

ANTHROPOLOGY 2252F-001

Languages in Canada

COURSE OUTLINE

Fall 2020

Professor: Dr. Karen Pennesi (she/her)

E-mail: pennesi@uwo.ca

Office hours: Zoom (Wednesdays 1:30 – 2:30 pm EST)

Credit value: 0.5

Synchronous Class Time: Tuesdays 11:30-12:30 EST

You must use your Western Zoom account via permanent link through Zoom tab in OWL

Mode of Delivery:

While this course must be offered online this year, I recognize that “live” interaction between instructors and students greatly enhances the learning experience. That’s why this course has one synchronous hour of class time and you are expected to join the Zoom meeting at the scheduled time each week. If you are unable to join in a particular week, you will be able to watch a recording of the session which will be posted on OWL afterwards. In the Zoom meetings, you will watch live lecture segments, and interact with classmates and the professor through verbal discussion and written chats. You should come to the meetings prepared to discuss the course material and to participate in learning activities. Lectures will not simply repeat the content presented on the OWL site, but instead will be designed to get you thinking about the ideas and apply what you have learned. These class meetings will also be an opportunity for you to clarify expectations for assignments and ask questions about the material. When completing assignments, you are expected to incorporate any new material presented in class meetings in addition to the readings. Consistent participation in the class meetings will help you process the material most effectively, which will in turn enable you to get the most (learning, marks) out of the assignments.

Weekly lessons will be posted to OWL on Tuesdays before our class meeting. You will have one week to complete the learning activities for that week before we discuss the topic at the next Tuesday meeting. **This means that in our Tuesday meetings, we will be discussing the topic you have completed, not the one that has just been posted.** The weekly meetings will therefore be a chance for you to solidify your understanding of the concepts learned, rather than an introduction to new material.

Calendar Course Description: We examine languages and dialects that are associated with different regions, cultures, and/or ethnic groups in Canada, including Indigenous languages, French, English and heritage languages. We consider political, historical and ideological contexts affecting how individuals and groups relate to particular languages.

Antirequisites: Anthropology 2152A/B, or the former Linguistics 2185A/B, the former Linguistics 2285F/G.

Prerequisite: One of Anthropology 1020 (formerly Anthropology 1020E), Anthropology 1025F/G, Anthropology 1027A/B, First Nations Studies 1020E, or Linguistics 2288A/B.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Syllabus:

It has been argued that language is one of the defining issues of Canada. We will seek answers to two questions stemming from this premise: 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, both online and out in the world, 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 conceptions of language as a resource, a right, a problem, a commodified skill, and an art form.

Note: This syllabus may be adjusted as required throughout the term. All students are responsible for checking OWL > Syllabus for the most up-to-date version.

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;
- critically reflect on their own language use and linguistic identities; and
- present results of research and reflection on language in a variety of ways.

Course Materials:

Required readings will be made available on OWL in "Course Readings".

Evaluation:

% of Grade	Assessments
25	Linguistic Landscape Report
25	Current Events Podcast
30	Essay
20	Language Autobiography
100	TOTAL

Weekly Responses – ungraded

Due Tues. 11:30 am EST

As you work through the lessons on the course OWL site, there will be opportunities to answer quiz questions or write short responses to questions posed about the material. 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. While I will not be grading the responses, I will read them and reply through comments. Results from student responses may also be discussed during the weekly meetings on Zoom.

Writing Assignments

In order to pass an essay course, students must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course. The four assignments below are designed to meet this requirement and will require you to demonstrate your understanding of course material in different ways. Further instructions for each assignment will be made available on the course OWL site.

Linguistic Landscapes – 25%

Due 29 Sept., 6 Oct. 11:30 am EST

This assignment will involve collecting photographs of language in the physical landscape and public places around the city where you live (or nearby if you are in a rural area). You will complete a data description sheet and add the data you collect to a class map (due **29 September**). You will analyze data in the class map and write a 700-800 word report (due **6 October**). This assignment will help you build awareness of the language ecology where you live, build skills in representing data and findings in novel ways, and develop skills in collaborative research design and data collection.

Podcast – 25%

Due 27 Oct. 11:30 am EST

For this assignment, you will 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 5-minute recorded podcast that you will upload to OWL for the class to listen to. You may do the podcast with a partner, in which case it will be 8 minutes. Further instructions and examples will be provided on OWL. Learning outcomes for this assignment include developing skills in applying theories and concepts (e.g. language ideologies, language ecology) to real world examples and developing oral presentation skills.

