

Syllabus IDS 3333
Diversity of Meaning: Language, Culture and Gender in Society
Spring 2014

Instructors:

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Class Meeting: Mondays 6:25-9:05
Class Location:

Course Description:

This course will encourage students to develop an awareness and appreciation of diverse ways of meaning through the lenses of language, gender and culture. Students will explore foundational beliefs and values within societies through transcultural interactions in both real world and virtual global social networks. This course will provide students with a foundation for understanding the varied behavior and thought processes of individuals and groups in different societies. Students will develop the ability to compare and contrast societies and cultures and demonstrate this ability through interactions within real world and virtual global social networks.

The course will implement an approach to learning based on sociocultural theory that posits that learning occurs in the interaction among individuals. We will implement the “learning community” model that “emphasizes the “new R’s” of reflection, responsibility, relationship, and respect. The approach places the responsibility for learning with the learners, with the instructor acting as facilitator.

Global Learning Outcomes:

Global Awareness:

Students will be able to demonstrate awareness of diverse ‘ways of meaning’ manifested through the lenses of language, gender and culture in and among global communities.

Assessment Activity:

Student groups will conduct interviews with various individuals of diverse communities and prepare a report with analysis and comparison of data.

Global Perspective:

Students will be able to analyze different perspectives regarding the role of language within global real world and virtual social networks

Assessment Activity:

Team-based activity: Students will create role plays, skits, and/or monologues that highlight diverse perspectives as manifested through linguistic, cultural and gendered interactions. The artifact will be a digital video of the activity

Global Engagement:

Students will be able to engage in local, global, international and intercultural problem solving through interaction with others of varied cultural, gendered and linguistic backgrounds in meaningful tasks within both real and virtual global social networks.

Assessment Activity:

Students will participate in one of various possible co-curricular activities conducted with groups representing varying perspectives that work together to work on real world problems. The artifact will be a report with a reflection on their participation and engagement in the activity. Students will select the media through which they present this report.

UCC Competencies & Outcomes

Societies and Identities

Students compare societies and cultures in local, national, or international contexts and in contemporary or historical perspective.

Competency: Students will be able to compare and contrast societies and cultures

This course addresses this competency by exploring the interrelatedness of language, culture and gender within and across societies. Students will address how perceptions are formed and maintained based on evolving linguistic, cultural and gender-based factors. Students will compare and contrast how these factors shape and are shaped by individual and collective identities and ways of making meaning of the world.

This course is guided by the following **essential question**: How do language, culture and gender shape diverse perceptions and influence interpersonal, local, national, and international relationships?

Outcomes:

1. Students will be able to recognize how language, culture and gender shape in themselves and others different understandings of the world.

Assessment activity:

Interviews with individuals of diverse cultures, societies, communities, and genders with analysis and comparison of data. Students will follow guidelines for ethical research during the interview process. The artifact is a summary and reflection of the interview.

2. Students will develop a rich analysis of the role of language in interactions within global real world and virtual social networks and the corresponding social distinctions in class, ethnicity, and gendered that are created within those networks.

Assessment activity:

Students will prepare and present a video demonstrating linguistic, cultural, and gender elements in social interactions.

3. Students will gain expertise in interacting with others while engaged in meaningful tasks in both real and virtual global social networks.

Assessment activity:

The artifact will be a report with a reflection on their participation and engagement in the activity. Students will select the media through which they present this report.

Course Content:

The course will explore diversity of meaning through the lenses of language, gender and culture by considering the following four fundamental themes:

- Interpersonal relationships: these include family, roles, virtual relationships, class, hierarchies, sex, marriage
- life cycles (birth, rites of passage, holidays & celebrations, food, death...),
- time & space (concepts of time, proxemics, orientations to past, present and future...),
- intrapersonal values & beliefs (religion, beliefs regarding health and hygiene, self-identification...)

Active Learning Strategies

- cooperative learning – this will occur throughout the semester by groups interacting during activities, presentations, and other

- action based research projects – each student will research one course topic in detail through active engagement with the co-curricular activity
- case study analyses
- simulations and role plays
- online and offline discussion and debate
- involvement and participation in virtual social networks
- book clubs – students will form book clubs as part of their group activities. Each club will choose one novel that has as a theme one of topics of this course such as cross cultural communication, ways of knowing, gender and identity, global citizenship and community building, sexuality and language, or other. There will be a list of possible novels available.

