

Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

**SYLLABUS: LING3605
LANGUAGE AND SOCIAL JUSTICE**

1. General information

Instructor:

Email address:

Phone number:

Office hours:

Office hours mode of delivery:

Preferred means of communication:

2. Course coordinator:

3. Meeting days and times and classroom location:

4. Course number and title: LING3605: Language and Social Justice

5. Format of instruction: Lecture. Number of contact hours per week: 3.

6. GE category: GE THEME – Citizenship for a Diverse and Just World

7. GE Expected Learning Outcomes for Citizenship for a Diverse and Just World

GOAL 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.

This course focuses on the role that language plays in both promoting and hindering social justice and citizens' rights, particularly for disadvantaged and underprivileged groups within the larger national community. The course draws on a variety of disciplines, including sociolinguistics, the sociology of language, anthropological linguistics and the social psychology of language, to explore this theme. Students will be expected to read sources in all these fields as well as to draw connections across the different perspectives on the centrality of language to citizenship and citizens' rights.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

Students will critique and analyze various disciplinary approaches to how language may either contribute toward or impede social justice in a diverse world. They will gain an informed understanding of how national and local language policies in areas such as the educational system, the law, and other key areas of social life can directly impact opportunities for social advancement among underprivileged groups. Students will exercise critical thinking about these concepts by posting reactions to the readings and engaging in class discussion; writing detailed summaries and critical evaluations of at least 3 required readings; leading at least one class

discussion of a required reading; providing feedback in response to the presentations; and writing a 1000-word essay on a topic of their choice related to the theme.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

The critical evaluation of selected readings and the requirement to lead discussion of a paper will provide students opportunity for an in-depth, scholarly discussion of various topics related to the theme of social justice. Two other exercises will also allow for advanced treatment of issues relating to citizens' linguistic rights in different arenas of social life or across different communities. The required research paper will allow them to do course more advanced work in an area of their choice and require them to consult additional sources outside of the class readings. It will also require them to address the issues raised in their sources and argue logically and coherently for their own perspective and conclusions about the research topic they address. The paper can also serve as the basis for a presentation at venues such as the Denman forum, or for a more comprehensive and advanced future study such as an Honors Thesis.

GOAL 2: Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

The interdisciplinary nature of this course will require students to explore and compare the ways in which the connection between language and social justice has been approached by scholars in a variety of disciplines. The required readings and class summaries will accomplish this goal in part. The materials used in the course will include not just academic papers, but also materials drawn from public discourse and debate on language on the internet, the mass media and other forums as well as statements of official language policies toward language in fields such as education and the criteria for citizenship. The course will also give students the opportunity to build on work they have done in previous classes in fields such as Linguistics, Sociology, Education, Black and Latinx studies. Students will learn to identify, describe, and synthesize both academic and public views on the role of language as a potential instrument or barrier to social justice. The required research paper will allow students to apply the knowledge they acquire to collection of data from various other sources including published work, social media, and human subjects outside the classroom.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

The course will inculcate in students an awareness of how central language is to their own and others' experience as citizens subject to various forms of social control via codes, ideologies, and

cultural norms that are inextricably bound to language. Class discussions and evaluations of required readings will provide one means by which students can reflect on issues regarding language and social justice and assess their own experience and roles in an often-unjust social order. The research paper will afford them the opportunity to apply their own personal perspectives and experience to exploring the linguistic rights of citizens, while at the same time encouraging them to play an active role in responding to various manifestations of social injustice.

GOAL 3: Citizenship: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.”

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Students will be required to learn, understand, and analyze scholarly work within various disciplines, which take different perspectives on cultural processes of citizenship and the cultural proficiencies necessary to be a citizen. The specific focus will be on the central place of language in public arenas such as education, the law and politically driven public policy. The lectures and readings will explore how issues arising from the use of language as an instrument of public discourse and official functions are directly related to the citizenship of disadvantaged or minority groups, as well as the rights and privileges that go with such citizenship. The lectures and readings will address such issues across cultural and national boundaries and in a variety of social arenas. Through critical reading, in-class discussions, and their own reactions, students will learn to examine citizenship in the broader sense of how a group is situated in the public realm and might be understood to have an equitable place in society. The class discussions will allow students to compare and evaluate the different approaches to questions like the relationship between language and national identity, the role of minority languages in public life, the citizenship rights of linguistic minorities and so on.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Through lectures, class discussions, and the choice of selected readings, students will learn how issues of language and citizenship play out across diverse social groups and across the globe. Students will acquire fuller understanding of how cultural interpretations of language and identity vary across cultures, and at the same time learn to appreciate how different nations face shared problems of citizens’ rights to linguistic and social equity. Students will learn how, in country after country around the world, questions of the official uses and status of standardized and official languages are being debated in the context of citizens’ democratic participation and human rights. Students will be required to do at least one exercise in which they compare the treatment of minority linguistic rights in two different countries. This will provide them with a more global understanding of how the shared marginalization of disadvantaged groups in the public sphere can lead to social inequity in both local and transnational contexts.

