

Do not copy without the express written consent of the instructor.

Syllabus IDS 3333
Diversity of Meaning: Language, Culture and Gender in Society
Spring 2018
U01 & RVC

Instructor:

Aixa Perez-Prado, Ph.D	Department of Teaching & Learning	Office Location	Office Hours: by appointment
---------------------------	---	-----------------	---------------------------------

Class Meeting: U01: GL245; every other (odd) week of the semester 1,3,5 etc.
face to face, and even weeks online in Canvas (not synchronous)
RVC: All on Canvas

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.

Do not copy without the express written consent of the instructor.

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 1 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?

Do not copy without the express written consent of the instructor.

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 interaction.

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:

- Intrapersonal 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...),
- interpersonal 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

Do not copy without the express written consent of the instructor.

- 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

Participation

Your participation grade in this class is worth one fifth of your class grade – **20 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:

For U01

- in class attendance and assigned activities – 20% of participation
- posting in the online forums & social networking – 50% of participation

For RVC

- Posting in online forums & social networking, as well as responding to teacher in Messages on Canvas – 100%

For U01 In class assigned activities are to begin 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.** For RVC, activities will be online only. Students are required to post during the module that the discussion 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. They close once the module end date appears.

Quizzes

5 points - Are multiple choice or true/false tests based on reading assignments and/or videos and lectures. These will be administered online for the RVC class and either F2F or online in the U01 class.

Library – 20 points

See guidelines online in course!

Video – 20 points

See guidelines online in course!

Co-Curricular Activity & Assessment- 20 points

Do not copy without the express written consent of the instructor.

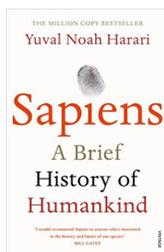
See guidelines online in course!

Grade Breakdown

Required Activities and Assignments	Weighting	Due Dates
Participation	20	Ongoing (discussion forums, book club and social networking site participation)
Interview	20	In dropbox in Week 4
Video	20	In dropbox in Week 10
Co-curricular Activity	20	in dropbox in Week 13
Quizzes	15	Modules 1,2 & 3
Final	5	Open last week of class online

Required Books

Harari, Yuval N., author. (2015). Sapiens: a brief history of humankind. New York : Harper



Boyle, T. (1995) *The tortilla curtain*. New York: Viking.



Do not copy without the express written consent of the instructor.

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 at the discretion of instructor

Class	Topic	Readings, Activities and Assessments
<p>1</p> <p>Module One</p> <p>Weeks 1-3</p> <p>1/8-1/28</p>	<p>Introductions: ourselves, our languages and our global communities</p> <p>HoM: Listening with Understanding and Empathy</p>	<p>Activities:</p> <ul style="list-style-type: none">*Online posting in module one discussions*Setup schedule for completing assignmentsIdentify person to interview*Purchase your textbook and book club book**Research places to go or an action you want to pursue for your co-curricular activities <p>Reading & Posting:</p> <p>Check discussions in Canvas</p> <p>Read <i>Sapiens</i> Part one: pp. 3-76</p> <p>Purchase <i>Tortilla Curtain</i> and begin reading</p> <p>Quiz 1 this module!! Based on the Learning the Language of Prejudice article in module one</p> <p>Work on interview due next module!</p>

Do not copy without the express written consent of the instructor.

<p>2</p> <p>Module 2 Weeks 4-6</p> <p>1/29-2/18</p>	<p>That's just the way we think....</p> <p>HoM: Thinking Interdependently</p>	<p>Interview DUE week 4 by Sunday night!!</p> <p>Interview submission in Canvas</p> <p>Reading & Posting:</p> <p>Read Sapiens Part Two: pp. 77-162</p> <p>Read Tortilla Curtain part one</p> <p>Quiz 2 this module! Based on module 2</p>
<p>3</p> <p>Module 3 Weeks 7-9</p> <p>2/19-3/11</p>	<p>HoM: Thinking Flexibly</p>	<p>*Check Canvas for online content and discussions</p> <p>*Read Sapiens Part Three: pp.169-246</p> <p>Read Tortilla Curtain part 2</p> <p>*Work on co-curricular activities/volunteering</p> <p>Quiz 3 this module!</p> <p>Work on your video, due next module!</p>
<p>4</p> <p>Module 4 Weeks 10-12</p> <p>3/12-4/1</p>	<p>HoM: Questioning and Problem Posing</p>	<p>Online postings and readings as they appear in the module</p> <p>Read: Sapiens Part Four: 247-414</p> <p>Read Tortilla Curtain part 3</p>

Do not copy

Do not copy without the express written consent of the instructor.

