

INTL190: *Language and Language Policy*

Instructor: Justin D. McIntosh, Ph.D. (jmcintosh@ucsd.edu)

Class time & location: T/TH 2:00 – 3:20 pm – Robinson Building Complex (RBC) 3220

Student office hours: AP&M 3202 – T/Th 11:00 am-12:00 pm or by appointment

Required text: Spolsky, Bernard. (Ed.). 2012. *The Cambridge Handbook of Language Policy*. Cambridge. Cambridge University Press.

Available online: [HERE](#) - (must be logged in to the UCSD VPN to access the digital copy).

Other course material: accessible via CANVAS (<https://canvas.ucsd.edu/courses/29968>).

Course overview:

This seminar presents an overview of language policy from a global perspective and explores the social and political issues that surround these policies for language users. As we are all users of at least one language, our personal linguistic and cultural background(s), and language ideologies are fundamental to this course. The themes we will discuss revolve around us, our co-existence as language users, and how our beliefs shape language practices and policies. The content and the perspectives of this course require an ongoing dialogue that *should* allow us to reflect critically and analytically about our existence as language users, social beings, and how these themes shape our linguistic practices. Participation in class is crucial.

We will address what makes language policy distinct in terms of its effects on language use and maintenance and the benefits or detriments that a policy may have on a given community of speakers/signers. The course is organized around several interrelated themes: (i) linguistic diversity and language death, (ii) colonialism and imperialism, (iii) national language planning & communicative spaces, (iv) language policies in work, education, & home, (v) language policy & migration, and (vi) language reclamation and global national movements. ***Students will present weekly, facilitate discussion, and write a short research paper on a topic of their choice as it relates to the course content.***

Course structure

Meetings: During the quarter, the course will be divided between lectures and discussion. When you attend please be on time and prepared to begin when the instructor is ready. Late arrival, early departure, or other forms of absences during lecture or discussion should be avoided if possible. If you have questions during discussion – Please voice them. Everyone is encouraged to engage and discuss the concepts of the class during this time.

Course goals: By taking this course, you should be able to –

- Understand and appreciate the intrinsic value of linguistic diversity globally.
- Be able to engage in informed, critical discussion about language, language policy, culture and society.
- Address and discuss issues about language policy and learn how values about language policies can shape language attitudes, language practices, and our own linguistic identities.
- Discuss how socio-political issues are often masqueraded as language/linguistic issues.
- Outline and describe different national and international language policy movements.

Course requirements:

A) Participation and engagement are required (30% of final grade)

- **Grade:** Based on the presentation of ONE course reading, active participation in discussion & the submission of weekly discussion questions via canvas.
- **Discussion is not only encouraged but required.** Seminar should be student-run and facilitated - details to be discussed during week 01. If you have questions or comments – please voice them. Everyone is encouraged to engage and discuss the concepts of the class during this time.
- **Meetings:** The course is a seminar and will be divided between lectures and discussions. Generally, Tuesday will be for presenting lectures & discussion and Thursday will be for student presentations & discussion.

- **Attendance** to lecture & discussion sections is essential to the presentation and discussion of course content. When you attend please be on time and prepared to begin on time. Late arrival, early departure, or other forms of absences during class should be avoided if possible. **Attendance and active participation in all discussions is required.**

B) Readings and Lectures

- Readings should be done **in conjunction** with lectures. Everyone should be prepared to discuss details or questions about the readings. The text can be found online: [HERE](#)
- Readings that are not from the required text are available on CANVAS, under ‘Readings’.
- Lectures will generally build on the material in the readings, *not recapitulate* it, and will go beyond that material in certain respects. **Please read critically, looking for the central arguments, evidence provided to support them, and the theoretical contributions.** That doesn’t mean that you skim, but that you should learn to read without getting bogged down trying to remember all the details.

C) Two exams (30% of course grade)

- Midterm I: (take home exam) **Due: 11/01 @ 11:59pm** - Based on material up through week 5.
- Final (Midterm II): Scheduled: Thursday 12/09/21 from 3-6pm - Questions assume knowledge of weeks 1-5 content but will focus on material from weeks 6-10.
- The format for both exams will be a combination of multiple choice, true/false, and short answer questions.