GOAL 4: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies , both within the US and/or around the world.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Through critical reading and discussion of key papers, students will learn to describe and analyze how differences in the language used by and about various social groups can lead to denial of citizenship rights because of ethnicity, race, gender, and hearing disability, among others. Cross-linguistically, a major issue concerns the near exclusive use of colonial and other standardized languages for public functions, which denies speakers of vernacular languages access to full citizenship rights. On a more local level, students will learn how language has always been involved in issues surrounding social equality among citizens, as evident in “discourse about bilingual education, racial epithets, gendered pronouns, immigration discourses, sports team mascots, and signage in public spaces” (Aveneri et al 2019: 1). Students will do independent exploration of these issues in a research paper as well as a minimum of 2 exercises in addition to summaries of the readings.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Some of the readings will address how the connections between language and cultural traditions are manifested, in part, by ideologies and practices that associate citizenship and citizens’ rights with the use of one sanctioned language. Other readings will deal with the socio-political processes by which some varieties of language are favored and promoted above others. They will provide insight into how such ideologies promote injustice and raise problems of “language related issues of power, access and equity within a political and democratic framework” (Stroud 2001:53). Through reading and class discussion, students will come to understand that these ways of viewing language in turn rest on historical foundations relating to colonization, racialization of groups, denial of women’s rights and general indifference toward disadvantaged groups. Students will also learn that language is also an instrument of social action in its own right. We will discuss ways in which disadvantaged groups are developing alternative forms of political and social involvement and attempting to create alternatives spaces of belonging in the social order, where they can “live their language” (Valentine & Skelton 2007:121).

Course learning goals and outcomes

By the end of this course, students should successfully be able to:

- Understand and explain the role that language plays in both promoting and hindering social justice, particularly for disadvantaged and underprivileged groups within the larger national community.

- Understand why language is crucial to debates about citizenship and belonging and why language is deeply involved in individuals' ability to claim and maintain their rights and participate as equal members of society.
- Evaluate and compare different perspectives on cultural processes of citizenship and the cultural proficiencies necessary to be a citizen.
- Compare the interaction of linguistic rights and citizenship across cultural and national boundaries and in a variety of social arenas.
- Understand the various ways in which language use in minority communities correlates with or is influenced by social and historical factors and cultural values.
- Understand how and why educational and social opportunity among minorities might be affected by language ideologies and attitudes toward minority dialects and languages.
- Undertake independent research by writing a brief paper on a topic of their choice related to the theme of language and social justice
- Acquire critical skills in evaluating scholarly work on language and social justice via summaries and class discussions.
- Gain experience in presenting research to an audience by leading discussion of a required reading and writing a research paper.

7. Course description

This course introduces students to the study of the role that language plays in both affording and denying citizens their rights to equal treatment and opportunity under the law. As MacSwan (2017: 172) points out, "Language is often used to consolidate political power and marginalize minorities who speak a language or language variety that differs from the one those in power use." When states privilege or sanction some ways of speaking as superior to or more legitimate than others, the result is to marginalize and even erase such ways of speaking, and by extension their speakers and their cultures. Such inequality leads inevitably to a denial of social justice. This course explores the issue of language and social justice in a variety of contexts including race discourse, education, health, law and policy, gender identity and social activism. We will examine how ideologies of language can shape how we see the world, why we value some kinds of language use more highly than others, and how these ideologies can result in policies and laws that are used against others as a barrier to halt their progress in society. We will critically read and evaluate case studies that illustrate the relationships among language, citizenship, social inequality, social action, and social change. Students will have the opportunity to explore a theme related to language and social justice in a brief research paper on a topic of their choice.

8. Required texts and other course materials, and information on where they are available.

Required: An average of two readings per week, available on CARMEN

Recommended: Avineri, Netta, Laura R. Graham, Eric J. Johnson, Robin Conley Riner, and Jonathan Rosa (eds.) 2019. *Language and social justice in practice*. New York and London: Routledge, Taylor & Francis group.

9. Information about the length and format of all papers, homework, laboratory assignments, and examinations

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Guidelines for the research paper, summaries and class presentations will be available as handouts in the General Information Module on CARMEN

The following are a few examples of assignment types and common elements for assignment descriptions:

Weekly discussions: All discussions will be held during the class.

Class presentations: Each student will be expected to lead a class discussion of one of the required readings.

Writing assignments: These will consist of the following:

1. A brief research paper of about 1000 words, in which students explore a research topic of their choice. Detailed guidelines for the research paper can be found in the handout titled **L3605 Guidelines for Research Papers**, available in the General Information module in CARMEN. The final research paper is due on .
2. Three summaries, roughly 3-4 pages long, of required readings selected by each student. Detailed guidelines for summaries can be found in the handout titled **L 3605. Guide for summaries & class presentations**, available in the General Information module in CARMEN. The deadlines for summaries are included in the weekly modules.
3. Two exercises of about 2 pages each, in which the student does an analysis of data or an assessment of a publication on some aspect of Language and Social Justice. Instructions are included in each exercise. The deadlines for exercises are included in the weekly modules.

Oral presentations:

1. A class presentation in which each student leads discussion of one of the required readings. Detailed guidelines for the class presentations can be found in the handout titled **L3605. Guide for summaries & class presentations**, available in the General Information module in CARMEN. The schedule for class presentations will be decided in the first two weeks of class.

Late assignments

All assignments must be completed and handed in by the specified deadlines. I will accept late assignments only in extenuating circumstances. As far as practicable, students should inform me in advance of their inability to complete an assignment in time and provide the reasons.

10. Grading and faculty response

Following are the point values and/or percentages for each assignment:

A brief research paper of about 1000 words	25
Three summaries, roughly 3-4 pages long, of required readings	30
Two exercises of about 2 pages each	20
A (joint) class presentation of one of the required readings	15
Participation through attendance and contributions to class discussions	10
Total	100

11. Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

12. Information about the scheduling of examinations and due dates for assignments

You are expected to have done the assigned readings before class and to come prepared to work with the subject matter.

You are expected to be an active participant in all class discussions and activities, to give good feedback to your fellow students, and to contribute whenever asked.

13. Class attendance policy

Your attendance is required. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

14. Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

15. Statement on academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

16. Statement about disability services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

17. Mental health statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

18. Statement on sexual misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

19. Statement on diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

20. Weekly topical outline of course meetings

Week	Date	Topics	Presentations	Assignments & Readings due
Week 1		Introduction to the syllabus	Discussion of course	Forms to be filled in Announcements on Carmen
		Introduction to language and social justice	Class discussion of reading	Avineri et al. 2019. Introduction: Reimagining Language and Social Justice. [16 pp.]
Week 2		Language and citizens' rights	Lecture	Milambiling, Joyce. 2019. The Universal Declaration of Linguistic Rights. [9 pp.] Arzoz, Xabier. 2007. The Nature of Language Rights. [35 pp.]
		Language and citizens' rights	Class discussion of reading	Paulston, Christina Bratt.1997. Language Policies and Language Rights. [13 pp.] Valentine, Gill & Tracey Skelton 2007. The right to be heard Citizenship & language. [20 pp.]
Week 3		Language, national identity, and citizenship	Lecture	Haugen, E. 1972[1966]. Dialect, Language, Nation. [15 pp.] Berdichevsky, Norman. 2004. Nations, Language and Citizenship. [Introduction] [8 pp.]

		Language, national identity, and citizenship	Class discussion of reading	<p>Summary 1 due</p> <p>Zentella, Ana C. 1989. Language Politics in the USA: The English-Only Movement. [15 pp.]</p> <p>Woolard, Kathryn. 2005. Language and Identity Choice in Catalonia: The Interplay of Contrasting Ideologies of Linguistic Authority [34 pp. double-spaced manuscript]</p>
Week 4		Language as symbol of ethnic and social identity	Lecture	<p>Mendoza-Denton 2002 Language & identity. [25 pp.]</p> <p>Ochs 2005[1993]. Constructing social identity. [14 pp.]</p>
		Language as symbol of ethnic and social identity	Class discussion of reading	<p>Irvine, Judith T. and Susan Gal. 2000. Language Ideology and Linguistic Differentiation. [49 pp.]</p>
Week 5		Language, race, ethnicity and social justice	Lecture	<p>Exercise 1 due</p> <p>Rosa, Jonathan, and Nelson Flores. 2017. Unsettling Race and Language: Toward a Raciolinguistic Perspective. [27 pp.]</p>
		Language, race, ethnicity and social justice	Class discussion of reading	<p>Ruth-Gordon, Jennifer. 2011. Discipline and Disorder in the Whiteness of Mock Spanish. [19 pp.]</p> <p>Baugh, John. 2003. Linguistic Profiling. [14 pp.]</p>
Week 6		Language and gender equity	Lecture	<p>Bucholtz, Mary & Kira Hall. 2004. Theorizing identity in language and sexuality research. [47 pp.]</p>
		Language and gender equity	Class discussion of reading	<p>Zimman. 2019. Pronouns and Possibilities: Transgender Language Activism and Reform. [8 pp.]</p> <p>Grant, Jaime M. et al. 2011. Injustice at Every Turn: A Report of the National Transgender Discrimination Survey [Executive Summary] [8 pp.]</p>
Week 7		Language, immigration and immigrant rights	Lecture	<p>Summary 2 due</p> <p>Rosa, Jonathan. 2013. Contesting Representations of Immigration. [2 pp.]</p> <p>Rosa, Jonathan. 2019 Contesting Representations of Migrant ‘Illegality’ through the drop the I-word campaign. [9 pp.]</p>

		Language, immigration and immigrant rights	Class discussion of reading	Durrani, Mariam. 2019. Communicating and Contesting Islamophobia. [8 pp.]
Week 8		Language and educational policy for linguistic minorities	Lecture	Salinas Jr., Cristobal, and Valerie A. Guerrero. 2018. Tokenizing Social Justice in Higher Education. [19 pp.]
		Language and educational policy for linguistic minorities	Class discussion of reading	Smitherman, Geneva. 2015. African American Language and education. [19 pp.]
Week 9		Bilingualism and educational policy and practice in the US	Lecture	Henderson, Kathryn I. et al. 2019. Issues of Equity in Dual Language Bilingual Education. [9 pp.]
		Bilingualism and educational policy and practice in the US	Class discussion of reading	Exercise 2 due Sayer, Peter. 2013. Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning through the Vernacular. [27 pp.]
Week 10		Bilingualism and educational policy and practice globally	Lecture	Makalela, Leketi . 2015. Moving out of Linguistic Boxes: The Effects of Translanguaging Strategies for Multilingual Classrooms. [18 pp.]
		Bilingualism and educational policy and practice globally	Class discussion of reading	Shank Lauwo, Monica. 2019. Ubuntu Translanguaging and Social Justice: Negotiating Power and Identity through Multilingual Education in Tanzania. [9 pp.]
Week 11		Language, law, and policy toward linguistic minorities	Lecture	Summary 3 due Butters, Ronald R. 2010. Sociolinguistic variation and the law. [20 pp.]
		Language, law, and policy toward linguistic minorities	Class discussion of reading	Rickford & King 2016. Language and linguistics on trial. [41 pp.]
Week 12		Language, law, and policy toward immigrants	Lecture	Baran, Dominika & Quinn Holmquist. 2019. Immigrants Facing Linguistic Barriers in the U.S. Justice System. [9 pp.]
		Language, law, and policy toward immigrants	Class discussion of reading	De Genova, Nicholas. 2004. The Legal Production of Mexican/Migrant 'Illegality.' [26 pp.]
Week 13		Language and health	Lecture	Hsieh, E. 2009. Bilingual health communication: Medical interpreters' construction of a mediator role. [26 pp.]

		Language and health	Class discussion of reading	Kuenberg, Alexa, Paul Fellingner, and Johannes Fellingner. 2016. Health Care Access Among Deaf People. [10 pp.]
Week 14		Language and social activism	Lecture	Bucholtz, Mary , Dolores Inés Casillas, and Jin Sook Lee. 2016. Beyond Empowerment: Accompaniment and Sociolinguistic Justice in a Youth Research Program. [20 pp.]
		Language and social activism	Class discussion of reading	Avineri, Netta & Bernard C. Perley. 2019. Mascots, Name Calling, and Racial Slurs: Seeking Social Justice through Audience Coalescence. [10 pp.]
Week 15		Unfinished business	Open discussion	-----
		Unfinished business	Open discussion	Research paper due

References

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