

INTL101: *Language and Language Policy - A Global Perspective*

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

Class time & location: TTH 2:00 – 3:20 pm – [Zoom LTI PRO](#)

Student office hours: Wednesday 2-3 or by appointment

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

Available at the Geisel Library [here](#) - (must be logged in to the UCSD VPN to access the digital copy).

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

Teaching assistants:

Name	Email	Sections	Student office hours
Jorge Mata Ochoa	jmataoch@ucsd.edu	A05, A06	Mon - 2-3 pm or by appointment
Rachel Miles	rmiles@ucsd.edu	A07, A08	Wed - 3-4 pm or by appointment
Shai Nielson	slnielso@ucsd.edu	A01, A02	Mon - 11-12 am or by appointment
Harrison Tang	hat026@ucsd.edu	A03, A04	Wed - 1-2 pm or by appointment

How to communicate with us:

- All public inquiries regarding the course should be posted on the Canvas discussion board.
 - Examples of public inquiries: questions about assignments or other course material.
- All private inquiries regarding the course should be addressed by e-mail to the TA from **YOUR** section.
 - Examples of private inquiries: questions about your grade or other personal issues.
- **Please include the following basic elements in all email communication with instructor & TA:**
 - *Use a clear subject line.* i.e.: **INTL101** (we all get a lot of email and this isn't my only class)
 - *Use a salutation that includes the professor/TA's name (Not just "Hey" or "_____ " nothing.*
 - *Use standard punctuation, capitalization, spelling and grammar.*
 - *Do your part to solve what you need to solve – **please check the syllabus for the answer first.***
 - *Write in complete sentences, use your academic account, and sign your message with a signature.*

Course overview:

This course 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 are reflected by current and past 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 effects that a policy may have on a given community of users. 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.

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

- Understand and appreciate the intrinsic value of diversity in the US and beyond.
- Be able to engage in 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.
- Learn about top-down and bottom-up policies and how they interact and form policy.

Course requirements and meeting schedule:

1. **Participation and engagement are required (10% of final grade - Weekly Quizzes)**

- **Grade:** Weekly quizzes based on topics from readings, discussions, and lectures.
- **Meetings:** This course will include a mix of lectures and live discussion. All lectures and discussions will be recorded and made available asynchronously via CANVAS.
- Attendance to Lecture and Discussion sections is expected. When you attend please be on time and prepared to begin when the instructor is ready. Please remain in class for the entire period. Late arrival, early departure, or other forms of absences during discussion should be avoided if possible.
- If you have questions please voice them. For online lectures/discussions please raise your hand. **Everyone** is encouraged to engage and discuss class concepts during this time.

2. Readings and Lectures

- Readings that are not from the required text are available on CANVAS, under ‘Readings’.
- Do the assigned reading **in conjunction** with all lectures.
- Lectures will generally build on the material in the readings, *not recapitulate* it, and will go beyond that material in certain respects. You are required to 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 details.

3. Canvas Homework Assignments (15% of course grade)

- One due about every two weeks (first assignment is an anonymous survey due – 1/10)
- Format: multiple-choice, multiple answer, & true/false questions covering any course material.
- Due on **Mondays at 11:59**. Check the schedule (pgs.5 & 6) for the specific date for each assignment.

4. Two exams (40% of course grade)

- **Midterm: Released Friday 02/04 @ 12 am; Due Sunday 02/06 @ 11:59 pm - In-class review: 02/03**
- **Final: Released Tuesday 03/15 @ 12 am; Due Thursday 03/17 @ 6:00 pm**

5. Final Paper (35% of course grade)

- Project details to be discussed during **Week 3**.
- **Summary of Assignment:** You are being asked to write a short paper about some form of language policy – looking at issues learned about in class 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 English be the official language of the U.S.?), etc. A document with more details and instructions is available in CANVAS
- Due date: **Sunday 03/06 by 11:59 pm**
- To be submitted through TurnItIn link on CANVAS

Grading summary	Percentage-to-letter grade system			
Class Participation Quizzes.....10%	100% – 97%	A+	<80% – 77%	C+
Homework Assignments15%	<97% – 94%	A	<77% – 74%	C
Linguistic Policy Essay35%	<94% – 90%	A-	<74% – 70%	C-
Exams (Midterm & Final)40%	<90% – 87%	B+	<70% – 60%	D
Total (course grade) 100%	<87% – 84%	B	<60% – 0%	F
	<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: Speak up, ask questions, confirm your understanding — and remember to give others a chance to do the same. 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. 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](#). Do so before the last two weeks of the quarter as time slots fill up quickly. All papers are to be word-processed, proofread, and solely the work of the author. **After your final paper is submitted please do not ask for a rewrite. If you have questions about the format of the assignment please consult the instructor or TA before the assignment is due (at least by week 7).**

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. **Group work is not allowed on any assignments or quizzes.**

Use of Computers and Mobile Devices: Computers and tablets should be used **ONLY** for the purpose of viewing Lectures, participating in Discussion Sections, and taking notes in class. Interestingly, research shows that taking notes on a computer is actually counter-productive (i.e., people tend to just write down everything they hear verbatim without much thought), whereas people process information on a much deeper level when they take notes on paper. Cell phones and all other electronics should always be always turned to silent during Lectures and Discussion.