D) Final Paper - Language policy research paper (40% of course grade)

Project details to be discussed on **Week 2**

- Assignment Summary: You are being asked to write a short, 15-20 page, research paper about some form of language policy – this can include issues discussed in class or related topics. Please try to consider policies that have had some impact on you or your ancestors, your language (learning/use) goals, and your current beliefs about issues of language policy (e.g., should _____ language be the official language of _____ country?), etc. A document with more details and instructions will be made available in CANVAS
- Due date: **12/01 by 11:59 pm**
- To be submitted through the TurnItIn link on Canvas.

Grading summary	Percentage-to-letter grade system			
Class participation.....30%	100% – 97%	A+	<80% – 77%	C+
Language policy research paper.....40%	<97% – 94%	A	<77% – 74%	C
2 exams (midterm and final)30%	<94% – 90%	A-	<74% – 70%	C-
	<90% – 87%	B+	<70% – 60%	D
	<87% – 84%	B	<60% – 0%	F
Total (course grade) 100%	<84% – 80%	B-		

Course Policies and Expectations

We should all abide by UCSD’s *Principles of Community*: <http://www.ucsd.edu/explore/about/principles.html>

Please review the University’s Policy on Student Conduct: <http://students.ucsd.edu/sponsor/student-conduct/index.html>

Participate - Engage: The point of seminar is to speak up and to take control of your learning by engaging with your colleagues in thoughtfully critical discussions to develop your thinking and understanding. The classroom is a place to expand knowledge and experiences safely, while being respected and valued. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities.

In accordance with the values of UC San Diego to create a diverse, equitable, and inclusive campus, this course strives to uphold the standards articulated by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion: “that true excellence is achieved through productive relationships among people of diverse perspectives. When the

collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prospers.” It is expected that all members of this class uphold these values to develop a supportive learning community that fosters rich discussions through the sharing of personal ideas, experiences, and relationships to course material. Honesty, listening for understanding, a willingness to share ideas, and respect for self and others are essential guidelines that help create a positive learning environment. In principle, each one of us deserves *no more* and *no less* than an equal share of time and attention in the course. Respectfully take advantage of this!

Writing: All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level work. Use of APA style is required for all papers. If you need writing assistance, please seek help from the Teaching & Learning Commons. **All papers are to be proofread and solely the work of the author.**

Academic Integrity: The UCSD guidelines on academic dishonesty require an explicit statement of what constitutes cheating in this course. All exams will be administered via the course website. During the exam talking to other students (in person or electronically) or using resources other than your class notes and resources on the course website are all considered instances of cheating. This is UCSD policy (see <http://academicintegrity.ucsd.edu>) and there will be no exceptions. Students caught cheating will automatically fail the exam and their case will be referred to the administration for disciplinary action. Please understand that, as prevalent as it has become, cheating is simply not worth the cost. Aside from the obvious loss of academic benefit, one finding of academic misconduct carries a serious penalty. A second finding will result in expulsion from the University – the administration and faculty take this very seriously.

In addition, homework assignments must be answered in your own words. It is strongly suggested that students **do not** use Google to find homework answers, it will only be confusing. It will be considered plagiarism if you copy another student’s homework answers (whether that student is presently in the course or has previously been enrolled in the course) or copy materials found online without citation. If ideas did not originate from the student, then they must be cited in APA format.

Group Work: Class participation will be required in class discussion to foster a collaborative environment. You may work with a classmate in the preparation of your class presentation (please do take care and maintain some physical distance or work remotely via the internet). **Group work is not allowed on the midterm exams.**

Recording: Explicit permission from the professor must be obtained if a student would like to record lectures or office hours, otherwise no recording is allowed at any time.

Students with Special Circumstances

UC San Diego is committed to full inclusion in education for all persons. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please let me know as early as possible if there are circumstances affecting your ability to participate in class. Some resources that might be of use include the following:

Office of Students with Disabilities (OSD) Accommodations: The OSD works with UCSD students with documented disabilities or recent injuries that could impact their academics. Students requesting accommodations for this course must provide a current Authorization for Accommodation (AFA) letter issued by OSD. Students are urged to discuss accommodations with instructors and the HDS OSD liaison as soon as they obtain their AFA letters. For accommodations to be provided, please make arrangements no later than three business days in advance of needing them. Please contact at <http://osd.ucsd.edu/>.

UC San Diego CAPS (Counseling & Psychological Services): CAPS integrative and student-centered services are designed to support students towards their academic success and personal development and well-being while at UC San Diego. Please contact at <https://wellness.ucsd.edu/caps/>.

UC San Diego Undocumented Student Services: UC San Diego's Undocumented Student Services office serves undocumented students through a holistic approach that encompasses personal guidance, immigration legal services, advocacy, community building, and referrals. Please contact at <https://uss.ucsd.edu/>.

The HUB Basic Needs Center: Providing resources so that each UC San Diego student has the opportunity to focus on their academic excellence, Basic Needs refers to the most essential resources required to thrive as a human being which includes access to nutritious food, stable housing, and financial resources. Please contact at <https://basicneeds.ucsd.edu/>.

Academic Achievement Hub at the Teaching and Learning Commons: The Academic Achievement Hub helps all undergraduates advance their own success and develop as classroom leaders. Services and programs reinforce and extend student learning in physical as well as virtual environments. Please contact at <https://aah.ucsd.edu/>.

CANVAS: CANVAS is our class resource for finding lecture slides, completing assignments, sharing supplemental readings and websites of interest, and information about assignments or course topics beyond what is discussed in class, and asking questions. It is important that you check it regularly for updates. Here is the map to our CANVAS WEBPAGE:

The item you want	Where it is on CANVAS
Syllabus	‘Modules’ > ‘Syllabus’ (Link also available on homepage)
Lecture slides	‘Modules’ > ‘Lecture Slides’ (organized by class)
Readings	‘Modules’ > ‘Readings’ (organized by class)
Assignments	‘Assignments’ > ‘Homework Assignments’
Final paper	‘Assignments’ > ‘Final Paper’
Place for posting general class inquiries	‘Discussions’
Course related announcements	‘Announcements’

General course expectations

- The readings and material made available on CANVAS are **not** substitutes for attending lectures and all live discussions. Most of it is unlikely to make much sense unless you also attend lectures and discussions.
- It is imperative that you read things carefully and completely, including this syllabus, final project instructions, and any announcements that are posted on the course website or sent by email. **Pleading ignorance** (e.g., “I **didn’t know I was supposed to _____.**”) **will not work**; you are expected to stay on top of all course material and required readings.
- If you have to miss a class for **any reason**, don’t expect a run-down of the class you missed from us. Find out what happened in class from CANVAS or a classmate, look the material over carefully, and **only then** come to us with any remaining questions you may have.

Non-negotiable policy for make-up or late work

Make-up or late assignments, reports, exams are allowed only if you provide documented proof of an emergency. **Please do not make us ask for this documentation — be prepared.**

- Make-up CANVAS assignments will be made available on CANVAS only for 24–48 hours after submission of documented proof of emergency (at the instructor’s discretion).
- A 1% **course grade** penalty will be assessed for homework or a report handed in within 24 hours after the due date/time, and an additional 1% penalty for every 24-hour period thereafter. **No late reports accepted after five 24-hour periods (that is, after midnight on Wednesday DATE). NO extensions allowed after the final paper deadline without documented proof of an emergency.**
- If you are unable to be present at an exam due to an emergency, please inform the instructor as soon as possible. **Failure to do so will result in a zero grade for the exam.**
- A substitute exam may consist of a one-on-one question-and-answer session with the instructor, at a time to be negotiated upon receipt of the documented proof of emergency.

Schedule: (Subject to change; changes will be announced as far in advance as possible)

Wk	Date	Lecture topic(s)	Readings	Due dates
0.5	09/21	Read the syllabus!	Read the syllabus!	Pre-class activities
	09/23	Introduction - Rules of Engagement; What is Language? <i>Discussion: What is language?</i>	[1.1] Finegan, 2008. <i>Languages and linguistics</i>	First Meeting!
1.5	09/28	What is linguistics? Language Policy – History and Present. <i>Discussion: What is Language Policy and how does this relate to linguistics</i>	[1.2] Spolsky, 2012. <i>What is language policy?</i> (ch.1) [1.3] Björn Jernudd & Jiří Nekvapil, 2012. <i>History of the field: a sketch</i> (ch.2)	HW #1 09/27 11:59 pm
	09/30	Linguistic Diversity and Language Policy Documentary: The linguists - link here <i>Discussion: The Linguistics</i>	[2.1] Sallabank, 2012. <i>Diversity and language policy for endangered languages</i> (ch.6)	Choose a topic to present!
2.5	10/05	Linguistic Diversity and Language Policy (continued), Language endangerment/death <i>Discussion: The Linguistics</i>	[2.2] Nettle & Romaine, 2000. <i>A world of diversity</i> [2.3] Woodbury, 1993. <i>A defense of the proposition, "When a language dies, a culture dies"</i>	Presentation 01
	10/07	History of Imperialism and Colonialism - <i>Discussion: Language endangerment/death</i>		
3.5	10/12	National language, official language; language diversity in America and California	[3.1] Phillipson, 2012. <i>Imperialism & colonialism</i> (ch.10) [3.2] Wright, 2016. <i>Nation Building in the Wake of Colonialism: Old Concepts in New Settings</i>	Presentation 02
	10/14	Planning National Language Policy – Territorialism and autonomy <i>Discussion: National versus Official Languages</i>	[3.3] Williams, 2012. <i>Language policy, territorialism and regional autonomy</i> (ch.9) (Optional)	Presentation 03
4.5	10/19	Language Policy – Brokering of communicative spaces	[4.1] Angelelli, 2012. <i>Language policy and management in service domains: Brokering communication for linguistic minorities in the community</i> (ch.12)	HW#2 Preliminary Research topic Submission 10/18
	10/21	Language Policy in places of work Documentary: Speaking in Tongues link here - <i>Discussion: Speaking in Tongues</i>	[4.3] Duchêne & Heller, 2012. <i>Language Policy in the Workplace</i> (ch.16)	
5.5	10/26	Language Policy in Education	[5.1] Walter & Benson, 2012. <i>Language Policy & the medium of instruction in formal education</i> (ch.14)	Presentation 04
	10/28	Language Policy in Education <i>Discussion: Language use in educational spaces and at home –</i>	[5.2] Cenoz and Gorter, 2012. <i>Language Policy in Education: additional Languages</i> (ch.15) [5.3] Caldas, Stephen J. <i>Language Policy in the family</i> (ch.18) (optional)	Presentation 05 Midterm released 10/29
6.5	11/02	Endangered Languages / Language revitalization. Documentary: We still Live here ~ Ås Nutayuneân link here	[6.1] Wright, 2016. <i>Endangered Languages</i>	MIDTERM – Due: 11/01 @ 11:59pm
	11/04	Language Policy in the Americas <i>Discussion: Endangered languages, Language revitalization; We still Live here ~ Ås Nutayuneân</i>	[6.2] McCarty, 2012. <i>Indigenous language planning and policy in the Americas</i> (ch.27)	Presentation 06
07	11/09	Language Activism - <i>Bottom-up</i> language policies	[7.1] Combs & Penfield, 2012. <i>Language activism and language policy</i> (ch 23)	HW#3 11/08 Paper update: thesis, outline, sources...
	11/11	Veterin's Day Holiday	No Class	No Class
08	11/16	Language Policies & Deaf Communities. <i>Discussion: Language activism & Lg. policies & the Deaf community</i>	[7.2] Willcox, Krausneker & Armstrong, 2012. <i>Language policies and the Deaf community</i> (Ch.19)	Presentation 07
	11/18	National Revival Movements –	[8.1] Bianco, 2012. <i>National language revival movements: reflections from India, Israel, Indonesia and Ireland</i> (ch.25) (Optional)	

09	11/23	Language Policy in Africa <i>Discussion: Language policies globally</i>	[8.2] Makoni et.al, 2012. <i>Colonial & post-colonial language policies in Africa: historical and emerging landscapes</i> (ch.26)	Presentation 08
	11/25	Thanksgiving Holiday -	No Class	No Class
10	11/30	Language Policy in the European Union Language Policy in the former Soviet Union Discussion: Language policies in the EU & Former Sovieet Union	[9.1] Ammon, 2012. <i>Language policy in the European Union (EU)</i> (ch.28) [9.2] Hogan-Brun & Melnyk, 2012. <i>Language policy management in the former Soviet sphere</i> (ch.29)	Presentations 09 & 10
	12/02	Language Policy in Asia & the Pacific Where to go from here? <i>Discussion: National examples globally & conclusions</i>	[10.1] Baldauf & Nguyen, 2012. <i>Language Policy in Asia & the Pacific</i> (ch.30) [10.2] Wright, 2016. <i>Community and Transcendence</i>	Wrap-up Final Paper Due 12/01 11:59 pm
11	12/09	Final Exam scheduled: Thursday 12/09/21 from 3-6pm		Final Exam