Essay – 30%

Due 24 Nov. 11:30 am EST

You will write an essay of 2000-2500 words that demonstrates evidence of independent research on a topic related to the course. You may begin with some of the readings from the course and you should consult Writing Resources posted on OWL for more suggested readings. You may also wish to consult a librarian at Weldon library for help in researching specific topics. Your essay should not be merely descriptive; it must present a critical engagement with the issue and/or scholarly materials. The learning outcomes for this assignment are to enhance your skills in academic reading and writing (summarizing and evaluating literature, making an argument), critical thinking about language issues in Canada, and library research (defining a topic, finding relevant sources).

Language Autobiography – 20%

Due 8 Dec. 11:30 am EST

You will write a reflection of 1200-1500 words in which you think critically about your own experiences with language 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 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. Suggestions and guidelines as well as resources for writing can be found on OWL > Instructions.

Institutional Statements and Policies:

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined in Western's academic policies by clicking on this link: [Western's academic policies](#).

Statement on Accommodation, Illness Reporting and Academic Considerations

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a [Student Medical Certificate \(SMC\)](#) (if the absence is medical) or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Statement on Seeking Special Accommodations:

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Plagiarism:

Students must write their assignments in their own words. Plagiarism is a major scholastic offence. Whenever students take an idea from another author, 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.

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](#).

Course Specific Statements and Policies:

Statement Concerning Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Join the meeting on time.
- Use your computer and/or laptop if possible (as opposed to a cell phone or tablet).
- Ensure that you are in a private location to protect the confidentiality of discussions, in the event that a class discussion deals with sensitive or personal material.
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise.
- It is your choice whether to turn on your video camera during the meeting, however, you are encouraged to have it on when it is your turn to speak.

- Be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable.
- Unless invited by your instructor, do not share your screen in the meeting.

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the "raise hand" function and wait for the instructor to acknowledge you before beginning your comment or question.
- Remember to unmute your microphone and turn on your video camera before speaking.
- Self-identify when speaking.
- Remember to mute your mic after speaking (unless directed otherwise).

General considerations for online interactions:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Use of Recordings:

Synchronous class sessions will not normally be recorded but it is possible that recordings will be made of some sessions for accommodation purposes. You will be notified if a session is to be recorded. The data captured during Zoom recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Computer-related Problems:

Make sure to frequently back up all your work and the materials you download on an external site (such as an external hard drive, cloud, an e-mail to yourself) in case your computer crashes or is damaged, stolen, etc. A system of making regular back-ups should be standard practice for anything you do on your computer. No extensions for any assignments will be granted for computer-related problems or lost files.

It is your responsibility to solve any problems you encounter with the OWL system on your device, including access to the site or uploading and downloading files. The OWL Help Desk can be reached at 519-661-3800 or through this [web form](#).

Missed Deadlines:

Weekly responses and writing assignments will always be due on Tuesdays by 11:30 a.m. EST when the synchronous meeting for that week begins. If you are unable to meet a deadline for any reason, there is a two-day grace period for you to submit your assignment by 11 p.m. EST on Thursday after the due date without any explanation and without a late penalty. This two-day grace period eliminates the need to ask for extensions and ensures that I have enough time to mark the assignments and return them to you promptly. Submission portals will be locked after 11 p.m. EST on Thursday after the due date and assignments will not be accepted after that without recommendations for accommodation from Academic Counselling and a meeting with the professor.

All assignments must be submitted through OWL; any assignments sent by e-mail will not be accepted.

Format for Written Assignments:

All written assignments must be double-spaced, in 12 point font, with 2.5 cm (1 inch) margins.

Include a title page for each written assignment. 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 helps you clarify what your essay is about and immediately guides the reader to your topic.

Insert page numbers after the title page. The title page does not have a number. Page numbers are important even with documents submitted online because sometimes they are printed.

Cite references according to the Author-Date version of the Chicago Manual of Style. There is a Style Guide with examples of how to do this posted on OWL > Writing Resources.

Schedule:

Week	Date	Topics and Readings	Assignments
1	9-13 Sept.	<i>Introduction to Languages in Canada</i> OWL > Syllabus; Overview	Responses
2	14-20 Sept.	<i>Define Terms and Theoretical Approaches</i> Canadian Language Museum (parts 1-6) Newmark, Stanford and Walker 2016	Responses
3	21-27 Sept.	<i>Linguistic Landscapes</i> Lamarre 2014 Daveluy and Ferguson 2009	Responses
4	28 Sept. – 4 Oct.	<i>Nation-building and Language Politics</i> Haque 2016 (p. 324-325 “Settler Colonialism”) Bourhis and Sioufi 2017 Galley 2009	Linguistic Landscapes Data Description Sheet and Map Responses
5	5-11 Oct.	<i>Majority Languages: French & English</i> Dollinger 2011 Lamoureux 2012	Linguistic Landscapes Report Responses
6	12-18 Oct.	<i>Learning Indigenous Languages</i> Meek 2007 Sterzuk and Fayant 2016	Responses
7	19-25 Oct.	<i>Maintaining Heritage Languages</i> Guardado 2009 Canagarajah 2013	Responses
8	26 Oct. – 1 Nov.	<i>Current Events / Language Activism</i> Readings to be announced	Current Events Podcast Responses
	2-8 Nov.	NO CLASS – READING WEEK	
9	9-15 Nov.	<i>Dialect Differences</i> Comeau and King 2011 Baxter and Peters 2013	Responses
10	16-22 Nov.	<i>Representing Languages in Canada</i> Goldstein 2001 King 2003	Essay Responses
11	23-29 Nov.	<i>Language as Commodity in Canada</i> Heller 2002 King and Wicks 2009	Responses
12	30 Nov. – 6 Dec.	<i>Canadian Verbal Art</i> Readings to be announced	Responses
13	7-9 Dec.		Lang. Autobiography

Required Readings

Baxter, Laura and Jacqueline Peters. 2013. Black English in Toronto: A New Dialect? In *Proceedings of Methods XIV: Papers from the Fourteenth International Conference on Methods in Dialectology, 2011*. Alena Barysevich, Alexandra D'Arcy and David Heap, eds.

Bourhis, Richard and Sioufi, Rana. 2017. Assessing Forty Years of Language Planning on the Vitality of the Francophone and Anglophone Communities of Quebec. *Multilingua* 36(5):627-661.

Canadian Language Museum. 2018. [Messages from the Mosaic \(parts 1-6\)](#).

Canagarajah, Suresh. 2013. Reconstructing Heritage Language: Resolving Dilemmas in Language Maintenance for Sri Lankan Tamil Migrants. *International Journal of the Sociology of Language* 222:131-155.

Comeau, Philip and King, Ruth. 2011. Media representations of minority French: Valorization, identity, and the Acadieman phenomenon. *The Canadian Journal of Linguistics* 56(2):179-202.

Daveluy, Michelle and Ferguson, Jenanne. 2009. Scripted Urbanity in the Canadian North. *Journal of Linguistic Anthropology* 19(1):78-100.

Dollinger, Stefan. 2011. Academic and Public Attitudes to the Notion of 'Standard' Canadian English. *English Today* 108, 27(4):3-9.

Galley, Valerie. 2009. Reconciliation and the Revitalization of Indigenous Languages. In Gregory Younging, Jonathan Dewar and Mike DeGagné (Eds.), *Response, Responsibility, and Renewal: Canada's Truth and Reconciliation Journey*. Ottawa, ON: Aboriginal Healing Foundation. Pp. 241-258.

Goldstein, Tara. 2001. Hong Kong, Canada: Playwriting as Critical Ethnography. *Qualitative Inquiry* 7(3):279-303.

Guardado, Martin. 2009. Speaking Spanish Like a Boy Scout: Language Socialization, Resistance, and Reproduction in a Heritage Language Scout Troop. *The Canadian Modern Languages Review* 66(1):101-129.

Haque, Eve. 2016. Language and Nationalism. In *The Routledge Handbook of Linguistic Anthropology*. New York: Routledge. Pp. 317-328.

Heller, Monica. 2002. Globalization and the Commodification of Bilingualism in Canada. In *Globalization and Language Teaching*. David Block and Deborah Cameron, eds. London: Routledge. Pp. 47-63.

King, Ruth and Wicks, Jennifer. 2009. 'Aren't We Proud of Our Language?': Authenticity, Commodification, and the Nissan Bonavista Television Commercial. *Journal of English Linguistics* 37(3): 262-283.

King, Thomas. 2003. 'You'll Never Believe What Happened' is Always a Great Way to Start. In *The Truth about Stories: A Native Narrative*. Toronto: Anansi. Pp. 1-30.

Lamarre, Patricia. 2014. Bilingual Winks and Bilingual Wordplay in Montreal's Linguistic Landscape. *International Journal of Sociolinguistics* 55(1):41-56.

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. *International Journal of Multilingualism* 9(2): 151-164.

Meek, Barbra. 2007. Respecting the Language of Elders: Ideological Shift and Linguistic Discontinuity in a Northern Athapascan Community. *Journal of Linguistic Anthropology* 17(1):23-43.

Newmark, Kalina, Stanford, James and Walker, Nacole. 2016. English and Aboriginal Ethnic Identity. [The Town Crier](#). 21 October.

Sterzuk, Andrea and Fayant, Russell. 2016. Towards Reconciliation through Language Planning for Indigenous Languages in Canadian Universities. *Current Issues in Language Planning*. 17 (3-4):332-350.