UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: COLEGIO DE POSGRADOS
COURSE: MTSL 6089E - Language and Global Politics

COURSE DETAILS:

Credits: 3

Prerequisites: Verify prerrequisites in Banner academic system.

Co requirements: The course does not have Co requirements

COURSE DESCRIPTION:

Covers a wide range of debates about the role of language in history and politics, such as: ways in which language is used to include/exclude; relation between language and forms of identity; social stratification of language; language in a colonial and post-colonial world; language and education; language death, language revitalization and language loyalty. We reconsider how language policies reflect and produce sociopolitical realities that influence language learning and teaching contexts.

COURSE LEARNING OUTCOMES:

#	Learning Outcomes	Level
1	Evaluate ways of conceiving the politics of language;	Medio
2	Classify and criticize multilingualism, heritage languages initiatives,	Medio
3	Determine the role of language in history and in the transmission of culture;	Medio
4	Illustrate how language is a convergence of social struggle and political conflict;	Medio
5	Describe how language, power and discourse intersect;	Medio
6	Discuss language in relation to class, ethnicity, nationalism and gender;	Medio
7	Analyze current language-based programs and policies in a context of hegemony, colonialism and postcolonialism;	Medio
8	Interpret language in education and the globalization of languages.	Medio

COURSE CONTENTS:

The nature of linguistic encounters.
Political dimensions of claims about language.
Linguistic difference in relation to migration, citizenship, nationalism and decolonization.
The sociolinguistic means through which identity is performed on a local, national and global level.
The political role of language in diverse societies such as Ecuador, Bangladesh, the former Soviet Union, the US, the British and the Roman Empires.
Influence of state and non-state actors on every-day language practices and general beliefs about language.
Modern writers and thinkers' works to understand how language, history and culture relate.
Effects of language policy on language education curricula and practice.

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS:

The teaching methodology used to teach all the course at USFQ follow the liberal arts philosophy: encourage dialogue and enable the learning construction through providing opportunities for ideas exchange among teachers and students. It is expected that all the theoretical content courses explore potential applications to the professional practice and work context where students are anticipated to perform through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

HOURS DESCRIPTION OF APPLIED PRACTICE

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.); the instructor for the theoretical element is responsible for describing how the applied practices hours will be fulfilled and assessed during the semester.

Students must pass or fail both the theoretical and application practice components simultaneously.

All courses with declared applied practice hours must provide students with a written guide detailing the requirements for fulfilling the application practice component.

COURSE ASSESSMENT:

Each instructor is responsible for creating an evaluation scheme that corresponds to the learning outcomes declared for each course. The assessment scheme should be presented in a clear and direct manner, such as a chart that indicates the assessment categories and the elements included in each category; it must indicate the total weight that each category will have on the final grade. Category weights may vary, but under no circumstance can an individual element weigh more than 25% of the final grade. For example, it is acceptable for a "Homework" category to weigh 30% if it includes three tasks that weight 10% each. However, a "Final Exam" category that weighs 30% and only includes on element would be unacceptable.

Some academic areas or specific courses have pre-established assessment parameters. In these cases, all instructors assigned to these courses must follow the pre-determined scheme.

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.) the assessment of these hours must be incorporated within the course's general assessment scheme.

#	Category	Description	Percentage of final grade

MAIN BIBLIOGRAPHY:

[The main bibliography must be in library in physical or digital format]

Crowley, Tony. ?The Political Production of a Language.? Journal of Linguistic Anthropology, vol. 16, no. 1, 2006, pp. 23?35. Crossref, doi:10.1525/jlin.2006.16.1.023.

Garcia, Ofelia, et al. Language Loyalty, Continuity and Change: Joshua A. Fishman?s Contributions to International Sociolinguistics (60) (Bilingual Education & Bilingualism (60)). Multilingual Matters, 2006.

Ives, Peter. Language and Hegemony in Gramsci (Reading Gramsci). First edition, Pluto Press, 2004.

Richardson, John. The Language of Empire: Rome and the Idea of Empire from the Third Century BC to the Second Century AD. Reissue, Cambridge University Press, 2011.

COMPLEMENTARY BIBLIOGRAPHY:

[The complementary bibliography can be digital format]

POLICIES:

All students taking courses at USFQ must follow the ethics of learning, ethics of research and ethics of behavior rules detailed in the USFQ's Code of Honor and Coexistence. All the general policies for the courses offered at USFQ are detailed in the Student's Manual, it can be downloaded in Manual del Estudiante.

This syllabus (Syllabus) was reviewed and approved by the coordination of the academic area or department responsible, so all the parallels that are dictated must be governed by this program. If changes / adjustments to the study program are necessary, you should To the coordination of the academic area or department responsible so that the approved changes / adjustments are reflected in the system of Curricular design.'