



**FLOR/DBLN LING 3356**  
**LANGUAGE AND IDENTITY**  
**THE FIRST FULLY GLOBALLY NETWORKED LEARNING COURSE IN STUDY ABROAD**  
**CAPA FLORENCE & DUBLIN**

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E-mail	Via CANVAS email

### Course Description

Language is an extraordinary tool that we use every day, yet it is not often that we critically reflect on its importance and role in relation to human identity. This course highlights the essentiality of language for being human. It sheds light on the way language intervenes in the identity building process at various levels, from individual to group/community and from national to transnational and global. It explores the role of language in both private and public spheres and pursues an inquiry into how closely and deeply language is interrelated with other structural layers of the human environment, such as politics, society, economy, culture, and the like. It looks at how language represents the discursive dimension of human civilization and how different historical languages both express and shape different cultures. As Wittgenstein put it in his *Tractatus Logico-Philosophicus* (5.6) “The limits of my language mean the limits of my world”; thus, language is not simply about vocabulary and grammar, but also about a worldview.

“Language and Identity” is designed as a CAPA fully Globally Networked Learning (GNL) course. Not only is this the first fully GNL-ed course offered by CAPA, but also an unprecedented enterprise in Study Abroad. The course will provide a unique opportunity to broaden students’ understanding of the relationship between language and identity in an ever more globalized world. Through collaborative and comparative learning processes, the course will inform a critical understanding of language and identity and show how they intertwine and interconnect in different spaces, times, and environments.

### Globally Networked Approach to Teaching and Learning

A trans-disciplinary experience *par excellence*, this course will question how language relates to many facets of human identity. It will be jointly taught by two International Faculty and will employ blended teaching, including in-class lectures, recorded lectures (when necessary), and insertion of multimedia materials on CANVAS. This will serve as the common collaborative platform for our globally networked learning activities. Ideally, all students and International Faculty should attend a class simultaneously, but – in order to accommodate for the different time zones and the geographical distance between the participants – some lectures may be recorded and made available for all campuses.

Students enrolled in this trans-campus class should be willing to be part of a *global learning community*. They should get in touch with their colleagues and keep in touch during the entire duration of the course (ideally also after). Students enrolling in this class may be put in contact even before reaching the CAPA campuses. They should communicate via CANVAS online and via mobile app to get to know each other and to communicate and work together throughout the semester. Students are expected to collaborate in groups via CANVAS to develop GNL projects as part of their assessment.

### Course Aims/Objectives

This course aims to utilize critical theories in the study of language and identity as a means of understanding the

vital role that language plays in both cultural boundary production and global interrelationships, as well as in the identity building process. Students enrolled in this trans-campus class will be actively involved in the teaching-learning process, becoming co-protagonists of this experience, under the joint guidance of faculty from both locations. Working collaboratively across campuses, students will produce a series of comparative case study projects and online discussions which highlight the similarities and differences in the role of language in local and global identity formation. Building on this, students will come to understand the linguistic and other language related challenges that face the globalized world of the twenty-first century, along with the way the latter will impact on identity. This fully GNL-ed course will equip students with a series of theoretical and practical tools required for a trans-disciplinary and GNL enterprise, which aspire to transcend boundaries in many ways: transcending borders among traditional disciplines and methods, using technology as a bridge between distant locations, and, most importantly, challenging prejudices and expanding minds. Ultimately, the course aims to produce a thoughtful shift in Study Abroad, by shaping and legitimising a new teaching and learning paradigm.

## Learning Outcomes

**Incorporating specific Course Learning Outcomes (CLOs) and the four CAPA Student Learning Outcomes (SLOs) (1. globalization; 2. urban environment; 3. social dynamics; and 4. diversity)**

The purpose of this course is to provide a cross-cultural and trans-disciplinary foundation for understanding key concepts in the study of language, and how language plays a role in shaping various layers of identity (social, political, economic, etc.), in both local and transnational contexts. Students will develop critical skills in the collaborative description and analysis of local and global linguistic environments, policies, and communication strategies.

At the end of the course, students should be enabled to:

- a. define and describe key concepts and approaches in the study of language and identity;
- b. explain the role language plays in the construction of identity;
- c. use theoretical tools in exploring urban linguistic environments and analysing identities; [SLO 2]
- d. investigate and compare linguistic environments and identities; [SLO 2, 4]
- e. work within a global learning community; [SLO 1, 4]
- f. adapt to a heteroglot global environment and deal with otherness [SLO 1, 3, 4]
- g. reflect on the impact of globalization at both linguistic and identity level. [SLO 1, 3, 4]

## Assessment and Grading

The assessment for this course will be based on three GNL tasks.

