

COURSE OUTLINE		
TERM: Spring 2022	COURSE NO: ANTH 355	
INSTRUCTOR:	COURSE TITLE: LANGUAGE, POWER, AND IDENTITY	
OFFICE: LOCAL: E-MAIL:	SECTION NO(S): 01	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through online or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

45 credits of 100-level or higher coursework.

CALENDAR DESCRIPTION

Language is intimately connected to cultural identity and it is through language that we express our relationships to land and to other beings. Throughout history, language has been a powerful tool in the creation of social difference and the maintenance of social inequality. It has also functioned as a means of resistance to dominance and oppression. This course applies an anthropological perspective to the study of language ideologies and strategies across time and space, and within the contexts of colonialism, state-building, nationalism, Indigenous rights, and cultural resurgence.

COURSE NOTE

ANTH 355 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Readings may include a primary text such as:

- Heller, M. and McElhinny, B. 2017. *Language, Capitalism, Colonialism: Toward a Critical History*. University of Toronto Press.

And additional readings/resources such as:

- Barman, J. 2007. "Erasing Indigenous Indigeneity in Vancouver." *BC Studies* 155: 3-30.
- Chiblow, S. and Meighan, P. 2021. "Language is land, land is language: The importance of Indigenous languages." *Human Geography* 1-5. [published online June 2021]
- Ferguson, J. and Weaselboy, M. 2020. "Indigenous sustainable relations: considering land in language and language in land." *Current Opinion in Environmental Sustainability* 43: 1-7.

- Flores, N. 2017. "Developing a materialist anti-racist approach to language activism." *Multilingua* 36(5): 565–570.
- McFarlane, P. and Schabus, N., eds. 2017. *Whose Land is it Anyway: A Manual for Decolonization*. Federation of Post-Secondary Educators of BC.
- Sanchez, N. 2019. *Decolonization is for Everyone*. TEDxSFU talk.
- Simpson, L. 2014. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation." *Decolonization: Indigeneity, Education & Society* 3(3): 1-25.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Identify how ideas and policies about language have contributed to social inequality historically and in the present
- Articulate the relationships between language, culture, and identity
- Explain how language has been used as a tool of power in different times and places
- Compare language policies affecting Indigenous peoples and other ethnic groups in diverse countries including settler colonial states
- Explain how assimilationist language policies have been tied to severing Indigenous people's connection to the land
- Demonstrate an understanding of how language policies have been tied to state formation and national identity
- Outline global linguistic diversity and the implications of language loss and endangerment
- Identify how language has been used to resist assimilation and domination
- Apply an understanding of the legacies of historical language ideologies and policies to an assessment of contemporary language use in our region and across Canada

Students who complete this Self and Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
- Analyze the impact of colonialism and racism on Indigenous peoples.
- Generate strategies for reconciling Indigenous and Canadian relations.
- Explain how contexts (e.g., cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

Week	Topics
1	-Introduction to Linguistic Anthropology; language, culture, identity
2	-Land and Indigenous Nations' languages
3-4	-Language and the making of social difference and social inequality; imperialism, colonialism in history; settler colonialism; states and nation-building
5-7	-Colonialism and Indigenous Nations' languages – case studies in Canada and elsewhere; endangered languages and language revitalization
8-11	-State language policies; language standardization; case studies: official languages; minority languages; stigmatization of non-dominant languages and dialects

- 12-13 -Legacies of the past and looking to the future; language policy proposals to address social inequality; redress for past policies of forced linguistic and cultural assimilation (cultural genocide)
- 14-15 -Final exam period

EVALUATION PROFILE

Written assignments	35-65%* (<i>examples: reading responses; interviews; film reviews; documentation of regional linguistic diversity and language use; reflective papers; proposal for final project; self-assessment</i>)
Presentations	0-20%
Participation/Discussion	0-10%
Final project	25-35% (<i>May involve community engagement, e.g., through CityStudio</i>)
Total	100%

*No single assignment /assessment will be worth more than 35%

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking or as directed by the instructor for group activities.

On-line Communication (email, eLearn, etc.)

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.