

# INTL 101 — Culture and Society in International Perspective

## Language and culture in a global perspective

This course focuses on language and culture from an international perspective. The course will address the issues of how culture and language are connected, and how they adapt and change across ethnic, political, and geographical boundaries. A particular focus will be on issues affecting indigenous peoples, refugees, and immigrants, by examining shifts in language use, cultural blending, and the development of trans-cultural identities. The course will also examine the global spread of English and other majority languages and cultures, and their impact on global pop culture, and the use of language in new media.

Time & Place: TTH 2:00–3:20pm, RBC Auditorium

Instructor:     **Prof. Sharon Rose**  
e-mail: [rose@ling.ucsd.edu](mailto:rose@ling.ucsd.edu)

Office Hours:    AP&M 4157  
Wed. 9:30-11:00am

## Learning objectives

- understand language diversity in the world
- describe and discuss the relationship between language and culture
- understand and discuss pressures that give rise to new languages and cause others to die
- assess debates concerning globalization, language death and language rights
- recognize and understand different language policies in multilingual nations
- understand benefits and disadvantages of cultural and linguistic adaptation
- recognize trans-cultural issues facing refugees and immigrants
- assess benefits and disadvantages of bilingual education
- critically analyze and illustrate effects of cultural and linguistic globalization

## Teaching Assistants:

- **Bethany Keffala** (keffalal@ling.ucsd.edu)
  - Sections:        Tues. 4-4:50pm, WLH2112 (A01: Section ID: 661342)  
                      Tues. 5-5:50pm, CENTR220 (A05: Section ID: 666633)
  - Office hours:    Thurs. 3:30-4:30pm (AP&M 3351A)
- **Lisa Rosenfelt** (lrosenfelt@ling.ucsd.edu)
  - Sections:        Wed. 4-4:50pm, TM102 1 (A03: Section ID: 661349)  
                      Wed. 5-5:50pm, TM102 1 (A04: Section ID: 661352)
  - Office hours:    Mon. 2:30-3:30pm (location AP&M 3351A)
- **Lucien Carroll** (lucien@ling.ucsd.edu)
  - Sections:        Thurs. 5-5:50pm AP&M4301 (A02: Section ID: 661346)  
                      Thurs. 6-6:50pm, AP&M4301 (A06: Section ID: 666827)
  - Office hours:    Tues. 11-12am (location AP&M 3351A)

## Ground rules:

- All e-mail inquiries regarding the course should *first* be addressed to your section TA. E-mail the instructor only if there is a specific issue with your TA or based on your TA's recommendation. There are over 200 of you, so this is a time management issue. Please try and attend your own section TA's office hour if possible. Instructor's office hours are open to all. If you miss class, don't expect the TA or the instructor to give you a run-down of what you missed.
- Any **cheating or plagiarism** will result in *no credit* for the assignment or exam in question, and possible failure of the class. You will be reported to the Office of the Academic Integrity Coordinator (<http://www.ucsd.edu/current-students/academics/academic-integrity/about-us.html>).
- If you miss an exam or are late with assignments, you must provide documented proof of an emergency to your TA or the instructor.

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## Course requirements:

- Readings and lecture notes

▪ **READINGS AVAILABLE VIA E-RESERVES** (<http://reserves.ucsd.edu/>).

**Log in to e-reserves using your campus network ID (UCSD e-mail and password)**  
**Search for INTL101 in the list of courses – All readings are available in PDF.**

▪ Do the assigned reading **prior to** attending the lecture for which the reading was assigned. Lectures will generally build on the material in the readings, not simply recapitulate it, and will go beyond that material in certain respects.

▪ **WEB-CT** ([webct.ucsd.edu](http://webct.ucsd.edu)) – **lecture notes, assignments and info will be posted here**

- Regular lecture attendance and participation
  - The readings, lecture notes and slides, and other material are **not** substitutes for attending lecture. To do well, attend lectures regularly!
- Section attendance and participation
  - You are **required to attend section**. There will be activities administered in sections that will count toward your grade. Participate in discussion and ask questions.
- 2 Assignments, one in each half of the quarter (more details later!)
  - Assignment 1 will consist of a critical analysis of readings for class.
  - Assignment 2 will consist of a profile of an individual, family, community or country with respect to language and cultural maintenance and adaptation.
- In-class midterm exam
  - **Tuesday, November 3, 2:00-3:20pm, RBC Auditorium.**
- Cumulative final exam during finals week
  - **Thursday, December 10, 3:00-5:59pm, RBC Auditorium.**

## Extra credit: Linguistics experiment participation

- You may earn extra credit by participating in a Linguistics experiment for this class. One credit is equal to approximately one hour of experiment participation, and you may earn up to 2 credits. These credits will translate into an additional 3% of your final grade (1.5% each).
- For participation details, visit the **UCSD Experimetrix** website at <https://experimetrix2.com/ucsd/>, and be sure to read the **red-colored text** on the main page. In order to guarantee your credit, you must (a) enter your full name as it appears on the class roster, and (b) make sure to visit the UCSD Experimetrix website again, **after** you have participated in an experiment, to assign your participation credit to the right course.

