WLC 366 Language and Identity

2 credits; meets 2 hours/week

Contact Information
Instructor: TBA
Office: TBA
Email: TBA

Course Description
WLC 366 offers an examination of the connections between ideology and linguistic behavior as well as the fundamentals of structural linguistics needed to discuss variation and contact phenomena. This is a required course in the WLC major in the Identities and Intersections thematic area. **Prerequisite:** Third-year proficiency in French, German, or Spanish. **Co-requisite:** Concurrent enrollment in FR 366, GER 366, or SPAN 366 for 2 additional credits.

Student Learning Outcomes
Learners should demonstrate the following skills, knowledge, and values related to understanding connections between language and identity:

- express and critique relationships between language(s) and identities
- describe and critique the roles of different systems of power (social, cultural, etc.) on different language learning experiences
- describe how language structures reflect personal identities and relationships between groups

Learning Resources

**Required**


**Recommended**

Evaluation of Student Performance

See Academic Rules 17, 18 and 19 in the OSU catalog for complete information on grade assignment at OSU.
Grade Calculation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Autoethnography Project</td>
<td>70%</td>
</tr>
<tr>
<td>Panel Presentation</td>
<td>30%</td>
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Learning/Assessment Activities

1. Autoethnography Project

Autoethnography—or “ethnography about the self”—has to do with uncovering the importance of social and cultural patterns in our own lives.

Autoethnography is a kind of autobiographical writing, but it differs from conventional autobiographical writing in some important ways:

- Autoethnography emphasizes connections between personal experience and larger social, cultural, and political realities (some which may or may not have to do with language).

For example, rather than taking his/her experience of speaking Spanish in the US for granted — “I learned some Spanish from my abuelita, but I also worked hard at it in school, and now I’m bilingual and studying Medical Spanish in college”—the auto-ethnographer wants to ask questions like, “What systems of oppression and privilege either benefited me or put me at a disadvantage as I navigated my ability to speak Spanish? How have my successes or failures with Spanish been influenced by environmental factors outside my control? How have the choices I made as a student (or parent, family member, etc.) been constrained or enabled by the political and social realities of my life? How might things have turned out differently if I had been born into a different set of circumstances? What aspects of my experiences with Spanish (both educational and at home) were invisible to me at the time?”

- Autoethnography is analytical writing. Your personal experiences become data for yourself, and others, to analyze in the interest of gaining a better understanding of a social phenomenon—in this case, the phenomena of language use, learning and linguistic identity.

While you are the expert on yourself and your own lived experiences, your autoethnography is not merely a description of your opinions and feelings. You can include information about how you felt, or what you believed, at a certain point in your life as a student, a son/daughter, etc. but the goal of autoethnography is to connect those feelings and opinions to the culture or society within which you construct your life and sense of identity.

For this class, students will compose an autoethnography focusing on how language ideologies (relating to ideas such as race, politics, culture, gender, etc.) have figured in your experience in learning languages. Students should write as descriptively and creatively as possible, challenging themselves to “see” phenomena that may have been once invisible.

The auto-ethnographies will be submitted in pieces and as drafts:

- The first draft is worth 20 points.
- The second draft is worth 20 points.
- The final submission will involve a final draft, as well as an edited, video version of the autoethnography for a final presentation. This final submission is worth 30 points, in total.
2. Panels

Students will convene for panel discussions at the beginning of each class meeting. A panel is comprised of students from multiple languages who will summarize and discuss content and results of the previous meetings in the respective language breakout sessions (FR 366, GER 366, SPAN 366) for the other students. Students will participate in more than one panel discussion throughout the course. All panel discussions are a combined 30 points.

Statement Regarding Students with Disabilities
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Expectations for Student Conduct
Please see oregonstate.edu/studentconduct/offenses-0 for expectations for student conduct (cheating policies).

Course Content

Week 1: Introduction. Why linguistics and sociolinguistics?

Week 2: Linguistic identity

Week 3: Language theories and methodologies

Week 4: Language and power

Week 5: Language ideologies

Week 6: Language and borders

Week 7: Bilingual lives

Week 8: Colonial identities

Week 9: Religious and ethnic identities

Week 10: Autoethnography project presentations