### 1) Participation (20%)

Participation to this trans-campus class includes three components:

- participation to synchronous in-class events (5%);
- attendance and active co-involvement in online events (5%);
- engagement in cross-campus interactions (10%).

### 2) Mid-term Cross-Campus Blog - Linguistic Urban Environments (30%)

Students will be marked as a team (20%) and for their individual contributions (10%) for this assessment.

The focus of this project will be on the visibility of languages in the urban environment.

Students will develop an understanding of the various linguistic practices in the urban landscape.

An investigation of the linguistic urban environment includes shop signs, leaflets, graffiti, street names, markets signs, shop windows, and the menus of restaurants for example.

Students will compare and contrast their research from Dublin and Florence.

In doing this, students will work in collaborative teams to set up and feed an online blog that explores the linguistic urban environments within both Dublin and Florence.

The blog will include:

- A critical analysis which explores the linguistic diversity of Dublin and Florence.
- Embedded photographs, video and/or sound recordings.

Each student team will be pre-allocated, and all teams are responsible for choosing the specific sites (from a list of possible options) that they will include in their analysis. Students will need to collaborate regularly to produce a clear, cohesive and dynamic blog that presents the linguistic landscapes that function in their cities.

Students will be guided with readings on this subject that they may use as a basis for analysing their results.

Students will make an in class presentation of their analysis.

Students will use tools of their choice to build their blogs.

Each student will submit 400 words as part of the assessment (for example, a total of 1600 words per four-student team).

All students across campuses will have access to the blogs that are produced by each team and the blogs will be used as a text for critical discussion in the classroom environment.

### Collaboration Process:

Student collaboration will occur via CANVAS (Google Docs), and the final blogs will be uploaded into a dedicated space in CANVAS.

Collaboration will be monitored via a series of structured team check-in points (in Discussions), that each team member must contribute to.

### **3) Term Research Project: Exploring Linguistic and Trans-linguistic identities (50%)**

The project will be divided into two parts:

#### **1. A 10 minute team online Kaltura presentation ( worth 20%):**

- students will produce a collaborative video presentation on their progress to date, including their chosen topic, allocation of subtopics, major sources, and the argument they will be presenting;
- students will also address any difficulties they have encountered in their research process and report on the strategies they have used to overcome those;
- the presentations will be posted on CANVAS and will be incorporated into classroom sessions;
- for this assessment, students will be marked as follows:
  - as a team (10%)
  - and individually (10%).

#### **2. Final project consisting of a complete piece of work (worth 30%):**

- each student will individually contribute 800 words;
- each team will also contribute additional 800 words (introduction, conclusion, etc);
- all teams will contribute at least one video element;
- all students will contribute at least two photographic elements (ideally taken by themselves);
- the complete work will be posted on CANVAS and discussed during the last classroom session;
- for this assessment students will be marked both as a team and individually, as follows:
  - collective sections of the team project: introduction, conclusion, collective video, etc. (5%);
  - the overall quality of the project: relevance, coherence, appropriate use of learning materials (5%);
  - evidence of collaboration in individual contribution (the capacity of each individual student to integrate content deriving from collaboration and the ability to elaborate his/her section in harmony with the entire project) (5%);
  - individual contribution: depth of analysis, originality, critical capacity, quality of writing (15%);

Students will work in cross-campus collaborative teams to develop a rather comprehensive research project on a key theme from the unit. The first outcome of team research will result in a mini-Kaltura presentation. The final outcome of the comprehensive research projects will result in an assessment piece, produced in CANVAS Collaborate, that includes written text, video and photographic content. This incorporates a comparative element, which highlights points of similarity and difference between countries and cultural contexts, as well as critical and creative components.

### **Collaboration Process**

Cross-campus teams' members will collaborate via Google docs in CANVAS and through a series of key check-in/progress points (in Discussions) created at the beginning of the assessment process.

Students can also open group discussions on their own Facebook pages for the purpose of collaboration.

Students of 3-4 will form a team and develop a project based around one relevant global topic, closely related to the theme of the course. (NOTE: We encourage teams to produce their own proposals). Some examples include:

#### 1) Language and National Identity/ Trans-national Identity

- the role of language in national history
- the role of language in boundary construction: migrants, refugees and diaspora
- the marginalization of languages
- language and the making of transnational identity (EU, Global)

#### 2) Language and Gender:

- the role of language in constructing and reinforcing gender identity
- gender specific language expression
- languages of abuse and the expression of power
- language and the shaming of gender/sexuality
- gender as a category of grammar