## Grading summary:

Section attendance/participation .....	10%
In-class midterm exam .....	25%
2 Assignments .....	30%
Cumulative final exam .....	35%
<b>Total (course grade) .....</b>	<b>100%</b>

## Percentage to Letter grade conversion

100%-96%	A+	75%-72%	C+
95%-92%	A	71%-68%	C
91%-88%	A-	67%-64%	C-
87%-84%	B+	63%-51%	D
83%-80%	B	50%-0	F
79%-76%	B-		

# INTL 101 — Culture and Society in International Perspective

Schedule (subject to change):

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>To be done by this date</i>
0 Th	9/24	Introduction and overview of the course	
1 Tu	9/29	<b>Languages of the world</b> , language vs. dialect	Nettle & Romaine
Th	10/1	<b>Multilingualism</b> – societal and individual	Clyne
2 Tu	10/6	<b>Language birth</b> – emergence of creoles	Todd
Th	10/8	<b>Language and culture</b>	Salzmann
3 Tu	10/13	Movie: <i>The Linguists</i>	
Th	10/15	<b>Language death</b> – why we should care	Harrison
4 Tu	10/20	<b>Linguistic human rights</b>	Skutnabb-Kangas
Th	10/22	<b>Is English winning?</b>	Crystal, Mufwene
5 Tu	10/27	<b>Linguistic nationalism</b> Case studies: Canada, Belgium <b>Assignment 1 due</b>	Kimmelman (on WebCT)
Th	10/29	Case studies: Algeria, China	Benrabah
6 Tu	11/3	<b>Midterm exam in class</b>	
Th	11/5	<b>Immigrants and cultural adaptation</b>	Kiang
7 Tu	11/10	<b>Negotiating immigrant multiculturalism</b>	Kumaravadivelu
Th	11/12	<b>Refugees, immigrants and language maintenance</b>	Rumbault et al
8 Tu	11/17	<b>Mother tongue education</b> in multilingual world	David
Th	11/19	<b>Cultural globalization</b> <b>Assignment 2 due</b>	Lull
9 Tu	11/24	<b>Global hip-hop</b>	Pennycock
Th	11/26	<b>— Thanksgiving Holiday – no class —</b>	
10 Tu	12/1	<b>Language and the new media</b>	Hafez
Th	12/3	Leftovers and wrap-up	
11 Th	12/10	<b>— Final exam: 3-6pm — RBC Auditorium</b>	

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## Bibliography:

<b>Week 1</b>	<p>Nettle, Daniel &amp; Suzanne Romaine. 2000. Ch.2, A World of Diversity. In <i>Vanishing Voices: the extinction of the world's languages</i>. Oxford University Press, pp. 26-39.</p> <p>Clyne, Michael. 1996. Ch. 18, Multilingualism. In F. Coulmas (ed.) <i>The handbook of sociolinguistics</i>, pp. 301-314.</p>
<b>Week 2</b>	<p>Todd, Loreto. 2004. Ch. 5, The process of development: from pidgin to creole. In <i>Pidgins and Creoles</i>.</p> <p>Salzmann, Zdenek. Ch. 3 Language and Culture. In <i>Language, Culture and Society. An Introduction to Linguistic Anthropology</i>. Westview Press, pp. 49-75.</p>
<b>Week 3</b>	<p>Harrison, K. David. 2007. Ch. 1 A World of (Many) Fewer Voices and Ch. 2 An Extinction of (Ideas about) Species. In <i>When Languages Die</i>. Oxford University Press, pp. 3-59.</p>
<b>Week 4</b>	<p>Skutnabb-Kangas. 2001. The Globalisation of (Educational) Language rights. <i>International Review of Education</i> 47: 201-219.</p> <p>Mufwene, Salikoko.2008. Ch. 12 Globalization and the Myth of Killer Languages: What's Really Going On? In <i>Language Evolution: Contact, Competition and Change</i>. Continuum, pp. 225-252.</p> <p>Crystal, David. 2003. <i>English as a Global Language</i>. Cambridge UP. (Ch. 5, 'The future of Global English', pp. 123-146.)</p>
<b>Week 5</b>	<p>Kimmelman, Michael. 2008. 'With Flemish Nationalism on the Rise, Belgium Teeters on the Edge.' <i>The New York Times</i>, Aug. 4. (<a href="http://www.nytimes.com/2008/08/04/arts/04abro.html">http://www.nytimes.com/2008/08/04/arts/04abro.html</a>)</p> <p>Benrabah, Mohamed, 2004. Language and Politics in Algeria. <i>Nationalism and Ethnic Politics</i>10:59-78.</p>
<b>Week 6</b>	<p>Kiang, Peter Nien-chu. 1995. Bicultural strengths and struggles of Southeast Asian Americans in School. In A. Darder (ed.) <i>Culture and Difference: critical perspectives on the bicultural experience in the United States</i>.</p>
<b>Week 7</b>	<p>B. Kumaravadevelu. 2008. Ch. 8: Cultural realism and its demands. In <i>Cultural Globalization and Language Education</i>. Yale University Press, pp. 141-166.</p> <p>Rumbaut, Ruben, Douglas S. Massey &amp; Frank D. Bean. 2006. Linguistic Life Expectancies: Immigrant Language Retention in Southern California. <i>Population and Development Review</i> 32: 447-460.</p>
<b>Week 8</b>	<p>David, Maya Khemlani. 2005. Negotiating a Language Policy for Malaysia: Local Demand for Affirmative Action Versus Challenges from Globalization. In A. Suresh Canagarajah (ed.). <i>Reclaiming the local in language policy and practice</i>, Lawrence Erlbaum, pp 123-145</p> <p>Lull, James. 2000. Ch. 9. Globalization and cultural territory. In <i>Media, Communication, Culture: a global approach</i>. 224-263.</p>
<b>Week 9</b>	<p>Pennycok, Alastair. 2007. Language, Localization, and the Real: Hip-Hop and the Global Spread of Authenticity. <i>Journal of Language, Identity and Education</i>, 6(2), 101-115</p>
<b>Week 10</b>	<p>Hafez, Kai. 2007. Chapter 9: The Internet. <i>The myth of media globalization</i>. pp. 100-117.</p>