University of Puerto Rico/Rio Piedras Campus
Faculty of Humanities/English Department/Doctoral Program in English

INGL 6496 Topics: Language and Ideology   August-December 2018

Professor and Timetable:
Professor: Dr. Nicholas G. Faraclas   *Office:*   Pedreira 4
Office Hours: Saturday from 12 noon to 1pm, from 4 to 6pm, and by appointment
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Timetable: Section 6496-3U1: Saturday 1:00 – 4:00pm *Classroom*: LPM 127 or TBA

Course Number and Title: INGL 6496: Topics in the Analysis of Contemporary English: Language and Ideology

Number of Class and Credit Hours: 45 Hours/3 Credits

Prerequisites, Corequisites, and Other Requirements: INGL 6488 or INGL 6045 or equivalent or professor's authorization.

Course Description: The increasing realization that language shapes not only our perception of reality but also the very nature of reality as we experience it has had a profound effect on all branches of the humanities and the social sciences over the past few decades. This course is a survey of the growing body of academic work that focuses on the role of language in the construction of socio-political discourses and systems in the Caribbean and beyond, written by specialists from a wide spectrum of disciplines, including: linguistics, communication, literary criticism, philosophy, history, political science, sociology, anthropology, economics, psychology, education, ethnic studies, and gender studies.

Due to the fact that linguists have devoted most of their attention over the past century to the formal aspects of language, the study of the role of language in the construction of the discourses that define our lives has only recently become a part of the linguistics curriculum in most universities. This lack of attention to the link between language and the power to create socio-political realities is unfortunate not only because it decontextualizes the study of language but also because it ignores the aspects of linguistic inquiry which are often of most interest to scholars in the other disciplines of the humanities and the social sciences. This course is designed both to fill this gap in the linguistics component of the Doctoral Program in English and to further the continuing efforts of the English department to place the study of language in a multidisciplinary and Caribbean context.

Course Objectives: By the end of the course, the students will be able:
1) To identify and describe specific types of social interaction in which language shapes human experience and perception of reality.
2) To conduct research on the processes whereby language is used to establish and perpetuate socio-political systems, particularly in the Caribbean.
3) To explain how language is used to challenge discourses and how it is used to create alternative discourses of resistance and to identify concrete instances of such resistance in the Caribbean region and Latin America.
4) To analyze the dynamics of how dominant languages and cultures are propagated and of how this process is resisted through pidginization and creolization in the Caribbean.
5) To critically analyze how language is used in the media to influence public opinion.
6) To recognize and actively question the extent to which how we 'know' and what we consider to be 'objective' scientific fact are based on linguistic constructs that are designed to establish and preserve asymmetric power relations.
7) To critically question the language that underpins such concepts as 'gender', 'race', civilization', development' and 'globalization' as they are generally understood and used in the Caribbean and beyond.

8) To make the process of the lifelong cultivation of the practice of critical questioning of discourses an ongoing one in their daily lives.
9) To conduct research on the discourses they live by, and participate in social change by making the process of the lifelong creation of alternative discourses an ongoing one in their daily lives.
10) To contribute in an effective way to the integration of fellow students with special challenges and needs into the learning environment.
11) To participate in team work designed to make necessary adjustments for the inclusion of students with special challenges and needs.

Course Content and Calendar (approximate, subject to adjustment):

Weeks 1 and 2 (6 Class Hours): Language and Reality: The role of language in the perception and shaping of the physical, psychological, social, and political realities that make up our lives. Readings/Excerpts from van Dijk (2004); de Saussure (1916); Whorf (1940). Video: Noam Chomsky 'The Manufacturing of Consent'.

Week 3 (3 Class Hours): Language, Information, and Hegemony. An exposé of how the media and other official sources of information use language to influence public opinion in the Caribbean and beyond. Analysis of articles from local newspapers and other media. Readings/Excerpts from Barthes (1957); van Dijk (2004).

Week 4 (3 Class Hours): Discourses of Domination. An exploration of the ways that language is utilized to establish and perpetuate systems and relations of dominance in society. Readings/Excerpts from Gramsci (1929-1935); Bakhtin (1934-5).

Week 5 (3 Class Hours): Discourses of Resistance: How the languages and discourses of domination are deconstructed and how language is used to construct discourses of resistance, with particular focus on the Caribbean and Latin America. Readings/Excerpts from Esteva (2001); Brathwaite (1984); Von Werlhof (2001).

Week 6 (3 Class Hours): The Pidginization and Creolization of Language and Culture: How discourses are constructed to facilitate the imposition of dominant languages and cultures and how these dominant discourses, languages and cultures have been creatively and democratically transformed (especially in the Caribbean region) through the processes of pidginization and creolization. Readings/Excerpts from Linebaugh (2000); Faraclas (2005); Wa Thiong'o (1986).

Week 7 (3 Class Hours): Language and the Construction of Discourses of Science and Knowledge. How language is used to validate and invalidate particular ways of thinking, knowing, and analyzing experience. How scientific paradigms are artifacts of socio-political systems. Readings/Excerpts from Foucault (1970); Derrida (1968); Alvares (1995).

Week 8 (3 Class Hours): Language and Gender: An examination of the deployment of language in the construction of gendered categories and relations in society. Readings/Excerpts from Spender (1980); Mies (2001); Irigaray (1977).

Week 9 (3 Class Hours): Language and the Concept of 'Civilization'. A critical analysis of the various discourses used to propagate the notion of 'Western Civilization' and the effect that these discourses have had on the Caribbean. Readings/Excerpts from Fanon (1952); Kachru (1986).

Week 10 (3 Class Hours): Language and Race. How language has been utilized in the Caribbean and elsewhere both to create and to question racial categories and discourses. Readings/Excerpts from Roberts (1985); Dabydeen (1990).

Week 11 (3 Class Hours): Language and 'Development'. An investigation of the uses of language in the field of economics, with particular focus on the Dominant Discourses of Development being promoted in

the Caribbean and the rest of the Majority World (i.e. 'Third World'). Readings/Excerpts from Esteva (1992); Shiva (2001).

Week 12 (3 Class Hours): Language and Globalization. A deconstruction of the discourses that have typified the ongoing process of enclosures which constitute the waves of globalization that have resulted in such phenomena as slavery, colonization, and plantation economics in the islands of the Caribbean and the Pacific. Readings/Excerpts from Sachs (1992); Galeano (2000).

Weeks 13 and 14 (6 Class Hours): Critical Literacy or 'Reading and Writing Life': How to take control of the discourses we live by. Critically analyzing dominant discourses and creating new discourses that serve our own interests instead. Readings/Excerpts from Faraclas (1993); Harris (1999).

Week 15 (3 Class Hours): General Review and Presentations of Summaries of Research Projects.

TOTAL for 15 Weeks: 45 Class Hours/3 Credit Hours

Teaching Strategies: As much as possible a participatory, student centered pedagogy will be used in this class, with students actively engaged in learning processes whereby they can use their existing knowledge to shed light on areas of understanding about language which they may not have previously explored, through the use of such methods as discussion, Socratic questioning, group work, fieldwork, active research, lectures, textual analysis, critical analysis of audio visual materials, etc. In line with University regulations, there is a possibility of covering up to 11.25 hours of the 45 contact hours for this course with alternative methods.

Resources and Equipment Rerquired:
1) Richardson Seminar Room (English Department) for student research
2) Ferri Screening Room (English Department) for video presentations
3) English Department Laboratory for student access to computers and the internet.

Methods of Evaluation: Evaluation procedures will be adjusted for students with special needs.

Class participation	20%
Plus two of the following:	
10 Response Papers	40%
1 Class Presentation/Seminar	40%
1 Seminar Presentation (Individual of Collective)	40%
TOTAL	**100%**

Reasonable Accomodation:
Students with access to Vocational Rehabilitation Services should contact the professor at the beginning of the semester in order to plan any special arrangements and equipment necessary in accordance with the recommendations of the Office of Challenged Students' Affairs (OAPI) in the office of the Dean of Students. In addition, any students with special needs or who require any type of assistance or special arrangements should contact the professor.

Academic Integrity
The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person's answers to the questions of an oral or written exam; taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Grading System: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

Bibliography:
Primary Text:
Burke, Lucy , Tony Crowley, y Alan Girvin. 2000.   The Routledge Language and Cultural Theory Reader, First edition.

Secondary Texts:
Applications of Language and Power theory:
    http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/LFC-SFL/PowerDoctoradoV9-readingsweek2.pdf
Bakhtin, M. (1934-5) Unitary language. In C. Emerson and M. Holquist (1981) (eds) *The Dialogic Imagination.* Austin: University of Texas Press, 269-295.
Bennholdt-Thomsen, V., N. Faraclas, and C. Von Werlhof (2001) (eds) *There is an Alternative*. London: Zed Books.
Boas, F. (1911) *Handbook of American Indian Languages*. London: Routledge.
de Saussure (1916) *Cours de linguistique generale.* English translation: London: Peter Owen.
Burke, Lucy , Tony Crowly, y Alan Girvin. 2000.   The Routledge Language and Cultural Theory Reader, First edition.
Discourse Analysis website: www.discourse-in-society.org/teun.html
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Language and Power website: www.universalteacher.org.uk/lang/power.htm
lib.colostate.edu/research/english/lnpow.html
Lippi-Green, R. (1997) *English with an accent.*   New York: Routledge.
Mazrui, A. (1995) African languages and European linguistic imperialism. In S. Federici (ed) *Enduring Western Civilization*. Westport, CT: Praeger, 161-174.
Mies. M. (2001) Interview with A. Salleh. In V. Bennholdt-Thomsen, N. Faraclas, and C. Von Werlhof (eds) *There is an Alternative*. London: Zed Books.
Pennycook, A. (1998) *English and the discourses of colonialism.* New York: Routledge.
Phillipson, A. (1992) *Linguistic imperialism*. Oxford: Oxford University Press.
Riggins, S. H. (ed) (1997) *The language of politics and exclusion.* Thousand Oaks, CA: Sage.
Sachs, W. (1992) *The Development Dictionary.* London: Zed Books.
Sapir, E. (1929) The status of linguistics as a science. In D.G. Mendelbaum (ed) (1949) *Selected Writings of Edward Sapir*. London: Cambridge University Press, 160-166.
Shiva, V. (2001) Globalization and poverty. In V. Bennholdt-Thomsen, N. Faraclas, and C. Von Werlhof (eds) *There is an Alternative*. London: Zed Books, 57-66.
Torres, C. (2002) *Estrategias de intervencion para la inclusion*. Rio Pidras: Universidad de Puerto Rico.
Torres, C. (2002) *Asistencia tecnologica derecho de todos*. Rio Pidras: Universidad de Puerto Rico.
van Dijk, T. (1993) *Elite discourse and racism*. Thousand Oaks, CA:Sage.
van Dijk,T. (1998) *Ideology: A multidisciplinary approach.* Thousand Oaks, CA:Sage.
Von Werlhof, C. (2001) In V. Bennholdt-Thomsen, N. Faraclas, and C. Von Werlhof (eds) *There is an Alternative*. London: Zed Books, 15-40.
Vygotsky, L.S. (1934) Thought and word. In E. Hanfmann and G. Vakar (eds) (1962) *Thought and Language*. Cambridge, MA: MIT press, 249-256.
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