

Department of Anthropology

ANTH 2252B-200 – Languages in Canada

**COURSE OUTLINE
Winter 2024-2025**

Version date: 17 December 2024

Instructor and course information:

Class day/time: Tuesday 9:30 am – 11:30 am; one hour asynchronous

Classroom: UCC 66

Instructor: Dr. K. Pennesi (she/her)

Email: pennesi@uwo.ca

Office: SSC 3404

Office hours: Wednesday 1:30 – 2:30 pm

Teaching Assistant: Ashley Henry

Email: ahenry68@uwo.ca

Credit value: 0.5 credit

Antirequisites: ANTH 2152A/B

Prerequisites: None.

Course Description:

Language has long been one of the defining issues of Canada. This course examines language issues in Canada from an anthropological point of view, addressing two central questions: What can we learn about Canada by studying language? And what can we learn about language by studying Canada? Through a variety of discussions and activities, students will gain a deeper understanding of how language has always played a central role in constructing national, group and individual identities in Canada, especially through legislation and education. Students will explore linguistic variation in Canada and the relations between Indigenous languages, the two official languages (French and English), and heritage languages. We will consider conceptions of language as a resource, a right, a problem, a commodified skill, a component of identity, and an art form.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- discuss a range of language issues in Canada, taking into account political, historical and cultural contexts;
- identify language ideologies influencing policies and public discourses about language;
- summarize and evaluate academic literature about language issues;
- assess the role of language in Canadian nation-building and community formation processes;
- apply key concepts of linguistic anthropology and sociolinguistics to Canadian current events;
- critically reflect on their own language use and linguistic identities; and
- present results of research and reflection on language in a variety of formats.

Course Materials:

There is no textbook for this course. Required readings will be available through the Course Readings tool on the course OWL site.

Evaluation:

Timeline and Summary of Assignments:

Weekly	Participation (in class or online)	10%
Weekly	Reading Notes	15%
4, 11 Feb.	Linguistic Landscape Data and Report	20%
11 March	Language Biography	25%
1 April	Current Events Analysis	30%

Participation – 10%

The classroom is set up so that you will be sitting in small groups. You are expected to participate regularly in class activities as well as in occasional online activities during the one asynchronous hour. The purpose of these assessments is to get you to engage with the course materials, to make connections between what you are learning, current events, and personal experiences. This will help prepare you for the writing assignments. Participation grades will be posted three times during the term.

Reading Notes – 15%

To facilitate participation and learning, you are required to make notes on the readings. There will be ten sets of notes, worth 1.5% of the final course grade each. These notes should consist of answers to questions which will be provided on the OWL site one week before the notes are due. On Tuesdays when the notes are due, you will discuss your answers with your classmates in small groups. This is not a quiz or test. The aim is to get you thinking about the material and to practice note-taking with complex academic texts. **Have your notes handy in every class for reference during discussions and activities.**

Reading notes grades will be graded on completeness and adherence to instructions.

Create a folder on your computer for *ANTH 2252 Reading Notes*. Download the document with the week's questions and save it in your folder, adding your last name to

the file name like this: *Pennesi-ANTH 2252-wk3 notes.doc*. Write your answers below each question in the document and upload that to OWL. Keep the reference citations and the questions in the document. This makes it most useful for you when reviewing your notes in class or for assignments. You are encouraged to add your own notes on the readings below the questions under the heading "My Notes" so that you have all your notes in one place for that set of readings. Please use the heading to separate your own notes from your answers to the questions to facilitate marking.

Submit your notes file through the "Assessments > Assignments" tab on the OWL web site by 9:00 a.m. on the Tuesday each week's readings are due. If you know you are going to miss a class, you may submit the notes early. Late submissions will not be accepted since each weekly submission is not worth enough points to deduct a late penalty and the answers to the questions will be discussed in class. There is no grace period for this assignment because it is part of your weekly preparation for class. If you miss the submission deadline, you will simply receive a zero that week. If you miss a reading notes submissions in addition to another assignment in a given week (i.e. >10% of the course mark), and have a legitimate reason, you should seek Academic Considerations for both assignments. See below for more details about Academic Considerations.

Linguistic Landscape Report – 20%

This assignment will involve collecting photographs of language in the physical landscape and public places around London. You will work in pairs or small groups to collect the data and then you will present your results individually. You will add your images and metadata to a class map (**due 4 February**). You will analyze data in the class map and write a 700-800 word report (**due 11 February**). Detailed instructions are posted on **OWL > Content > Assignment Instructions**.