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	
Lecture slides	'Modules' > 'Syllabus' (Link also available on homepage)
Readings	'Modules' > 'Lecture Slides' (organized by class)
Assignments	'Modules' > 'Readings' (organized by class)
Language Policy Essay	'Assignments' > 'Homework Assignments'
Quizzes	'Assignments' > 'Final Paper'
Place for posting general class inquiries	'Assignments' > 'Quizzes'
Course related announcements	'Discussions' 'Announcements'

General course expectations

- The readings and material made available on CANVAS are **not** substitutes for lectures and discussion sections. Most of it is unlikely to make much sense unless you also view the lectures and attend discussion.
- 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

- **It is YOUR responsibility to stay current with the course material.** There will be weekly quizzes and assignments listed here on the syllabus and on CANVAS. Make-up or late assignments, final paper, and exams are allowed **ONLY** if you provide documented proof of an emergency to the **TA from your assigned section. 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 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. NO** extensions allowed after the report 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 and your TA as soon as possible. **Failure to do so will result in a zero grade for the exam.**
- A substitute exam will 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.

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

Wk	Date	Lecture topic(s)	Readings	Due dates
0	12/27	None - Read the syllabus	Course Syllabus	
1	01/04	Introduction to class - What is Language - Prescription vs. description	[1.1] Finegan, 2008. <i>Languages and linguistics</i>	Read the Syllabus - ensure access to Canvas
	01/06	Language Policy – History and Present Dialects and standards of language <i>Discussion: What is Language – Language Policy</i>	[1.2] Spolsky, 2012. <i>What is language policy?</i> (ch.1) ¹ [1.3] Björn Jernudd & Jiří Nekvapil, 2012. (ch.2) <i>History of the field: a sketch</i>	
2	01/11	Linguistic Diversity and Language Policy Documentary: <i>The linguists</i> - link here	[2.1] Sallabank, 2012. <i>Diversity & language policy for endangered languages</i> (ch.6)	HW #1 01/10 @ 11:59 pm <i>Anonymous survey</i>
	01/13	Language Endangerment / Death <i>Discussion: The linguists – Language endangerment</i>	[2.2] Nettle & Romaine, 2000. <i>A world of diversity</i>	Quiz #1 01/15 @ 11:59pm
3	01/18	History of Imperialism and Colonialism - National language, official language; language diversity in America and California	[3.1] Phillipson, 2012. <i>Imperialism and colonialism</i> (ch.10)	
	01/20	Planning National Language Policy – Territorialism and autonomy	[3.2] Wright, 2016. <i>Nation Building in the Wake of Colonialism: Old Concepts in New Settings</i> [3.3] Williams, 2012. <i>Language policy, territorialism and regional autonomy</i> (ch.9)	Quiz #2 01/22 @ 11:59pm
4	01/25	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 01/24 @ 11:59 pm
	01/27	Bilingualism; Language Policy in places of work <i>Discussion: Bilingualism,</i>	[4.3] Duchêne & Heller, 2012. <i>Language Policy in the Workplace</i> (ch.16) (optional)	Quiz #3 01/29 @ 11:59pm
5	02/01	Language Policy in Education Documentary: <i>Speaking in Tongues</i> link here - You will need to be logged in to the the VPN to access Kanopy through UCSD	[5.1] Walter & Benson, 2012. <i>Language Policy & the medium of instruction in formal education</i> (ch.14)	HW #3 01/31 11:59 pm
	02/03	Language Policy in Education <i>Discussion: Language use in educational spaces and at home – Speaking in Tongues</i>	[5.2] Cenoz and Gorter, 2012. <i>Language Policy in Education: additional Languages</i> (ch.15)	Midterm I released 02/04 Quiz #4 02/05 @ 11:59pm
6	02/08	Endangered Languages / Language revitalization. Documentary: <i>We still Live here</i> ~ Âs Nutayuneân link here	[6.1] Wright, 2016. <i>Endangered Languages</i>	Midterm I Due 02/06 @ 11:59 pm
	02/10	Language Policy in the Americas <i>Discussion: Endangered languages, Language revitalization; We</i>	[6.2] McCarty, 2012. <i>Indigenous language planning and policy in the Americas</i> (ch.27)	Quiz #5 02/12 @ 11:59pm

¹ When the chapter is listed as (ch.1) it refers to the Spolsky text. Other readings are available on CANVAS in Modules > Readings.

		<i>still Live here ~ Âs Nutayuneân; Final paper overview –</i>		
7	02/15	Language Activism - <i>Bottom-up</i> language policies	[7.1] Combs & Penfield, 2012. <i>Language activism and language policy</i> (ch.23)	HW #4 02/14 @ 11:59 pm
	02/17	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)	
8	02/22	National Revival Movements –	[8.1] Bianco, 2012. <i>National language revival movements: reflections from India, Israel, Indonesia and Ireland</i> (ch.25)	
	02/24	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)	Quiz #6 02/26 @ 11:59 pm
9	03/01	Language Policy in the European Union	[9.1] Ammon, 2012. <i>Language policy in the European Union (EU)</i> (ch.28)	HW #5 02/28 @ 11:59 pm
	03/03	Language Policy in the former Soviet Union <i>Discussion: Language policies in the EU & Former Soviet Union</i>	[9.2] Hogan-Brun & Melnyk, 2012. <i>Language policy management in the former Soviet sphere</i> (ch.29)	Quiz #7 03/05 @ 11:59 pm Final Paper Due 03/06 @ 11:59 pm
10	03/08	Language Policy in Asia & the Pacific	[10.1] Baldauf & Nguyen, 2012. <i>Language Policy in Asia & the Pacific</i> (ch.30)	HW #6 03/07 @ 11:59 pm
	03/10	Where to go from here? <i>Discussion: National examples globally & conclusions</i>	[10.2] Wright, 2016. <i>Community and Transcendence</i>	
11	03/14	Final Exam will be released Tuesday March 15 @ 12:00 am – Due Thursday March 17, 2021 @ 6:00 pm		