

DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES

<https://ualberta.ca/modern-languages-and-cultural-studies>

2021-2022 MLCS 299: Language Conflicts and Identity

(Fall Term)

Note: Remote Delivery

Instructor: Dr. Oleksandr Pankieiev **M** - Online: Discussion day
E-mail: oleksandr.pankieiev@ualberta.ca **W & F** - Online: Asynchronous directed learning
Virtual Office Hours: T 9:00-9:50 or by appointment

Bachelor of Arts / Major in Modern Languages and Cultural Studies:

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

Course Prerequisite: None

Technology requirements (minimum):

Desktop computer or laptop with internet connection. It is your responsibility as a student to ensure that you have the appropriate technology for the course.

Experiential Learning Component

this course has a significant experiential learning component (15% or more of the course grade)

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

✓ **No, not needed**

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
 - See explanations below
 - Document distributed in class
 - Other (please specify)
- ✓ **NA**

Course Description, Objectives and Expected Learning Outcomes:

Students will explore how languages influence and shape personal and collective identities. The function of languages as symbols of national and/or ethnic identities and the politics of language in national and ethnic conflicts in a number of cultures will be studied. We will delve into the connections of languages with nation-building, ideology, power, minorities, and governments. The traumatic and healing language experiences will be explored. Students will learn about the impact of media on language developments and change, and its role in language conflict. Hate speech as a form of abuse with means of language and about language usage or users will be contrasted.

After completing the course, students will be able to:

- Demonstrate general understanding of language situation in a number of cultures, countries and interpersonal interactions
- Define and discuss some of the key terms and concepts related to language conflicts and identity
- Discuss certain cases of language conflicts and identity
- Analyze and present at least one case of language situation (of student's interest and choice)
- Strength intercultural competence and sensibility in discussing the language conflicts and the conflicts with the means of languages
- Gain confidence with own and other languages

Course Format:

All graded course activities will be conducted in the format of online asynchronous directed learning: students will read articles and watch brief videos, and will be asked to reflect on them in the form of short assignments and online forum discussions on Flipgrid. The discussions will be held throughout a day each Monday.

Drop-in synchronous Zoom discussion will be held every Monday at 10 am (MST). Zoom discussions are not compulsory for attendance and won't be graded.

Texts:

Selection of articles and video clips available on eClass and University of Alberta Library's Course Materials & Reading List Service webpage.

Additional Course Fees

Yes No

Important Dates: See Academic Schedule in current Calendar

First Day of Class: September 1, 2021

Add/Delete Date: September 15, 2021

50% Withdrawal Date: October 4, 2021

Withdrawal Date: November 30, 2021

Last Day of Class: December 7, 2021

Date of Deferred Final Exam (if applicable): *Please consult the following site:*

<https://calendar.ualberta.ca/content.php?catoid=34&navoid=10107-examinations-exams>

Deferred Final Examination: For information on how to apply for a deferred exam see ["I Missed my Final Exam, Now What?"](#)

Components of Course Grade (see "Explanatory Notes"):

Participation in online forum discussions (throughout every Monday)	10 %
Discussion questions (starting from week 3, due every Saturday midnight (MST))	5 %
Journal entries (starting from week 3, one entry per week; due every Saturday midnight (MST))	30 %
Quizzes (4X5%)	20 %
Case study project	
Case Study Stage 1. (due at midnight (MST) on October 27, 2021)	15%
Case Study Stage 2. (due at midnight (MST) on December 13, 2021)	20 %

Explanatory Notes on Assignments:

Participation in online forum discussions:

Students should be ready to engage in active online forum discussions, having done the readings and other learning activities thoughtfully. All class and small group discussions will be held on Flipgrid (<https://info.flipgrid.com/>), a platform that allows asynchronous video and text discussions. The discussions will be held throughout the day each Monday (except for statutory holidays; dates to be specified). Every student is expected to make at least one post every Monday. Participation in online forum discussions will be taken at the of the day. Unexcused absences in online forum discussions will adversely affect the student's grade for the participation.

Drop-in Zoom discussions on Monday at 10 am (MST) are not compulsory for attendance and won't be graded.

Journal entries:

Starting from the third week, students will write one journal entry every week by Saturday midnight. In a journal entry, students will reflect on the readings, videos, and forum discussions and provide their thoughts, ideas and observations. Students are encouraged to relate their learning experiences with their personal experiences. Each entry must be around 9-18 sentences (150-350 words). A template with guiding questions will be provided on eClass. Assessment criteria will also be made available. Journal entries need to be provided via the Google website. Access to the website will be provided to each student individually in the first week of the class.

After the fifth journal entry is submitted, students will be provided with short feedback. The last journal entry is due on the last Saturday of November.

Discussion Questions:

Starting from the third week every week by Saturday midnight, along with journal entries on the Google website, students will write and submit their own three questions. Students are also encouraged to pose their questions and discuss the questions of their peers on the forum. The last set of quotations is due on the last Saturday of November.

Quizzes:

Four very short quizzes based on self-study online modules, to gauge students' progress throughout the course.

Case study (Stage 1):

Students will study and research a case of language situation and/or conflict, either contemporary or historical, using concepts discussed in class.

At stage 1, students will write a research prospectus of their case study. It will include:

- an annotated bibliography of at least five sources(3-4 sentences per source);
- a brief statement (one paragraph) on the question to be explored;
- reasons for choosing a particular topic and/or why is this topic interesting and/or important;
- your plan on how to approach this topic (which concepts discussed in the course are or could be relevant and why).

The research prospectus must be submitted via e-Class by midnight on October 27, 2021.

Case study (Stage 2):

At the second stage, students will complete their Case study. The Case study should provide a brief introduction to the topic and a short background of the situation/conflict. The Case study main section should elaborate on the central facts and details related to the situation/conflict. The final section should present a summary of your study and, if relevant, a possible and/or hypothetical resolution to the conflict and/or other potential questions that are relevant and could be explored.

Word count must be at least 1200 words, not to exceed 1700 (Approximately 4-6 double spaced pages). At the end, please include a list of references with full bibliographical information, alphabetical by author, for all sources used (and consistently formatted: you may consult either MLA or APA or another system, but be consistent). Include URLs for any materials that you retrieved from the internet and include the date of access.

Details and assessment criteria will be provided on e-class.

The Case study must be submitted via e-Class by midnight on December 13, 2021. There will be a 5% penalty per day (over 4 days of lateness assignments will not be accepted).

Some ideas (but please explore any issue of your own interest):

- a. An analysis of social media sites that relate to language specific issues, studying them within frameworks discussed in the course.
- b. Diaspora language and or dialect (could be from a comparative perspective);
- c. A study of language attitudes and beliefs (based on social media discussions, for instance, but other texts could also be studied);
- c. Language taught/used in textbooks: are there any ideologies in choosing a particular language variant and or portrayal of a particular culture?;
- d. A study of a minority language group in a particular country or culture (and perhaps linguistic rights);
- e. A study of a particular dialect or language variant and discussing it within the framework of conflict and/or power, and/or identity, and/or language rights;
- f. A study of some debatable and/or controversial issues in a language and how they relate to language and power, and/or language ideologies, or other concepts.

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially **excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days**. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections Attendance and Examinations of the University Calendar.

Be aware that unexcused absences will result in partial or total loss of the grade for the participation component of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

Policy for Late Assignments:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline.

5%-per-day-penalty assessed for each day of lateness for written assignments (over 4 days of lateness assignments will NOT be accepted).

Required Notes:

Policy about course outlines can be found in the Evaluation Procedures and Grading System of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the Academic Integrity website. If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

Recording:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

The Academic Success Centre provides professional academic support to help students maximize their academic success and achieve their academic goals. We offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs, and at all levels of achievement and study.

They also administer the University of Alberta's Duty to Accommodate procedure for students and works with students, instructors, campus units, Faculties and departments, community and government agencies, and on and off-campus service providers to coordinate students' disability-related accommodation needs for participation in university programs.

For general information and to register for services visit the [Academic Accommodations](#) webpage.

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

The [First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

[Health and Wellness Support for Students](#) outlines available mental and physical health resources that are offered on-campus and in the community.

The [Office of the Student Ombuds](#) is a confidential service that strives to ensure that university processes related to students operate as fairly as possible. We offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
<p>Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.</p>	A+	4.0	95-100
	A	4.0	90-94
	A-	3.7	86-89
<p>Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	B+	3.3	82-85
	B	3.0	75-81
	B-	2.7	70-74
<p>Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	C+	2.3	66-69
	C	2.0	61-65
	C-	1.7	58-60
<p>Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	D+	1.3	55-57
	D	1.0	50-54
<p>Failure.</p>	F	0.0	0-49

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