SPN/EUS 4930 (section 3F50)
Language Policies in the European Multilingual Landscape
M, W, F Period 3
*TUR 2333*

INSTRUCTOR INFORMATION

Instructor: Falcon Restrepo-Ramos
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Office hours: Mondays, Wednesdays, Fridays 10:30-11:30am, or by appointment.

COURSE GOALS AND OBJECTIVES

The goal of this course is to examine the linguistic policies behind the national ideologies of multilingualism in Europe. We will cover the official treatment of languages in the EU territory, including the maintenance and visibility of its minority regional and immigrant languages. We will consider as a focal example the case of Spain along with its regional languages, which are co-official in their own territory (i.e. Basque, Valencian/Catalan, and Galician). Drawing upon insights from the European context to examine the rise of bilingualism in the US, this class will contrast the European setting with that of the languages in the United States as a final case study.

When you successfully finish this course, you will:
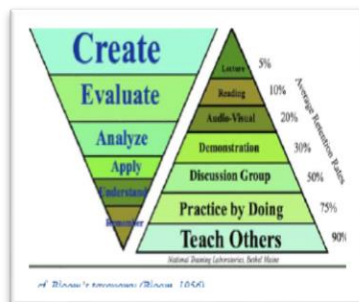
1. Understand how the European Union deals with the recognition of official, regional and immigrant languages in Europe.
2. Analyze the main issues in language policy making within the European Union.
3. Examine the challenges for the European integration and the implications of multilingualism in the public discourse and education.
4. Assess the maintenance and vitality of minority languages in Spain and the US.
5. Develop your own project in the field of language policy.

LANGUAGE POLICY OF THE COURSE

This course is cross listed with the Center for European Studies (CES) and the Department of Spanish and Portuguese Studies. There are students enrolled from both University dependencies, and thus, come from different linguistic backgrounds. As a result, English will be the lingua franca of the class BUT with one exception: **Students majoring/minoring in Spanish**

must turn in every assignment, including, field notes, class projects, homework and exams in SPANISH. This is done in order to allow this class to count toward your Spanish major/minor. Students from CES are waived from this requirement.

COURSE MATERIALS

- Extra, G., & Gorter, D. (Eds.). (2008). *Multilingual Europe: Facts and policies* (Vol. 96). Walter de Gruyter.
- Additional readings will be provided through Canvas (https://elearning.ufl.edu/).

ASSESSMENT

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73	NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
A- = 92-90	C-(U) = 72-70	
B+ = 89-87	D+ = 69-67	
B = 86-83	D = 66-63	
B- = 82-80	D- = 62-60	
C+ = 79-77	E = 59-0	

Graded Course Components

- **Homework Assignments (x5) = 10%**
- **Professional Development Workshop = 5%**
- **Participation = 15%**
    - In class: 5%
    - Out of Class: 10%
- **Exams = 35%**
    - Midterm (x2):   7.5%
    - Final Exam: 20%
- **Class Project = 35%**
    - Language atlas and collection: 15%
    - Data analysis and Presentation at Student Symposium = 20%

Homework Assignments = 15%

Homework assignments are the way for the student to reflect on the course readings and practice the material covered in class. There will be a total of five (5) homework assignments during the semester. These will be graded based on grade points. In the case that a homework assignment *Needs Revision*, the student will have two (2) days to resubmit the assignment with the corresponding revisions. Otherwise, the assignment will be graded based on the unrevised version.

Professional Development Workshop = 5%

These workshops involve interactive oral presentations presented in collaborative groups about an interdisciplinary topic or skill with the aim of promoting the students' professional development in class. Students select a topic they want or come up with one of their own

(with the previous approval of the instructor) to present for 5-8 minutes at the beginning of a scheduled date. See the rubrics section for detailed information.

Participation = 15%

The participation grade includes two components: 1) Participation in class, and 2) Participation out of class.

1) **Attendance and participation (5%)**: Your participation and attendance will be considered during class time based on your active participation by demonstrating your knowledge of the class topics and your disposition for discussions and class debates. The student might have two (2) unexcused absences during the semester. After a second unexcused absence, one (1) point from the attendance grade will be deducted for every subsequent unexcused absence. Obviously, if you don't justify your absence, interrupt or engage in irrelevant behavior for the class (i.e. play sudoku, check Facebook, etc.), your grade will be impacted through your participation. The reading assigned for every day is your daily homework.

2) **Involvement in the research community at UF (2%):** All students must get involved in the research community at UF at least twice during the semester. The instructor will announce opportunities to get involved based on availability of language policies/linguistic research projects and scientific talks. You can get involved by means of:
   a. Voluntary participation in a linguistics experiment or language policy research.
   b. Attendance to research talks or presentations relevant to the course within campus.

3) **Field notes (8%):** The rest of your participation grade comes in the form of your field notes contributions through Canvas forums. In your field notes, you will have the opportunity to put into practice the concepts seen in class and publish your observations, data collection, and analysis of language policy phenomena in the real world. You are strongly encouraged to give constructive comments to the posts of your classmates. See the rubric for more detailed information.

Exams = 35%

Midterm exams will take place during specific dates during the semester. The final exam will take place during the University's scheduled Exam Week (check the exact date and time in the Calendar). The final exam is cumulative. **No make-up exams will be granted,** and **no exam date will be rescheduled** unless in the case of university-sanctioned extenuating circumstances with the appropriate documentation.
See https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx for more information.

Class Project = 35%

The objective of the class project is to apply the methodology and concepts learned during the course in a research topic about the language policies implemented in Europe, Spain or the US. Each phase of the project will be carried out progressively

during the semester until reaching a final report and presentation at the course's student symposium. This project consists of two stages:

1) **Language atlas and data collection**. This stage is composed of two steps:
   a. *Language atlas* (5%): Through mapping tools such as Google Earth, you will be creating a map of communities that speak European languages. The student will learn to visualize the geographic distribution of official, regional, and immigrant linguistic communities to determine focal points for public policy and planning. To create the atlas, you will need the following:
      i.   Identify the geographical places and their languages
      ii. Create the borders and obtain the placemarks with their corresponding demographic information.
      iii. Export your map on KMZ format.
   b. *Data collection* (10%): you will collect responses from participants in a Qualtrics survey that you prepare for studying a language policy in a region or state, either in Europe or the US. We will plan during class to prepare the survey questions and methodology for your project.

2) **Data Visualization and Presentation at Student Symposium** (15%): After you have the maps and data for your project, the next steps involve:
   a) *Download your survey data and prepare the Excel tables.* Then, submit your data to RawGraphs (https://rawgraphs.io/). This step will allow you to produce a visualization of your data and obtain data-driven insights for your study. (5%)
   b) *Present at the Student Symposium of the class* (5%). This is designed to allow the student to make public the findings of their small-scale study to a general audience and the academic community.
   c) *Draft a 3-5 pages report* about the rationale and findings of your project, conclusions, and future projections (10%).

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

DATE	TOPICS AND CLASS ACTIVITIES	TO PREPARE FOR CLASS
Introduction to Language Policies in Europe		
Week 1		
1/7	Introduction to the course: objectives, expectations and strategies.	
1/9	What is language policy? Language policy defined.	Read: • Johnson, Chapter 1– pages 1-9
1/11	Types and examples of language policies	Read: • Johnson (2013), Chapter 1– pages 9-20
Week 2		
1/14	The constellations of languages in Europe: National languages and minority languages	Read: • Extra and Gorter (2008), Introduction– pages 3-14

1/16	The constellations of languages in Europe: Regional minority and immigrant languages	Read: • Extra and Gorter (2008), Introduction– pages 24-37
1/18	The constellations of languages in Europe: European policies and perspectives on multilingualism Professional Development Workshop The scientific Method ** Sign up to present a workshop! **	Read: • Extra and Gorter (2008), Introduction– pages 38-46 **Turn in:** **Homework Assignment 1**
Week 3		
1/21	**Holiday – Martin Luther King Day**	
Official State Languages		
1/23	European Elites: Official languages in the EU	Read: Craith (2006), pages 40-56
1/25	English as lingua franca in Europe today Professional Development Workshop **Professionalism:** Language careers in the European Union Post on Canvas Field Note 1: What is your stance on the notion of official language and nation state? How does the EU treat these concepts? Give your opinion and relate this case with the linguistic situation of US. Should the US have an official language?	Read: • Juliane House in Extra and Gorter (2008), pages 63-86 **Submit Field Note # 1 and comment on your classmates' contributions on 1/27.**
Week 4		
1/28	French and France: Language and state	• Read: Dennis Ager in Extra and Gorter (2008), pages 87-110
1/30	Polish in Poland and abroad	• Read Leśniewska and Mazur in Extra and Gorter (2008), pages 111-134
2/1	**Introduction to Google Earth:** practice creating polygons and obtaining geographic coordinates.	Read: • Google Earth Pro Manual, selected content. Bring: A laptop with Google Earth Pro Installed **Turn in:** **Homework Assignment 2**
Week 5		
2/4	Language constellations across the Baltic Republics: a comparative review	Read • Hogan-Brun in Extra and Gorter (2008), pages 135-156.
2/6	**Debate 1:** Since Brexit is almost around the corner, two parties from the EU Language Council are debating about whether keeping English as an official working language.	*Chose a party and prepare for debate in a professional and constructive manner.* Moderator: Falcon Restrepo
2/8	**Review and self-assessment**	

	Professional Development Workshop **Problem resolution:** Citing in APA format and using Google Scholar.	
Week 6		
2/11	**Midterm Exam 1**	
	Regional Minority Languages	
2/13	'A hierarchy of legitimacies': Minority languages.	Read: • Craith (2006), pages 57-80
2/15	**Workshop**: Create your own map with data on official and immigrant languages Post on Canvas Field Note 2: Look on the Web a sign or billboard in which a European official and regional language are displayed. Where is it located? Who are the authors? Is there a hierarchy in the languages displayed? How? Give your detailed opinion.	Bring: A laptop with Google Earth Pro Installed **Submit Field Note # 2 and comment on your classmates' contributions on 2/17.**
Week 7		
2/18	Frisian in the Netherlands	Read • Gorter et al in Extra and Gorter (2008), pages 185-206.
2/20	Hungarian as a minority language	Read • Gal in Extra and Gorter (2008), pages 207-232.
2/22	Sámi in the Nordic Countries and Russia	Read • Svonni in Extra and Gorter (2008), pages 233-252. **Turn in:** **Homework Assignment 3**
	Immigrant Minority Languages	
Week 8		
2/25	**Workshop:** Language Atlas Professional Development Workshop **Critical thinking:** Techniques and strategies to read and understand a research article	Bring: A laptop with Google Earth Pro Installed
2/27	The outsiders: Non-European languages	Read: • Craith (2006), pages 147-167
3/1	**Survey preparation**	Bring your laptop. Visit: http://citt.ufl.edu/tools/surveys/ **Submit on Canvas:** Final submission of your Language Atlas in KMZ format on 3/3
Week 9		
3/4	**No Class – Spring Break**	
3/6	**No Class – Spring Break**	
3/8	**No Class – Spring Break**	

Week 10		
3/11	New minority languages in the United Kingdom Professional Development Workshop **Ethics:** 'linguistic profiling'	Read: • Edwards in Extra and Gorter (2008), pages 253-270
3/13	Immigrant minority languages in Italy	Read: • Barni and Bagna and Gorter (2008), pages 293-314
3/15	**Start response collection on Qualtrics:** Design and publish your own survey on Qualtrics Post on Canvas Field Note 3: For a variety of economic, political and social reasons, there has been an increasing flux of immigrant groups in Europe and the distinction between 'citizens' and 'aliens' is more common in public discourse nowadays. What are the implications of the settlement of non-European immigrants and their languages in the European landscape? In your opinion, how should the EU address the social and political implications brought by the presence of these 'new' languages of Europe?	Bring your laptop and **start collecting survey responses.** **Submit Field Note # 3 and comment on your classmates' contributions on 3/17.**
Week 11		
3/18	**Debate 2:** In an Archipelago, a minority language coexists with a European language. Due to the vast influx of continental immigrants in recent years, the local group are now a minority in the own Archipelago. There are two sides to this situation: the locals who feel that their cultural and linguistic heritage is in jeopardy, and those who are in favor of the immigration due to economic and political purposes.	*Chose a side and prepare for debate in a professional and constructive manner.* Moderator: Falcon Restrepo
The Regional Languages of Spain		
3/20	Catalan in Spain	Read: • Vila i Moreno in Extra and Gorter (2008), pages 157-184
3/22	Basque in Spain and France Professional Development Workshop **Self-direction:** Speaking with an accent. The foreign accent: myths and facts.	Read: • Cenoz in Extra and Gorter (2001), pages 45-58 **Turn in:** **Homework Assignment 4**
Week 12		
3/25	Spanish and Valencian in contact	Read: • Martinez Ibarra (2016), pages 135-154
3/27	Linguistic Policy and Linguistic Choice: A Study of the Galician Linguistic Landscape	Read: • Dunlevy (2010), pages 1-15
3/29	Review for Midterm and self-assessment	
Week 13		
4/1	**Midterm Exam 2**	
4/3	**Workshop:** How to download and prepare your survey data for analysis.	Bring your laptop.

