**GLS 251 Dimensions of Globalization: Language, Literature, and Culture**

**11:00-11:50Am, Mondays, Wednesdays, and Fridays. Fall, 2015.**

**Harvill 101**

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| **Instructor** | **Office hours** |
| **Steve Daniel Przymus**, **ABD**Phone: 520.621.0106Email: przymus@email.arizona.eduPhone: 712 898-2025  | 9:15-10:15, M., W., & F. Or by appointmentGlobal GroundsBear Down Gym |

**Course Description**

**This course is a critical reading of** discourses about globalization. The primary goal is for its students to understand the linguistic and cultural aspects of the ongoing globalization process, and to examine them critically using a discourse analysis approach. We also explore issues related to immigration and intercultural communication in an increasingly globalized world. We begin by discussing the notions of “superdiversity”, “identity”, “communities of practice”, and “language socialization”. We then learn concepts and tools that can help our analysis of different discourses about globalization. In the process, students also engage in applying these concepts and tools and explore convergences, conflicts, and tensions between the global and the local cultures in specific places through essays and projects.

Some of the questions we explore in this course include:

What is “globalization”? What are the cultural and linguistic aspects of globalization?

What is a cultural discourse? How do we separate discourses about globalization from the globalization process itself?

What is the relationship between globalization and local cultures? Does globalization undermine or enrich local cultures?

How does globalization affect the linguistic landscape in different parts of the world? Is English *the* global language now?

Does globalization mean more mobility for all?

What is the role of nation in the age of globalization? How are nations (re)created and (re)imagined in discourses about globalization?

This course is **not** intended to be an introduction of world cultures. As such, we select certain regions as examples for us to analyze globalization processes. These regions do not and cannot represent all cultures in the world today.

**Submission of Assignment:** All assignments must be submitted to the correspondent Dropbox on D2L (unless notified otherwise). **No late submission will be allowed** in this course. All deadlines are listed in the course schedule. Any changes will be announced at least a week in advance. Please plan accordingly if you anticipate changes in your own schedule.

**Grading: Your grade for the course will be based on the following:**

1. **Weekly Reading Assignment Reflections: 75 points. There will be assigned readings for each class. The readings assigned for a specific date are to be completed prior to that class in order for class discussion to be based on those readings. *Each Friday a 1-2 page reflection of the week’s readings will be due to the Weekly Reading Reflections Drop Box.* Reflections can be submitted to the drop box prior to Friday, but no later than the end of the day on Friday.**
2. **Small Group Class Presentation: 100 points. A list of readings and related topics will be passed around during the first few days of class. Students will be asked to select a topic that they, in collaboration with 2-3 other students, will prepare and present to the whole class. Presentations will be 25-30 minutes in length and should include appropriate class activities.**
3. **Attendance & Participation: 225 points. Your attendance will be documented. Excellent participation is considered as active and informed participation in discussions and excellent performance in in-class activities.**
4. **Final Paper: 250 points.** This 8-10 page paper is designed to make each student think critically about what was covered in the course and how she/he will apply the content towards a Global Studies Capstone Project. Students will be encouraged to readings or topics covered in the class as the basis of the paper, but also to go beyond what was covered to incorporate lessons learned in the community language contact project, ideas inspired by other courses, and personal life experience to propose an interdisciplinary Global Studies or current major of study project.
5. **Community Language Contact Project: 350 points. All students will be required to complete a project based in the Tucson community that examines, explores, investigates and demands participation in a language contact phenomenon. This project will consist of the following three parts.**
	* 1. **A one page pre-project proposal (Due by Friday, September 4) 50pts**
		2. **A 2-3 page mid-term project update (Due by Wednesday, October 21) 100pts**
		3. **A 10 minute final presentation of the project to the whole class (ppt., video, voice-thread, prezi, infochart, etc.) 200pts**

**\*Telecollaboration project with la Universidad Autónoma de Sinaloa, México: All students will participate, but extra participation in organizing the project could count towards the Community Language Contact project.**

**Total Possible Points: 1000**

**900-1025 A
800-899.9 B
700-799.9 C
600-699.9 D
Below 600 E**

**Extra credit (Up to 50 points): ???**

**Honors credit: Students enrolled in the Honors section of the course will either be required to write a longer final paper (15 pages) or extend the community language contact project into greater time, participation, or detail.**

**Absences:** All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, and absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored. However, since this course is based on in-class discussion and writing, and on the assumption that students will co-create the content of the course, any absence is the equivalent of missing content that cannot necessarily be reconstructed. Therefore, any absence will result in the need to make up work and review content of the class discussions. It is the **individual student's responsibility** to take the following steps if an absence is unavoidable:

1. **Notify the instructor by phone or email that you will be absent as far in advance of the class meeting as possible;**
2. **Contact a fellow student or the instructor as soon as possible to find out what you missed;**
3. **Review any readings, film viewings, and discussions you have missed;**
4. **Attendance is always critical, but it’s especially so if we guest presentations!**

**Required Readings:**

There is no required textbook to purchase for this class. All readings will be uploaded to D2L.

**This syllabus is subject to change. All changes will be announced in class and/or via the class D2L site.**

**GLS 251: Dimensions of Globalization: Course Schedule**

*Note: Subject to changes.*

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| **Week 1** | **08/24 (Mon)** | **08/26 (Wed)** | **08/28 (Fri)** |
|  Module | The Importance of Names  | Language Contact | Globalization & Superdiversity |
|  Readings | \*Go over syllabus\*Presentation: Language Contact | Ruiz (2008): Burritos(All readings due **BEFORE** class). | Part I of “The Handbook of Language & Globalization” pp. 29-55 (Intro & Mufwene chapter) |
|  Assignment | \*Look for language contact in your surroundings\*Read “Burritos”\*Complete participant survey | \*Weekly reading reflection due on Friday\*Read for Friday | \*Read for Monday |
| **Module 1: Language Contact, Globalization, Superdiversity, & Identity** |
| **Week 2** | **08/31 (Mon)** | **09/02 (Wed)** | **09/04 (Fri)** |
|  Class | Presentation: Alyssa Goya (Study Abroad) |  | Are you familiar with “hipster” identities? |
|  Readings | Lippi-Green: The Standard Language/English MythPresentation: Elsa | Diversities, Language, & Superdiversity (Blommaert-Language & Superdiversity pp. 1-16Presentation: Itzell | The 21st-century hipster: On micro-populations in times of superdiversity (Maly & Varis, 2015)Presentation: Jalyn, Man, & AJ |
|  Assignment | \*Read for Wednesday | \*Read for Friday\*Think about “identity” groups that you are familiar with and be ready to share on Friday.\*Community Language Contact Pre-Project Proposal due on Friday | \*Read for Wednesday\*Think about in influence of Spanish in the world\*Start/Continue CLC Project |
| **Week 3** | **09/07 (Mon)** | **09/09 (Wed)** | **09/11 (Fri)** |
|  Class | No Class-Labor Day |  |  |
|  Readings |  | Mar-Molinero: The Spread of Global Spanish (The Handbook of Language & Globalization pp. 162-181)Presentation: Liam, Andrew A., & Karen | “Linguistic Landscapes” Hill: Hasta La Vista BabyLinguistic Landscapes: “A Tale of Two Tucsons”Blanca, Estevan, & Anthony |
|  Assignment |  | Read for Friday: Think about the role that the Spanish language has played in Tucson’s history and present. What role will it play in the future? |  |
| **Week 4** | **09/14 (Mon)** | **09/16 (Wed)** | **09/18 (Fri)** |
|  Class |  | Presentation by Dr. Fletcher |  |
|  Readings | Kanno & Norton “Imagined Communities and Educational Possibilites (Identity & Language Socialization)Presentation: Jacquelyn & Hikari | V3I vs H3I Przymus “Imagining and Moving Beyond the ESL Bubble (Identity-Language Socialization-Communities of PracticePresentation: Hannah, Yuka, & Leila  | Androutsopoulos: Localizing the Global on the Participatory Web (Handbook of Language & Globalization pp. 203-231)Presentation: Jacqui, Jenna, & Thomas |
|  Assignment |  |  |  |
| **Week 5** | **09/21 (Mon)** | **09/23 (Wed)**  | **09/25 (Fri)** |
|  Class |  |  | Guest Lecture: Osman Solmaz (Diyabakir, Turkey) |
|  Readings | Gee-Social-Semiotic-Spaces (Affinity Spaces/Ambient Affiliations)Presentation: Melissa, Darlene, Elizabeth | Zappavigna “Enacting Identity” (Affinity Spaces/Ambient Affiliations)Jon | **"Everyone is having a better life than me!": The Art of Impression Management in Social Networking Sites.**No reading is required but we will talk a lot about how we present ourselves on Facebook, Twitter, Instagram. So, it would be great if you could think about your’s and others' SNS activities and reflect on them prior to the class. I am hoping to have a discussion-centered lecture. |
|  Assignment |  |  |  |
| **Module 2: Theoretical/Methodological Aspects of Language Studies/Social Semiotics/Critical Discourse Analysis** |
| **Week 6** | **09/28 (Mon)** | **09/30 (Wed)** | **10/02 (Fri)** |
|  Class |  |  | Guest Speaker: Dr. Miguel Angel Diaz Delgado (Global Neo-Liberal Reforms and the Urban and Indigenous Response) |
|  Readings | van Leeuwen: Intro to Social SemioticsConor | Van Dijk: Critical Discourse Analysis | Methods of Critical Discourse Analysis |
|  Assignment |  |  |  |
| **Week 7** | **10/05 (Mon)** | **10/07 (Wed)** | **10/09 (Fri)** |
|  Class |  | Film: The Linguists | Film: The Linguists |
|  Readings | Halliday: Language as a Social SemioticMaya, Jennifer, & Sabrina | Martin: Genre and language learning a social semioticTika | Santa Ana: Like an Animal I was treated: Anti-Immigrant Metaphor in US Public DiscourseGina, Ysabella, Alex, Nicole, MJ, Afaq, Laura |
|  Assignment |   |  |  |
| **Week 8** | **10/12 (Mon)** | **10/14 (Wed)** | **10/16 (Fri)** |
|  Class |  |  | Guest Lecture-Alan Thomas Kohler (Uncovering hidden bigotry through metonymy analysis) |
|  Readings | Metaphors we Think With: Thibodeau & BorodistkyErick | **Kovecses: Metonymy** | Activity:  |
|  Assignment |  |  |  |
| **Module 3: Linguistic Global Flows & The Recirculation of Semiotic Metaphors**  |
| **Week 9** | **10/19 (Mon)** | **10/21 (Wed)** | **10/23 (Fri)** |
|  Class | **Global Linguistic Flow: Hip Hop Culture (Alim & Pennycook)** | **Presentation: Kristin Helland, Ph.D. (Mona AKA Sad Girl & Chicana Semiotic Metaphors)** | **Language, Localization, & the Real (Pennycook)** |
|  Readings |  |  |  |
|  Assignment |  | **Mid-term Due: CLC Project Update** |  |
| **Week 10** | **10/26 (Mon)** | **10/28 (Wed)** | **10/30 (Fri)** |
| Class | How Language structure affects our thought  |  |  |
| Readings | Constructing Agency: Fausey et al., 2010) | Schoolspeak: (Przymus, forthcoming) | Facts about immigration (Center for American Progress, 2013)Josh |
| Assignment |  |  |  |
| **Module 4: (Im)migration and (Im)mobility** |
| **Week 11** | **11/02 (Mon)** | **11/04 (Wed)** | **11/06 (Fri)** |
|  Class |  |  |  |
|  Readings | Costo Alto de Política Anti-Imigrante (Alvarez Gutiérrez, 2013) | Film: Who is Dayani Crystal? | Who is Dayani Crystal? |
|  Assignment |  |  |  |
| **Week 12** | **11/09 (Mon)** | **11/11 (Wed)** | **11/13 (Fri)** |
|  Class |  | No Class-Veterans Day |  |
|  Readings | Guest Presentation: Los Samaritanos de Tucson |  | Guest Presentation: Immigration Lawyer & Advocate |
|  Assignment  |  |  |  |
| **Week 13** | **11/16 (Mon)** | **11/18 (Wed)** | **11/20 (Fri)** |
|  Class |  |  |  |
|  Readings | Borders Above All? (Bialasiewicz, 2011) | Re-thinking “the border” in border studies (Johnson, et al., 2011)  | Transethnification in the U.S. (Ruiz, 2010) |
|  Assignment |  |  |  |
| **Module 5: Nation, Globalization, and Media** |
| **Week 14** | **11/23 (Mon)** | **11/25 (Wed)** | **11/27 (Fri)** |
|  Class |  | **Community Language Contact Presentations** | No Class-Thanksgiving Break |
|  Readings | Mexican Elites and Language Policy in Tucson’s first schools (DuBord, 2003) | Bilingualism for the Children (Combs, et al., 2005) |  |
|  Assignment |  |  |  |
| **Week 15** | **11/30 (Mon)** | **12/02 (Wed)** | **12/04 (Fri)** |
|  Class | **Community Language Contact Presentations** | **Community Language Contact Presentations** | **Community Language Contact Presentations** |
|  Readings |  |  |  |
|  Assignment |  |  | MMP 4 |
| **Week 16** | **12/07 (Mon)** | **12/09 (Wed)** | **12/11 (Fri)** |
|  Class | **Community Language Contact Presentations** | **Community Language Contact Presentations** | NO Class |
|  Readings |  |  |  |
|  Assignment |  |  |  |
| **Week 17** | **12/14 (Mon)** |  |  |
|  Class | NO Class |  |
|  Readings |  |  |
|  Assignment | Final Paper Due |  |