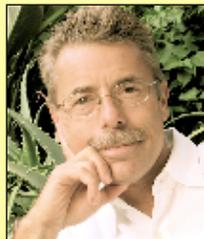


Language and Globalization

Prof. Armin Schwegler

**University of California, Irvine
aschwegl@uci.edu**



**Spring 2006
Course: Hum 103B**

Course description

This course examines “globalization” and its effect on the world’s languages. Expanding on Steger’s book *Globalization: A Very Short Introduction* (2003), for the purpose of this course we shall define “**globalization**” as a social process “**characterized by the existence of global economic, political, cultural, linguistic and environmental interconnections and flows that make the many of the currently existing borders and boundaries irrelevant**”.

Languages are *the* essential medium in which the ability to communicate across culture develops. Knowledge of one or several languages enables us to perceive new horizons, to think globally, and to increase our understanding of ourselves and of our neighbors. Languages are, then, the very lifeline of globalization: without language (or communication), there would be no globalization; and vice versa, without globalization, there would be no world languages (e.g., English, Chinese, French, Spanish, and so on).

When economists (and linguists) write about globalization and its profound effects on modern societies, they routinely overlook the extraordinary nature *of language as an economic good*. This course highlights the economic importance of language in our current globalization. In doing so, it examines how and why certain languages (e.g., English) have acquired great social and economic value, while others (e.g., old regional dialects of France) have become relegated to a marginal status at best.

The geographic coverage of the course is as global as its central topic. That is, it studies the language situations of a host of countries spanning the entire globe. Special attention will be paid, for instance, to India (Hindi, English, Urdu, Tamil), the European Union (with its dozens of languages), and several African nations, where, oddly enough, European languages are often the “official” language.

An important conclusion will emerge from this detailed geolinguistic survey: the global language system (comprised of over 5000 languages!) is very much interconnected, linked by multilingual persons who hold the various linguistic groups together. The hierarchical pattern of these connections closely corresponds to other dimensions of the world system, such as the global economy and the worldwide constellation of states.

Structure of the course

The course is divided into two parts. Part 1 (first 5-6 weeks) introduces the students to the central themes via (1) readings on globalization and languages, and (2) in-class discussion. Part 2 offers students an opportunity to give a 15 minute oral presentation about the current linguistic situation of a country of their choice (selected from a preestablished list). — 1 mid-term, 1 final exam. No written papers.

Prerequisites

None, except ... an open mind, and an appreciation for language(s) and globalization.

Dear student,

Hi, this is Prof. Armin Schwegler, your instructor for "Language and Globalization". I am looking forward to getting to know you, and to work with you so that your education here at UCI will be most rewarding.

It is important to your success in this course that you plan to attend every class meeting. Be in class a few minutes early so that we can start on time every day.

This course is unusual in that almost half of the class will be taught by YOU (oral presentations, typically groups of 2-3 students). As explained below (in your package of photocopies), there will be a few quizzes, whose purpose is to check whether you have read the materials for the day they are assigned. There is a midterm and a final.

Expect about 1-2 hours of reading assignments per class. Some days there is no reading at all! The workload is distributed unevenly in that the first half of the course has far more assignments than the second half. I do this "front loading" on purpose, as I have learned that students absorb information much better during the first weeks (you guys get wayyyyyy to busy towards the latter part of the quarter). Also, this "front loading" will allow us to get a solid understanding of the main issues related to "globalization and language". By the time your class presentation comes, you will thus have sufficient background to do a GREAT job!

As shown in the next pages, much of your grade will depend on your participation in class (this makes regular class attendance especially important) and your oral presentation.

I look forward to working with you,

Hasta pronto,

Prof. Armin Schwegler

Syllabus

Language & Globalization

Assigned readings must be completed by the date for which they are assigned. Thus by the time class meets on April 8 (Class #3), students will have to have read Chaps. 1-2 in *Globalization*. A very short introduction by Manfred Steger.

Note re special events: mini-conferences

In this course, there will be 3 mini-conferences during the LAST week of classes, each from 8am to 10am. At these mini-conferences, students will present their research results for this course (PowerPoint talk). In exchange for these extra meetings, students will get several days off (no class) during the second half of the quarter (see schedule).

Quizzes:

In this class you will have 1-3 — each very short (ca. 10 minutes or less), whose primary purpose is to check whether you have read your homework assignment.

CLASS 1	MONDAY For April 3	<u>HOMEWORK ASSIGNMENTS</u> --- none
CLASS 2	WEDNESDAY For April 5	<p>(1) Familiarize yourself with the package of photocopies. Insert section tabs where indicated.</p> <p>(2) Purchase the textbooks.¹</p> <p>(3) In your file “ADDITIONAL READINGS” (Class 2): Read AND PRINT “Globalization and the ever growing clout of (American) English”. → This is a collection of brief articles from the Internet. It highlights how languages and societies are becoming ever more interwoven because of globalization. They also point to “linguistic tensions and issues” raised by globalization. You only need to read these brief <i>printed</i> stories, that is, you won’t need to look up the internet and read longer versions. → BRING THESE COPIES TO CLASS (CLASS #2)</p>
CLASS 3	FRIDAY For April 7	<p>Read: Chaps. 1-2 in <i>Globalization. A very short introduction</i> by Manfred Steger.</p> <p>Note 1: from now on, I’ll refer to the books by their last name only. Thus “Read Chaps. 1-2 in Steger”.</p> <p>Note 2: The booklet <i>Globalization</i> reads quite easily, and I expect students to digest much of the reading on their own. In Class #4 (but not class #3) we’ll go over the main points of chaps. 1-5 of <i>Globalization</i>. As always, a short quiz could be given on any of the reading. Do not fall behind with the assignments!</p>
CLASS 4	MONDAY For April 10	Read Chaps. 3-5 in Steger
CLASS 5	WEDNESDAY For April 12	Read Chaps. 6-8 in Steger
CLASS 6	FRIDAY For April 14	In your file “ ADDITIONAL READINGS ” (Class 6): Read “Research Project” (your PowerPoint presentation)

¹ **Textbooks:**

Globalization: A Very Short Introduction (publ. date: 2003) by Manfred B. Steger. Oxford University Press. ISBN 019280359X. Paper, 168 pages. Approx. \$10.00.

Words of the World. The Global Language System (publ. date: 2001) by Abram De Swaan. Malden, MA: Blackwell Publishers. ISBN 074562748X / Paperback approx. \$37.95.

CLASS 7	MONDAY For April 17	Read Preface + Chap. 1 “Intro: the global language system” in Swaan
CLASS 8	WEDNESDAY For April 19	Read Swaan Chap. 2 “The political economy of lg. constellations” <u>Note</u> : the formulas given in this chap. with regard to the <i>Q</i> -value are interesting and important components of the author’s theory; <u>however</u> , I will <i>not</i> expect you to have a full grasp of these formulas (thus “don’t worry about them too much”). You <i>will</i> be able to digest the main points of the book without these formulas.
CLASS 9	FRIDAY For April 21	Read Swaan Chap. 3 “Language, culture and the unequal exchange of texts” Exam #1 (Midterm) is coming up. → Read important info about the exam in Class #13 of this syllabus.
CLASS 10	MONDAY For April 24	Read Swaan Chap. 4 (India). **DEADLINE for choosing a country for your PowerPoint presentation. If you work in a group, make sure you have discussed the project in some detail with your partner(s).
CLASS 11	WEDNESDAY For April 26	Read Swaan Chap. 5 (Indonesia)
CLASS 12	FRIDAY For April 28	CATCH UP AND REVIEW. No homework. , but ... do begin reviewing materials for EXAM #1 (coming up).
CLASS 13	MONDAY For May 1	— MIDTERM: EXAM #1 (comprehensive, all materials [readings/lectures] seen up to now). Bring 1 SCANTRON form (50 questions on each side). You may bring a CHEAT SHEET! See important information about the exam on the NEXT PAGE of this syllabus. Important: Exam will be in Humanities Hall 217. READ INSTRUCTIONS on NEXT PAGE (it contains some GOOD news! → Cheat Sheet). 1 SAMPLE EXAM IS AT THE END OF THIS PACKAGE!

Important Notes Regarding EXAM #1

Date/Time: **MON MAY 1, 2006**

Place: **HH 217 (Humanities Instructional Resource Center)**

IMPORTANT: Use of computer is OPTIONAL (you may handwrite the exam, but I'd rather you would not).

Familiarize yourself with the computer lab before the exam starts (be there a bit early). Exams must be PRINTED at the end of the test (don't forget to PUT YOUR NAME on it).

Important: YOU WILL NOT HAVE TO WORRY ABOUT TYPOS. HOWEVER **YOU WILL NEED A "PRINT CARD"**, available at the vending machine in the HRC 269 area (make sure you get that card well ahead of the day of the exam). It is \$1.00 (base fee) plus 10 cents a copy.

Hint: During the exam, make sure you periodically SAVE your answers to the disk (in case of a crash!). You may write part of the exam on the computer, and another part in handwriting (e.g., if you want to draw a map by hand, you can append this to the typewritten exam).

READ: If you decide to HANDWRITE the exam, bring (1) a BLUE BOOK or alternatively (2) any white paper with lines AS LONG AS THE PAGES ARE STAPLED (please remember to put your NAME on your exam!).

Cheat sheet:

On both exams (final and midterm) you may bring a CHEAT SHEET measuring no more than

5x4 inches (that is 1/4 page), front only.

(if the cheat sheet exceeds 5x4 you may be disqualified you from exam)

Size of letters on that cheat sheet is YOUR choice.

Plus also read this info ...

Grading your partner(s) for their work in the PowerPoint project

You may assign a grade to your partner(s) for his/her collaboration in the project. Please follow these rules and conventions:

- Assigning a grade to your partner is **OPTIONAL**
- You may assign a grade to one, or several of your partners, and, as is natural, the grade may differ (1 grade for each partner).
- When submitting the grade, you must send (via e-mail, to your professor) both the **FIRST** and the **LAST NAME** of
(1) the partner(s) you are grading, and (2) the person who is submitting the grade (i.e., you).
- Your grade must be submitted to me via e-mail to me by **midnight of the FINAL EXAM**.
- You alone decide whether you want to choose the peer grading option.
- You do not need to announce to me whether you want to grade your partner; that is, sending in your grade by the above deadline is good enough. If you do not send in a grade, I will simply assume that you prefer not to grade the collaboration of your partner(s).

Let me also clarify this:

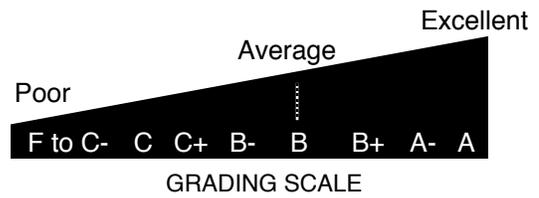
- The written summary of the presentation must be the result of a collaborative effort, and only 1 such presentation can be handed in per group.

Plus look at the rating sheet that each student (and the professor) will fill out for your talk → see next page

My eval of the talk

(to be used in class)

Names of students



		Grade
a.	Overall quality of talk (overall grade)	_____
b.	organization	_____
c.	clarity of arguments.....	_____
d.	knowledge of the subject (did s/he answer questions well?)	_____
e.	"handout" and other materials used	_____
f.	contact with audience	_____
g.	management of time allotted	_____
h.	speaker appeared calm and in control?	_____
i.	enthusiasm	_____
k.	was speaker's voice loud enough	_____
l.	handling of "hmmm", "OK", etc.....	_____

Written comments: _____ **use back side if necessary**
You must make at least 1 written comment!

CLASS 14	WEDNESDAY For May 3	<ul style="list-style-type: none"> – Read Chap. 6 (Africa) in Swaan (<u>up to page 106</u> top). When reaching page 97, do read the following in your file “ADDITIONAL READINGS: Class 14”: <li style="padding-left: 20px;">1) “BERLIN CONFERENCE” <li style="padding-left: 20px;">2) “INTERNET NEWS ABOUT RWANDA” – Then continue reading Chap. 6 (Africa) in Swaan (<u>up to page 116</u> top)
CLASS 15	FRIDAY For May 5	<ul style="list-style-type: none"> – Read rest of Chap. 6 (Africa) in Swaan (116-126)
CLASS 16	MONDAY For May 8	<ul style="list-style-type: none"> – Read Chap. 7 (South Africa) in Swaan
CLASS 17	WEDNESDAY For May 10	<ul style="list-style-type: none"> – Read Chap. 8 (The European Union) in Swaan (<u>up to page 166</u> middle). PRIOR to your reading you may want to read this footnote²
CLASS 18	FRIDAY For May 12	<ul style="list-style-type: none"> – Read <u>rest</u> of Chap. 8 (The European Union) in Swaan
CLASS 19	MONDAY For May 15	<ul style="list-style-type: none"> – Prepare for your oral presentation. We will discuss your oral presentations in class.
CLASS 20	WEDNESDAY For May 17	<ul style="list-style-type: none"> – Something out of the ordinary, and only indirectly related to this course (but nonetheless VERY useful!): <li style="padding-left: 20px;"><i>I need a letter of recommendation. Would you please write one for me? I promise I'll do your dishes, study real hard for the next test, and ... but please write me a GREAT letter! Oh, sorry forgot to tell you, the deadline was yesterday. Would you mind?</i> <li style="padding-left: 20px;">This is the time of the year when students typically ask their professors for letters of recommendation. This quarter, I'll take some time in class

² The **European Union** or **EU** is an international organisation of well over 20 European states, established with that name by the *Treaty on European Union* (commonly known as the Maastricht treaty) in 1992 but many aspects of it existing since the 1950s. Its headquarters are in **Brussels**.

The European Union has many activities, the most important being a common single market, consisting of a customs union, a single currency (adopted by 12 out of 25 member states), a Common Agricultural Policy and a Common Fisheries Policy. The European Union also has various initiatives to co-ordinate activities of the member states.

Additional useful info of this kind can be found at:

http://en.wikipedia.org/wiki/European_Union

		to talk about how to get good letters from your profs. <u>For your information</u> : Please read the materials in ADDITIONAL READINGS #20 , and keep them for future use. I trust you will find it to be most useful!
CLASS 21	FRIDAY For May 19	– Read Chap. 9 (Conclusion and considerations) in Swaan
CLASS 22	MONDAY For May 22	– CATCH UP / DISCUSS STUDENT PRESENTATIONS ONCE MORE
CLASS 23	WEDNESDAY For May 24	NO CLASS (substituted by mini-conferences #1-2 at end of quarter)
CLASS 24	FRIDAY For May 26	NO CLASS (substituted by mini-conferences #1-2 at end of quarter)
CLASS 25	MONDAY For May 29	MEMORIAL DAY HOLIDAY
CLASS 26	WEDNESDAY For May 31	NO CLASS (substituted by mini-conferences #1-2 at end of quarter)
CLASS 27	FRIDAY For June 2	NO CLASS (substituted by mini-conferences #1-2 at end of quarter)
CLASS 28	MONDAY For June 5	Student oral presentation (mini-conference) 8-10am
CLASS 29	WEDNESDAY For June 7	Student oral presentation (mini-conference) 8-10am
CLASS 30	FRIDAY For June 9	Student oral presentation (mini-conference) 8-10am

FINAL EXAM (cumulative):

WED June 14, 2006: 8:00am – 10:00am

→ READ important info on next pages.

Comprehensive final exam. Includes (1) all materials read, (2) all lectures, and, importantly, (3) all oral presentations by your fellow students.

Important Notes Regarding **FINAL EXAM**

Date/Time: **WED June 14, 2006: 8:00am – 10:00am**

Place: **HH 217 (Humanities Instructional Resource Center)**

IMPORTANT: Use of computer is OPTIONAL (you may handwrite the exam, but I'd rather you would not).

Familiarize yourself with the computer lab before the exam starts (be there a bit early). Exams must be PRINTED at the end of the test (don't forget to PUT YOUR NAME on it).

Important: YOU WILL NOT HAVE TO WORRY ABOUT TYPOS. HOWEVER **YOU WILL NEED A "PRINT CARD"**, available at the vending machine in the HRC 269 area (make sure you get that card well ahead of the day of the exam). It is \$1.00 (base fee) plus 10 cents a copy.

Hint: During the exam, make sure you periodically SAVE your answers to the disk (in case of a crash!). You may write part of the exam on the computer, and another part in handwriting (e.g., if you want to draw a map by hand, you can append this to the typewritten exam).

READ: If you decide to HANDWRITE the exam, bring (1) a BLUE BOOK or alternatively (2) any white paper with lines AS LONG AS THE PAGES ARE STAPLED (please remember to put your NAME on your exam!).

Cheat sheet:

On both exams (final and midterm) you may bring a CHEAT SHEET measuring no more than

5x4 inches (that is 1/4 page), front only.

(if the cheat sheet exceeds 5x4 you may be disqualified you from exam)

Size of letters on that cheat sheet is YOUR choice.

Exam #1 — Language and Globalization / Prof. A. Schwegler
Steger (entire book) + Swaan (Chaps. 1-5)
Spring 05

- **Put LAST + FIRST NAME at the top of your page 1.**
→ **Save your document to the hard disk (computer) OFTEN!**
→ **Please number your answers (in computer).**

1. I noted in one of my lectures that two pre-1500 **technological inventions** from **China** revolutionized the world. One of them was GUNPOWDER. What was the other?

2 min. / 4 points

2. **Dutch and British East Companies (DBEC):** Explain briefly

- (a) in what **century** they were founded, and
(b) **why** the founding of the **DBEC matter** to questions of “language and globalization” (Steger p. 29).

5 mins. / 10 points

3. **Neoliberalism** (Steger p. 40):

rooted in the classical liberal ideas of Adam Smith (1723-90), neoliberalism is what? **(define briefly, 3 minutes, 5 points)**

4. On pp. 97-112, Steger offers **FIVE central claims of globalism**, and suggests that the neoliberal language about globalization is ideological in the sense that it is politically motivated and contributes towards the construction of particular meanings of globalization that preserve and stabilize existing asymmetrical power relations.

State ONE of these central claims.

3 mins. / 8 points

5. Swaan: on p. 27-31 and elsewhere, the author refers to “collective goods”.

There are 4 conditions that must be satisfied for a language to be considered a collective good. One of these condition is: the collective good’s utility to its users does not diminish as new users are added. (p. 31, Swaan)

Give two additional conditions 5 mins. / 8 point

6. The _____ of a language provides an indication of its connectedness to other languages. [→ for your answer, choose between **CENTRALITY** and **PREVALENCE**]

2 mins. / 5 points

7. “Language both insulates and protects the language bound cultural elites in its domain.” (Swaan, p. 41). *Explain briefly what is meant by this, and provide an example of how language can protect cultural elites.*

5 mins. / 10 points

8. “Merit goods are ...” (define, and give 1 example). (Swaan p. 49)

3 mins. / 5 points

9. Sandra Shi (from California) always speaks English in school and at swim meets, but speaks Chinese at home and with her grand-parents in China. This domain-defined use of two languages is called: _____

1 min. / 5 points

10. Longer question: **15 mins. / 40 points**

Characterize the language constellation of **INDIA (main traits)**. In your discussion, include answers to this:

- What are India’s main languages / language families? WHERE they are spoken? (you may draw a map, if you wish).
- How accessible are the main languages of the country in different regions?
- Is India a heavily multilingual society? is the “average Indian” multilingual?
- When and why did English become an important lg. in India?
- What is/was Hindustani
- What role (if any) did Gandhi play (and approx. when?)
- Why has India not managed to institute a “national” language (similar to Bahasa Indonesia, for instance).

**When finished,
please print your exam, and staple the exam questions to the
back of the exam.**

END OF FILE