

IAH 231 (Section 009): Roles of Language in Society (Identity and Ideology in Multilingual Settings)

2016

Instructor: Peter De Costa
Classroom: G011 Holden Hall; Tu/Th 10:20am-12:10pm
Office Hours: Wednesday 9:00am-11:00am, and by appointment

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Course Description and Objectives:

This course introduces students to the concepts of identity and ideology while focusing specifically on the implications for those concepts in multilingual settings. Upon successful completion of this course, you will be able to:

- Demonstrate awareness of different ways that identities are enacted and language is used in contemporary multilingual settings.
- Analyze how academic achievement is determined by ideologies that circulate in society, the school, and among individuals
- Interpret issues of social inequality but also evaluate your role as an agent of social justice and change.

In this class you will be asked to join ongoing conversations about the society in which you live. I ask that in doing so you are open and respectful towards identities and ideologies apart from your own as you would expect others to be accepting of the viewpoints that you represent and communicate.

Goals of Integrative Studies in Arts and Humanities:

Integrative Studies in Arts and Humanities at MSU seeks to assist students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s); they also encourage students to learn more about the history and culture of other societies. IAH courses focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship; highlight the value of the creative arts of literature, theater, music, and arts; and alert us to important issues that occur among peoples in an increasingly interconnected, interdependent world.

Required Texts:

Lippi-Green, R. (2012). *English with an accent* (2nd ed.) New York: Routledge.¹ Additional readings will be uploaded onto our class D2L site.

¹ Please make arrangements to purchase your personal copy of the above text. I have arranged for the book to be sold at the University Book Store. Do not buy the first edition (1997) because the second edition (2012), which we will be using in class, is vastly different from the first.

Requirements

Class Website and Email:

- You are responsible for checking our D2L class website every week for messages about class from either your classmates or me. I will be posting course information about assignments, due dates, follow up to class discussions, etc.
- I will also regularly post other resources on the website. Anyone else who would like to do so will need to check with me first before you post any material related to our course. You should also check with me before you initiate a discussion about any identity- and ideology-related topic when we cover it in class. That said, everyone should feel free entering into these discussions upon topic approval by me.
- Typically, I will respond to email within 24 hours.

Grading:

Your course grade will be based on the completion of the following:

Course Assignments:

Assignment 1: Cultural Artifact (20%)

Assignment 2: Movie Reflection 1: I Learn America (20%)

Assignment 3: Movie Reflection 2: Fruitvale Station (20%)

Assignment 4: Digital Media/Linguistic Landscape Presentation² (20%)

Final Exam:

A course review and personal reflection (20%)

Extra credit:

You will be able to earn extra credit from attending any and/or all of the following three events this semester:

- the 36th Annual Dr. Martin Luther King Jr. Commemorative Celebration: January 18, 2016
- public lecture on identity and ideology by Professor Bonny Norton: February 26, 2016
- roundtable on translanguing practices by Professor Suresh Canagarajah: April 22, 2016

Event details will be given out closer to the above dates. Each of the above events will carry an additional 5% of your course grade. In total, a maximum of 15% of your course grade can be supplemented through extra credit. As proof of your attendance at the event, you will need to write a brief **300-word response to the event** that includes: (1) a 100-word summary description of the event, and (2) a 200-word reflection on what you learned from the event.

Evaluation:

Scale: 4.0	90-100	3.0 80-84	2.0 70-74	1.0 60-64
3.5	85-89	2.5 75-79	1.5 65-69	0.0 0-59

² Half the class will present on digital media (Assignment 4a) on 4/26 and the other half will present on linguistic landscape (Assignment 4b) on 4/28.

Course policies:

1. *Lectures:* Lecture materials will generally not be provided. The instructor reserves the right to post (e.g., selected Powerpoint slides) as and when he deems it appropriate, which might not be often. You should be prepared to take your own notes. If you learn how to listen, synthesize, record and review the main points of a talk, you'll have skills that will serve you well not only in college, but beyond as well. One way to make the best notes with the least effort in this class is to read the assigned reading/s for each lecture first.
2. *Late policy:* All work is due on the specified due date. Late work will be accepted without penalty only under extraordinary circumstances. In any other case, late work will receive one grade lower. In ALL cases, please see me ahead of time if your work will be late.
3. *Grades:* Assignment and exam grades will be posted on D2L. Other grades may be returned to you in class or sent by e-mail. Do not telephone the secretaries for your final grade — they will not be able to give it to you.
4. *Classroom Behaviour.* Regular attendance in lectures is encouraged. If you only read the textbook, you cannot pass this class. As noted, classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Any discussion from class that continues on any online forum or class discussion list should adhere to these same rules and expectations.
 - a. You should be in your seat and ready to begin class on time. You should sit quietly during class unless you are asking a question, or have been told to take part in a group discussion. You should not pack up your belongings prior to the end of class.
 - b. Turning the pages of newspapers and magazines is also distracting, as is snoring. If you are so tired that you cannot stay awake in class, then you should probably be catching up on sleep at home.
 - c. Information on your rights and responsibilities as a student in the classroom can be found in Article 2.3.5 and Article 2.3.10 of the Academic Freedom Report and in General Student Regulation 5.02 (links on D2L). Students whose conduct adversely affects the learning environment in this course may be subject to disciplinary action through the Student Faculty Judiciary process.
5. *Academic Integrity:* [Article 2.III.B.2](#) of *Student Rights and Responsibilities* states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Center for Integrative Studies in the Arts and Humanities adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations. Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use www.allmsu.com or other social media websites to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment. Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students

reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education. Please see <https://www.msu.edu/~ombud/academic-integrity/index.html> for further information regarding academic integrity at MSU and the academic dishonesty reporting system.

6. *Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD))*: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.
7. *Participation in University-Approved Events or Competitions* – Students are excused from classes to participate in university-approved events or competition. Before missing classes, students must present me with a letter signed by their instructor/s. These letters confirm the dates and locations of the out-of-town events and, depending on the schedule, may be issued as frequently as once a week. An excused absence does not excuse a student from completing course work missed during their absences. Please see <https://www.msu.edu/~ombud/classroom-policies/index.html#absence> for further information regarding participation in university-approved events or competitions.
8. *Commercialized Lecture Notes*: Commercialization of lecture notes and university-provided course materials is not permitted in this course.
9. *Campus Emergencies*: If an emergency arises in this classroom, building or vicinity, I will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu.)
10. *Online SIRS evaluation policy*: Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction and has implemented the Student Instructional Rating System (SIRS) to gather student feedback (<https://sirsonline.msu.edu>). This course utilizes the online SIRS system, and you will receive an e-mail during the last two weeks of class asking you to fill out the SIRS web form at your convenience. In addition, participation in the online SIRS system involves grade sequestration, which means that the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been completed. Alternatively, you have the option on the SIRS website to decline to participate in the evaluation of the

course. We hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. If you access the online SIRS website and complete the online SIRS form or decline to participate, you will receive the final grade in this course as usual once final grades are submitted.

Course Readings

Beavis, C. (2014). Video games and electronic media. In P. Albers, T. Holbrook & A.S. Flint (Eds.), *New methods of literacy research* (pp. 224-237). New York: Routledge.

Blumenfeld, W. (2000). How homophobia hurts everyone. In M. Adams, W. Blumenfeld, C. Castañeda, H.W. Hackman, M.L. Peters & X. Zúñiga. (Eds.), *Readings for diversity and social justice* (pp. 267-275). New York: Routledge.

Bongiovi, N.Y., & Whitaker, F. (Producers) (2013). *Fruitvale station* [DVD].

Bucholtz, M. (2009). 'Why be normal?': Language and identity practices in a community of nerd girls. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistics reader* (pp. 215-228). New York: Palgrave Macmillan.

Dissard, J-M., & Peng, G. (Producers) (2013). *I learn America* [DVD].

Freeman, D. E., & Freeman, Y.S. (2011). *Between worlds: Access to second language acquisition* (3rd ed.). Portsmouth, NH: Heinemann.

Johnson, A.J. (2005). *Privilege, oppression, and difference* (2nd ed.). New York: McGraw-Hill.

Kirk, G., & Okazawa-Rey, M. (2009). Identities and social Locations: "Who am I? Who are my people". In *Women's lives: multicultural perspectives* (pp. 8-14). New York: McGraw-Hill.

Lee, C. (2014). Digital discourse@public space: flows of language online and offline. In R.H. Jones, A. Chik & C.A. Hafner (Eds.), *Discourse and digital practices: Doing discourse analysis in the digital age* (pp. 175-192). New York: Routledge.

Malinowski, D. (2009). Authorship in the linguistic landscape: A multimodal-performative view. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 107-125). New York: Routledge.

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Working Paper 189*. Retrieved from <http://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

Norton, B. (2015). Identity, investment, and faces of English internationally. *Chinese Journal of Applied Linguistics*, 38(4), 375-391.

Rodriguez, R. (1983). *The hunger of memory*. Bantam: New York.

Scollon, S.W., & Scollon, R. (1981). *Narrative, literacy and face in interethnic communication*. Westport, CT: Praeger.

Stornaiuolo, A., Higgs, J., & Hull, G. (2014). Social media as authorship: Methods for studying literacies and communities online. In P. Albers, T. Holbrook & A.S. Flint (Eds.), *New methods of literacy research* (pp. 224-237). New York: Routledge.

Tatum, B.D. (2000). The Complexity of Identity: "Who Am I?". In M. Adams, W. Blumenfeld, C. Castañeda, H.W. Hackman, M.L. Peters & X. Zúñiga. (Eds.), *Readings for diversity and social justice* (pp. 9-14). New York: Routledge.

Thorne, B. (1993). Do girls and boys have different cultures? In B. Thorne. *Gender play: girls and boys in school* (pp. 125-150). New Brunswick, NJ: Rutgers University Press.

Young, I.M. (2000). Five faces of oppression. In M. Adams, W. Blumenfeld, C. Castañeda, H.W. Hackman, M.L. Peters & X. Zúñiga. (Eds.), *Readings for diversity and social justice* (pp. 35-49). New York: Routledge.

Course Schedule

	Dates	Readings	Assignments & Activities
Week 1: Introduction to Course Topics	1/12 1/14	Tu: Course Introduction Th: Chapter 3: The Myth of Non-accent (Lippi-Green, 2012)	
Week 2: Identity	1/19 1/21	Tu: The Complexity of Identity: Who am I (Tatum, 2000); Identities and social locations (Kirk & Okazawa, 2009) Th: "The Hunger of Memory" (Rodriguez, 1983)	Th: Bring identity profile to class for discussion.
Week 3: Linguistic Discrimination	1/26 1/28	Tu: Five Faces of Oppression (Young, 2000) Th: Chapter 4: The Standard Language Myth (Lippi-Green, 2012)	Watch TED Talk: The Danger of a Single Story by Chimamanda Ngozi Adichie. http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story (19mins)

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Week 4: Black Language	2/2	Tu: Chapter 10: The Real Trouble with Black Language (Lippi-Green, 2012)	Assignment 1 Due 2/2
	2/4	Th: Chapter 16: Case study 1: Moral Panic in Oakland (Lippi-Green, 2012)	
Week 5: Resisting Linguistic Imperialism	2/9	Tu: Chapter 11: Hillbillies, Hicks, and Southern Belles: The Language Rebels (Lippi-Green, 2012)	
	2/11	Th: Who are Our English Language Learners? (Freeman & Freeman, 2011)	
Week 6: Linguistic Diversity in Schools	2/16	Tu: I Learn America (2013)	<i>I Learn America</i> screening in class.
	2/18	Th: I Learn America (2013)	
Week 7: Linguistic Investment and Sexuality	2/23	Tu: Identity, Investment, and Faces of English Internationally (Norton, 2015)	Assignment 2 Due 2/23 Watch TED talk: Fifty Shades of Gay https://www.ted.com/talk/s/io_tillett_wright_fifty_shades_of_gay_-_t-456711 (18 mins)
	2/25	Th: How Homophobia Hurts Everyone (Blumenfeld, 2000)	
Week 8: Gender	3/1	Tu: Do Girls and Boys Have Different Cultures? (Thorne, 1993)	
	3/3	Th: Why Be Normal? (Bucholtz, 2009)	
Spring Break 3/7-3/11			
Week 9: Race	3/15	Tu: Chapter 14: ¡Ya Basta! (Lippi-Green, 2012)	Watch <i>Gran Torino</i> Clip
	3/17	Th: Chapter 15: The Unassailable Races: What It Means To Be Asian (Lippi-Green, 2012)	
Week 10: Race	3/22	Tu: Chapter 17: Case Study 2: Linguistic Profiling and Fair Housing (Lippi-Green, 2012)	
	3/24	Th: Panel Talk (MSU's Office for Inclusion & Intercultural Initiatives)	

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Week 11 Interethnic Communication	3/29 3/31	Tu: White Privilege (McIntosh, 1988); Privilege, Oppression, and Difference (Johnson, 2005) Th: Athabaskan-English Interethnic Communication (Scollon & Scollon, 1981)	
Week 12 Ideology and Violence	4/5 4/7	Tu: Fruitvale Station (2013) Th: Fruitvale Station (2013)	<i>Fruitvale Station</i> screening in class and complete assignment 3 (movie analysis)
Week 13 Digital Identities	4/12 4/14	Tu: Social Media as Authorship (Stornaiuolo, Higgs & Hull, 2014) Th: Video Games and Electronic Media (Beavis, 2014)	Assignment 3 Due 4/12
Week 14 Linguistic Landscape	4/19 4/21	Tu: Digital discourse@public space (Lee, 2014) Th: Authorship in the Linguistic Landscape (Malinowski, 2009)	
Week 15 Presentations	4/26 4/28	Tu: In-class Presentation (Digital Media) Th: In class- Presentation (Linguistic Landscape)	Assignment 4a (Digital Media) Due 4/26³ Assignment 4b (Linguistic Landscape) Due 4/28
Final Exam Week 5/2-5/6			

³ Half the class will present on digital media (Assignment 4a) on 4/26 and the other half will present on linguistic landscape (Assignment 4b) on 4/28.