- 3) Language and Intellectual Expression
  - the role of language in the foundation of scientific meaning
  - language and creative expression (poetry and other arts); for instance, the use of language in avant-garde poetry and painting
  - the use of language in specific fields (the social sciences, humanities, psychology): specialised languages; discursive traditions
  - translation of literary works
- 4) Language and Spirituality
  - the different kinds of languages of religious expression and other forms of spirituality in unique urban environments
  - the historical development and politics of the language of spirituality
  - the role of spiritual language in maintaining cultural and national identity
- 5) Language and Economic Practices
  - Language use in local markets
  - International Business and language barriers
  - Multi-language labels in a global market
  - English - the lingua franca of global economic transactions
  - Translation/Interpretation - a growing profession
  - the opaque/cryptic language of modern finance
- 6) Language and the Media
  - language on local television and radio (subtitles; foreign languages channels; music in foreign or minority languages)
  - language in newspapers and magazines; foreign or minority languages media
  - language on the internet
  - language and social networks
- 7) Language and Immigration
  - language and integration
  - languages spoken by local communities of immigrants
  - local language impact on the language of immigrants
  - immigrants' languages impact on local language
  - cross-pollination among the languages of various immigrants communities

## **Guideline Materials**

### Assessment 1 Guidelines

#### Content and Timeline Guidelines

- Assessment Outline
- Assessment Timeline and Check-In Points (Group Collaboration)
- Rubrics
- Submission Details

#### Collaboration Guidelines

- Using Google Docs in CANVAS
- Creating video using Kaltura
- Turning Google Docs content into a blog
- Creating a blog
- Check-in Point Discussion Questions (and dates)

### Assessment 2 Guidelines

#### Content and Timeline Guidelines

- Assessment Outline
- Assessment Timeline and Check-in Points (Group Collaboration)
- Rubrics
- Submission

#### Collaboration Guidelines

- Check-in Point Discussion Questions (and dates)
- Creating a Kaltura presentation: technology and timelines
- Turning Assessment 2 Google Doc content into a multimedia submission on CANVAS

## Final Grade Breakdown and Assessment of Learning Outcomes

Learning Outcomes	Assessment task	Grade %	Due Date
a., b., e.	<p><b><u>Participation</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participation to synchronous-class sessions <span style="float: right;">5%</span></li> <li><input type="checkbox"/> attendance/active co-involvement in online events <span style="float: right;">5%</span></li> <li><input type="checkbox"/> engagement in cross-campus interactions <span style="float: right;">10%</span></li> </ul>	20%	Weekly
c., d., e., f.	<p><b><u>Mid-term Cross-campus Blog</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> teamwork <span style="float: right;">20%</span></li> <li><input type="checkbox"/> individual contribution <span style="float: right;">10%</span></li> </ul>	30%	<input style="width: 50px; height: 20px;" type="text"/>
c., d., e., f., g.	<p><b><u>Term Research Project</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation <span style="float: right;">20%</span> <ul style="list-style-type: none"> <li><input type="radio"/> teamwork <span style="float: right;">10%</span></li> <li><input type="radio"/> individual contribution <span style="float: right;">10%</span></li> </ul> </li> <li><input type="checkbox"/> Final Project <span style="float: right;">30%</span> <ul style="list-style-type: none"> <li><input type="radio"/> collective sections <span style="float: right;">5%</span></li> <li><input type="radio"/> the overall quality of the project <span style="float: right;">5%</span></li> <li><input type="radio"/> evidence of collaboration in individual contribution <span style="float: right;">5%</span></li> <li><input type="radio"/> individual contribution <span style="float: right;">15%</span></li> </ul> </li> </ul>	50%	<p>Weeks 7-8</p> <p>Last week</p>

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Overall grade

100%

# Weekly Schedule

## 1 – Introduction and Course Overview

In this introductory class we will briefly reflect on the key role of language in building identity and community and announce the key topics. We will also introduce students to the idea of a fully GNL-ed course, and discuss the semester ahead, including assessment requirements.

### Structure:

1. In class introductory lectures: synchronous event
  - 📖 **Floarea Vîrban**: overview of course content, introduction to team-teaching process in CANVAS, and the trans-disciplinary approach
  - 📖 **Oisín Uíbh Eachach**: overview of GNL (why, how, and when) and collaborative assessments.
2. In-class review of CANVAS space dedicated to collaboration

### In-class:

Introductory Lectures by: **Floarea Vîrban & Oisín Uíbh Eachach**

### In-class/online:

- 👉 Review of CANVAS and student collaboration process.
- 👉 Discussion and overview of pre-arranged collaboration teams.
- 👉 Introduction to next week's Task (Kaltura introductions created by members of home teams)

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## 2 – What is Language? What is Identity?

This week we will involve an exploration of the different approaches to the study of language and identity. We will be introducing some key concepts in understanding language and identity, whilst highlighting the role of language in shaping various types of identity.