		Turn in: Methodology and survey sample on 4/7
4/5	Twelve general findings of language policy research Professional Development Workshop **Lifelong Learning:** How to draft a cover letter emphasizing your bilingual/educational background. Post on Canvas Field Note 4: In your opinion, what is the future of Spanish in the US? Is there a need for a bilingual education? How should US language policies should view the emergence of Spanish in new generations of speakers? Should new generations be bilinguals? What are the benefits and disadvantages (if any)?	Read: • Johnson (2013), Chapter 4– pages 95-108 **Submit Field Note # 4 and comment on your classmates' contributions on 4/7.**
Week 14		
4/8	Twelve general findings of language policy research	Read: • Johnson (2013), Chapter 4– pages 108-118
Connecting the European landscape with the languages in the US		
4/10	Facts on US immigrants, 2017: Statistical portrait of the foreign-born population in the United States	Read: • Pew Research Center (See bibliography section for details)
4/12	**Using RawGraphs to visualize your data**	**Bring the results of your survey.** **Stop survey data collection on 4/13**
Week 15		
4/15	Minority languages in the US, with a focus of Spanish in California	Read: • Macías in Extra and Gorter (2001), pages 333-353
4/17	Native-American Languages Professional Development Workshop **Social Responsibility:** a bilingual education.	Read: • Reyhner et al. in Rosenthal (2013), pages 141-151 **Turn in:** **Homework Assignment 5**
4/19	**Preparation for student symposium:** prepare a ppt presentation or a tri-fold for the student symposium. Post on Canvas Field Note 5: Share the main results of your analysis.	**Submit Field Note # 5 and comment on your classmates' contributions by 4/24.**
Week 16		
4/22	**Student Symposium: Present the results of your study**	
4/24	Review and final self-assessment of the class	**Turn in:** • Report of the findings of your study
Final Exam – Thursday, May 2 from 3:00 PM - 5:00 PM		

BIBLIOGRAPHY of COURSE READINGS

Craith, M. N. (2005). *Europe and the politics of language: Citizens, migrants and outsiders*.
    Springer.

Dunlevy, D. A. (2012). Linguistic policy and linguistic choice: a study of the Galician
    linguistic landscape. *Linguistic Landscapes, Multilingualism, and Social Change*, 53-
    68.

Extra, G., & Gorter, D. (Eds.). (2001). *The other languages of Europe: Demographic,
    sociolinguistic, and educational perspectives* (Vol. 118). Multilingual Matters.

Ibarra, F. M. (2016). Spanish and Valencian in contact. *Spanish Language and
    Sociolinguistic Analysis*, *8*, 135.

Johnson, D. C. (2013). *Language policy* (pp. 3-25). Palgrave Macmillan, London.

Radford, J. & Budiman, A. (September 14, 2018) Facts on US immigrants, 2017:
    Statistical portrait of the foreign-born population in the United States. Pew
    Research Center [Online]. Accessed on October 2018. Available on the Web:
    http://www.pewhispanic.org/2018/09/14/facts-on-u-s-immigrants/

Reyhner, J., Lockard, L. & Rosentahl, W. (2011). Native-American Languages. In
    Rosenthal, J. W. (Ed.). *Handbook of undergraduate second language education*.
    Routledge.

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see http://www.dso.ufl.edu/drc.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Academic Integrity

Suggested wording: "UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates

academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students
Health and Wellness
- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: http://www.counseling.ufl.edu/cwc/Default.aspx; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: http://www.police.ufl.edu/; 392-1111 (911 for emergencies)

Academic Resources
- *E-learning technical support*: Learningsupport@ufl.edu; https://lss.at.ufl.edu/help.shtml; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; http://www.crc.ufl.edu/; 392-1601
- Library Support: http://cms.uflib.ufl.edu/ask
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; http://writing.ufl.edu/writing-studio/; 846-1138

Procedure for Conflict Resolution
Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (http://www.ombuds.ufl.edu; 392-1308) or the Dean of Students Office (http://www.dso.ufl.edu; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or http://www.distance.ufl.edu/student-complaintprocess (for online classes).