Language Biography – 25%

You will prepare a reflection in which you think critically about either your own (autobiographical) or someone else's (biographical) experiences with language(s) in Canada, and demonstrate your understanding of specific concepts from the course. This is an opportunity to be creative and experiment with new ways to present your ideas. Acceptable formats include a reflection paper, a language portrait with explanation, a photo essay, a blog post, a social media post series, a fictional narrative based on true experiences, a poem (or set of poems), or a short play or film/video. Other formats may be approved upon consultation with the professor. Detailed instructions are posted on **OWL > Content > Assignment Instructions**.

Current Events Analysis – 30%

For this assignment, you will research and analyze a current issue or debate about language in Canada, with reference to what you have learned in the course. You will present your critical analysis in the form of a short recorded podcast that you will upload to OWL for the class to listen to. Detailed instructions are posted on **OWL > Content > Assignment Instructions**.

This assessment is considered to be central to the learning objectives for this course. You must receive a passing grade on this assessment to pass this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation.

Weekly Schedule of Topics, Readings and Assignments:

Readings are available in Course Readings on OWL. See Weekly Instructions on OWL for helpful introductions and other material, as well as online participation requirements.

Week	Date	Topics and Readings	Assignments Due
1	6-10 Jan.	<i>Introduction to Languages in Canada</i> Read entire course outline	Record name in Name Coach Complete quiz
2	13-17 Jan.	<i>Language Ideologies and Language Ecology in Canada</i> Haque, Eve. 2014. Multiculturalism, Language, and Immigrant Integration. In: Jedwab, Jack (ed.), <i>The Multiculturalism Question. Debating Identity in 21st-Century Canada</i> , pp. 203-223. Fontaine, Lorena Sekwan. 2017. Where Do Indigenous Languages Fit into Canada's National Identity? Centre for International Governance Innovation. Prosper, Lisa. 2022. The Language of Indigenous Heritage . Canadian Commission for UNESCO.	Reading Notes due 14 Jan.
3	20-24 Jan.	<i>Linguistic Landscapes in Canada</i> <u>Choose two of these four to read:</u> Angermeyer, Philipp Sebastian. 2017. Controlling Roma Refugees with 'Google-Hungarian': Indexing Deviance, Contempt, and Belonging in Toronto's Linguistic Landscape. <i>Language in Society</i> 46 (2): 159-183. Daveluy, Michelle and Ferguson, Jenanne. 2009. Scripted Urbanity in the Canadian North. <i>Journal of Linguistic Anthropology</i> 19 (1): 78-100. Lamarre, Patricia. 2014. Bilingual Winks and Bilingual Wordplay in Montreal's Linguistic Landscape. <i>International Journal of Sociolinguistics</i> 55 (1): 41-56. Tjandra, Christina. 2021. Supporting Newcomer Children's Language Awareness, Incidental Language Learning,	Reading Notes due 21 Jan.

		and Identity Negotiation through the Multilingual Linguistic Landscape: An Exploratory Case Study. <i>The Canadian Modern Language Review</i> 77 (1): 1-22.	
4	27-31 Jan.	<p><i>Nation-Building and Language Politics</i></p> <p>Salée, Daniel and El Hankouri, Salma. 2021. Indigenous Peoples-Settler Relations and Language Politics in Twenty-First Century Canada. In J. Weisz Woodsworth (ed.) <i>Translation and the Global City</i>. Routledge: New York. Pp. 81-103.</p> <p>Snodden, Kristin and Wilkinson, Erin. 2019. Problematizing the Legal Recognition of Sign Languages in Canada. <i>The Canadian Modern Language Review</i> 75(2):128-144.</p>	Reading Notes due 28 Jan.
5	3-7 Feb.	<p><i>Colonial Official Languages: French and English</i></p> <p>Lamoureux, Sylvie. 2012. 'My parents may not be French sir, but I am': Exploration of Linguistic Identity of Francophone Bilingual Youth in Transition in Multicultural, Multilingual Ontario. <i>International Journal of Multilingualism</i> 9 (2): 151-164.</p> <p>Dollinger, Stefan. 2011. Academic and Public Attitudes to the Notion of 'Standard' Canadian English. <i>English Today</i> 108, 27 (4) :3-9.</p>	<p>Linguistic Landscapes: Data Description and Map due 4 Feb.</p> <p>Reading Notes due 4 Feb.</p>
6	10-14 Feb.	<p><i>Colonial Linguicide and Indigenous Language Revitalization</i></p> <p><u>Choose two of these four to read:</u></p> <p>Meighan, Paul J. 2022. Coloniallingualism: Colonial Legacies, Imperial Mindsets, and Inequitable Practices in English Language Education. <i>Diaspora, Indigenous, and Minority Education</i>: 1-10.</p> <p>Fontaine, Lorena Sekwan. 2017. Redress for Linguicide: Residential Schools and Assimilation in Canada. <i>British Journal of Canadian Studies</i> 30 (2): 183-204.</p> <p>Meek, Barbra. 2007. Respecting the Language of Elders: Ideological Shift and Linguistic Discontinuity in a Northern</p>	<p>Linguistic Landscapes: Report due 11 Feb.</p> <p>Reading Notes due 11 Feb.</p>