### Lectures:

#### 1) Floarea Vîrban, *What is Language?*

### Readings:

- 📖 Coseriu, E. (1985). "Linguistic Competence: What is it Really?." The Presidential Address of the Modern Humanities Research Association read at University College, London, 11 January. *The Modern Language Review*, 80/4: XXV-XXXV. <http://www.romling.uni-tuebingen.de/coseriu/publi/coseriu216.pdf>
- 📖 Wittgenstein, L. (2005/1969). *Philosophical Grammar*. Berkeley: University of California Press. 5–31.
- 📖 Vîrban, F. (2017 [Forthcoming]). "The Coseriu–Chomsky 'Debate' Revisited: Integrating Wittgenstein. Ways in Understanding Linguistic Knowledge/Competence." In: *Proceedings of Linguistica Coseriana V*. International Conference: 'Competence–Function–Variation', University of Potsdam, October, 8-10, 2015.

### Viewing:

- 📺 Chomsky, N. "Noam Chomsky Speaks Out About Universal Linguistics: The Origins of Language." [https://www.youtube.com/watch?v=7Sw\\_15-vSY8E](https://www.youtube.com/watch?v=7Sw_15-vSY8E)
- 📺 Bonevac, D. [Professor of Philosophy, University of Texas at Austin] "Wittgenstein." <https://www.youtube.com/watch?v=S1RPRp5bDgg>

### Recommended:

- 📖 Saussure, F de. 1966 [1916]. *Course in General Linguistics*. Bally, Ch. and Sechehaye, A. eds, in collaboration with Riedlinger, A. Baskin, W., trans., introduction, and notes. NY–Toronto–London: McGraw-Hill Book Company. <http://home.wlu.edu/~levys/courses/anth252f2006/saussure.pdf>

#### 2) Oisín Uíbh Eachach, *What is Identity?*

### Readings:

- 📖 Joseph, J. E. (2004). "Introduction." In: *Language and Identity, National, Ethnic, Religious*. Houndmills, Basingstoke, Hampshire & New York: Palgrave Macmillan. 1-14.
- 📖 Joseph, J. E. (2004). "Linguistic Identity and the Functions and Evolution of Language." In: *Language and Identity, National, Ethnic, Religious*. Houndmills, Basingstoke, Hampshire & New York: Palgrave Macmillan. 15-40.
- 📖 Joseph, J. E. (2004). "Approaching Identity in Traditional Linguistic Analysis." In: *Language and Identity, National, Ethnic, Religious*. Houndmills, Basingstoke, Hampshire & New York: Palgrave Macmillan. 41-66.
- 📖 Joseph, J. E. (2004). "Integrating Perspectives from Adjacent Disciplines." In: *Language and Identity, National, Ethnic, Religious*. Houndmills, Basingstoke, Hampshire & New York: Palgrave Macmillan. 67-91.
- 📖 Riley, Ph. (2010). "Identity." In: *Language, Culture and Identity*. London & New York: Bloomsbury Publishing PLC. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/oswego->

[ebooks/detail.action?docID=436853](https://www.palgrave.com/ebooks/detail.action?docID=436853).

**Viewing:**

- 👤 Regan, V. (2014). "What your speaking style, like, says about you."  
<https://www.youtube.com/watch?v=iAGgKE82034>

**Recommended:**

- 📖 Joseph, J. E. (2004). *Language and Identity, National, Ethnic, Religious*. Houndmills, Basingstoke, Hampshire & New York: Palgrave Macmillan.

**In class:**

Lectures by:

Floarea Vîrban & Oisín Uíbh Eachach

Discussion (Questions and Answers)

**Online:**

- 👉 Creation and Submission of Kultura introductions.
- 👉 Teams to begin collaboration on Assessment 1 using pre-set tasks guidelines
- 👉 Teams to produce collaboration schedule

**Out-of-class**

Teams to begin exploration of Linguistic Urban Environments in Florence and Dublin

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### 3 — Language and Human Being

This week we are exploring the role of language in the process of self-definition and self-making of being human. We will be doing this from two different, but interrelated perspectives: the philosophy of the language-being relationship and the analysis of language and personhood in contemporary communities.