		<p>VIDEO Due This Module: week 10 by Sunday!!</p> <p>Work on your Co-Curricular due next module!</p>
<p>5</p> <p>Module 5</p> <p>Weeks 13-15</p> <p>4/2-4/22</p>	<p>HoM: Taking Responsible Risks</p>	<p>Activity: Walking Gallery for Co-curricular Book club w/ discussion</p> <p>*Watch team video w/ chat, voting</p> <p>make sure to keep up with your course assignments and reading</p> <p>Reading: check Blackboard, week 12</p> <p>Co Curricular due this module! Week 13 by Sunday night!!</p>
<p>6</p>	<p>HoM: Creating, Imagining & Innovating</p>	<p>Activities:</p> <p>Final this week online – available all week, please do not neglect to take the final</p>

Do not copy

Bibliography

Do not copy without the express written consent of the instructor.

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

Anzaldua, G. (2007). *Borderlands/La Frontera, the New Mestiza*, 3rd Ed. Aunt Lute Books.

Asante, Molefi Kete, Yoshitake, Miike, Yin, Jing. (eds.). (2008). *The global intercultural communication reader*. New York: Routledge.

Boroditsky, L. (2001). Does language shape thought? Mandarin and English speakers conception of time. *Cognitive Psychology* 43:1-22.

Bryson, B. (2000). *I'm a stranger here myself*. New York: Broadway Books.

Eckert, P. & McConnell-Ginet. (2003). *Language and Gender*. Cambridge: Cambridge University Press.

Elgin, S.H. & Squier, S. (2000). *Native Tongue*. New York: The Feminist Press at CUNY.

Fadiman, A. (1998). *The spirit catches you and you fall down*. New York: Farrar, Strauss & Gireoux.

Fishman, J. A. (1989) *Language and ethnicity in minority sociolinguistic perspective*. Clevedon, UK, Philadelphia: Multilingual Matters.

Gibbon, M. (1999). *Feminist Perspectives on Language*. Boston, MA: Addison Wesley Publishing Company

Harrison, L.E. & Huffington, S.A. (2000). *Culture matters: How values shape human progress*. New York: Basic Books.

Harrison, L.E. & Huffington, S.A. (2000). *Culture matters: How values shape human progress*. New York: Basic Books.

Hun, V. (1996) Bilingualism: some personality and cultural issues In D. I. Slobin, J. Gerhardt, A. Kyratzis, & J. Guo (eds.), *Social interaction, social context and language. Essays in honor of Susan Ervin-Tripp* (pp. 419-34). Mahwah, NJ: Lawrence Erlbaum.

Hymes, D.H. (1980). Speech and language: On the origins and foundations of inequality among speakers. In D.H. Hymes, *Language and Education: Essays in Educational Ethnolinguistics*, 19-61. Washington, DC: Center for Applied Linguistics.

Do not copy without the express written consent of the instructor.

Khemlani-David, M. (1998) Language shift, cultural maintenance, and ethnic identity: a study of a minority community: the Sindhis of Malaysia. *International Journal of the Sociology of Language*, 130, 67–76.

Lakoff, G. (1987). *Women, fire and dangerous things: What categories reveal about the mind*. Chicago: University of Chicago Press.

Pujolar, J. (2000). *Gender, Heteroglossia and Power: A Sociolinguistic Study of Youth Culture (Language, Power, and Social Process*. Mouton de Gruyter.

Stoessel, S. (2002) Investigating the role of social networks in language maintenance and shift. *International Journal of the Sociology of Language* 2002(1), 93–131.

Trompenaars, F. & Hampden-Turner, C. (1998). *Riding the waves of culture: understanding cultural diversity in global business (2nd ed.)*. New York: McGraw-Hill.

Do not copy