

DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2017-2018 SLAV 299 B1: Language Conflicts and Identity  
(Winter Term)

**Instructor:** Dr. Alla Nedashkivska  
**Office:** Arts 316-c  
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**Office Hours:** W 12:00-12:50 or by appointment

**Time MWF 10:00-10:50**  
**Place: HC 2-21**

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**website:** <https://www.ualberta.ca/modern-languages-and-cultural-studies>

**personal website:** <https://www.ualberta.ca/arts/about/people-collection/alla-nedashkivska>

**Course Prerequisite:** None.

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**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes       No, not needed, no such projects approved.

**Community Service Learning** component

Required     Optional     None

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students’ Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes       No

**Course Description and Objectives:**

Students will explore the function of language as a symbol of national and/or ethnic identity and the politics of language in national and ethnic conflicts in Slavic cultures. We will delve into the connections of language with nation building, ideology, power, minorities, and government. Students will learn of the impact of media on language developments and change, and its role in language conflict.



(Emphasis is on Russia, Poland and Ukraine. Other areas also explored, depending on student interest).

*After completing the course, students will be able to:*

- ✓ Demonstrate general understanding of language situation in Slavic (focusing on Russia, Poland and Ukraine)
- ✓ Define and discuss some of the key terms and concepts related to language conflicts and identity
- ✓ Discuss certain cases of language conflicts and identity
- ✓ Analyze and present at least one case of language situation (of student's interest and choice)

**Texts:**

A selection of articles available on e-class

**Grade Distribution (see “Explanatory Notes”):**

Class attendance and participation in class discussions (Jan 8-April 13, 2018):	20%
Reaction essay 1 (due January 26, 2018):	15%
A brief presentation of your reaction essay 1:	5%
Reaction essay 2 (due March 2, 2018):	15%
A brief presentation of your reaction essay 2:	5%
Final project/Case study	
<i>Presentation</i> (April 6-13, 2018)	15%
<i>Written copy</i> (April 16, 2018)	25%

**Explanatory Notes on Assignments:**

***Reaction essays:***

a): At the end of week 3, students will write a short, 2.5-3 page (double spaced) reflection essay. Think of a situation that a language conflict, linguistic tensions, linguistic uncertainties and/ or a specific language situation played out around you, as affecting or influencing you personally or something that you have observed with respect to other people or contexts. Pick one of these and discuss it, either introspectively or outwardly focused, thinking in terms of topics discussed or to be discussed in this class.

b): At the end of week 7, students will write a short, 2.5-3 page reflection essay 2 (as above; you may also build on your essay 1, but offering new focus/new questions).

***Reaction essays brief presentations:***

Beginning week 4, we will begin each class with these brief presentations/discussions that stem from students' reaction essays. This presentation entails 3 min presentation of your issue, followed by 3-5 min discussion with the class (prepare 2-3 questions that would elicit interesting discussion regarding your topic).

Beginning week 8, we will begin discussing reaction essays 2 (as above).

*[Please note that your reaction essays may develop into your final project/case study, but this does not have to be the case]*

***Final project/Case study:***

Students will study a case of language situation and/or conflict, either contemporary or historical, within the framework of analysis developed in class.

The project will consist of a Powerpoint document of at least 15-20 slides, plus presentation notes (either embedded in the slides, or submitted as a separate Word file; no less than 1,500 words). The project should provide a brief introduction to the topic and a short background of the situation/conflict. The main section of the project should elaborate the central facts and details related to the situation/conflict. The final section should present a summary of your study and, if relevant, a possible and/or hypothetical resolution to the conflict and/or suggestions for future studies.

Powerpoint guidelines: Content slides normally include text, images, maps, and graphics that assist the presentation (please make sure not to put too much text; just your main points). At the end of your presentation, please include a list of references: these slides should have full bibliographical information, alphabetical by author, for all sources used (and consistently formatted: you may consult either MLA or APA or other system, but be consistent). Include URLs for any materials that you retrieved from the internet and include the date of access.

***Final project/Case study presentation:***

Each student will present his/her project during the last week of classes. Your presentation should include a Powerpoint with 7-8 slides, be about 10 min. long, plus 5 minutes for you leading a discussion (please prepare 3-5 questions that will elicit meaningful discussion on your topic) [in total: your presentation should not exceed 15 min. maximum!!!]

***Some ideas (but please explore any issue of your own interest):***

- a) An analysis of social media sites that relate to language specific issues, studying them within frameworks discussed in the course.
- b) Diaspora language and or dialect (could be from a comparative perspective);
- c) A study of language attitudes and beliefs (based on social media discussions, for instance, but other texts could also be studied);
- c) Language taught/used in textbooks: are there any ideologies in choosing a particular language variant and or portrayal of a particular culture?;
- d) A study of a minority language group in Slavic (and perhaps linguistic rights);
- e) A study of a particular Slavic dialect and discussing it within the framework of conflict and/or power, and/or identity, and/or language rights;
- f) A study of some debatable and/or controversial issues in a language and how they relate to language and power, and/or language ideologies, or other concepts.

***[let's discuss your ideas!!!]***

## **Required Notes:**

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

## ***Academic Integrity:***

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

## ***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

## ***Academic Honesty:***

**All students** should consult the information provided by the [Student Conduct & Accountability Office](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

**Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.”

**Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged,

out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

***Recording of Lectures:***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

***Attendance, Absences, and Missed Grade Components:***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

**In this course attendance will be taken at every class meeting. Unexcused absences will adversely affect the student’s grade. Tardiness is counted as an unexcused absence.**

**Note: Every class each student will be assigned a grade (0%-100%) for class participation and preparation for class and for participation in class discussions.**

***Policy for Late Assignments:***

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments may be handed in with a

**5%-per-class- penalty assessed for each class of lateness for written assignments (over 2 classes of lateness assignments will NOT be accepted).**

***Student Accessibility Services:***

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

***Grading:***

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student’s level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

### “MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>

**If you would like to pursue:**

**Minor in Ukrainian, Russian and/or Polish (or Slavic and East European Studies),**

Please contact your instructor for more information: [alla.nedashkivska@ualberta.ca](mailto:alla.nedashkivska@ualberta.ca)

**For information about studying Ukrainian in Lviv, Ukraine, visit:**

**<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/study-abroad/lviv-ukraine>**

#### **AWARDS**

##### **1 (one) at \$500 Anna and Wasyl Pylypiuk Memorial Prize**

Awarded to an undergraduate student with superior academic achievement in any senior level Ukrainian Language, Linguistics, or Literature course. Preference will be given to an undergraduate student majoring in Ukrainian Culture, Language and Literature. Alternatively, this prize may be awarded on the basis of superior academic achievement to a student registered in a MA or PhD degree program with a focus in either Ukrainian Linguistics or Literature.

Apply: By nomination from the Department of Modern Languages and Cultural Studies

##### **1 (one) at \$750 Doris Schuh Prize in Ukrainian Studies**

Awarded to an Alberta resident with superior academic achievement entering third or fourth year of an undergraduate degree program, who has successfully completed a course or courses in the area of culture, history, language, and/or literature of the Ukraine. Recipient will be selected on the basis of academic achievement in these courses.

Apply: By nomination from the Department of Modern Languages and Cultural Studies