**Lecture:**

Floarea Vîrban, *What Is Human Being?*

**Readings:**

- 📖 Plato. *Symposium*. Bernardete, S., trans. (2001[1986]), with Commentaries by Bloom, A. and Bernardete, S. Chicago: University of Chicago Press. 233-286 (a focus on Aristophanes' idea of 'Androgynous.' 250 and the followings). <https://ia600203.us.archive.org/27/items/PlatosSymposium/Plato-Symposiumbernardete.pdf>
- 📖 Qiu, W. (2014). "Aristotle's definition of Language." *International Journal of English Literature and Culture*. Vol. 2(8), August. 194-202.  
<http://www.academicresearchjournals.org/IJELC/PDF/2014/August/Qiu.pdf>
- 📖 Arendt, H. (1988 [1958]). *The Human Condition*. Chicago: The University of Chicago Press. "Prologue." 1-6. Chap. I: "The Human Condition." 7-21; Chap. III: "The Private and the Public Realm." 22-78.  
[https://monoskop.org/images/e/e2/Arendt\\_Hannah\\_The\\_Human\\_Condition\\_2nd\\_1998.pdf](https://monoskop.org/images/e/e2/Arendt_Hannah_The_Human_Condition_2nd_1998.pdf)
- 📖 McWhorter, J. (2004). *The Story of Human Language*. Part I. The Teaching Company.  
[https://www.google.it/?client=safari&channel=mac\\_bm&gws\\_rd=cr&ei=oQDvWITqEane6QT05bXADw](https://www.google.it/?client=safari&channel=mac_bm&gws_rd=cr&ei=oQDvWITqEane6QT05bXADw)

**Viewing:**

- 👤 Pagel, M. "How Language Transformed Humanity."  
[https://www.google.it/?client=safari&channel=mac\\_bm&gws\\_rd=cr&ei=bQTvWp3pOqvR6ASQg7TwCQ](https://www.google.it/?client=safari&channel=mac_bm&gws_rd=cr&ei=bQTvWp3pOqvR6ASQg7TwCQ)

**Recommended:**

- 📖 Stevenson, L., Haberman, D. L. and Wright, P. M. (2013). *Twelve Theories of Human Nature. Confucianism, Hinduism, Buddhism, Plato, Aristotle, the Bible, Islam Kant, Marx, Freud, Sartre, and Darwinian Theories*. New York, Oxford: Oxford University Press. 6th Edition

**In-class:**

- 👉 Lecture by: Floarea Vîrban
- 👉 Discussion (Questions and Answers)

**Online:**

Student response to Assessment 1 Checkpoint 1 (in Discussions)

**Out-of-class**

Teams to continue exploration of Linguistic Urban Environments in Florence and Dublin

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### 4 — Language and Politics

This week we examine the complex relationship between language and the political dimension of human identity.







We reflect on how language articulates nationhood and see how political regimes may manipulate language.





Lectures:

**1) Floarea Vîrban, *A Model of Understanding. The Case of Totalitarian regimes***

Readings:




-  Cotticelli Kurras, P. (2016). "Language as a Magnifying Glass of History: the Case of Italian Brand Names during the Fascism." In: AA. VV. *Linguaggio, ideologia e loro rappresentazioni*. Napoli: Università degli studi di Napoli "L'Orientale". 11–40.
-  Orwell, G. 1946: "Politics and the English Language."  
[http://www.npr.org/blogs/ombudsman/Politics\\_and\\_the\\_English\\_Language-1.pdf](http://www.npr.org/blogs/ombudsman/Politics_and_the_English_Language-1.pdf)
-  Vîrban, F. (2006). "Bakhtin and Arendt in Dialogue: Authority and Freedom in 'Making' Language and Politics." *Cadernos de Filosofia*, 19. Instituto de Filosofia de Linguagem, Universidade Nova de Lisboa, Lisboa: Edições Colibri. 407–431.
-  Vîrban, F. (2016). "Totalitarian Ideology and Language. How Stalin Eventually Planned to Turn Russian into Universal Language." In: AA. VV. *Linguaggio, ideologia e loro rappresentazioni*, Napoli: Università degli studi di Napoli "L'Orientale." 207–242.

Recommended:

-  Arendt, H. (1977). *Between Past and Future: Eight Exercises in Political Thought*. New York: Penguin Books.
-  Bakhtin, M. 1981. "Discourse in the Novel." In: *The Dialogic Imagination*. Austin: University of Texas Press. 259–422
-  Joseph, J. E., ed. and new introduction by. (2010). *Language and Politics: Major Themes in English Studies*. 4-volume set. London-New York: Routledge.
-  Joseph, J. E. (2006). *Language and Politics*. Edinburgh Textbooks in Applied Linguistics Series. Edinburgh: Edinburgh University Press.