		<p>Athapascan Community. <i>Journal of Linguistic Anthropology</i> 17 (1): 23-43.</p> <p>Sterzuk, Andrea and Fayant, Russell. 2016. Towards Reconciliation through Language Planning for Indigenous Languages in Canadian Universities. <i>Current Issues in Language Planning</i>. 17 (3-4):332-350.</p>	
	17-21 Feb.	READING WEEK NO CLASS	
7	24-28 Feb.	<p><i>Multilingualism and Maintaining Heritage Languages</i></p> <p>Guardado, Martin. 2009. Speaking Spanish Like a Boy Scout: Language Socialization, Resistance, and Reproduction in a Heritage Language Scout Troop. <i>The Canadian Modern Languages Review</i> 66(1):101-129.</p> <p>Canagarajah, Suresh. 2013. Reconstructing Heritage Language: Resolving Dilemmas in Language Maintenance for Sri Lankan Tamil Migrants. <i>International Journal of the Sociology of Language</i> 222:131-155.</p>	Reading Notes due 25 Feb.
8	3-7 Mar.	<p><i>Raciolinguistic Exclusion and Accentism in Canada</i></p> <p><u>Choose two of these four to read:</u></p> <p>Kubota, Ryuko, Corella, Meghan, Lim, Kyuyun and Sah, Pramod. 2023. "Your English is so good": Linguistic Experiences of Racialized Students and Instructors of a Canadian University. <i>Ethnicities</i> 23(5):758-778.</p> <p>Kayaalp, Dilek. 2016. Living with an Accent: A Sociological Analysis of Linguistic Strategies of Immigrant Youth in Canada. <i>Journal of Youth Studies</i> 19 (2): 133-148.</p> <p>Pennesi, Karen. 2016. "They Can Learn to Say My Name": Redistributing Responsibility for Integrating Immigrants to Canada. <i>Anthropologica</i> 58 (1): 46-59.</p> <p>Szto, Courtney. 2016. #LOL at Multiculturalism: Reactions to Hockey Night in Canada Punjabi from the Twitterverse. <i>Sociology of Sport Journal</i> 33:208-218.</p>	<p>Language Biography Due</p> <p>Reading Notes due 4 March</p>

9	10-14 Mar.	<p><i>Linguistic Variation in Canada</i></p> <p>Comeau, Philip and King, Ruth. 2011. Media representations of minority French: Valorization, identity, and the Acadieman phenomenon. <i>The Canadian Journal of Linguistics</i> 56(2):179-202.</p> <p>DiNova, Joanne and Pine, Lila. 2015. Sight Unseen: Imag(in)ing Indigeneity in English. <i>AlterNative</i> 11(4):363-375.</p>	<p>Reading Notes due 11 March</p> <p>Language Biography due 11 March</p>
10	17-21 Mar.	<p><i>Language Commodification in Canada</i></p> <p>Budach, Gabriele, Roy, Sylvie and Heller, Monica. 2003. Community and Commodity in French Ontario. <i>Language in Society</i> 32(5):603-627.</p> <p>King, Ruth and Wicks, Jennifer. 2009. 'Aren't We Proud of Our Language?': Authenticity, Commodification, and the Nissan Bonavista Television Commercial. <i>Journal of English Linguistics</i> 37(3): 262-283.</p>	<p>Reading Notes due 18 March</p>
11	24-28 Mar.	<p><i>Slang and Style</i></p> <p>Denis, Derek. 2021. Raptors vs. Bucktees: The Somali Influence on Toronto Slang. <i>Journal of Multilingual and Multicultural Development</i> 42 (6): 565-578.</p> <p>Douglas, Melissa and Liang, Shiyang. 2024. <i>A Dictionary of English in Multicultural Toronto</i>. Canadian Language Museum.</p> <p>Baxter, Laura and Jacqueline Peters. 2013. Black English in Toronto: A New Dialect? In <i>Proceedings of Methods XIV: Papers from the Fourteenth International Conference on Methods in Dialectology, 2011</i>. Alena Barysevich, Alexandra D'Arcy and David Heap, eds.</p>	<p>Reading Notes due 25 March</p>
12	31 Mar. – 4 Apr.		<p>Current Events Analysis due 1 April</p>

