FLOR LING 3356
Language & Identity

CAPA FLORENCE PROGRAM

Course Description

Language is an extraordinary tool that we use every day; yet, it is not often that we critically reflect on its importance and role in relation to human identity. 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. It looks at how language represents the discursive dimension of human civilization and how different historical languages both express and shape different cultures. As Wittgenstein put it in his *Tractatus Logico-Philosophicus* (5.6) "The limits of my language mean the limits of my world"; thus, language is not simply about vocabulary and grammar, but also about a worldview.

"Language and Identity" is designed as a *highly innovative learning and teaching (HILT)* CAPA course. Not only is this the first course of this type offered by CAPA, but also an unprecedented enterprise in Study Abroad. The course will provide a unique opportunity to broaden students' understanding of the relationship between language and identity in an ever more globalized and dynamic world. Through collaborative and comparative learning processes, the course will inform a critical understanding of language and identity and show how they intertwine and interconnect in different spaces, times, and environments.

Course Aims

This course aims to utilize critical theories in the study of language and identity as a means of understanding the key role that language plays in both cultural boundary production and global interrelationships, as well as in the identity building process. Students enrolled in this special class will be actively involved in the teaching-learning process, becoming co-protagonists of this experience, under the guidance and supervision of the faculty. Working collaboratively, students will produce a series of comparative case study projects and online discussions which highlight the similarities and differences in the role of language in local and global identity formation. Building on this, students will come to understand the linguistic and other language related challenges that face the globalized world of the twenty-first century, along with the way the latter will impact on identity. This course will equip students with a series of theoretical and practical tools required for a trans-disciplinary and HILT enterprise, which aspire to transcend boundaries in many ways: transcending borders among traditional disciplines and methods, using technology to produce multi-media projects, and, most importantly, challenging prejudices; therefore, opening minds and expanding visions. Ultimately, the course aims to produce a thoughtful shift in Study Abroad, by shaping and legitimising a new *teaching–learning paradigm*.

Requirements and Prerequisites

There are no special requirements and prerequisites. The course welcomes students with a broad variety of backgrounds and interests. Being a research project-based learning-teaching class, each student may develop a project based on his own expertise, whilst taking the opportunity to expand and deepen her/his knowledge by working in collaborative teams under the direct guidance and supervision of the professor.

Capa Students Learning & Developmental Outcomes (SLDOs)

1. Globalization. Students are able to recognize, describe, and interpret examples of the impact of the globalization in the urban environment.
2. Urban Environment. Students are able to explore and analyse the spaces they inhabit, and reflect on differences and similarities between their home and host environments.
3. Social Dynamics. Students are able to understand concepts of and the implications of the realities of power, privilege, and inequality in urban environments.
4. Diversity. Students are able to describe, interpret, and respect the differences and similarities within their student community and between their home country and the host country.

5. **Personal and Professional Development:** CAPA students will gain insight into their personal and professional development that occurred during their CAPA learning abroad experience, with emphasis on the skills they acquired that will be of particular interest to future employers and graduate school admissions officers. The development of skills relative to personal and professional development and career preparedness include for this class the following ones:

- **Networking**: The ability to intentionally and purposefully connect and interact with others in order to develop professional and social relationships;
- **Communications**: The ability to receive, interpret, and articulate information and ideas effectively;
- **Remote Collaboration**: The ability to utilize IT resources to connect virtually with others and achieve collective goals and objectives;
- **Global Perspective**: The skills required to live and work in an interdependent world through forming an understanding of connections between one's own life and those of people across the globe;
- **Cultural Awareness**: The understanding of oneself, others and the ability to embrace and appreciate diverse and complex perspectives, values, and beliefs;
- **Adaptability**: The ability to adjust oneself readily to different conditions and environments;
- **Career-based or Vocational Skills**: The development of specific knowledge or abilities related to an occupation.

Learning Outcomes (specific for the course)

Incorporating specific Course Learning Outcomes (CLOs) and the five CAPA Student Learning Outcomes (SLOs) (1. globalization; 2. urban environment; 3. social dynamics; and 4. diversity; 5. personal and professional development)

The purpose of this course is to provide a cross-cultural and trans-disciplinary foundation for understanding key concepts in the study of language, and how language plays a role in shaping various layers of identity (social, political, economic, etc.), in both local and transnational contexts. Students ideally develop critical skills in the collaborative description and analysis of local and global linguistic environments, policies, and communication strategies.

At the end of the course, students should be enabled to:

a. define and describe key concepts and approaches in the study of language and identity; [SLDO 5]
b. explain the role language plays in the construction of identity; [SLDO 4, 5]
c. use theoretical tools in exploring urban linguistic environments and analysing identities; [SLDO 2, 3, 5]
d. investigate and compare linguistic environments and identities; [SLDO 2, 4, 5]
e. work within a heterogeneous/trans-disciplinary learning community; [SLDO 1, 4, 5]
f. adapt to a heteroglot global environment and deal with otherness; [SLDO 1, 3, 4, 5]
g. reflect on the impact of globalization at both linguistic and identity level. [SLDO 1, 3, 4, 5]

Class Methodology: a Highly Innovative Approach to Learning and Teaching

A *trans-disciplinary* experience *par excellence*, this course questions how language relates to many facets of human identity. One of the main purposes of the course is actually that of *creating a new type of learning community*, where diversity and complexity matter. Combining knowledge from many fields, activating/developing a variety of abilities and a joint intellectual effort are defining features of such a community.

The course is taught by a faculty with expertise in many fields, able to work with heterogeneous groups of students. The professor employs blended teaching, including in-class lectures, out of class activities, group and individual supervision, as well as insertion of multimedia materials on CANVAS. This serves as the common collaborative platform for both learning activities and research projects.

Students enrolled in this *suis generis* class should be willing to be part of an open-minded *learning community*. They should get in touch with their colleagues and keep in touch during the entire duration of the course (ideally also after). Students enrolling in this class may be put in contact even before reaching the Florence CAPA campus. They should communicate via CANVAS on-line and via mobile app to get to know each other and to communicate and work together throughout the semester. Students are expected to collaborate in groups via CANVAS to develop creative, trans-disciplinary, and, ideally, also technologically innovative research projects as part of their assessment.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) to be eventually (in part) activated are:

- City centre tour: 1 hour (the last of the first class). We leave from CAPA – Palazzo Galli-Tassi (former Palazzo Valori) and end at San Marco. The walking tour includes some of the followings points: Piazza della Signoria (local political government site; former trade centre - Tribunale delle mercanzie), Piazza della Repubblica (core of the ancient Roman city; medieval market and the former Jewish ghetto, Twentieth century Futurist centre), Duomo and the Baptistery (religious centre), Mercato Centrale (market centre), and University Rectorate (Academic Centre). The tour is meant as a brief immersion in the cosmopolitan environment of Florence, indicating some key places and the way they may

link to language and identity. On our way we observe people and try to identify the languages they speak, their country of origin, etc. We also read inscriptions, street names, the menu displayed at the entrance of some restaurants; labels of products at the market, etc. The main purpose of the tour is to invite students paying attention to the heterogeneous urban Florentine environment. It aims to make them curious and stimulate them observing how languages and identities are interacting and shaping the reality of Florence. This activity serve identifying a few relevant sites that students may explore for developing their mid-term projects.

- 🏛 <u>Accademia della Crusca (The Bran Academy)</u> –TBC This provides a unique opportunity for an insight into a fundamental pattern of both local (Florentine) and national (Italian) identity – language; or as they used to call it – the question of language *(la questione della lingua)*. Located in one of the former Medici villas, in the outskirts of Florence, Accademia della Crusca is the institution that contributed throughout centuries to the very making of Italian language. Not only did it realized the first Dictionary *(Vocabulario)* and kept it updated (publishing several editions), but it also created scope (together with many other academies of the time) for Florentine first and Italian later to turned from vernacular into a cultivated language (a language of culture) and gradually substitute for Latin. Thus, one may say that the Florentine (Tuscan dialect more generally) provided the discursive basis for both Florentine/Tuscan and Italian modern history and identity. This is proof of Florentines' finest art of using words and of Italians ability to take advantage of this in their linguistic identity building process. One team may use this site to develop the term project. http://www.accademiadellacrusca.it/en/pagina-d-entrata

- 🏛 **European University Institute (EUI) - European Union (EU) Archives.** Located in a series of historical villas and monasteries, in the outskirts of Florence, the European University Institute and the related to it European Union Historical Archives are by all effects European Union institutions. The EUI is the Highest Academic Institution of the European Union, thought to form, educate, and train the European elite. The EU Historical Archives, comprising of a large collection of documents in several languages, is both a preservation and a research center. Besides being an Academic environment, the EUI is also playing a highly important political role: political leaders from member states and EU institutions are often invited; the EUI and the City of Florence are jointly organising the annual top level event The State of the Union – a unique Academic-Political confrontation. Specialised schools (Energy, Regulation, Banking & Finance, trans-national governance, Jean Monnet) are actively contributing to the making of the EU political economy. From among the Ph.D. researchers some are pursuing an academic career; others will work for national, EU or global institutions. The Church (Badia Fiesolana) is still preserving memories of fascist times, when the entire population of the area was massed in by the Germans. A coffee break/lunch seminar may follow: a free debate on the EU language policy and identity. One team may use this site to develop the term project. https://www.eui.eu/ https://www.eui.eu/Research/HistoricalArchivesOfEU

- 🏛 **Central Market:** The tour is an opportunity to identify Italian brands and interact with locals and foreign people as well.

- 🏛 **Badia Fiorentina:** Acknowledged as one of the oldest if not the oldest church of Florence, the Badia Fiorentina changed its aspect over time; yet, without losing its identity. The visit will be an opportunity for students to observe the religious service, the behavior of the participants, the languages used and the space around.

- 🏛 **Primo Conti Foundation and Museum**, Fiesole: This provides an opportunity for an insight into the life of the person who is celebrated as the leading Florentine Futurist painter. His house in Fiesole (now a Foundation) hosts a permanent exhibition containing art masterpieces that Conti himself selected and distributed in various rooms. This visit has a dual purpose. The first, immediate one, is to provide an opportunity for students to admire these great art masterpieces (out of the general touristic circuit), along with learning about Conti's role in the making of Florentine, Italian and European Futurism and Twentieth Century art in general. A second purpose is to stimulate students learning how language is used in painting. Conti was born in 1900 and died in the 1980s. His life and the Twentieth Century almost overlapped. His work mirrors important moments and shifts in the Twentieth Century art and how the language of art is changing over time. The visit is also intended to stimulate students' creativity and imagination.

NOTE: For dates/time of the visits, please check the Weekly Course Schedule section in the Syllabus and the Calendar section on CANVAS.

In addition, visits to historical sites (in Florence/Italy/Europe), up to personal possibilities and interests) are strongly encouraged. Students could confront theoretical knowledge to in-site documentation and can use the new data for their mid-term and end of term research projects. <u>Some recommended sites include:</u>
- 🏛 <u>Markets </u>(identify linguistic communities; how they interact with other communities and use language for trade)
- 🏛 <u>Religious/spiritual sites</u> (visit religious/spiritual sites; how language is used in building religious/spiritual identity; Catholic, orthodox (Russian, Greek, Romanian), or protestant churches; a mosque; a synagogue, etc.)
- 🏛 <u>Immigration centres </u>(meet immigrants and people working with immigrants; identify the linguistic identity of various communities and document the new language acquisition processes)
- 🏛 <u>Political institutions sites</u> (interview politicians/electors on language issues; visit political institutions and related sites: for example - the Parlamentarium in Brussels)
- 🏛 <u>Schools</u> (mother tongue of children; linguistic barriers; teaching of foreign languages; schools for foreigners; schools in foreign languages; international schools)
- 🏛 <u>Bookshops </u>(books in original language(s), translations)
- 🏛 <u>Museums</u> (in which language(s) is relevant information displayed; which language(s) does the personnel talk) etc.

Co-curricular: *Students are also strongly encouraged to participate in co-curricular program activities organised by CAPA within the My Global City framework.*

Mid-Term & Final Term Research Projects
The mid-term project consists of a **Blog – Exploring Linguistic Urban Environments** and include:
   a) Mini-presentation (5-10 minutes)
   b) Final Blog (team work: 400 words per student + 400 per team: 2000 words for a 4-student team; photographs, video and/or sound recordings)

The Term Research Project: *Exploring Linguistic and Trans-linguistic Identities* consists of two parts:
   a) A 10-minute team on-line presentation-report on team project
   b) Final Project: a complete piece of work (800 words per student + 800 additional words per team: a 4-stduent team: 4000 words; at least 2 photographic elements per student; at least one video element per team)

NB: See also the section: Assignments

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A A-	75+ 70-74	93+ 90-92	4.0 3.7
Good	B+ B B-	66-69 63-65 60-62	87-89 83-86 80-82	3.3 3.0 2.7
Average	C+ C	56-59 53-55	77-79 73-76	2.3 2.0
Below Average / Poor	C- D+ D	50-52 46-49 40-45	70-72 67-69 60-66	1.7 1.3 0.7 1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment task	Grade %	Learning Outcomes
Participation ● participation to synchronous-class sessions 5% ● attendance/active co-involvement in online events 5% ● engagement in cross-campus interactions 5% ● introducing new ideas, producing valuable thought 5%	20%	a., b., e.

Mid-term Blog
● Mini- presentation 10%
  o teamwork 5%
  o individual contribution 5%
● Final Blog 20%
  o team work 10%
  o individual contribution 10%
	30%	c., d., e., f.

Term Research Project
Presentation-Report 20%
  o teamwork 10%
  o individual contribution 10%
 	
● Final Project 30%
  o collective sections 5%
  o the overall quality of the project 5%
  o evidence of collaboration in individual contribution 5%
  o individual contribution 15%
	50%	c., d., e., f., g.

Overall grade   100%

Assignments

The assessment for this course will be based on three HILTed tasks (assignments), as follows:

1) Participation (worth 20%)

Participation to this class includes four components:

- participation to in-class activities (5%);
- attendance and active co-involvement in on-line events (5%);
- engagement and interaction during out-of-class events (5%).
- introducing new ideas, producing valuable thought (5%)

2) Mid-term Blog – Exploring Linguistic Urban Environments (worth 30%)

The Blog include two steps:

2.1 *Mini-presentation – 5 minutes (worth 10%):*

For this assessment, students are marked as follow

o as a team	5%
o and individually	5%

2.2 *Final Blog*   (worth 20%)

- Each student submits 400 words as part of the assessment; each team contributes an additional 400 words (collective sections): for example, a total of 2000 per four-student team
- Each blog include:
    - o a critical analysis which explores the linguistic diversity of Florence;
    - o embedded photographs, video and/or sound recordings.
- Teams make an in-class presentation of their analysis.
- After the submission deadline, all students have access to all blogs. This aims to facilitate critical discussion in the classroom environment after each team project presentation.
- For this assessment students are marked as follows:

o team work	10%
o individual contribution	10%

Focus and finality

- The focus of this mini-project is on the immediate perception of language(s) in a global urban environment. This implies exploring a variety of aspects that may be eventually grouped along the two main lines of visibility and audibility, respectively:
    - o 'Reading the Global City': shop signs, leaflets, graffiti, street names, markets signs, shop windows, the menus of restaurants, etc.
    - o 'The Sound of the Global City': the language(s) of the music, news, movies, religious service, other services, street conversations, protests, etc.
- Students develop an understanding of the various linguistic practices in the urban landscape.
- Students may compare and contrast their research from Florence to realities in their cities of origin or in other urban environments in Italy, Europe, or the world.

Team work:

Students work in collaborative teams to set up and feed a blog that explores the local linguistic urban environment. Each student team is pre-allocated, and all teams are responsible for choosing the specific sites (from a list of possible options) to be included in their analysis. Students need to collaborate regularly to produce a clear, cohesive and dynamic blog that presents the linguistic landscapes that function in a specific urban environment. Teams use tools of their choice to build their blogs.

Collaboration Process and Supervision:

Student collaboration occurs via CANVAS/Google Docs; final blogs are uploaded into a dedicated space in CANVAS. Collaboration is monitored via structured team checkpoints (in Discussions); each team member must contribute to. Students may be guided with readings on the chosen subject that they may use as a basis for analysing their results. Each team project is supervised by the professor. Yet, support from other CAPA or home universities faculty is welcome!

3) Term Research Project: Exploring Linguistic and Trans-linguistic Identities (50%)

The project is divided into two parts:

3.1 A 10 minute team on-line video presentation-report of progress on term project (worth 20%):

- students produce a collaborative video presentation on their progress to date, including their chosen topic, allocation of subtopics, major sources, and the main argument;
- students also address any difficulties they have encountered in their research process and report on the strategies they have used to overcome those;
- the presentations are posted on CANVAS and incorporated into classroom sessions;
- for this assessment, students are marked as follows:

o   as a team (10%)
o   and individually (10%).

*3.2 Final project consisting of a complete piece of work (worth **30%**):*
- each student individually contribute 800 words;
- each team also contribute additional 800 words (introduction, conclusion, etc);
- all students contribute at least two photographic elements (ideally taken by themselves);
- all teams contribute at least one video element;
- the complete work is posted on CANVAS and discussed during the last classroom session;
- for this assessment students are marked both as a team and individually, as follows:
  o   collective sections of the team project: introduction, conclusion, collective video, etc. (5%);
  o   the overall quality of the project: relevance, coherence, appropriate use of learning materials (5%);
  o   evidence of collaboration in individual contribution (the capacity of each student to integrate content deriving from collaboration and the ability to elaborate his/her section in harmony with the entire project) (5%);
  o   individual contribution: depth of analysis, originality, critical capacity, quality of writing (15%);

Team work:
Students work in trans-disciplinary collaborative teams to develop a rather comprehensive research project on a key theme from the unit. Students are free to form their team and choose the theme. The first outcome of team research should result in a brief video presentation-report. The final outcome of the comprehensive research project results in an accomplished piece of work, produced in CANVAS Collaborate, that includes written text, video and photographic content. This incorporates comparative elements, as well as critical and creative components.

Collaboration Process and Supervision:
Teams' members collaborate via Google docs in CANVAS and through a series of key check-in/progress points (in Discussions) created at the beginning of the assessment process.
Students can also open group discussions on their own Facebook pages for the purpose of collaboration.
Collaboration is monitored by the professor via a series of checkpoints. All projects are supervised by the professor. Yet, support from other CAPA or home universities faculty is welcome!

Possible topics:
Each team develops a project on a relevant global topic, closely related to the theme of the course. (NOTE: Teams are encouraged to produce their own proposals). Some examples include:

1) *Language and National/Trans-national Identity*: the role of language in national history; the role of language in boundary construction: migrants, refugees and diaspora; the marginalization of languages; language and the making of transnational identity (EU, Global); etc.
2) *Language and Gender*: the role of language in constructing and reinforcing gender identity; gender specific language expression; languages of abuse and the expression of power; language and the shaming of gender/sexuality; gender as a category of grammar; etc.
3) *Language and Intellectual Expression*: the role of language in the foundation of scientific meaning; language and creative expression (poetry and other arts); for instance, the use of language in avant-garde poetry and painting; the use of language in specific fields (the social sciences, humanities, psychology): specialised languages; discursive traditions; translation of literary works; etc.
4) *Language and Spirituality*: the different kinds of languages of religious expression and other forms of spirituality in unique urban environments; the historical development and politics of the language of spirituality; the role of spiritual language in maintaining cultural and national identity; etc.
5) *Language and Economic Practices*: language use in local markets; International Business and language barriers; multi-language labels in a global market; English – the lingua franca of global economic transactions; translation/Interpretation - a growing profession; the opaque/cryptic language of modern finance; etc.
6) *Language and the Media*: language on local television and radio (subtitles; foreign languages channels; music in foreign or minority languages); language in newspapers and magazines; foreign or minority languages media; language on the internet; language and social networks; etc.
7) *Language and Immigration; language and integration*; languages spoken by local communities of immigrants; local language impact on the language of immigrants; immigrants' languages impact on local language; cross-pollination among the languages of various immigrants communities; etc.
   NB: Many other topics may be included: Language and Body; Language and Mind; Language and Health (language disabilities; speech-language therapy); Non-Human Language, Artificial Language(s); etc.