**2) Oisín Uíbh Eachach, *Language and National Identity***


Readings:

-  Watson, I. (2008). "The Irish Language and Identity." In: Nic Pháidín, C. and Ó Cearnaigh, S., eds. *A New View of the Irish Language*. Dublin: Cois Life. 66-75. ProQuest Ebook Central.  
<https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=2010752>.
-  O'Reilly, C. (1997). "Nationalists and the Irish Language in Northern Ireland: Competing Perspectives." In: Mac Póilin, A., ed., *The Irish Language in Northern Ireland*. Belfast: Ultach Trust. 95-130.  
<http://cain.ulst.ac.uk/issues/language/oreilly97.htm>
-  Hobsbawn, E. (1996). "Language, Culture, and National Identity." *Social Research*, Vol. 63, No. 4, 1065-1080. <http://www.jstor.org/stable/40971324>

Viewing:

-  Ervine, L. (2014). "Spreag Fís."  
[https://www.youtube.com/watch?v=wTYg\\_UZhx\\_4&index=3&list=PLz\\_3irEWbnCMBhBTMDfA91k8xhj7FEAB](https://www.youtube.com/watch?v=wTYg_UZhx_4&index=3&list=PLz_3irEWbnCMBhBTMDfA91k8xhj7FEAB)

**In-class:**

-  Lectures by: **Floarea Vîrban & Oisín Uíbh Eachach**
-  Discussion (Questions and Answers)

**Online:**

Assessment 1 Checkpoint 2

**Out-of-class**

Teams to complete exploration of Linguistic Urban Environments in Florence and Dublin

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## **5 — Language and Society: Communication/Community**

Language is a means of communication, thus fundamental in establishing social relationships. This concerns a variety of aspects: from general social stratification, to gender issues, and further to immigrant communities and other forms of otherness/alterity.

**Lecture:**

**Oisín Uíbh Eachach, *Language and the Other***

Readings:

-  Rosen, M. (2014). "The Languages of Migration." LSE and Migration Museum Project public lecture, London School of Economics and Political Science 26 Nov.  
[http://www.lse.ac.uk/assets/richmedia/channels/publicLecturesAndEvents/transcripts/20141126\\_183](http://www.lse.ac.uk/assets/richmedia/channels/publicLecturesAndEvents/transcripts/20141126_183)



### [O\\_languagesMigration\\_tr.pdf](#)

- 📖 Isphording, I. G. (2015). "What Drives the Language Proficiency of Immigrants? Immigrants differ in their language proficiency along a range of characteristics." *IZA World of Labor*. Evidence-based policy making, August. <http://wol.iza.org/articles/what-drives-language-proficiency-of-immigrants.pdf>
- 📖 Kobińska, E. (2015). "Language, Identity and Social Class Among Polish Migrants in Ireland." In: Regan, V., Diskin, Ch. and Martyn, J., eds, *Language, Identity and Migration*. Oxford, Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Wien: Peter Lang. 191-216. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=4188502>.
- 📖 Hatoss, A. (2013). *Displacement, Language Maintenance and Identity*. Amsterdam, Philadelphia: John Benjamins Publishing Company. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=1569529>.
- 📖 Sawin, P. E. (1999). "Gender, Context, and the Construction of Identity Narrative Rethinking Models of "Women's Narrative." In Bucholtz, M., ed. *Reinventing Identities*. New York & Oxford: Oxford University Press. 241-258. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=241595>.

#### In-class

- 📖 Lecture by: **Oisín Uíbh Eachach**
- 📖 Discussion (Questions and Answers)

#### Online:

Submission of Assessment 1

Begin team collaboration for Assessment 2 (using Guidelines created in Google docs)

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## 6 – Language and Economic Affairs

This week we are looking at how different economic practices and trends impact upon our use of language(s) and how language plays an important role in contemporary finance and international business more generally.

#### Lecture:

**Floarea Vîrban, *Language in Banking/Finance***

#### Readings:

- 📖 Appadurai, A.. (2016). *Banking on Words: the Failure of Language in the Age of Derivative Finance*, Chicago-London: The University of Chicago Press. Chap. 1: "The Logic of Promissory Finance." 1–14; Chap. 4: "The Sacred Market." 55–69; Chap. 6: "The Charismatic Derivative." 83–100.
- 📖 Brannen, M. Y., Piekkari, R. and Titze, S. (2014). "The Multifaceted Role of Language in International Business: Unpacking the Forms, Functions and Features of a Critical Challenge to MNC Theory and Performance." *Journal of International Business Studies*, June, Vol. 5, No. 5. 495–507. <http://link.springer.com/article/10.1057%2Fjibs.2014.24>
- 📖 Canepa, F. (2016). "German Banks Put up Language Barrier against ECB Supervision". Reuters, Wednesday Apr. 13, <http://uk.reuters.com/article/uk-germany-banks-ecb-idUKKCN0XA1KW>

#### Recommended:

- 📖 Holmes, D. R. (2014). *Economy of Words: Communicative Imperatives in Central Banks*. Chicago-London: University of Chicago Press.

Muchlinski, E. (2011). *Central Banks and Coded Language: Risks and Benefits*. Basingstoke-New York: Palgrave Macmillan.

#### In-class:

- 📖 Lecture by: **Floarea Vîrban**
- 📖 Discussion (Questions and Answers)
- 📖 Critical Discussion of Assessment 1
- 📖 Approve teams and topics for Assessment 2 (overview and subtopics allocation).
- 📖 Allocate International Faculty Coordinator for each team

#### Online:

Groups to respond to team check-in point in Discussions

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## 7 — Language and the Media

This week we will examine the role media plays in identity. This will involve a look at both traditional media and contemporary online media.

Lecture:

**Oisín Uíbh Eachach, *Language, Media, and Identity***

Readings:

- 📖 Aliagas, C. (2015). "Students' Facebook: the magnifying glass on the social construction of teenagers' reading identity." In: Sabaté, F., ed., *Conditioned Identities*. Oxford, Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Wien: Peter Lang. 357-386. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=1920252>.
- 📖 Evans, A. (2016). "Stance and identity in Twitter hashtags." *Language@Internet*, 13, article 1. (<urn:nbn:de:0009-7-43402>)

Viewing:

- 📖 Schultze, U. (2015). "How Social Media Shapes Identity." <https://youtu.be/CSpyZor-Byk>
- 📖 McWhorter, J. (2013). "Txtng is Killing Language." [https://www.ted.com/talks/john\\_mcwhorter\\_txtng\\_is\\_killing\\_language\\_jk](https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk)

In-class:

- 📖 Lecture by: **Oisín Uíbh Eachach**
- 📖 Discussion (Questions and Answers)

Online:

- 📖 Team Check-in Point1 Assessment 2 via Discussions
- 📖 Mini-Kaltura presentations by Collaboration teams to be posted on CANVAS

## 8 — Language and the Intellectual/Artistic/Cultural Identity

This week we examine language as a tool of intellectual and creative expression, with a focus on literature, figurative arts, music, translations etc. We propose an inquiry into the poetic origin of meaning and discuss how translation impacts on literary meaning.

Lectures:

**1) Floarea Virban, *Language and the Avant-Garde***

Readings:

- 📖 Williams, R. (1986), "Language and the Avant-garde" lecture delivered at the *Linguistics Writing Conference* (University of Strathclyde, Glasgow UK, 1986); introduced by S. Adamson. [http://keywords.pitt.edu/videos/video\\_4.html](http://keywords.pitt.edu/videos/video_4.html) Complete lecture: <http://keywords.pitt.edu/audio.html> Published in Fabb, Attridge, Durant and MacCabe (eds), *The Linguistics of Writing: Arguments between Language and Literature*, Manchester U.P. 1987. 33–47.
- 📖 Marinetti, F. T. (1913). "Destruction of Syntax—Radio Imagination—Words-in-Freedom." In: Rainey, L., Poggi, Ch., and Wittman, L., eds. 2009. *Futurism. An Anthology*. New Haven-London: Yale University Press. 143-151. [https://modernistarchitecture.files.wordpress.com/2011/09/ebooksclub-org\\_futurism\\_an\\_anthology\\_henry\\_mcbride\\_series\\_in\\_modernism.pdf](https://modernistarchitecture.files.wordpress.com/2011/09/ebooksclub-org_futurism_an_anthology_henry_mcbride_series_in_modernism.pdf)

Viewing:

- 📖 Khlebnikov, V.. "Incantation by Laughing". English version: <https://www.youtube.com/watch?v=PT5O2ZaMGf0> ; Russian version, read by R. Yakobson: <https://www.youtube.com/watch?v=TeNvIbOyKzQ>

Recommended:

- 📖 Bostadt, F. et al. (2004). *Bakhtian Perspective on Language and Culture. Meaning in Language, Art and New Media*. New York: Palgrave Macmillan. [http://pitagoras.unicamp.br/~teleduc/cursos/diretorio/tmp/2634/leituras/14/BOSTAD%20ET%20AL\\_2004\\_%20Bakhtinian%20Perspectives%20on%20Language%20and%20Culture~%20Meaning%20in%20Language.%20Art%20and%20New%20Media.pdf](http://pitagoras.unicamp.br/~teleduc/cursos/diretorio/tmp/2634/leituras/14/BOSTAD%20ET%20AL_2004_%20Bakhtinian%20Perspectives%20on%20Language%20and%20Culture~%20Meaning%20in%20Language.%20Art%20and%20New%20Media.pdf)
- 📖 Virban, F. (2011[2012]). *The Guardians of Beauty. The Heteroglot Discourse of the Russian Literary Wider Avant-garde Paradigm (1892-1932)*. Silvy.