Academic Statements and Policies

Statement on Seeking Academic Considerations:

Occasionally illness or other personal issues make it impossible to meet deadlines, even with the grace period described below in "Due Dates and the Grace Period." Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration through the central academic consideration portal. [University policy on academic considerations](#) requires that all requests for academic considerations must be accompanied by a self-attestation. Please read the instructions

on the [Academic Consideration webpage](#) and submit your request through the portal there. See your academic counsellor for further assistance. Supporting documentation for academic considerations for absences due to illness should include the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Students are permitted one academic consideration request per course per term without supporting documentation. This does not include final exams.

The instructor may designate one assessment per course per term that requires supporting documentation to receive academic consideration. For this course, the assessment that has been designated as requiring supporting documentation is the **current events analysis**.

Any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. No academic considerations will be granted retroactively more than 10 days after an assignment's due date.

Extended submission windows (e.g. 48-hour "grace period") are not due dates and cannot be further extended through academic considerations. Any academic considerations must date from the formal due date of any assignment. All missed work must be made up by the end of the exam period in the applicable term.

Accessible Education:

Students with disabilities work with Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. Please see [Accessible Education](#) for information.

Brightspace

All course material and grades will be posted to [OWL Brightspace](#). If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Efforts to seek help from WTS must be documented if you are planning to request considerations due to problems with OWL.

The professor cannot offer any computer-related assistance.

After uploading an assignment, you must click "SUBMIT". Then check that you receive confirmation that your assignment has been successfully "submitted". Troubles with technology are not grounds for an extension. If something is not working, contact WTS as soon as possible.

Communication Best Practices:

E-mail should not be seen as an alternative to meeting with the professor during office hours; it should be used primarily for administrative purposes, e.g. informing me of prolonged illness, or making an appointment. Please take advantage of office hours. It is the best way for me to attend to your queries. All e-mail messages to me must be sent

with ANTH 2252 in the subject line. Your full name should also be included in the body of the text. I will not respond to anonymous messages or those missing a salutation (Dear/ Hello/ Good afternoon + Dr. Pennesi).

Sometimes you may be confused about an idea or an assignment. Here is what to do:

- Reread the Course Outline and/or all Instructions for the assignment.
- If you still are unsure, ask a classmate. You should have the contact details for at least two of them.
- If your two classmates don't have the answer, check the Discussions forum on OWL (under Communications) to see if it has already been asked and answered. If not, post your question there. Discussion forum posts will be monitored by the teaching team every couple of days.
- If you have a specific question, email the professor. I will do my best to respond to messages within 48 hours. I do not answer e-mail on evenings, weekends or holidays. If your question is such that I can more efficiently answer it in person, I will ask you to make an appointment to see me.

Academic Integrity - Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author or text-generating AI, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major [scholastic offence](#).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](#).

Statement on the Use of Generative Artificial Intelligence (AI):

It is essential that you submit your own original work. You are permitted to use AI tools exclusively for information gathering. Written assignments should be based on your own experiences and observations, close examination of materials assigned for this course, and other credible sources from your research. The outputs of generative AI tools are often flawed and unreliable, reproducing bias, containing factual errors, and providing only superficial or generic texts. The use of AI tools can serve as a starting point for exploring a topic, but you must uphold academic integrity by appropriately attributing all sources of information and generated text to avoid plagiarism. Your assignments should be a product of your own thoughts and words because the purpose of the assignments is to demonstrate your critical thinking and understanding of the course material. Spell-checkers and grammar-checkers are allowed but you should not change whole phrases or sentences. Avoid using AI tools that generate text (e.g. ChatGPT). If you are concerned about your mastery of academic English, please know that linguistic diversity is appreciated in this course. You will not lose marks for non-standard English if the ideas are clear. It is much preferred that you write in your own linguistic style, even with non-standard grammar, rather than copying text generated by another person or machine.

Course-Specific Conditions Required to Pass this Course:

You must submit the linguistic landscape report, the language biography and the current events analysis, and you must receive a passing grade on the current events analysis in order to pass this course.

Guidelines for Written Assignments:

All written assignments should follow the guidelines below. Assignments using a creative alternative format may have other guidelines.

- Formatting: double-spaced, 12 point font, 2.5 cm margins, separate title page, number all pages except the title page
- The title page must include your first and last name, the course number, the date of submission, the professor's name and a relevant title (e.g. not "Homework 1"). Writing a descriptive title actually helps you clarify your assignment topic!
- Number all pages starting with 1 after the title page. The title page does not have a number.
- Include the word count in brackets at the end of your document.
- Cite references in your Bibliography according to Chicago Author-Date style (the style used in the Schedule of Readings found on p.4-7 above). Refer to authors by last name and year of publication if you are citing a passage from a reading in your assignment. For example, *Pennesi (2024) makes a good argument*. If it's a direct quote, use quotation marks and include the page number. For example, *we know that "good articles have both a topic and an argument" (Monaghan 2012:457)*.
- Evaluation criteria will be provided by the professor for each assignment; be sure to consult these when completing your work.
- Review the statement on "Brightspace" above, and "Due Dates and the Grace Period" below, when preparing and submitting your assignments.

Due Dates and the Grace Period:

If you are unable to submit an assignment by the due date for any reason, you may take up to 48 hours past the deadline to submit your assignment without penalty. You do not need to notify the professor or provide an explanation. This grace period eliminates the need to ask for extensions and ensures that we have enough time to mark the assignments and return them to you promptly.

Generally, items to submit will be due on Tuesdays and the grace period will end on Thursdays.

Review the statement on "Brightspace" above to avoid missing deadlines. The grace period allows sufficient time to resolve technical difficulties. It is risky to wait until the last five minutes to submit your assignment because that does not leave any time for resolving any technological problems. Always plan to submit your assignments on the due date and make use of the grace period only when absolutely necessary.

Assignments submitted after the 48-hour grace period will not be accepted. The submission deadline for written assignments already includes flexibility in the form of the 48-hour grace period. Therefore, the instructor reserves the right to deny academic consideration for assignments submitted after the 48-hour grace period. That means if you try to submit an assignment at 11:01, it will not be accepted. If you send an email with excuses and requests to accept a late assignment, you will receive a reply referring you to this section of the course outline. If you have a serious problem and need longer

than 48 hours from the due date (not starting during or after the grace period ends), you should seek academic consideration from Academic Counselling.

Statement on Backing up Your Work:

Make sure to regularly back up all your work on an external site (such as the Western One Drive, an external hard drive, send it to yourself in e-mail, cloud back-up, etc.) in case your computer crashes, gets damaged or is stolen. This should be standard practice for anything you do on your computer. No extensions for any assignments will be granted because of computer malfunctions or lost files.

Grading Philosophy:

Your best chance to do well in this course is to:

- read all assigned course materials
- attend regularly
- participate fully and complete all tasks
- follow all instructions carefully
- seek help from the professor if you encounter difficulties.

If you are not doing all these things, you should expect a lower grade.

Final grades are rounded to the nearest whole number and no further “bumping” will be done. Grades will not be adjusted based on student requests. Claims by students of an excellent academic history, a good attendance record, a need to obtain or maintain a scholarship, a desire to be admitted to a competitive program or graduate school, or any other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. No additional assignments will be offered to enhance a final grade or to compensate for a course component that was missed or performed poorly. Apply what you have learned from your mistakes to improve the next assignment. To maximize your grade, do your best on each and every assessment.

Policy on Laptops and Cellphones in Class:

Laptops and other electronic devices are permitted for note-taking in class but if it is observed that you are using your devices for anything other than course activities, your participation grade will be reduced. If you are causing distractions, you may be asked to leave. Be sure that all cellphones are turned to silent at the beginning of class.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:
https://www.uwo.ca/health/student_support/survivor_support/get-help.html

To connect with a case manager or set up an appointment, please contact support@uwo.ca