Previous syllabus - expect some revisions

INTL 434/534 "Language issues in International Studies"

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Office hours to be announced

Overview

This course will acquaint you with the pivotal ways in which language influences and underlies important and often incendiary policy issues in societies around the world - issues of nationalism, identity and intergroup relations, literacy, multilingualism and education, language choice and human rights, and globalization, language spread and language loss.
Along the way, we'll explore some basic ideas about language structure and usage which will not only help you to understand relevant political, sociological and education issues, but will also help you understand and appreciate language as a fascinating object of study in its own right.

This course will take a non-technical approach to the study of language. The focus will be not on linguistic theory per se, but rather on how language structure and usage, and beliefs about language, crucially affect policy and inter-group relations, and on how acknowledging the complexity of language structure can enhance your appreciation of the richness of the world's language diversity. This course will be of particular interest for students contemplating careers in education, communication, development, politics, journalism or law.

This course is intended primarily for upper division International Studies majors and grad students, but is open to students in other majors with permission of the instructor. It can be used as an elective for several Block "C" Professional Concentrations (see the advisors in 304 PLC).

**Readings - all required**


Edward Dolnick (1993) "Deafness as Culture". *Atlantic Monthly* 272:53 (e-reserve)
John Rickford (2005) “Using the vernacular to teach the standard"; *Economist* "Do it be makin' sense?" (e-reserve)

**NOTE:** lectures will NOT duplicate the material in the reading. Rather, since students are required to do the reading prior to each class meeting, they assume students are familiar with the material in the reading, and supplement, complement and elaborate upon the basic material in the reading.

**Grading** will be based on a total of 100 pts, to be earned as follows:

- **Summary and critique of the readings** (52 pts possible = 15 X 4 - 2 "Free pass" = 13 counted assignments)

By the end of the quarter, you each will have compiled a critical annotated bibliography packet which you will be able to use and refer to in future endeavors, such as your thesis, grad school or scholarship applications, and grant proposals. Each summary and critique will be due in class on the day it's listed on the schedule
- If there are more than one chapter required for that day, do a separate summary for each chapter or article, but critique can integrate them
- Critiques should respond to the **content** of the reading, not
the writing style or format
- Must include at least one question for discussion
- Must include one quote (with page #) (what struck you, shocked you, enlightened you or challenged you? and, why?)
- 1-2 pp in length, single space, with a space between paragraphs
- Grading
  √+ "check plus" exceeds requirements: 4 pts
  √ "check" meets requirements: 3.5 pts
  √- "check minus" does not meet requirements: 2.5 pts
** Skip two with no penalty; if you do them all, I will throw out the 2 lowest scores

A note about the reading: I expect you to read the material deeply and critically; a superficial grasp of the material, as evidenced in your written assignment, will result in a lower grade. I also expect your summaries and critiques to be complete, accurate, and well-written. This means you may need to read each chapter more than once, and you will need to proofread and edit more than one draft of your papers.

Some extremely helpful suggestions for writing summaries and critiques for annotated bibliographies can be found at http://owl.english.purdue.edu/owl/resource/614/01/

• Project: Language policy case study research project (48
Choose a language that intrigues you, preferably one you know nothing about, and certainly one that you don't speak and have never studied. Over the term, you will research and compose a policy report, in five installments as follows:

Part 1: (2 pts - aim for 1-2 pages) Introduce your language, and include but don't limit yourself to: What is/are the name(s) of the language? Where is it spoken? By how many speakers? Is the language written? Are there dialects? etc. (due Thurs of week 2)

Part 2: (7 pts - aim for 3-4 pages) Describe in detail the sociological and political aspects of the language's community of speakers. What other languages are used in the same region? Is there significant bilingualism? What is the language used for (media, education, private/family, lingua franca, etc) Is it considered prestigious? Stigmatized? etc. (due Thurs of week 4)

Part 3: (10 pts - aim for 3-4 pages) Describe the structure of the language - including but not necessarily limited to grammar, sound systems, interesting aspects of usage (due Thurs of week 7). You will need to give an overview of the sound system, word structure, sentence structure, meaning system AND discuss in greater detail an example of each.

Part 4: (7 pts - aim for 3-4 pages) Choose, identify and analyze a
critical issue that faces this language's community of speakers, as thoroughly and thoughtfully as you can (due Thurs of week 9)

Part 5: (6 pts - aim for 5-8 minutes) Orally present and defend your policy recommendations (Weeks 9 & 10)

Part 6: (16 pts - 12-15 pages) Written policy report, which will include IMPROVED versions of all installments and POLICY RECOMMENDATIONS addressing issue you identified in Part 4 (due Thursday, March 22 at 10 am)

Note: the examples are meant to be just that - examples. Don't limit yourself to them, but try to describe and assess aspects of your language that are important and relevant. Always include copious examples, as well as generalizations. Visuals (maps, charts, language family trees) are encouraged, but not at the expense of text, written in your own words.

At the end of the term, you will turn in BOTH your original along with your revised. I expect to see improvement!!!! If you have any doubts that you will lose the original (e.g., if you are moving or have a computer that is prone to unsaved crashes) then give it to me for safekeeping!!!
Attendance
This course meets twice per week for 1 hour 20 minutes per class session. You may miss one class no questions asked. After that, two points will be deducted for each missed class. Assignments and presentation evaluations will be used as attendance checks; in addition, at various times throughout the quarter, students will have the opportunity to write short reflection pieces about ideas from the readings or the lectures – these will be used to Tresitor attendance, as well as to get your input on the course material.

About the assignments  Please adhere to the following guidelines
- Save a copy of all assignments you submit (papers get lost - it happens - be prepared)
- All assignments must be typed - no electronic or handwritten submissions
- Single-spaced with a space between paragraphs; 12-pt Times with reasonable margins
- No covers or folders - just plain paper
- All assignments must be on time
- (late assignments will be marked down by 1/2, even if you were absent that day, and EVEN IF YOU HAVE A REALLY GOOD REASON!!)
Students with Disabilities
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please bring a notification letter from Disability Services outlining your approved accommodations.

Schedule

Notice that there will be days when you have BOTH a reading assignment AND a project installment due. Plan ahead! Don't get stuck trying to do both of them the night before

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Tues</td>
<td>Overview, introduction</td>
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</table>
Thurs  Some language and grammar basics  
        Atlas Forward, Intro, Ch 1

2: Tues
        Language in Australia  
        SH 1; Atlas 6  
Thurs  Language contact and creolization  
        SH 2; Atlas 8 (Proj 1:intro due)

3: Tues
        Language in the Americas  
        Atlas 7  
Thurs  Language rights as human rights  
        SH 3,4

4: Tues
        Language in Europe and Eurasia  
        Atlas 2; SH 5  
Thurs  France: Standardization and Nationalism  
        SH 6,8 (not 7 yet!) (Proj 2:socio/political due)

5: Tues
        Language in South and Southeast Asia  
        Atlas 3  
Thurs  Singapore: bilingualism, education and kids  
        SH 7

6:
Tues  Writing systems
      Atlas 9
Thurs  Canada: the language mosaic
      SH 9,10

7:  Tues  Language in the Pacific Islands
      Atlas 4, SH 11
Thurs  Language in Africa and the Middle East
      Atlas 5, "epilogue" (Proj 3: structure due)

8:  Tues  Case study: American Sign Language
      Dolnick "Deafness as Culture"
Thurs  Case study: Ebonics
      Rickford "Using the vernacular to teach the standard"
      Economist "Do it be makin' sense?"

9:
  Tues  Catch-up or student requests
  Thurs Catch-up or student requests
      (Proj 4: issue due)

10:  Tues  Student policy presentations (Proj 5)
      Thurs Student policy presentations (Proj 5)
And now for something unpleasant to discuss...

Policy on academic honesty
Because you will be writing summaries and analyses of the reading, it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website:

"Plagiarism is the inclusion of someone else's product, words,
ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly across disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or
design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor." (http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

You should know that I will report all cases of plagiarism to the Office of Student Conduct, and will assign at the very least an F for the plagiarized assignment, and more probably an F for the entire course.

Don't even think about it!

**And now for something fun to discuss...**

*Why learn about language? A real-world case study*

Imagine you are a newly-elected Member of Parliament in one of the world's “younger” states, which gained independence from Indonesia in spring 2002. One of the decisions you must make is to choose a national language(s). Here’s the situation:

Your country is home to 12-16 indigenous languages. The most widely spoken is Tetum, which is spoken by about 60% of the population of approx. 800,000 (1,000,000 today). Tetum lacks a standardized writing system, although efforts are underway to
Prior to independence, the official language was Indonesian, which as the language of the educational system for the last approximately 50 years, is the language most widely spoken by those under age 40. However, the struggle for independence from Indonesia was brutal and protracted. Indonesia is your closest neighbor geographically, and there are strong cultural and linguistic affinities that transcend the border between the two nations.

About 10% of the population speak Portuguese. Your history of nearly four centuries of contact and colonization by the Portuguese has made Portuguese a popular language among the generation over 40, which includes most of the current leadership as well as the leaders of the struggle for independence from Indonesia. Your country's leadership feels a strong loyalty to Portugal and Portuguese-speaking nations like Angola and Mozambique, who supported you during your independence struggle. Portugal has influenced your nation extensively, especially in the area of religion - about 90% of the population are Catholic. English is a language many of your citizens view as a symbol of your long-awaited opening to the rest of the world after independence, and could have practical advantages as well, as your nation struggles to rebuild after years of bitter war.

What would you do?