**2) Oisín Uíbh Eachach, *Identity and Literature***


Readings:

- 📖 He, Ch. (2010). "The Dilemma of Colonial Hybridity in Brian Friel's Translations." In: *Études irlandaises*, 35-1. 117-119.
- 📖 Cotta Ramusino, E. (2011). "Displacement, Identity and Language in Hugo Hamilton." In: *Linguæ &*, Vol.




10, No.1. 9-21.

 Achebe, Ch. 1997. "English and the African Writer." *Transition*, No. 75/76. 342-349.



**Viewing:**

 Lahiri, Jh. (Interview with). (2017). "Author Jhumpa Lahiri Discusses Language's Power on Identity during University Lecture." <http://www.thenewshouse.com/story/author-jhumpa-lahiri-discusses-language%E2%80%99s-power-identity-during-university-lecture>

**In-class:**

-  Lectures by: **Floarea Virban & Oisín Uíbh Eachach**
-  Discussion (Questions and Answers)
-  Discuss the Mini-Kaltura presentations by Collaboration teams

**Online:**

-  Team Check-in point 2 for Assessment 2 via Discussions
  -  Overview of the mini-presentations; feedback from coordinator(s) International Faculty
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## 9 – English, Englishes, “Spanglish” and the like, Englishization.

In this class we reflect on language and identity in the context of specific English language realities and discuss the impact of Englishization on global communication and community.


**Lectures:**

**1) Floarea Virban, *Englishization***

**Readings:**

-  Kachru, B. B. (1994). "Englishization and Contact Linguistics". *World Englishes*, 13(2). 132-154.
-  Pierini, F. (2016). "Multilingualism and Englishization in International Business Communication: the Case of Some Italian Wine Producers: Is English Going to Be Supplanted as the Language of International Business?." *English Today*, Vol. 32, Issue 1, March. 48-55.  
<https://www.cambridge.org/core/journals/english-today/article/multilingualism-and-englishization-in-international-business-communication-the-case-of-some-italian-wine-producers/CE101F775B8A0088B87F135BA2F4B3DB>

**Viewing:**



 McWhorter, J. (2016). "4 Reasons to Learn a New Language." TED Talk. February.  
[https://www.ted.com/talks/john\\_mcwhorter\\_4\\_reasons\\_to\\_learn\\_a\\_new\\_language](https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language)

**Recommended:**

 Wee, L. (2012). *Markets of English: Linguistic Capital and Language Policy in a Globalizing World*. New York: Routledge.

**2) Oisín Uíbh Eachach, *Englishes***


**Readings:**

-  Baker, W. (2015). "Culture and Identity through English as a Lingua Franca." In: *Culture and Identity through English as a Lingua Franca*. Berlin & Boston: De Gruyter Mouton. 105-132. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=2077558>
-  Joseph, J. E. (2004). "Case Study 1: the New Quasi-Nation of Hong Kong." In: *Language and Identity, National, Ethnic, Religious*. Houndmills, Basingstoke, Hampshire & New York: Palgrave Macmillan. 132-161.



**Viewing:**

Walker, J. "The World's English Mania." [https://www.ted.com/talks/jay\\_walker\\_on\\_the\\_world\\_s\\_english\\_mania](https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania)

**In-class:**

-  Lectures by: **Floarea Virban & Oisín Uíbh Eachach**
-  Discussion (Questions and Answers)

**Online:**

-  Team Check-in Point 3
  -  *Submission Assessment 2* (complete work)
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## 10 — Review of cross-campus teams' Term Research Projects

In this class each team will present the outcomes of their research, highlighting the GNL and the trans-disciplinary components.

### In class:

Critical discussion of teams' term projects

## Attendance, Participation and Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Each unauthorized absence from class will result in a 3 per cent reduction of the final grade (for example: an A- [92] will become an B+ [89]). More than two unauthorized absences are considered a pattern of repeated absences and will result in failure of the course and possible dismissal from the program.

**Missing classes for medical reasons:** Students are granted one sick day per course. If a student needs to miss additional class time for medical reasons, for a family emergency or for a religious holiday, the student must contact CAPA staff and provide evidence of the reason for his/her absence, otherwise the student will receive a grade reduction. In case of serious illness, students should see a doctor on the day of the absence and bring back a medical statement to CAPA staff. It is the responsibility of the student to contact his/her instructor and make up any missed assignments.

**Class participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of the grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving '0' – zero – for any assignments in which they have duplicated their own work. All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via Canvas. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless a student has express permission from the faculty or have been instructed to do so. If students do require an accommodation to use any type of electronic equipment, they must inform the Associate Director of Academic Affairs at the beginning of Term.

**Use of electronic translators:** In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behavior during examinations:** During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may students compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.