Participation

Your participation grade in this class is worth one tenth of your class grade – 10 points. It is essential that you earn a good participation grade in order to get an excellent grade in the class. The grade will be composed of the following:

- in class attendance and assigned activities – 5 points
- posting in the online forums & social networking – 5 points

In class assigned activities are turned in on the same day of class at the end of the class period. **This implies that students should remain in the class until the end of the class period in order to get credit for attendance on that day.** Each online forum will be open for two weeks. Students are required to post in the forum during the week that the forum is available for posting. If students miss an online discussion they will not be able to receive credit for that particular online forum discussion. Forums will not be reopened once they are closed. There will be approximately one or two forums per week in the class.

RATS

RATs are multiple choice or true/false tests based on reading assignments and class lectures. Students demonstrate their comprehension of the material first by taking the RAT individually. When all students are finished taking the test and have turned in their answer sheets, students take the same test again immediately in their groups (each group is given an additional answer sheet). Both individual and group test scores count toward the students' grades on each RAT. Each student must discuss and defend answers to reach a correct consensus answer with the team.

Co-Curricular Activity & Assessment

- Community leaders representing diverse linguistic and cultural backgrounds will be invited to lecture the class. These leaders may include consular officials from the various consulates located in Miami (e.g. Spain, Colombia, Argentina, France); international business leaders, artists, writers and journalists who represent multiple perspectives.
- Students will be encouraged to attend and critique artistic and literary events, such as the Miami International Film Festival and the Miami International Book Fair, as well as virtual exhibitions from museums such as El Prado in Spain, Le Louvre in France, the New York Metropolitan Museum, etc.
- Students will be encouraged to participate in service oriented learning through active volunteering with populations representing diverse cultures, including such activities as
 - volunteer tutoring at The English Center, the MDC ESL Labs, etc.; mentoring children at organizations such as Abriendo Puertas, After School Programs, Inc., Amigos for Kids, etc.;
 - engaging in artistic endeavors at sites such as En Familia Art Center, Miami Beach Film society, WDNA-FM (88.9) Community Radio;
 - providing companionship for the elderly at Villa Maria Adult Day Care Center;
 - volunteering with migrant workers with the International Rescue Committee; Farm Share, Inc., Women’s Place, etc.
 - participating in the FIU International Peer Mentor Program;
 - engaging in virtual service opportunities with organizations such as Lance’s Deaf Orphans (Kenya) and the Carnegie Hall Cultural Exchange.

Grade Breakdown

Required Activities and Assignments	Weighting	Due Dates
Participation	10	Ongoing (Attendance, class activities, discussion forums, and social networking site participation)
Interview	10	February 3 – in dropbox
Book Club	15	March 3– in dropbox
Video	20	March 24 – in dropbox
Co-curricular Activity	15	Journal: April 7 – in dropbox Gallery Walk: April 14 – in class
RATs	15	Jan 27; February 24; March 31
Final	10	April 15-22 online

Required Books

- You Just Don't Understand Me (2007). by Deborah Tannen
- The novel that each student picks for the Book Club.
- Students will be required to read articles and view videos posted on Blackboard.

Suggested Readings:

Lakoff, G. (1987). *Women, Fire and Dangerous Things: What Categories Reveal about the Mind*. Chicago: University of Chicago Press.

Tentative Schedule
Subject to change as needed

Class	Topic	Readings, Activities and Assessments
<p style="text-align: center;">1 January 6, 2014</p>	<p>Introductions: ourselves and our global communities</p>	<p>Activities: -Warm up activity: what's in a name? -Syllabus review -Expectations for course -Using social networking online - Team formation</p> <p>Homework: -Set up schedule for completing assignments **Identify person to interview **Go over book list to decide on book to read for book club **Research places to go for co-curricular activities</p>

<p style="text-align: center;">2</p> <p style="text-align: center;">January 13, 2014</p>	<p>Do you mean what I think you mean?</p> <ul style="list-style-type: none"> • Culture and language 	<p>Activities:</p> <ul style="list-style-type: none"> -Team formation -Team building - Language as a System -Language and Culture <p>Homework:</p> <ul style="list-style-type: none"> -Read “The Acquisition of Communicative Competence
<p style="text-align: center;">3</p> <p style="text-align: center;">January 20, 2014</p>	<p style="text-align: center;">MLK Day Today University Closed</p>	<p>Take time this week to make sure you have your book and get ready for the RAT next week on the ACC article!</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">January 27, 2014</p>	<p style="text-align: center;">RAT Today!!</p> <p>RAT will be based on Acquiring Communicative Competence Article Online!!</p> <p>That’s just the way we think....</p> <ul style="list-style-type: none"> • Cultural concepts 	<p>ACC Activity in Teams</p> <p>Reading:</p> <p>Tannen, ch. 1& 2 Interview Practice, Brainstorming Culture scenarios</p> <p>Homework:</p> <ul style="list-style-type: none"> -Watch “A Single Story” video and post to forum Prepare interview essay
<p style="text-align: center;">5</p> <p style="text-align: center;">February 3, 2014</p>	<p style="text-align: center;">ONLINE CLASS TODAY!!</p> <p style="text-align: center;">NO CLASSROOM MEETING!</p> <p>Make sure you post in the online discussions and reply to any messages sent through Bb</p> <p>Make sure you complete</p>	<p style="text-align: center;">Interview DUE !!</p> <p>View movie in course content online this week and post in the discussion forum</p> <p>Due date for interview submission in Blackboard dropbox – please drop in by end of the week at latest – Sunday the dropbox will be closed</p>

	your interview this week and submit	<p>Homework: Read "Language and Gender" online</p> <p>Reading: Tannen, ch. 3</p>
<p>6 February 10, 2014</p>	Communication games people play – dealing with discourse	<p>Activities: -Book Club- first discussion session</p> <p>Reading: Tannen, ch. 4</p>
<p>7 February 17, 2014</p>	<p>ONLINE Class Today!!</p> <p>NO CLASSROOM MEETING!!</p> <p>Check website for details</p>	<p>Take time this week to complete some co-curricular hours, remember you have 6 this semester, you should have at least 3 done by the end of this week.</p> <p>View online content and respond to questions in discussion</p> <p>Reading: Tannen, ch. 5</p>
<p>8 February 24, 2014</p>	<p>RAT Today!!! (on Tannen chapters 4&5)</p>	<p>Class activity on communication styles</p> <p>Book Club session 2</p> <p>Homework: remember the book club due next week.</p>

<p style="text-align: center;">9 March 3, 2014</p>	<p>Are you who I think you are? Class, race, and language</p> <p>In class video workshop</p>	<p>BOOK Club due today!! In class Book Club Presentation Book Club Essay due in online dropbox</p> <p>Reading: Tannen, ch. 6&7</p>
<p style="text-align: center;">10 March 10, 2014</p>	<p style="text-align: center;">Spring Break!! Enjoy!</p>	
<p style="text-align: center;">11 March 17, 2013 Online No class meeting</p>	<p>Video Workshop Day</p> <p>Today you are being given the entire class time to work with your team on the video, you may meet anywhere you'd like and complete the video which is due next week. Everyone has the class time so there are no schedule conflicts.</p>	<p>Activities:</p> <p>Homework: -Complete video</p> <p>Reading: Tannen, ch. 8</p>
<p style="text-align: center;">12 March 24, 2014</p>	<p>Look at me when I'm talking to you!</p>	<p>VIDEO Due Today!!</p> <p>Reading: Tannen, ch. 9</p> <p>Study for next week's RAT</p>
<p style="text-align: center;">13 March 31, 2014</p>	<p style="text-align: center;">RAT Today!! (RAT is on Tannen ch. 8&9)</p> <p>When more than one</p>	<p>Homework: Work on your co-curricular journal and activities</p>

	language and culture is home	See videos in class Reading: Tannen, ch. 10
14 April 7, 2014	ONLINE TODAY – check course website	Co-Curricular Journal Due Today!! - in dropbox Make sure that you catch up on all of your online responsibilities this week – posting etc.
15 April 14, 2014	Please see the co-curricular guidelines for information on what the gallery walk includes	Gallery Walk Final will open this week and be available until April 22
16 April 21, 2014	ONLINE TODAY!! – take the final!!	Final exam online – the final is based on the major topics in the course. Please review the online modules and the chapters that were not tested in RATs from the Tannen book: ch. 1-3, 6,7 & 10.

Bibliography

This bibliography includes sources used by instructors in the course and additional readings for students that may be assigned throughout the semester.

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