RUBRICS

FIELD NOTES (FORUMS)

Objective: Field notes are a qualitative research method based on observation. This method is used in different social sciences, such as ethnography, anthropology, sociology, and linguistics, among others. The exercises offer the student the opportunity to observe and reflect on the phenomena studied in the course from an applied perspective. The field notes promote a more in-depth learning while providing a way to practice some important research methods.

Criteria:	Maximum Score: 10 pts
Completed and submitted on time	Yes (4) Some (2) No (0)
Follow the instructions?	Yes (4) Some (2) No (0)
Coherent Writing	Yes (2) No (0)
Comments:	*Grade: ___/10 = _____%*

CLASS PROJECT

Objective: The aim of a semester-long class project is to precisely provide the opportunity to the student to apply the knowledge acquired during class in a small-scale research investigation that could be developed in the future. That is the central component of Project-Based Learning (PBL) in the course, which contextualizes education for the challenges of the professional world.

CATEGORY	SPECIFIC CRITERIA	QUALITY
1) Language Atlas	☐ Follow Instructions ☐ Creates the map using polygons ☐ Annotate the linguistic information in the map ☐ Submit the map in the appropriate format	20%
2) Data Collection	☐ Design a response collection methodology ☐ Design the survey ☐ Collect the responses from at least 10 informants	30%
4) Report	☐ Produce self-explanatory and beautiful graphs using RawGraphs ☐ Explains the scope of the analysis in prose ☐ Argues for the importance of conducting research in the field ☐ Support the arguments illustrating with clear and specific examples the language policies in place and the public response. ☐ Uses the terminology and concepts of the class appropriately. ☐ At least one (1) pages with complete and cohesive paragraphs.	30%
5) Presentation	☐ Summarizes the most important parts of the analysis in the presentation. ☐ Presented in an assertive and professional manner.	20%
Comments and Grade		

PROFESSIONAL DEVELOPMENT WORKSHOPS

Rationale:

"Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills."

P21 Partnership for 21st Century Learning

http://www.p21.org/about-us/p21-framework/266-life-and-career-skills

Percentage of employers reporting that they have a "high need" for training programs in these skills

Critical thinking/problem solving	92%
Ethics/social responsibility	71%
Professionalism/work ethic	70%
Creativity/innovation	69%
Lifelong learning/self-direction	64%

Source: *The Ill-Prepared U.S. Workforce,* 2009. The Conference Board, Corporate Voices for Working Families, American Society for Training and Development, Society for Human Resource Management.

Objective:
The aim of these workshops is to develop the critical skills identifies by P21 through hands-on students' presentations.

Instructions:
You will present a 6-10 minutes mini-workshop in groups of 2-3 students about a professional skill relevant to the course. A model workshop will be presented during the 2 first weeks of class to demonstrate the steps for presenting. The topics for presentation are provided below. You can also propose a workshop on a topic/skill that you would like to present with the previous authorization of your instructor.

Individual Rubric:
Each student must demonstrate good preparation and master of the topic through an informative, interactive and practical presentation. The following three components will be considered:

Preparation (20%): Shows good preparation of the workshop and works collaboratively with their classmates.
Knowledge of the topic (40%): The student shows appropriate knowledge of the topic or skill: - Talks for at least 2 minutes - Knows what he is talking about - Uses the terms and concepts of the class
Presentation (40%): The student presents his share of the presentation in a clear, concise and interactive way. Remember that a successful workshop contributes to your classmates' learning so they might practically apply it. - Presents and improvise instead of reading - Interactive presentation: the student interacts with the class and/or other members of the group - The individual parts of the presentation are well connected.

Calendar of the Workshops:
From week 2 students will sign up for a workshop during the following dates and for the following topics throughout the semester:

N	Date/Week	Topic/skill	Presenting group (Names)
1		**Professionalism:** Language careers in the European Union	
2		**Problem resolution:** Citing in APA format and using Google Scholar.	
3		**Critical thinking:** Techniques and strategies to read and understand a research article	
4		**Ethics:** 'linguistic profiling'	
5		**Self-direction:** Speaking with an accent. The foreign accent: myths and facts.	
6		**Lifelong Learning:** How to draft a cover letter emphasizing your bilingual/educational background.	
7		**Social Responsibility:** a bilingual education.	

Contacts of other classmates: