**WEUR-W405/ GEOG-G306 Speaking Freely?: Language Policy in Western Europe**

Instructor: Jason F. Siegel, FRIT/LING

M-F 11:45 a.m. -1:00 p.m.

Ballantine Hall 229

Office Hours: BH 606 T 10:30-11:30, W 1:15-2:15

**Course description**

Is France’s policy to have 40% of music played on radio stations be in the French language a much-needed tool for cultural preservation or a brazen attack on freedom of expression? Is English really corrupting other languages, or is it just part of a natural cycle of borrowing words and structures? Do the Germans have a responsibility to teach Turkish immigrants in German so that they learn the national language or in Turkish so that students learn the fundamental concepts for education throughout their lives? Is a common national language really necessary to ensure the survival of a state? And could Belgium really break up over language issues?

This course seeks to explore, and possibly answer, these questions and more by studying language policy and planning. A wide variety of nations, from small countries like Luxembourg and Malta to larger nations like Spain and Germany, will be examined in order to appreciate the importance of a diversity of obstacles and approaches. It will start with a general introduction to the field, move on to overviews of certain countries, and finally look at themes such as economics, business, immigration and religion, regionalism, foreign policy, and political correctness.

**Course goals and objectives**

This course will be discussion-driven. Students are expected to be prepared to discuss the day’s topic, with the instructor serving principally as facilitator, using a variety of activities to ensure that students have absorbed the details enough to formulate a well-reasoned argument in favor of or against particular approaches, whether or not they agree with them. They should also be prepared to link what is going on in Europe to what is happening in their home country. By the end of the course, students should have a command of 1) the major ideological positions on language policy and planning, 2) the diversity of obstacles to the formulation of a policy that is satisfactory to all parties, and 3) the relationship of language policy to other national political and social endeavors.

**Evaluations**

In a seminar such as this, it is absolutely essential that all students contribute to class discussion on a regular basis, asking questions, taking part in group activities, and offering thoughtful answers to questions posed in class. Therefore, participation will be 30% of the final grade. Students will also be required to write a term paper, worth 25 % of the final grade. Students will also keep a journal on some aspect of language policy (e.g. language in education) or on the language policy of one country, with sources culled from online newspapers. The journal will comprise 15% of the course grade. One entry of 250 words per week will be sufficient. In addition, each student will have to read an additional article not assigned to their peers that they will summarize in a short (5-10 minute) presentation, worth 15% of the final grade. This will allow them to serve as a class expert for the day and allow the rest of the class to get a better understanding of the day’s topic without having piles of reading. Lastly, there will be a variety of short assignments where students have to do some Internet research. These will also be 15% of the final grades.

**Readings**

There will be one main text for this course: *Language Policy* by Bernard Spolsky. The textbooks can be purchased at Boxcar Books, and not at TIS or the IMU Bookstore. Students will also have to read 1-2 articles for each class meeting (usually consisting of one long article and some short excerpts from other readings). There may also be a variety of newspaper articles, if timely and relevant. All readings except those from the Spolsky text will be available on OnCourse.

**Calendar**

(Note: Readings with an asterisk\* are required, and the others are suggested for student presentations or as background resources for paper topics)

**Foundations of Language Policy and Planning**

Day 1 *Why study LPP? Course introduction, Syllabus*

Day 2 *What is LPP?*

 Spolsky 2004 Ch 1\*, 4\*

Day 3 *Linguistic Human Rights: Do they exist?*

 Spolsky 2004 Ch 8\*

 Kymlicka & Patten 2003\*

 Oliveras Jané 2001

Day 4 *Language, Ethnic Identity, & the Languages of W. Europe*

 Tabouret-Keller 1999\*

 Dow 1999

 ASSIGNMENT: Ethnologue

Day 5 *Historical Perspectives*

 Bochmann 2003\*

 Achard 1980\*

 Tosi 2004 277-88, 300-06

 Ford 1993

Day 6 *Language and economics*

 Grin 2006\*

 Landick 1999, 2001\*

 Grin & Sfreddo 1998

 Atkinson & Kelly-Holmes 2007

**States with more than one official language**

Day 7 *Belgium*

 O’Neill 2000\*

News article packet

 ASSIGNMENT: WebQuest

Day 8 *Luxembourg*

 Horner & Weber 2008 69--86, 106-11, 115-120\*

Day 9 *Switzerland*

 Grin 1998\*

Stotz 2006

 Church 2000

**Minority Language Policies**

Day 10 *Spain*

 Guibernau 2000\*

Hoffmann 1995

 Ferrer 2000 (Jacob)

Day 11 *France*

 Spolsky 2004 63-75\*

 Judge 2004\*

 Parton 1997 (Erin)

Caldwell 1994

 Nadeau & Barlow 2006 Ch 2, 13

Hélot 2003

 DUE: Term paper proposal

Day 12 *U.K., Germany & The Netherlands*

 Wawra 2006\*

Judge 2003\*

 May 2005

 Williams 2001

 Thomas 1997

 Huws 2006

 O’Neill 2000

 Gorter XXXX (Ross M)

Day 13 *Ireland*

 Nettle & Romaine 2000 126-149\*

Paulston 1994\*

 O Laoire 2005

Day 14 *Sweden*

 Hult 2004\*

Winsa 2000

Day 15 *Non-territorial languages: The case of the Deaf*

 Rée 2005 141-65, 195-243\*

 McEntee-Atalianis 2006

 Freire & Cesar 2002 (Glen)

 In-class video: *In the land of the deaf*

**Language policy and international issues**

Day 16 *Immigration, religion, and language policy*

 Kloss 1971\*

 Beck 1999

Driessen 2000

 Bischoff et al. 1999

Day 17 *English in Europe*

 Philippson & Skutnabb-Kangas 1997\*

 Berns 1995\*

 Deneire 2008 (Chad)

 Phillippson 2001

Day 18 *Foreign language teaching*

 Stefaan 1997\*

 ASSIGNMENT: EU reports

Day 19 *Multilingualism in the EU Government*

 Kronenthal 2003\*

 Ginsburgh & Weber 2005

 Gazzola 2006 (Marguerite)

 Oakes 2002

 Faingold 2007

Day 20 *Corporate language policies* (may be combined with previous day if catch-up needed)

 Lester 1994\*

 Marschan-Piekkari et al. 1999 (Tim)

 DUE: Annotated bibliography

**Language Policy as Cultural Promotion**

Day 21 *Radio & Television*

 Cormack 1998\*

 Nadeau & Barlow 2006 407-418\*

 Machill 1996

 Horner & Weber 2008 99-106

 Watson 1996 (Melanie)

Day 22 *Overseas marketing*

 Krause 2008\*

 Del Valle & Villa 2007 (Christy)

 Tosi 2004 310-11

 ASSIGNMENT: Foreign Language Institutes

**Corpus planning**

Day 23 *Overview*

 Sallabank 2005\*

Hualde & Zuazo 2007

 Haugen 1959 (Joseph)

Hilmarsson-Dunn 2006 (Samantha)

Day 24 *Purism*

 Spolsky 2004 Ch 2\*, 3\*

 Paffey 2007 (Kyle)

 Nadeau & Barlow 2006 Ch 3

 Article TBD (Rachel)

Day 25 *Plain Language & Spelling reform*

 Eagleson 1991\* Ball 1999\*

 Jones 1921

 DUE: Outline of final paper

Day 26 *Gender Neutral Language*

 Mucchi-Faina 2005\*

 Mills 2003

 Cacciari & Padovani 2007

 Gervais-le-Garff 2002

Day 27 *Lessons for United States, Evaluations*

 DUE: Final paper, Journal

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