



University of  
New Haven

## *Language & Identity*

### SECTION I: Course Overview

**Course Code:** ANT340

**Subject Area(s):**

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

### COURSE DESCRIPTION

This course highlights the essentiality of language for being human. It sheds light on the way language intervenes in the identity building process at various levels, from individual to group/community and from national to transnational and global. It explores the role of language in both private and public spheres and pursues an inquiry into how closely and deeply language is interrelated with other structural layers of the human environment, such as politics, society, economy, culture, and the like.

### LEARNING OBJECTIVES

Upon successful completion of this course, you'll be able to:

- Define and describe key concepts and approaches in the study of language and identity
- Explain the role language plays in the construction of identity
- Reflect on the impact of globalization at both linguistic and identity level

### SECTION II: Instructor & Course Details

#### INSTRUCTOR DETAILS

**Name:**

**Contact Information:**

**Term:**

#### GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Engagement</b>	<b>20%</b>
<b>Mid-Term Blog</b>	<b>25%</b>
<b>Final Blog</b>	<b>25%</b>
<b>Mid-Term Presentation</b>	<b>15%</b>
<b>Final Presentation</b>	<b>15%</b>

## **ASSESSMENT OVERVIEW**

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Engagement (20%):** Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and the [Class Engagement Rubric](#) that outlines how engagement will be graded.

**Mid-Term Blog (25%):** Students will keep a running blog throughout the semester based on the impact of Linguistic and Urban Environments. Students will update this after each session. At the mid-term, students are required to write a consolidated review of all they have written. This will also include a check to make sure all blog posts are written

**Final Blog (25%):** Students will create a portfolio of the five blogposts they feel are their strongest. This portfolio will include a visual representation of their writing from the semester as well as an overarching narrative connecting the five posts.

**Mid-Term and Final Presentations (15% Each):** Students will work in groups to highlight the strengths of each other's semester blogs. Each group will prepare a 15 minute presentation at the mid-term and final to highlight student achievement and reflections. Students will be graded as individuals and for their team contributions.

## **ACTIVE LEARNING**

Experiential learning is an essential component of education abroad, and participation in field activities is a required part of coursework. In this course, you explore the city in which you are studying using a variety of tools. This provides the opportunity to gain nuance and context on your context and the subject you are studying, as well as to collect information and resources for assigned papers, projects, and presentations.

- Neighborhood tours
- City Center tour
- Market visit

## **REQUIRED READINGS**

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- Appadurai, A.. (2016). *Banking on Words: the Failure of Language in the Age of Derivative Finance*,

Chicago–London: The University of Chicago Press. Chap. 1: “The Logic of Promissory Finance.” 1–14; Chap. 4: “The Sacred Market.” 55–69; Chap. 6: “The Charismatic Derivative.” 83–100.

- Arendt, H. (1988 [1958]). *The Human Condition*. Chicago: The University of Chicago Press. “Prologue.” 1-6. Chap. I: “The Human Condition.” 7-21; Chap. III: “The Private and the Public Realm.” 22-78.
- Arendt, H. (1977). “What is Freedom.” In: *Between Past and Future: Eight Exercises in Political Thought*. New York: Penguin Books. 143-171.
- Baker, W. (2015). “Culture and Identity through English as a Lingua Franca.” In: *Culture and Identity through English as a Lingua Franca*. Berlin–Boston: De Gruyter Mouton. 105–132.
- Brannen, M. Y., Piekkari, R. and Titze, S. (2014). ”The Multifaceted Role of Language in International Business: Unpacking the Forms, Functions and Features of a Critical Challenge to MNC Theory and Performance.”
- Canepa, F. (2016). ”German Banks Put up Language Barrier against ECB Supervision”. Reuters, Wednesday Apr. 13,
- Crystal, D. and Robins, R. H. [2019]. “Language”. *Encyclopaedia Britannica*.
- Dor, D. (2004). “From Englishization to Imposed Multilingualism: Globalization, the internet, and the Political economy of Linguistic Code.” *Public Culture*, 16, (1[42]): 97-118.
- Lacan, J. (2001). “The Function and Field of Speech and Language in Psychoanalysis”. In *Écrits. A selection*. Translated by A. Sheridan. With a foreword by M. Bowie. London and New York: Routledge, Chap. 3, 23–86
- Locke, J. 2017[1689]. *An Essay Concerning Human Understanding*. Chap. XXVII: “Identity and Diversity”, 112-121.:
- Marinetti, F. T. (1913). “Destruction of Syntax—Radio Imagination—Words-in-Freedom.” In: Rainey, L., Poggi, Ch., and Wittman, L., eds. 2009. *Futurism. An Anthology*. New Haven–London: Yale University Press. 143-151.
- Pagel, M. “How Language Transformed Humanity.”
- Peek, L. (2005). “Becoming Muslim: The Development of a Religious Identity”. *Sociology of Religion*, Vol. 66, No. 3 (Autumn). 215–242.
- Plato. *Symposium*. Bernardete, S., trans. (2001[1986]), with Commentaries by Bloom, A. and Bernardete, S. Chicago: University of Chicago Press. 233-286 (a focus on Aristophanes’ idea of ‘Androgynous.’ 250 and the followings).
- Sedivy, J. (2016). “How Morality Changes in a Foreign Language. Fascinating ethical shifts come with thinking in a different language.” *Scientific American*. September 14.
- Shoemaker, S. [2019]. “Personal Identity”. *Encyclopaedia Britannica*
- Virban, F. (2017). “The Coseriu–Chomsky ‘Debate’ Revisited: Integrating Wittgenstein. Ways in Understanding Linguistic Knowledge/Competence.” In: Hassler, G. and Stehl, Th. (Hrsg./eds). *Kompetenz – Funktion – Variation / Competencia–Función–Variación, Linguística Coseriana V*. Frankfurt am Main: Peter Lang, 147–160.
- Politics.” *Composition Forum* 38, Spring 2018.

## Key Resources

In order to ensure you success abroad, CEA CAPA has provided the academic resources listed below.

- **UNH Online Library:** As a CEA CAPA student, you will be given access to the online library of the University of New Haven (UNH). You may access the UNH online library [here](#). You must comply with [UNH Policies](#) regarding library usage.
- **CEA CAPA Online Classroom – Canvas:** Canvas is the official LMS of CEA CAPA. Students should check Canvas regularly for updates and deadlines about course material. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

**COURSE CALENDAR**  
*Contemporary Italian Cinema*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Introduction & Course Overview. What Is Language?	Lecture and Discussion	<p style="text-align: center;">Crystal and Robins [2019]. "Language".  <a href="https://www.britannica.com/topic/language">https://www.britannica.com/topic/language</a></p> <p style="text-align: center;">Cosieriu (1985). "Linguistic Competence: What is it Really?." XXV-XXXV.  <a href="http://www.romling.uni-tuebingen.de/cosieriu/publi/cosieriu216.pdf">http://www.romling.uni-tuebingen.de/cosieriu/publi/cosieriu216.pdf</a></p> <p style="text-align: center;">Chomsky "Noam Chomsky Speaks Out About Universal Linguistics: The Origins of Language." <a href="https://www.youtube.com/watch?v=7Sw15-vSY8E">https://www.youtube.com/watch?v=7Sw15-vSY8E</a></p>
2	What Is Identity? Language and Identity	Lecture and Discussion	<p style="text-align: center;">Shoemaker. [2019]. "Personal identity".  <a href="https://www.britannica.com/topic/personal-identity">https://www.britannica.com/topic/personal-identity</a></p> <p style="text-align: center;">Locke (2017[1689]). An Essay Concerning Human Understanding. Chap. XXVII: "Identity and Diversity", 112- 121 :  <a href="https://www.earlymoderntexts.com/assets/pdfs/locke1690book2.pdf">https://www.earlymoderntexts.com/assets/pdfs/locke1690book2.pdf</a></p> <p style="text-align: center;">Della Rocca. (2014). "Locke on Personal Identity" # 1:  <a href="https://www.youtube.com/watch?v=462Y898PVn8">https://www.youtube.com/watch?v=462Y898PVn8</a></p> <p style="text-align: center;">Della Rocca. (2014). "Locke on Personal Identity" # 2:  <a href="https://www.youtube.com/watch?v=hLy2KhCUwN0">https://www.youtube.com/watch?v=hLy2KhCUwN0</a></p> <p style="text-align: center;">Della Rocca (2014). "Locke on Personal Identity" # 3:  <a href="https://www.youtube.com/watch?v=3oG69aK0McM">https://www.youtube.com/watch?v=3oG69aK0McM</a></p> <p style="text-align: center;">Blog Post Due</p>

3	Language and Being Human	Lecture and Discussion	<p>Plato. Symposium. 233-286 (a focus on Aristophanes' idea of 'Androgynous.' 250-254). <a href="https://ia600203.us.archive.org/27/items/PlatosSymposium/Plato-Symposiumbenardete.pdf">https://ia600203.us.archive.org/27/items/PlatosSymposium/Plato-Symposiumbenardete.pdf</a></p> <p>Arendt (1988 [1958]). The Human Condition. "Prologue." 1-6. Chap. I: "The Human Condition." 7-21; Chap. III: "The Private and the Public Realm." 22-78. <a href="https://monoskop.org/images/e/e2/Arendt_Hannah_The_Human_Condition_2nd_1998.pdf">https://monoskop.org/images/e/e2/Arendt_Hannah_The_Human_Condition_2nd_1998.pdf</a></p> <p>Pagel (2011). "How Language Transformed Humanity." <a href="https://www.youtube.com/watch?v=ImQrUjlyHUg">https://www.youtube.com/watch?v=ImQrUjlyHUg</a></p> <p style="text-align: center;">Blog Post Due</p>
4	Language and Politics	Lecture and Discussion	<p>Virban (2006). "Bakhtin and Arendt in Dialogue: Authority and Freedom in 'Making' Language and Politics." 407-431.</p> <p style="text-align: center;">Blog Post Due</p>
5	Language and Politics (Continued)	Lecture and Discussion	<p>Watson and Shapiro "Clarifying the Multiple Dimensions of Monolingualism: Keeping Our Sights on Language Politics." <a href="https://files.eric.ed.gov/fulltext/EJ1176417.pdf">https://files.eric.ed.gov/fulltext/EJ1176417.pdf</a></p> <p style="text-align: center;">Blog Post Due</p>
6	Active Learning Activity	City Market Tour	<p style="text-align: center;">Blog Post Due</p>
7	Work Session for Mid-Term Presentation		
8	<b>MID-TERM PRESENTATIONS</b> <b>MID-TERM BLOG DUE</b>		

9	Language and Society: Communication/Community	Lecture and Discussion	Rosen (2014). "The Languages of Migration."  Blog Post Due
10	Language and Economic Affairs	Lecture and Discussion	Appadurai (2016). Banking on Words: the Failure of Language in the Age of Derivative Finance, Chap. 1: "The Logic of Promissory Finance." 1–14; Chap. 4: "The Sacred Market." 55–69; Chap. 6: "The Charismatic Derivative." 83–100.  Canepa (2016). "German Banks Put up Language Barrier against ECB Supervision". <a href="http://uk.reuters.com/article/uk-germany-banks-ecb-idUKKCN0XA1KW">http://uk.reuters.com/article/uk-germany-banks-ecb-idUKKCN0XA1KW</a>  Blog Post Due
11	Language and Spiritual Affairs (Religion and Beyond)	Lecture and Discussion	Peek (2005). "Becoming Muslim: The Development of a Religious Identity". 215–242. <a href="http://meis500.weebly.com/uploads/1/3/5/2/13525224/becoming_muslim_identity.pdf">http://meis500.weebly.com/uploads/1/3/5/2/13525224/becoming_muslim_identity.pdf</a>  Brubaker "Language, Religion and the Politics of Difference". <a href="https://www.youtube.com/watch?v=b8Mk6tPAo20">https://www.youtube.com/watch?v=b8Mk6tPAo20</a>  Blog Post Due
12	Language and the Intellectual/Artistic/Cultural Identity	Lecture and Discussion	Williams (1986). "Language and the Avant-garde" <a href="http://keywords.pitt.edu/videos/video_4.html">http://keywords.pitt.edu/videos/video_4.html</a> Complete lecture: <a href="http://keywords.pitt.edu/audio.html">http://keywords.pitt.edu/audio.html</a> Published in: Fabb, Attridge, Durant and MacCabe (eds) (1987). 33–47.  Marinetti (1913). "Destruction of Syntax—Radio Imagination—Words-in-Freedom." In: Rainey et al eds. 2009. 143-151. <a href="https://markdyal.files.wordpress.com/2015/03/futurism-anthology.pdf">https://markdyal.files.wordpress.com/2015/03/futurism-anthology.pdf</a>  Khlebnikov "Incantation by Laughing". English version:

			<p><a href="https://www.youtube.com/watch?v=PT5O2ZaMGf0">https://www.youtube.com/watch?v=PT5O2ZaMGf0</a> Russian version, read by R. Yakobson: <a href="https://www.youtube.com/watch?v=TeNvIbOyKzQ">https://www.youtube.com/watch?v=TeNvIbOyKzQ</a></p> <p>Blog Post Due</p>
13	Language and Legal Identity. Language and Freedom	Lecture and Discussion	<p>United Nations (2013). "Protection of minority languages is a human rights obligation." <a href="http://www.un.org/apps/news/story.asp?NewsID=44352#.V66ZE5h97IU">http://www.un.org/apps/news/story.asp?NewsID=44352#.V66ZE5h97IU</a></p> <p>Arendt (1977). "What is Freedom." In: Between Past and Future. 143-171. <a href="https://grattoncourses.files.wordpress.com/2015/09/hannah-arendt-what-is-freedom.pdf">https://grattoncourses.files.wordpress.com/2015/09/hannah-arendt-what-is-freedom.pdf</a></p> <p>Kraus and Chomsky [On Language and Freedom]. <a href="https://www.youtube.com/watch?v=xcCEsW-LMT8">https://www.youtube.com/watch?v=xcCEsW-LMT8</a></p> <p>Blog Post Due</p>
14	English, Englishes, "Spanglish" and the like. Englishization	Lecture and Discussion	<p>Baker (2015). "Culture and Identity through English as a Lingua Franca." 105–132. <a href="https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=2077558">https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=2077558</a></p> <p>Dor (2004). "From Englishization to Imposed Multilingualism: Globalization, the internet, and the Political economy of Linguistic Code." 97-118. <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.461.1442&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.461.1442&amp;rep=rep1&amp;type=pdf</a></p> <p>McWhorter (2016). "4 Reasons to Learn a New Language." <a href="https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language">https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language</a></p>
15	<p><b>FINAL PRESENTATIONS</b></p> <p><b>FINAL BLOG PROJECT DUE</b></p>		



## **SECTION III: CEA CAPA Academic Policies and Standards**

### **ACADEMIC POLICIES**

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### **STUDENT LEARNING & DEVELOPMENT OBJECTIVES**

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.