

COURSE SYLLABUS

LANGUAGE and POWER

Course code: COM 380

Term and year: Spring 2022

Day and time: Wednesday, 11:30-14:15

Instructor: Prof. Eva Eckert, Ph.D. eva.eckert@aauni.edu

Consultation hours: before class, 10:30-11:30, and by appointment

Credits US/ECTS	3/6	Level	Advanced
Length	13 weeks	Pre-requisite	None
Contact hours	42 hours	Course type	Required/Elective BA/MA

1. Course Description

Language and Power is a course on society, ideology and politics that analyzes language use in relation to power. Language empowers us to transfer information, share imagination and construct our history. Through language we transfer information, communicate, create and sustain communities, manage social discourse and spread ideologies. We use language power to control political, economic and social domains, manipulate the public, advertise products, forefront political agenda, and gain control over minds as well as territories. The power of language is also exercised in marginalizing minorities, migrants and indigenous languages.

2. Student Learning Outcomes

Upon successful completion of COM 380-580 the student will have

- gained insights into the factors endorsing power in language;
- explored questions on the interaction of language, ideology, communication and power;
- discussed relevant theoretical literature;
- investigated assigned topics independently by collecting and analyzing data;
- applied what learned in class to current problems and political dilemma;
- framed a research project by a relevant theory and collected primary data to document it;
- and presented the project in class.

3. Readings materials

Textbook: *Language, Power and Society*, by Mooney& Evans 2015, Routledge

Language and Power, by Simpson, Mayr& Statham 2019, Routledge

Required articles: *Language and the mediation of experience*, by M. Stubbs 1997, *Handbook of Sociolinguistics*, Blackwell Publ., 359-73, et al., see the Course schedule

Recommended: *Discourse and Power*, by T. van Dijk 2008, Palgrave Macmillan

Sociolinguistics, by Peter Stockwell 2002, Routledge

1. Teaching methodology

Language and Power is a lecture/seminar course. During the ban on live meetings we'll be meeting in Teams, and live during office hours, following the online class (if possible for you). During the first part of the class a new topic will be introduced (in relation to the material of the preceding class) and its challenges highlighted. During the seminar part (after the break) the class group will divide into two teams for students to bring up their comments and questions on the presentation and readings. At home, you will view documentaries and TED lectures, and check your knowledge through questions posted in Lessons. All are required to participate weekly in FORUM by posting answers to the 3 questions on the online presentation, within 48 hours.

2. Course schedule

Date	Class Agenda
Week 1, Class 1 Feb 9	<p>Topic: The POWER of being human</p> <p>Description: Language in becoming human Speakers' creativity and symbolic use of language; Features of language design Course overview <i>Speaking in tongues</i>, part 1-5, PBC – finish watching at home <i>Evolutionary origins of language</i>, part 1&2 – finish watching at home</p>
Week 2, Class 2 Feb 16	<p>Topic: LANGUAGE and POWER</p> <p>Description: Language in relation to culture of a community</p> <p>Readings... <i>pls always complete prior to the class</i> <i>What is language?</i> ch. 1, in <i>Language, Power and Society</i>, by Mooney& Evans 2015, Routledge <i>Language and the mediation of experience</i>, by M. Stubbs 1997, <i>Handbook of Sociolinguistics</i>, Blackwell Publ., 359-73</p>
Week 3, Class 3 Feb 23	<p>Topic: LANGUAGE and DISCOURSE</p> <p>Description: Language& discourse cf. Langue& parole (Ferdinand de Saussure) Language in social contexts: Critical discourse study CDS</p> <p>Readings: <i>Language and power</i>, Unit A1 B1 C1, in Simpson et al. 2019, Routledge <i>The discourse</i>, Units A2 B2 C2 and A3, in Simpson et al.</p>
Week 4, Class 4 March 2	<p>Topic: DISCOURSE and POWER</p> <p>Description: Language in struggles for power; Analyzing texts and talks Communication accommodation</p> <p>Readings: Unit D1 (<i>Critical linguistics</i>) Unit D2 (<i>Bureaucracy and social control</i>), in Simpson et al. <i>The Process of communication accommodation</i>, by H. Giles 2009, in <i>New Sociolinguistics Reader</i>, Macmillan Educ.</p> <p>Data 1 assignment: Analyze critically how language is used in presenting, describing and arguing an issue in a particular printed, TV and/or online media source, and the discourse thus created; collect your data, bring in the text and prepare informal notes for the class; upload a 400 to 500-word analysis and summary by tomorrow, 9 a.m.</p>
Week 5, Class 5 March 9	<p>Topic: RHETORIC: THE POWER OF A SPEECH</p> <p>Description: Communication: Presupposing, implying, entailing & inferring Rhetoric and demagoguery: The power to lead and mislead</p> <p>Readings: File 7.3, 7.5; complete & upload Excs 24, 26-29, 46, 48, 49 in File 7.6, <i>Language Files</i>, Ohio U Press 2010 <i>Politics and the English language</i>, by George Orwell 1946 http://www.orwell.ru/library</p>
Week 6, Class 6 March 16	<p>Topic: LANGUAGE and POLITICS: IDEOLOGY and PROPAGANDA</p> <p>Description: Ideology and totalitarian power: The Ministry of Propaganda Political slogans http://www.taglineguru.com/campaignsloganlist.html</p> <p>Readings: <i>The language of communist power</i>, by Petr Fidelius 1989, in M. Goetz- Stankiewicz (those who know Czech, please read the text at https://www.alza.cz/media/rec-komunisticke-moci-d389214.htm) <i>Language and Politics</i>, Unit A10 B10 C10 in Simpson et al. Soviet power and the communist propaganda – follow the web links listed in LESSON 6</p> <p>Data 2 assignment: Analyze critically rhetorical devices used in a recent eloquent speech or text you read or heard, or in an ongoing propaganda: Collect data, prepare class notes, bring in the text, and upload your summary (by tomorrow, 9 a.m.)</p>
Week 7 Class 7 Marc 23 Marc 30	<p>MIDTERM</p> <p>SPRING BREAK</p>

<p>Week 8, Class 8 April 6</p>	<p>Topic: LETTERS FROM PRISON: TRUTH-SPEAKING Description: Discussion of letters and readings by Jan Huss Discussion of your research proposals Readings: <i>Letters from prison</i>, by Jan Huss 1415, and <i>The meaning of parrhesia</i> (in Lessons), by M. Foucault Assignment: BRING in a letter sent from prison delivering a message to share (your choice) Upload your RESEARCH PROPOSAL</p>
<p>Week 9, Class 9 April 13</p>	<p>Topic: LANGUAGE in PROTEST and CIVIL RESISTANCE Description: Grass-root political movements Readings V. Havel: <i>A Word on Words</i> https://www.vhlf.org/havel-archives/words-on-words/ <i>The power of the powerless</i>, by Václav Havel 1978 <i>Civil resistance and the language of power</i>, by J. Duvall 2010, Open Democracy http://www.opendemocracy.net/jack-duvall/civil-resistance-and-language-of-power BRING IN ANY TEXT OF PROTEST that you think people should read and know. Assignment: Upload your modified proposals, if required by comments.</p>
<p>Week 10 Class 10 April 20</p>	<p>Topic: NATION and LANGUAGE Description: Nations, national revivals and nationalism; Homogeneity and integration Nation building in the 21st c. and the 18th c. U.S.; Ideologies of immigrant integration Readings: <i>Ethnicity and nationalism</i>, by J. Edwards 2013, in <i>Language and Identity</i>, Cambridge U Press Data 3 assignment: Investigate a little-known case of nation-building and nationalism – prepare the data and notes for the class and upload your summary by tomorrow</p>
<p>Week 11 Class 11 April 27</p>	<p>Topic: POWER of the STANDARD LANGUAGE Description: Ideology of the standard and “correctness” Prescription and discrimination; Dialects and ethnolects; Ebonics and Romani Readings: <i>Language varieties and standard l.</i>, by R. Quirk 2003, in <i>L., Ethnicity and Race Reader</i>, Routledge <i>Language, class and symbolic capital</i>, ch. 9, in Mooney & Evans Assignment: Upload a 200-word update on your research.</p>
<p>Week 12 Class 12 May 4</p>	<p>Topic: LANGUAGE DIVERSITY, GLOBALIZATION& LOCALIZATION Description: English in Europe: Opportunity or threat? Economic and social value of languages Dominant languages and dominated speakers; Official and ethnic/minority ls <i>Don't kill your language</i>, a TED talk by Suzanne Talhouk Readings: <i>Linguistic diversity</i>, by L. Grenoble, et al. 2015 <i>A sociolinguistics of globalization</i>, by J. Blommaert 2011, in <i>New Sociolinguistics Reader</i> <i>Language ecology</i>, by T. Skutnab-Kangas & R. Phillipson 2011, in <i>Pragmatics in Practice</i> Student research presentations</p>
<p>Week 13 Class 13 May 11</p>	<p>Topic: LINGUISTIC RIGHTS Description: Protecting and revitalizing languages in Europe, Eldia& Ethnologue projects <i>The linguists</i>, NSF Project on Endangered Languages http://www.thelinguists.com/ Readings: <i>Language rights</i>, by S. May 2011, in <i>New Sociolinguistics Reader</i> <i>The newest Indians</i>, by Jack Hitt 2005, <i>New York Times Magazine</i> Student research presentations</p>
<p>Week 14 Class 14 May 18</p>	<p>Topic: FINAL Description: Student research presentations Assignment: Submit a 1200 to 1500-word summary of your research, your original proposal and November research update, within a single document please.</p>

3. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes
In-class participation based on the familiarity with readings; questions and exercises, etc.; attendance	50	25%	Progressed through key topics, issues, assignments and questions; analyzed and questioned topics and readings	1/Critical thinking 2/Effective communication 3/Effective and responsible action
Data assignments and exercises	20	15%	Collected, described and evaluated data	1, 2, 3
Midterm & Final	60	15&15%	Reviewed and analyzed concepts and issues discussed in class and readings	1, 2
Project proposal & progress report	5	5% 5%	Proposed a project directly related to a topic covered in class and developed it gradually	1, 2
Research project presentation & summary	25	20%	Collected and analyzed data, posed relevant questions, designed an investigation strategy, presented outcomes	1, 2
TOTAL	150	100%		

7. Detailed description of course assignments

Assignment 1: Class presence: Readings, preparation for class and participation

Students are required to prepare relevant questions on readings and expected to participate in discussion.

Assessed area	Percentage
Reading, analyzing, and recording notes, ideas and problems	30%
Coming equipped with knowledge and questions	30%
Mindful presence and thoughtful involvement	40%

Assignment 2: Data assignments

Students are required to collect original data that they describe and assess.

Assessed area	Percentage
Independent collecting of primary data	50%
Analyzing and summarizing the data in writing and uploading them through NEO by 9 am of the class day; sharing them in class and contributing to discussion	50%

Assignment 3: Midterm and Final

Assessed area	Percentage
Demonstrating knowledge of concepts and issues, and ability to analyze and apply them	40%
Providing relevant arguments and examples	30%
Writing well-documented essays demonstrating critical thought	30%

Assignment 4: Project proposal & progress report

Presented a project plan using the proposal form. Approved topics cannot be changed.

Worked on the project and stated preliminary findings.

Assessed area	Percentage
Presenting a research proposal and reporting on research progress	100%

Assignment 5: Research presentation and summary

Assessed area	Percentage
Identifying your topic, framed by relevant theories and concepts covered in class	10%
Analyzing the topic, research strategy and your questions	30%
Isolating outcomes and findings	30%
Identifying your topic, framed by relevant theories and concepts covered in class	30%

A is given to a research project that accounts for in-class learning and readings, and goes beyond; frames the project theoretically; brings evidence of long-term research; and engages the students;

B is given to a research project that explains the topic in lucid terms; is well organized; draws on data, classes and readings; integrates personal learning; and shows familiarity with topics and concepts;

C to D is given to a research project that is not original, is cooked up during the last week before the presentation, lacks a relevant thesis and questions, and is disorganized.

8. General Requirements and School Policies

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity.

Electronic Communication and Submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is required. Students who are absent 35 percent of classes or more cannot complete the course. Those with a majority of unexcused absences will be failed; those with a majority of excused absences will be administratively withdrawn from the course. Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation.
6. HYBRID: Combining perfectly cited sources with copied passages without citation in a single paper.
7. MASHUP represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate sources
9. AGGREGATOR includes proper citation, but the paper contains almost no original work.
10. RE-TWEET includes proper citation, but relies closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by Prof. Eva Eckert, Ph.D.

Date: Oct. 2021

Approved by the School of Humanities and Social Sciences

Date: