

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

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

**2019-2020 MLCS 299/SLAV 299: Language Conflicts and Identity
(Winter Term)**

Instructor: Dr. Alla Nedashkivska
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Office Hours: W 9:00-9:50 or by appointment

Time MWF 10:00-10:50
Place: HC 2-22

Course Website: e-class

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

Bachelor of Arts / Major in Modern Languages and Cultural Studies:

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

Course Prerequisite: None

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

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

Yes No, not needed

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

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 a number of 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.



After completing the course, students will be able to:

- ✓ Demonstrate general understanding of language situation in a number of cultures/countries
- ✓ 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)

Course format: Lectures, discussions, and activities in class. Substantial reading and writing outside of class.

Texts:

A selection of articles available on e-class

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: January 6, 2020

Add/Delete Date: January 17, 2020

50% Withdrawal Date: February 5, 2020

Winter Term Reading Week: February 18-21, 2020

Withdrawal Date: April 1, 2020

Last Day of Class: April 8, 2020

Date of Deferred Final Exam (if applicable): Please consult the following site:

<https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations> (Exams)

Deferred Final Examination: For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Grade Distribution (see “Explanatory Notes”):

| | |
|--|-----|
| Class attendance and participation in class discussions (Jan 6-April 8, 2020): | 15% |
| Written class participation: forums (dates announced in class) | 15% |
| Reaction essay 1 (due January 29, 2020): | 15% |
| Reaction essay 2 (due March 4, 2020): | 15% |
| Benchmark quizzes: 10% | 10% |
| Final project/Case study | |
| <i>Prospectus</i> (March 18, 2020) | 5% |
| <i>Written copy</i> (April 15, 2020) | 25% |

Explanatory Notes on Assignments:

Class attendance and participation in class discussions:

Students should make the effort to attend class prepared, i.e. having done the readings (thoughtfully) and also be ready to engage in active participation in class discussions and in individual and group activities. Simply showing up to class does not constitute “active” participation.

Written class participation:

Forums will be posted approximately three times during the term to evaluate your intellectual engagement with a particular topic (will relate to your reaction essays and final project prospectus). You will have one week to write them and these should be approx. 200-250-word count; no more than 300 words each. The writing is informal and you have the option of either offering your own opinion or responding to someone else’s opinion.

Benchmark quizzes:

Very short true/false and short answer quizzes to gauge students’ progress, midway between essays.

Reaction essays:

1) During week 4, students will write a short, 1.5-2 pages (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. [500-800 word count; no longer than 800-word-count]

2) During week 8, students will write a short, 1.5-2 pages reflection essay 2 (as above; you may also build on your essay 1, but offering new focus/new questions). [500-800 word count; no longer than 800-word-count]

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

Research Prospectus: Will include annotated bibliography of at least five sources (3-4 sentences per source), a brief statement (one paragraph) on the question to be explored, why you chose the topic and/or why is this interesting and/or important, and your plan on how to approach this topic (methodology and research plan).

Final project/Case study:

Students will study and research a case of language situation and/or conflict, either contemporary or historical, within the framework of analysis developed in class. Word count must be at least 1200 words, not to exceed 1700 (Approximately 4-5 double-spaced pages) Due on April 15 via email or Google Docs before midnight.

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.

At the end, please include a list of references with 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.

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 a particular country or culture (and perhaps linguistic rights);
- e) A study of a particular dialect or language variant 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.

Student Responsibilities:

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](#) 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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

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](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

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 (see details under Grade distribution).

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-day- penalty assessed for each day of lateness for written assignments (over 4 days of lateness assignments will NOT be accepted).

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

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 | % |
|---|--------------|-------------------|---------------|
| Excellent. 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. | A+ | 4.0 | 97-100 |
| | A | 4.0 | 93-96 |
| | A- | 3.7 | 90-92 |
| Good. 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+ | 3.3 | 87-89 |
| | B | 3.0 | 83-86 |
| | B- | 2.7 | 80-82 |
| Satisfactory. 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. | C+ | 2.3 | 77-79 |
| | C | 2.0 | 73-76 |
| | C- | 1.7 | 70-72 |
| Poor/Minimal Pass. 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. | D+ | 1.3 | 65-69 |
| | D | 1.0 | 60-64 |
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| Failure. | F | 0.0 | 0-59 |
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