 Reading Group: Selected articles from <i>Discrimination through Language in Africa? Perspectives on the Namibian</i>

		<i>Experience</i> Ed. by Pütz, Martin
7	Case study: South Africa	<p>Core:</p> <ol style="list-style-type: none"> 1. Webb 2002 Invisible voices 2. Mesthrie 2002 overview <p>Reading group selections from Webb 2002, selections from Mesthrie 2002 (on reserve)</p>
8	Language, gender, and age	<p>Core:</p> <ol style="list-style-type: none"> 1. Holmes ch. 7 <p>Reading group:</p> <ol style="list-style-type: none"> 1. Finlayson 2002 (in Mesthrie pp279-296) 2. Tannen TBA 3. Holmes, article (1997)
9	Language Contact and Language change	<p>Core:</p> <ol style="list-style-type: none"> 1. Holmes ch. 9 <p>Reading group</p> <ol style="list-style-type: none"> 1. Thinh 2006 2. Baldauf & Djite 2003
10	Linguistic Landscape	Core: Gorter Ch. 3, 4
11	Case study: India	<p>Core:</p> <ol style="list-style-type: none"> 1. Mohanty 1990 <p>Reading group: From <i>Multilingualism in India</i> (on reserve)</p> <ol style="list-style-type: none"> 2. Bayer 1990 3. Annamalai 1990 4. Krishnamurti 1990
12	mid-term exam	
13	Case Study: Malaysia	<p>Core:</p> <ol style="list-style-type: none"> 1. Ridge 1996 2. Platt 1977
14	Linguistic Landscape, cont.	Core: Gorter, ch. 5, 6
15	Bilingual/multilingual education	Core: Baker Ch 9, 17, Optional: chapter 18
16	Case Study: China and Hong Kong	<p>Core:</p> <ol style="list-style-type: none"> 1. Zhou 2001 2. Bolton 2000
17	Speech functions, gender, and	Core:

	culture. Case study: Japan	<ol style="list-style-type: none"> 1. Holmes ch11, 2. Sachiko <i>et al.</i> 1992 Optional: <ol style="list-style-type: none"> 1. Holmes 13
18	The Politics of Language	Core: <ol style="list-style-type: none"> 1. KAWAMOTO (1993) 2. Stroud 2001 3. No'eau Warner
19	Language Planning	Core: <ol style="list-style-type: none"> 1. Romaine 2002: Hawaii 2. Li 2002: Hong Kong
20	Language Attitudes	Core: <ol style="list-style-type: none"> 1. Holmes 14 2. choice of (a) or (b) (a) Seligman&Tucker, Lambert1972. (North America) (b) Donitsa-Schmidt et al 2004 (Middle East)
21	Wrapping it up: Individual exploration according to field of interest.	Prepare for oral presentation
22	Final Thoughts	Core: Holmes ch 15
23	Final exam	

FIELD COMPONENT (Activities in Port)

Each student is required to complete a minimum of three practica in some of the countries we will visit (at least two should be led by me, and others may be either led by other faculty or Independent Practica (IND)). You may follow the suggestions below or develop your own independent practicum. If you select an independent practicum you must discuss your approach and objectives with me before we arrive in the port-of-call. Each student is required to keep a journal of his or her field observations related to language and society. Your journal should be a record of your notes from these field experiences. We will discuss your approach and objectives regarding your field notes in class.

Independent Practica, applicable to all ports-of-call:

1. Observe the linguistic landscape of the places we visit. Take pictures and analyze them. Which language(s) mark the public space? Which languages are used in which situations? Can you identify any patterns? Inquire local residents about the use of languages in the public space.
2. Interview local residents according to the protocols developed in class
3. Observe, document, analyze and possibly compare the language of politeness in different cultures.
4. Explore the status of different languages in each country/community, and how they relate to minority/majority groups.
5. Examine the relationship between language and ethnicity in local communities

For this course I plan to offer FDP opportunities in the following ports: Walvis Bay, Cape Town, Chennai, and Malaysia. You are encouraged to choose 2-3 from among the options listed below. These FDPs will be further discussed in class. There will be two "reaction papers" based on your experiences in the field visits.

SUGGESTED PRACTICA:

visit a multilingual school (FDP)	NAMIBIA:
Lecture and meeting with multilingual community members (FDP); interview bilingual/trilingual/multilingual speakers; visit a school.	SOUTH AFRICA:
visit a multilingual school (FDP); meet with a University of Madras Multilingualism expert and meet with multilingual community members (FDP)	INDIA:
investigate the use of Malay versus English (IND)	MALAYSIA:
what is/are the dominant language(s) in the streets, in government offices, written/spoken, etc. Investigate the use of English.	HONG KONG:
what is/are the dominant language(s) in the streets, in government offices, written/spoken, etc. Investigate the use of English.	CHINA:
what is/are the dominant language(s) in the streets, in government offices, written/spoken, etc. Investigate the use of English.	JAPAN:
investigate the use of Hawaiian, Pidgin, and English. Interview local residents and find out about the revitalization of Hawaiian. Observe the linguistic landscape.	HAWAII:

METHOD OF EVALUATION

Activity	Description	Value	Total
Short reaction papers	Based on FDPs, IPs. Must be anchored on experience and literature	10 points each	20
Exams	Mid-term, final	30 points each	60
Oral presentation	Oral presentation about area of choice, show relationship to literature	10 points	10
Class participation and attendance	<i>Reading group</i> reports, evidence of reading articles by participation in discussions, attendance	10 points	10
Total			100

Explanation of assignments

Your 2 term exams will cover material from the textbook, lectures, and in class discussion. Exams may consist of multiple choice, identification, true-false, short answers, and longer essay questions.

Reaction papers

Within 2 days of leaving the ports please turn in your reaction papers to be reviewed. I expect your papers to include a report of observations/interactions, visits, or personal experiences related to language and society. It can be presented as a regular paper (5-10 pages, 5-10 bibliographic references) or in the form of a movie, in case you interview locals, film language in society etc. A film should be accompanied by an informed narration, and should be as robust as the written paper (argumentation, reference to literature).

Class participation and attendance

Regular class attendance is a course requirement. Your attendance and active participation are important and provide you with a satisfying educational experience. You also have responsibility toward the academic experience of your classmates through appropriate report in the reading groups. There may be changes to the syllabus announced in class. It is your responsibility to get updated about any changes that may be announced in class.

REQUIRED TEXTBOOKS

AUTHOR: Holmes, Janet
TITLE: An Introduction to Sociolinguistics
PUBLISHER: Longman
ISBN #: 0-582-32861-6
DATE/EDITION: 2000, 2nd edition
COST:

AUTHOR: Gorter, Durk

TITLE: Linguistic Landscape: A New Approach to Multilingualism
PUBLISHER: Multilingual Matters
ISBN #:
DATE/EDITION: 2006
COST:

RESERVE LIBRARY LIST

AUTHOR: Mesthrie, Rajend
TITLE: Language in South Africa
PUBLISHER: Cambridge University
ISBN #:052153383X
DATE/EDITION: African Edition 2002
COST:

AUTHOR: Debi Prasanna Pattanayak
TITLE: Multilingualism in India
PUBLISHER: multilingual matters
ISBN #:185359072X
DATE/EDITION: 1990
COST:

AUTHOR: Pütz, Martin
TITLE: *Discrimination through Language in Africa? Perspectives on the Namibian Experience*
PUBLISHER: Mouton de Gruyter
ISBN #:
DATE/EDITION: 1995.
COST:

ELECTRONIC COURSE MATERIALS

AUTHOR: Hamers, J and M. Blanc

ARTICLE/CHAPTER TITLE: The sociocultural aspect of bilinguality: cultural and ethnic identity

JOURNAL/BOOK TITLE: Bilingualism and Bilinguality

VOLUME:

DATE: 2000

PAGES: 198-238

AUTHOR: Webb, Victor

ARTICLE/CHAPTER TITLE: Invisible voices

JOURNAL/BOOK TITLE: *Language in South Africa: The Role of Language in National transformation, reconstruction, and development.* John Benjamins

VOLUME:

DATE:2002

PAGES: 1-36

AUTHOR: Webb, Victor

ARTICLE/CHAPTER TITLE: Preface and Chapter 1: Invisible voices

JOURNAL/BOOK TITLE: *Language in South Africa: The Role of Language in National transformation, reconstruction, and development.* John Benjamins

VOLUME:

DATE:2002

PAGES: 1-36

AUTHOR: Webb, Victor

ARTICLE/CHAPTER TITLE: Chapter 3: The nature of Things

JOURNAL/BOOK TITLE: *Language in South Africa: The Role of Language in National transformation, reconstruction, and development.* John Benjamins

VOLUME:

DATE:2002

PAGES: 63-95

AUTHOR: Webb, Victor

ARTICLE/CHAPTER TITLE: Chapter 5: The power of one: language and nation

JOURNAL/BOOK TITLE: *Language in South Africa: The Role of Language in National transformation, reconstruction, and development.* John Benjamins

VOLUME:

DATE:2002

PAGES: 137-168

AUTHOR: Webb, Victor

ARTICLE/CHAPTER TITLE: Chapter 6: Growing potential: Language in Education

JOURNAL/BOOK TITLE: *Language in South Africa: The Role of Language in National transformation, reconstruction, and development.* John Benjamins
VOLUME:
DATE:2002
PAGES: 169-208

AUTHOR: Janet Holmes
ARTICLE/CHAPTER TITLE: Women, Language and Identity
JOURNAL/BOOK TITLE: Journal of Sociolinguistics
VOLUME:1 (2) ,
DATE: 1997
PAGES: 195–223

AUTHOR: THINH, Do Huy
ARTICLE/CHAPTER TITLE: THE ROLE OF ENGLISH IN VIETNAM’S FOREIGN LANGUAGE POLICY: A BRIEF HISTORY
JOURNAL/BOOK TITLE: 19th Annual EA Education Conference
VOLUME:
DATE: 2006
PAGES:

AUTHOR: Baldauf & Djite
ARTICLE/CHAPTER TITLE: Australasia and the South Pacific
JOURNAL/BOOK TITLE: Languages in a Globalising World, By Jacques Maurais, Michael A. Morris (eds)
VOLUME: 2003
DATE:
PAGES:

AUTHOR: Haacke, W
ARTICLE/CHAPTER TITLE: Language policy and planning in independent Namibia
JOURNAL/BOOK TITLE: Annual Review of Applied Linguistics
VOLUME: 14
DATE:1994
PAGES: 240-253

AUTHOR: Mohanty, Ajit K.
ARTICLE/CHAPTER TITLE: Psychological Consequences of Mother-tongue Maintenance and the Language of Literacy for Linguistic Minorities in India
JOURNAL/BOOK TITLE: Psychology & Developing Societies,
VOLUME: Vol. 2, No. 1
DATE: 1990
PAGES: 31-50

AUTHOR: Brian Ridge

ARTICLE: English language and Malaysian identity: a shifting odyssey
JOURNAL/BOOK TITLE: Asian Studies Review
VOLUME: 19
DATE: 1996,
PAGES: 67-78

AUTHOR: Platt, John T.
ARTICLE: A Model for Polyglossia and Multilingualism (with Special Reference to Singapore and Malaysia)
JOURNAL/BOOK TITLE: Language in Society,
VOLUME: 6, 3,
DATE: Dec 77,
PAGES: 361-78

AUTHOR: Baker, Colin
ARTICLE: Ch 9 historical introduction to bilingual education: US
JOURNAL/BOOK TITLE: Foundations of bilingual education
VOLUME:
DATE:2003
PAGES: 187-211

AUTHOR: Baker, Colin
ARTICLE: Ch 17 bilingualism and bilingual education as a problem, right, and resource
JOURNAL/BOOK TITLE: Foundations of bilingual education
VOLUME:
DATE:2003
PAGES: 381-397

AUTHOR: Baker, Colin
ARTICLE: chapter 18 bilingualism and bilingual education: ideology, identity, and empowerment
JOURNAL/BOOK TITLE: Foundations of bilingual education
VOLUME:
DATE: 2003
PAGES: 398-420

AUTHOR: Zhou, Minglang
ARTICLE: Language policy and reforms of writing systems for minority languages in China
JOURNAL/BOOK TITLE: Written Language & Literacy
VOLUME: 4:1.
DATE: 2001
PAGES: 31-65

AUTHOR: Bolton, Kingsley
ARTICLE: The sociolinguistics of Hong Kong and the space for Hong Kong English
JOURNAL/BOOK TITLE: World Englishes
VOLUME: 19 (3)
DATE: 2000
PAGES: 265–285

AUTHOR: KAWAMOTO, KEVIN Y
ARTICLE: Hegemony and language politics in Hawaii
JOURNAL/BOOK TITLE: World Englishes.
VOLUME: 12 (2)
DATE: 1993
PAGES: 193–207

AUTHOR: Stroud C
ARTICLE: African Mother-tongue Programmes and the Politics of Language: Linguistic Citizenship Versus Linguistic Human Rights
JOURNAL/BOOK TITLE: JOURNAL OF MULTILINGUAL AND MULTICULTURAL DEVELOPMENT.
VOLUME: 22, No. 4
DATE: 2001
PAGES:

AUTHOR: No'eau Warner, S.
ARTICLE: Hawaiian Language Regeneration: Planning for Intergenerational use of Hawaiian Beyond School
JOURNAL/BOOK TITLE: IN Sociopolitical Perspectives on Language Policy and Planning in the USA by Thom Huebner, Kathryn Anne Davis , Joseph Lo Bianco (eds)
John Benjamins Publishing Company
VOLUME:
DATE: 1999
PAGES: 313-332

AUTHOR: Romaine, Suzanne
ARTICLE: The Impact of Language Policy on Endangered Languages
JOURNAL/BOOK TITLE: International Journal on Multicultural Societies
VOLUME: Vol. 4, No. 2
DATE: 2002
PAGES

AUTHOR: Li, David

ARTICLE: Hong Kong Parents' Preference for English-Medium Education: Passive Victims of Imperialism or Active Agents of Pragmatism?

JOURNAL/BOOK TITLE: (IN: Kirkpatrick, Andy, Ed. *Englishes in Asia: Communication, Identity, Power and Education*

VOLUME:

DATE: 2002

PAGES

AUTHOR: Donitsa-Schmidt, S., Inbar, O., & Shohamy, E.

ARTICLE: The Effects of Teaching Spoken Arabic on Students' Attitudes and Motivation in Israel.

JOURNAL/BOOK TITLE: *Modern Language Journal*

VOLUME: 88(2),

DATE: 2004

PAGES 217-228

AUTHOR: Seligman, C. R., Tucker, G. R., & Lambert, W. E.

ARTICLE: The Effects of Speech Style and Other Attributes on Teachers' Attitudes toward Pupils.

JOURNAL/BOOK TITLE: *Language in Society*,

VOLUME: 1(1),

DATE: 1972

PAGES 131-142