Required Readings and Other Resources
Readings:
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.

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Locke, J. 2017[1689]. *An Essay Concerning Human Understanding*. Chap. XXVII: "Identity and Diversity", 112-121.: https://www.earlymoderntexts.com/assets/pdfs/locke1690book2.pdf

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. https://markdyal.files.wordpress.com/2015/03/futurism-anthology.pdf

Pagel, M. "How Language Transformed Humanity." https://www.google.it/?client=safari&channel=mac_bm&gws_rd=cr&ei=bQTvWP3pOqvR6ASQg7TwCQ

Peek, L. (2005). "Becoming Muslim: The Development of a Religious Identity". *Sociology of* Religion, Vol. 66, No. 3 (Autumn). 215–242. http://meis500.weebly.com/uploads/1/3/5/2/13525224/becoming_muslim_identity.pdf

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Sedivy, J. (2016). "How Morality Changes in a Foreign Language. Fascinating ethical shifts come with thinking in a different language." *Scientific American*. September 14. http://www.scientificamerican.com/article/how-morality-changes-in-a-foreign-language/

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Video/movies

Bonevac, D. [Prof. of Philosophy, University of Texas at Austin] "Wittgenstein." https://www.youtube.com/watch?v=S1RPRp5bDgg

Brubaker, R. (Prof. at UCLA). The Gellner Lecture 2012 – "Language, Religion and the Politics of Difference". https://www.youtube.com/watch?v=b8Mk6tPAo20

Chomsky, N. "Noam Chomsky Speaks Out About Universal Linguistics: The Origins of Language." https://www.youtube.com/watch?v=7Sw 15-vSY8E

Della Rocca, M. (Yale University). (2014). "Locke on Personal Identity" # 1: https://www.youtube.com/watch?v=462Y898PVn8

Della Rocca, M. (Yale University). (2014). "Locke on Personal Identity" # 2: https://www.youtube.com/watch?v=hLy2KhCUwN0

Della Rocca, M. (Yale University). (2014). "Locke on Personal Identity" # 3: https://www.youtube.com/watch?v=3oG69aK0McM

Khlebnikov, V. "Incantation by Laughing". English version: https://www.youtube.com/watch?v=PT5O2ZaMGf0 ; Russian version, read by R. Yakobson: https://www.youtube.com/watch?v=TeNvIbOyKzQ

Kraus, L. and Chomsky, N. [On Language and Freedom]. At Origins Project Dialogues: https://www.youtube.com/watch?v=xcCEsW-LMT8

McWhorter, J. (2016). "4 Reasons to Learn a New Language." TED Talk. February. https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language

Pagel, M. (2011). "How Language Transformed Humanity." https://www.google.it/?client=safari&channel=mac_bm&gws_rd=cr&ei=bQTvWP3pOqvR6ASQg7TwCQ

Tannen, Deborah, "He Said, She Said": https://www.youtube.com/watch?v=c5TII8Y3I28

Optional Readings and Other Resources (to be eventually used as a basis for research projects)
Readings:

Barczewska, Sh. and Andreasen, A. (2018) "Good or marvelous? Pretty, cute or lovely? Male and female adjective use in MICASE." *Suvremena Lingvistika*, Vol. 44, Issue 86. 193–213.

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." *Journal of International Business Studies*, June, Vol. 5, No. 5. 495–507. http://link.springer.com/article/10.1057%2Fjibs.2014.24

Chomsky, N. (1996[1970]) "Language and Freedom", lecture at the University Freedom and the Human Sciences Symposium, Loyola University, Chicago, January 8–9. It is reproduced with permission from *The Chomsky Reader*, ed. J. Peck, 1987, 20p. https://chomsky.info/wp-content/uploads/state02.pdf

Cotticelli Kurras, P. (2016). "Language as a Magnifying Glass of History: the Case of Italian Brand Names during the Fascism." In: AA. VV. *Linguaggio, ideologia e loro rappresentazioni*. Napoli: Università degli studi "L'Orientale". 11–40.

Derrida, J. (1989[1962]). *Edmund Husserl's Origin of Geometry*. Translated, with a preface and afterword by John P. Leavey, Jr. Lincoln–London: University of Nebraska Press. https://monoskop.org/images/1/1e/Derrida_Jacques_Edmund_Husserl_s_Origin_of_Geometry_An_Introduction_1989.pdf

Husserl, E. (1989). "The Origin of Geometry." In: Derrida, J. (1989[1962]). 157-180.

Lacan, J. (2001). "The Function and Field of Speech and Language in Psychoanalysis". In *Écrits. A selection*. Translated by Alan Sheridan. With a foreword by Malcolm Bowie. London and New York: Routledge, Chap. 3, 23–86 https://teoriaciek.files.wordpress.com/2010/10/lacan_function-of-speech.pdf

Orwell, G. 1946: "Politics and the English Language." http://www.npr.org/blogs/ombudsman/Politics_and_the_English_Language-1.pdf

Pierini, F. (2016). "Multilingualism and Englishization in International Business Communication: the Case of Some Italian Wine Producers: Is English Going to Be Supplanted as the Language of International Business?." *English Today,* Vol. 32, Issue 1, March. 48–55. https://www.cambridge.org/core/journals/english-today/article/multilingualism-and-englishization-in-international-business-communication-the-case-of-some-italian-wine-producers/CE101F775B8A0088B87F135BA2F4B3DB

Pultar, G. ed. (2014). *Imagined Identities: Identity Formation in the Age of Globalism* . Syracuse University Press, 2014. http://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=3410171
   • Santos, Luís Cláudio Villafañe G. (2014). "American, United Statian, Usanerican, or Gringo. Chap. 17: 289-299
   • Ubiria, Grigol. (2014) "Nation-State, National Identity, and National Culture in the Era of Globalization." Chap. 18: 300-311.

Qiu, W. (2014). "Aristotle's definition of Language." *International Journal of English Literature and Culture.* Vol. 2(8), August. 194-202. http://www.academicresearchjournals.org/IJELC/PDF/2014/August/Qiu.pdf

Sedivy, J. (2016). "How Morality Changes in a Foreign Language. Fascinating ethical shifts come with thinking in a different language." *Scientific American*. September 14: http://www.scientificamerican.com/article/how-morality-changes-in-a-foreign-language/

Venier, F. (2016). "Reception of Hugo Schuchardt's *Lingua Franca* between Philology and Ideology". In AA. VV [Autori vari – Various Authors], *Linguaggio, ideologia e loro rappresentazioni*. Quaderni di AIΩN, N.S.4. Collana di studi diretta da Alberto Manco. Napoli: Università degli studi di Napoli "L'Orientale." 177–206.

Vigano, C. (June 992). "Jacques Lacan and the Crisis of Identity". 7p. http://jcfar.org.uk/wp-content/uploads/2016/03/Jacques-Lacan-and-the-Crisis-of-Identity-Carlo-Vigano.pdf

Vîrban, F. (2016). "Totalitarian Ideology and Language. How Stalin Eventually Planned to Turn Russian into Universal Language." In: AA. VV. *Linguaggio, ideologia e loro rappresentazioni*, Napoli: Università "L'Orientale." 207–242.

Wittgenstein, L. (2005/1969). *Philosophical Grammar*. Berkeley: University of California Press. 5–31.

Video/Movies

Chesson, Win. (2016) "Why Gender-Inclusive Language Matters." https://www.youtube.com/watch?v=I2YNrEgKHZY

Walker, J. "The World's English Mania." https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania

Recommended Readings and Other Resources (for term research projects or future researches):

Readings:

Arendt, H. (1977). *Between Past and Future: Eight Exercises in Political Thought*. New York: Penguin Books. https://grat-toncourses.files.wordpress.com/2015/09/hannah-arendt-what-is-freedom.pdf

Bakhtin, M. 1981. "Discourse in the Novel." In: *The Dialogic Imagination*. Austin: University of Texas Press. 259–422

Bostadt, F. *et al*. (2004). *Bakhtian Perspective on Language and Culture. Meaning in Language, Art and New Media*. New York: Palgrave Macmillan. http://pitagoras.unicamp.br/~teleduc/cursos/diretorio/tmp/2634/leituras/14/BOS-TAD%20ET%20AL._2004_%20Bakhtinian%20Perspectives%20on%20Language%20and%20Culture~%20Mean-ing%20in%20Language,%20Art%20and%20New%20Media.pdf

Bourdieu, P. (1996). *Language and Symbolic Power*. Cambridge: Polity. https://monoskop.org/images/4/43/Bour-dieu_Pierre_Language_and_Symbolic_Power_1991.pdf

Gambarotta, P. (2011). *Irresistible Signs: the Genius of Language and Italian National Identity.* Toronto: University of Toronto Press. EUI: LIB 850.9358 GAM

Holmes, D. R. (2014). *Economy of Words: Communicative Imperatives in Central Banks*. Chicago-London: University of Chicago Press. EUI: LIB 332 11014 HOL

Joseph, J. E., ed. and new introduction by. (2010). *Language and Politics: Major Themes in English Studies.* 4-volume set. London-New York: Routledge.

Joseph, J. E. (2006). *Language and Politics*. Edinburgh: Edinburgh University Press.

Joseph, J. E. (2004). *Language and Identity, National, Ethnic, Religious*. Houndmills, Basingstoke, Hampshire & New York: Palgrave Macmillan.

Jule, A. (2007). *Language and Religious Identity. Women in Discourse.* Palgrave Macmillan (pages to be indicated)

Kachru, B. B. (1994). "Englishization and Contact Linguistics". *World Englishes*, 13(2). 132–154.

Labov, W. (2006[1966]). *The Social Stratification of English in New York City.* Cambridge University Press [first edition: Washington, D.C.: Center for Applied Linguistics].

Lawler, S. (2008). *Identity: Sociological Perspectives*. Cambridge(UK)-Malden, MA(USA): Polity Press. EUI: LIB 302 LAW

McWhorter, J. (2016). "4 Reasons to Learn a New Language." TED Talk. February. https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language

McWhorter, J. (2004). *The Story of Human Language*. Part I. The Teaching Company. *https://www.google.it/?client=sa-fari&channel=mac_bm&gws_rd=cr&ei=oQDvWITqEane6QTO5bXADw*

Muchlinski, E. (2011). *Central Banks and Coded Language: Risks and Benefits.* Basingstoke-New York: Palgrave Macmil-lan. EUI: LIB 33211 MUC

Myhill, J. (2006). Language, Religion and National Identity in Europe and the Middle East: a Historical Study. Amsterdam; Philadelphia: J. Benjamins. EUI: LIB 306.44094 MYH

Plato. [387 AD]. *Cratylus*. In : Plato (1892). *The Dialogues of Plato*, translated into English with Analyses and Introduc-tions by B. Jowett, M. A. in Five Volumes. 3rd edition revised and corrected. Oxford University Press. Vol. 1, 233-371. https://oll.libertyfund.org/titles/plato-the-dialogues-of-plato-vol-1

Poletti, A. and Rak, J. eds. (2014). *Identity Technologies: Contructing the Self On-line.* Madison, Wisconsin : The Univer-sity of Wisconsin Press https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=3445384

Saussure, F. de. (1966 [1916]). *Course in General Linguistics*. Bally, Ch. and Sechehaye, A. eds, in collaboration with Riedlinger, A. Baskin, W., trans., introduction, and notes. NY–Toronto–London: McGraw-Hill Book Company. *http://home.wlu.edu/~levys/courses/anth252f2006/saussure.pdf*

Sedivy, J. (2014). *Language in Mind: An Introduction to Psycholinguistics*. Sunderland, MA: Sinauer.

Shepherdson, Ch. (2009). *Lacan and the Limits of Language,* Fordham University Press.

Stevenson, L., Haberman, D. L. and Wright, P. M. (2013). *Twelve Theories of Human Nature. Confucianism, Hinduism, Buddhism, Plato, Aristotle, the Bible, Islam Kant, Marx, Freud, Sartre, and Darwinian Theories*. New York, Oxford: Ox-ford University Press. 6th Edition

Vîrban, F. (2011[2012]). *The Guardians of Beauty. The Heteroglot Discourse of the Russian Literary Wider Avant-garde Paradigm (1892-1932).* Silvy.

Wee, L. (2012). *Markets of English: Linguistic Capital and Language Policy in a Globalizing World*. New York: Routledge.

Video/movies:

Villeneuve, Denis. (2016). *Arrival*. based on *Story of Your Life* by Ted Chiang (In: Chiang: Stories of Your Life); presented on September 2nd, 2016 at the 73rd Edition of the Venice Film Festival.

SUNY-Oswego On-line Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the on-line library resources of SUNY-Oswego: http://libraryguides.oswego.edu/c.php?g=500670

Week 1
Seminar 1— Introduction & Course Overview. What Is Language?

Introduction: We briefly reflect on the key role of language in building identity and community and announce the key topics. The professor introduces students to the trans-disciplinary approach and the idea of a HILT-ed course. We also discuss the semester ahead, including assessment requirements.

What is Language: We explore the different approaches to the study of language. We introduce some leading theories and key concepts in understanding language, whilst highlighting the role of language in both uniting and diversifying communities.

In-class
- Knowing each others: professor and students introduce themselves, providing information about their university/academic background, details about their linguistic profile and a brief 'self-portrait' (self-identification)
- Introductory lecture: overview of course content, assignments, collaborative assessment, the trans-disciplinary approach and the idea of a HILT-ed course
- introduction of the first assignment (mid-term blog) and formation of teams
- Lecture: Floarea Vîrban, *What is Language?*
- Readings and Other resources
  Required:
  - 📖 Crystal and Robins [2019]. "Language". https://www.britannica.com/topic/language
  - 📖 Coseriu (1985). "Linguistic Competence: What is it Really?." XXV-XXXV. http://www.romling.uni-tuebingen.de/coseriu/publi/coseriu216.pdf
  - 🎥 Chomsky "Noam Chomsky Speaks Out About Universal Linguistics: The Origins of Language." https://www.youtube.com/watch?v=7Sw_15-vSY8E
  Optional:
  - 📖 Wittgenstein (2005/1969). *Philosophical Grammar*. 5–31.
  - 📖 Vîrban (2017)."The Coseriu–Chomsky 'Debate' Revisited: Integrating Wittgenstein. Ways in Understanding Linguistic Knowledge/Competence." In: Hassler and Stehl (Hrsg./eds). 147–160.
  - 🎥 Bonevac "Wittgenstein." https://www.youtube.com/watch?v=S1RPRp5bDgg
  Recommended:
  - 📖 Plato [387 AD]. *Cratylus*. In : Plato (1892). *The Dialogues of Plato*, Vol. 1, 233-371. https://oll.libertyfund.org/titles/plato-the-dialogues-of-plato-vol-1
  - 📖 Saussure (1966 [1916]). *Course in General Linguistics*. http://home.wlu.edu/~levys/courses/anth252f2006/saussure.pdf
- **Discussion** (Questions and Answers)
- Discussion and overview of pre-arranged collaboration teams
- Introduction to next week's Task (brief video introductions created by student teams)

Out-of-class
🏛 City center tour: introducing the two big themes ('Reading the Global City' and 'The Sound of the Global City') of the **Mid-term Blog** and exploring a few sites

After class
- Teams continue exploration of the urban environment on their own and choose their sites and specific topics (examples: street names in the city center/periphery; shops signs in Oltrarno; Central market/supermarket labels; radio/television language(s); song language(s), etc.)
- Teams to begin exploration of their chosen linguistic urban environments in Florence

On-line:
- Teams to begin collaboration on Assessment 1 using pre-set tasks guidelines
- Teams to produce collaboration schedule

Week 2
Seminar 2 — What Is Identity? Language and Identity

We introduce the second main topic of the course – identity; discuss various types of identity; deepen our analysis of the language–identity relationship, whilst also distinguishing between linguistic and non-linguistic forms of identity.

In-class
- Lecture: Floarea Vîrban, *What is Identity? On Personal Identity and Beyond*
- Readings and Other resources
Required:

-   Shoemaker. [2019]. "Personal identity". https://www.britannica.com/topic/personal-identity
-   Locke (2017[1689]). *An Essay Concerning Human Understanding*. Chap. XXVII: "Identity and Diversity", 112-121 : https://www.earlymoderntexts.com/assets/pdfs/locke1690book2.pdf
- ☙   Della Rocca. (2014). "Locke on Personal Identity" # 1: https://www.youtube.com/watch?v=462Y898PVn8
- ☙   Della Rocca. (2014). "Locke on Personal Identity" # 2: https://www.youtube.com/watch?v=hLy2KhCUwN0
- ☙   Della Rocca (2014). "Locke on Personal Identity" # 3: https://www.youtube.com/watch?v=3oG69aK0McM

Optional:
-   Santos (2014). "American, United Statian, Usanerican, or Gringo?" In: Pultar ed. (2014). Chap. 17: 289-299 http://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=3410171
-   Ubiria (2014). "Nation-State, National Identity, and National Culture in the Era of Globalization." In: Pultar ed. (2014). Chap. 18: 300-311.

Recommended:
-   Joseph (2004). *Language and Identity, National, Ethnic, Religious*. "Introduction." 1-14. "Linguistic Identity and the Functions and Evolution of Language." 15-40. "Approaching Identity in Traditional Linguistic Analysis." 41-66. "Integrating Perspectives from Adjacent Disciplines." 67-91.
-   Poletti and Rak eds. (2014). *Identity Technologies: Contructing the Self.* https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=3445384

- •   **Discussion (Q & A)**

Out-of-class/after class:
- •   Teams continue their exploration/research

On-line:
- •   Creation and Submission of video introductions
- •   Assessment 1 Checkpoint 1
- •   Student teams respond to Assessment 1 Checkpoint 1 (in Discussions)
- •   Teams keep feeding their blogs

Week 4
Seminar 3 — Language and Being Human

This week we are exploring the role of language in the process of self-definition and self-making of being human. We will be doing this from two different, but interrelated perspectives: the philosophy of the language-being relationship and the analysis of language and personhood in contemporary communities.

In-class:
- •   **Lecture**: Floarea Vîrban, *What Is Human Being?*
- •   **Readings and Other resources**

Required:
-   Plato. *Symposium*. 233-286 (a focus on Aristophanes' idea of 'Androgynous.' 250-254). https://ia600203.us.archive.org/27/items/PlatosSymposium/Plato-Symposiumbenardete.pdf
-   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. https://monoskop.org/images/e/e2/Arendt_Hannah_The_Human_Condition_2nd_1998.pdf
- ☙   Pagel (2011). "How Language Transformed Humanity." https://www.youtube.com/watch?v=ImQrUjIyHUg

Optional:
-   Qiu (2014). "Aristotle's definition of Language." 194-202. http://www.academicresearchjournals.org/IJELC/PDF/2014/August/Qiu.pdf

Recommended:
-   McWhorter (2004). *The Story of Human Language*. Part I. https://www.emse.fr/~bsimon/documents%20p%E9dagogiques/p%E9dagogie/The%20story%20of%20language/TTC%20-%20Story%20of%20Human%20Language%20-%20John%20McWhorter/Story%20of%20Human%20Language%20-%20Course%20Guide.pdf
-   Stevenson, Haberman, and Wright (2013). *Twelve Theories of Human Nature. Confucianism, Hinduism, Buddhism, Plato, Aristotle, the Bible, Islam Kant, Marx, Freud, Sartre, and Darwinian Theories*.
- ☙   Villeneuve (2016). *Arrival*.

- •   **Discussion (Q & A)**

On-line:
- •   Assessment 1 Checkpoint 2
- •   Student teams respond to Assessment 1 Checkpoint 2 (in Discussions)

Out-of-class:
- •   Teams to complete exploration of Linguistic Urban Environments in Florence
- •   Teams may expand their exploration beyond Florence with a view of introducing a comparative element

Week 5
Seminar 4 — Language and Politics

We examine the complex relationship between language and *the political* and how they shape human identity. We also reflect on how language articulates nationhood and see how political regimes may manipulate language.

In-class:
- Lecture: Floarea Vîrban, Language and Politics: *A Model of Understanding. The Case of Totalitarian Regimes*
- Readings and Other resources

Required:
- 📖 Vîrban (2006). "Bakhtin and Arendt in Dialogue: Authority and Freedom in 'Making' Language and Politics." 407–431.
- 📖 Watson and Shapiro "Clarifying the Multiple Dimensions of Monolingualism: Keeping Our Sights on Language Politics." https://files.eric.ed.gov/fulltext/EJ1176417.pdf

Optional:
- 📖 Cotticelli Kurras (2016). "Language as a Magnifying Glass of History: the Case of Italian Brand Names during the Fascism." In: AA. VV. 11–40.
- 📖 Orwell (1946): "Politics and the English Language." http://www.npr.org/blogs/ombudsman/Politics_and_the_English_Language-1.pdf
- 📖 Vîrban (2016). "Totalitarian Ideology and Language. How Stalin Eventually Planned to Turn Russian into Universal Language." In: AA. VV. 207–242.

Recommended:
- 📖 Arendt (1977). *Between Past and Future: Eight Exercises in Political Thought*. https://gratton-courses.files.wordpress.com/2015/09/hannah-arendt-what-is-freedom.pdf
- 📖 Bakhtin (1981). "Discourse in the Novel." In: *The Dialogic Imagination*. 259–422. https://carlos.public.iastate.edu/607/readings/bakhtin.pdf
- 📖 Gambarotta (2011). *Irresistible Signs: the Genius of Language and Italian National Identity.* EUI: LIB 850.9358 GAM
- 📖 Joseph ed. (2010). Language and Politics: Major Themes in English Studies. 4-volume set.
- 📖 Joseph (2006). *Language and Politics*.
- **Discussion (Q & A)**
- **Introduction of Assessment 2 = Term Research Projects** (teams, topics)

On-line:
- Submission of Assessment 1 (end of the week)
- Teams may see each other's blogs

Out-of-class/after class:
- Teams to prepare for blog presentations–critical discussion
- 🏛 **(Recommended):** Visit political site (examples: Palazzo Vecchio, Florence; Parlamentarium (Museum of the EU Parliament; Brussels; free entrance : http://www.europarl.europa.eu/visiting/it/bruxelles/il-parlamentarium); observe/meet politicians

Week 6
Seminar 5 – Visit to the EUI. Time TBA. Please note that the date of the visit might be changed to one more convenient for students, depending on professor's availability and approval from the EUI

Week 7
Seminar 6– Team Presentation of Mid-term Blogs on Linguistic Urban Environment
In-class:
- Critical discussion of Assessment 1

On-line:
- Approve teams and topics for Assessment 2 (overview and subtopics allocation).

Week 8
Seminar 7 — Language and Society: Communication/Community
Language is a means of communication, thus fundamental in establishing social relationships. This concerns a variety of aspects: from general social stratification, to gender issues, and further to immigrant communities and other forms of otherness/alterity.

In-class:
- Lecture: Floarea Vîrban, *Language and the Other*
- Readings and Other resources

Required:
- 📖 Rosen (2014). "The Languages of Migration."

      http://www.lse.ac.uk/assets/richmedia/channels/publicLecturesAndEvents/tran-
      scripts/20141126_1830_languagesMigration_tr.pdf

  📖 Isphording (2015). "What Drives the Language Proficiency of Immigrants? Immigrants differ in their language proficiency along a range of characteristics." http://wol.iza.org/articles/what-drives-language-proficiency-of-immigrants.pdf

Optional:

  📖 Barczewska and Andreasen (2018) "Good or marvelous? Pretty, cute or lovely? Male and female adjective use in MICASE." 193–213.

  🎬 Chesson (2016) "Why Gender-Inclusive Language Matters." https://www.youtube.com/watch?v=I2YNrEgKHZY

Recommended:

  📖 Labov (2006[1966]). *The Social Stratification of English in New York City.*

  📖 Lawler (2008). *Identity: Sociological Perspectives.* EUI: LIB 302 LAW

- **Discussion (Q & A)**

On-line:
- Assessment 2 Checkpoint 1 (final outlines, schedule, methodology)
- Student teams respond to Assessment 2 Checkpoint 1 (in Discussions)
- Begin team collaboration on Assessment 2 (using Guidelines created in Google docs)

Out-of-class/after class (Recommended)
  🏛 Visit a immigration centre; observe/meet immigrants

Week 9: Tuesday, March 10th
Seminar 8 — Language and Economic Affairs

This week we are looking at how different economic practices and trends impact upon our use of language(s) and how language plays an important role in contemporary finance and international business more generally.

In-Class:
- **Lecture:** Floarea Vîrban, *Language in Banking/Finance*
- **Readings and Other Resources**

Required:

  📖 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". http://uk.reuters.com/article/uk-germany-banks-ecb-idUKKCN0XA1KW

Optional:

  📖 Brannen, Piekkari, and Titze (2014). "The Multifaceted Role of Language in International Business: Unpacking the Forms, Functions and Features of a Critical Challenge to MNC Theory and Performance." 495–507. http://link.springer.com/article/10.1057%2Fjibs.2014.24

Recommended:

  📖 Holmes (2014). *Economy of Words: Communicative Imperatives in Central Banks.* EUI: LIB 332 11014 HOL

  📖 Muchlinski (2011). *Central Banks and Coded Language: Risks and Benefits.* EUI: LIB 33211 MUC

- **Discussion** (Questions and Answers)
- **Team tutorial/supervision**

On-line:
- Teams continue collaboration for Assessment 2
- Individual tutorial/supervision

Out-of-class/after class (Recommended):
  🏛 Visit a market, shopping centre

Week 10
Seminar 9 — Language and Spiritual Affairs (Religion and Beyond)

This week we are looking at the critical role that language plays in religious and spiritual belief and expression. We discuss how different forms of spirituality employ language and the way they may impact on identity.

In-class:
- **Lecture:** Floarea Vîrban, *The Word of God(s)*
- **Readings and Other Resources**

Required:

  📖 Peek (2005). "Becoming Muslim: The Development of a Religious Identity". 215–242. http://meis500.weebly.com/uploads/1/3/5/2/13525224/becoming_muslim_identity.pdf

  🎬 Brubaker "Language, Religion and the Politics of Difference".
https://www.youtube.com/watch?v=b8Mk6tPAo20

Recommended:
- 📖 Joseph (2004). *Language and Identity: National, Ethnic, Religious*.
- 📖 Jule (2007). *Language and Religious Identity. Women in Discourse*.
- 📖 Myhill (2006). *Language, Religion and National Identity in Europe and the Middle East: a Historical Study*. EUI: LIB 306.44094 MYH
- **Discussion** (Questions and Answers)

On-line:
- Team Checkpoint 2 Assessment 2 via Discussions
- video report-presentations by Collaboration teams to be posted on CANVAS
- Overview of the mini-presentations; feedback from your professor

Out-of-class/after class (Recommended):
- 🏛 Visit religious/spiritual sites

Week 11
Seminar 10 — Language and the Intellectual/Artistic/Cultural Identity

This week we examine language as a tool of intellectual and creative expression, with a focus on literature and arts more generally. We also propose an inquiry into the foundation of meaning in non-literary discourses.

In-class:
- **Lecture**: Floarea Vîrban, *Language and the Avant-Garde*
- **Readings and Other Resources**

Required:
- 📖 Williams (1986). "Language and the Avant-garde" *http://keywords.pitt.edu/videos/video_4.html* Complete lecture: http://keywords.pitt.edu/audio.html 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. https://markdyal.files.wordpress.com/2015/03/futurism-anthology.pdf
- ☛ Khlebnikov "Incantation by Laughing". English version: https://www.youtube.com/watch?v=PT5O2ZaMGf0 Russian version, read by R. Yakobson: https://www.youtube.com/watch?v=TeNvIbOyKzQ

Optional:
- 📖 Husserl (1989). "The Origin of Geometry." In: Derrida (1989[1962]). 157-180.
- 📖 Derrida (1989[1962]). *Edmund Husserl's Origin of Geometry*. https://monoskop.org/images/1/1e/Derrida_Jacques_Edmund_Husserl_s_Origin_of_Geometry_An_Introduction_1989.pdf

Recommended:
- 📖 Bostadt *et al*. (2004). *Bakhtian Perspective on Language and Culture*. http://pitagoras.unicamp.br/~teleduc/cursos/diretorio/tmp/2634/leituras/14/BOSTAD%20ET%20AL._2004_%20Bakhtinian%20Perspectives%20on%20Language%20and%20Culture~%20Meaning%20in%20Language,%20Art%20and%20New%20Media.pdf
- 📖 Vîrban (2011[2012]). *The Guardians of Beauty. The Heteroglot Discourse of the Russian Literary Wider Avant-garde Paradigm (1892-1932)*.
- **Discussion** (Questions and Answers)
- **Teams report progress on term projects:** critical discussion

On-line:
- Team Checkpoint 3 for Assessment 2
- Teams respond to Checkpoint 3 (in Discussions) and keep working on term project

Out-of-class/after class (Recommended):
- 🏛 Visit artistic/intellectual sites

Week 12
Seminar 11— Language and Legal Identity. Language and Freedom

We introduce the idea of legal identity, and the related to concepts of rights and freedom and explore how language and identity impact on and are impacted by them.

In-class
- **Lecture**: Floarea Vîrban, *Language, Rights and Freedom(s)*
- **Readings and Other Resources**

Required:
- 📖 United Nations (2013). "Protection of minority languages is a human rights obligation." http://www.un.org/apps/news/story.asp?NewsID=44352#.V66ZE5h97IU
- 📖 Arendt (1977). "What is Freedom." In: *Between Past and Future.* 143-171. https://grattoncourses.files.wordpress.com/2015/09/hannah-arendt-what-is-freedom.pdf
- ☛ Kraus and Chomsky [On Language and Freedom]. *https://www.youtube.com/watch?v=xcCEsW-LMT8*

Optional:
- 📖 Chomsky (1996[1970]) "Language and Freedom." 20p. https://chomsky.info/wp-content/uploads/state02.pdf
- 📖 Lacan (2001). "The Function and Field of Speech and Language in Psychoanalysis". In: *Écrits.* Chap. 3, 23–86 https://teoriaciek.files.wordpress.com/2010/10/lacan_function-of-speech.pdf
- 📖 Sedivy (2016). "How Morality Changes in a Foreign Language. Fascinating ethical shifts come with thinking in a different language." http://www.scientificamerican.com/article/how-morality-changes-in-a-foreign-language/
- 📖 Vigano (June 1992). "Jacques Lacan and the Crisis of Identity". http://jcfar.org.uk/wp-content/up-loads/2016/03/Jacques-Lacan-and-the-Crisis-of-Identity-Carlo-Vigano.pdf

Recommended:
- 📖 Bourdieu (1996). *Language and Symbolic Power.* https://monoskop.org/images/4/43/Bourdieu_Pierre_Lan-guage_and_Symbolic_Power_1991.pdf
- 📖 Shepherdson (2009). *Lacan and the Limits of Language.* https://ebookcentral.proquest.com/lib/oswego-ebooks/detailaction?docID=3239480
- 📖 Sedivy (2014). *Language in Mind: An Introduction to Psycholinguistics*. (pages from Chap. 1 and 2: http://lefft.xyz/psycholingAU16/readings/LiM_ch1-and-parts-of-ch2.pdf)

- • **Discussion (Q&A)**
- • **Teams report progress on term projects:** critical discussion

On-line
- • Teams keep working on their term projects

Week 13
Seminar 12— English, Englishes, "Spanglish" and the like. Englishization
In this class we reflect on language and identity in the context of specific English language realities and discuss the impact of Englishization on global communication and community.

In-class:
- • **Lecture:** Floarea Vîrban, *English as a* lingua franca?
- • **Readings and Other Resources**

Required:
- 📖 Baker (2015). "Culture and Identity through English as a Lingua Franca." 105–132. https://ebookcen-tral.proquest.com/lib/oswego-ebooks/detail.action?docID=2077558
- 📖 Dor (2004). "From Englishization to Imposed Multilingualism: Globalziation, the internet, and the Political econ-omy of Linguistic Code." 97-118. http://citeseerx.ist.psu.edu/viewdoc/down-load?doi=10.1.1.461.1442&rep=rep1&type=pdf
- ☙ McWhorter (2016). "4 Reasons to Learn a New Language." https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language

Optional:
- 📖 Pierini (2016). "Multilingualism and Englishization in International Business Communication: the Case of Some Italian Wine Producers: Is English Going to Be Supplanted as the Language of International Business?". https://www.cambridge.org/core/journals/english-today/article/multilingualism-and-englishization-in-interna-tional-business-communication-the-case-of-some-italian-wine-produc-ers/CE101F775B8A0088B87F135BA2F4B3DB
- 📖 Venier (2016). "Reception of Hugo Schuchardt's *Lingua Franca* between Philology and Ideology". In AA. VV [Au-tori vari – Various Authors], 177–206.
- ☙ Walker "The World's English Mania." https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania

Recommended:
- 📖 Kachru (1994). "Englishization and Contact Linguistics." 132–154.
- 📖 Wee (2012). *Markets of English: Linguistic Capital and Language Policy in a Globalizing World.*

- • **Discussion** (Questions and Answers)
- • **Teams report progress on term projects:** critical discussion

On-line:
- • Submission of Assessment 2 (complete work)
- • Teams may see each others' projects

Week 14: Tuesday, April 14th
Seminar 14 — Review of teams' Term Research Projects
Each team presents their research, highlighting the trans-disciplinary approach and the HILT components.
In-class:
- • Critical discussion of all teams' term projects