

ENG420-2  
**English in the age of globalization**  
Fall 2004

LA 234, MWF 11:30-12:20

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**Course Description**

No one would question that English has now become an international language and that the global spread of English is closely tied to the forces of globalization and transcultural flows. However, the implications of these observations are rarely discussed in popular accounts of globalization and culture. The changing status of English inevitably brings up new questions about the meaning of English in global and local contexts, and addressing these questions requires a complex understanding of the many different aspects of the worldwide dynamics of the English language -- linguistic, cultural, and political -- and how they constantly interact. This seminar will explore these aspects through a combination of reading, discussion, and hands-on research projects, in order to build a critical understanding of the place of English in the modern world and what our responsibilities are as speakers and users of English (in one form or another).

**Required Texts**

Jenkins, Jennifer. 2003. *World Englishes: A Resource Book for Students*. London: Routledge.

**Evaluation**

1. Attendance and participation

Students are expected to attend every class session, do all readings in advance, and participate actively in the classroom discussions.

2. Leading weekly discussions

Students will take turns lead the class discussion of the readings. The student leading the discussion will be responsible for planning the discussion and bringing to class any additional material that would be helpful in stimulating active discussion.

3. Research project

Each student will carry out a small research project throughout the quarter. In this project, students will each find one cultural "artifact" located at the interface of transcultural flows and the English language (e.g. European hip hop music, conversational English textbook prepared for non-native speakers of English, Asian "fancy" products that make use of English), and develop an analysis of how the artifact informs the multiple symbolic meanings of English that the language has taken up through the process of globalization and culture change. Detailed guidelines will be provided for the students so that they can both produce an effective written

report and gain sophistication in their skills in technical linguistic analysis. Students will submit three short reports on their analysis and do two oral presentations about their project. Detailed guidelines will be provided later.

3.1 Discourse analysis (DA) report: Each student will conduct an analysis of the patterns or modes through which English is used in the artifact they are analyzing. That is, if the artifact makes use of both English and a local language, for what purposes is each language used? In what ways does the English represented in the artifact reflect local norms or ideologies of language? The report should be based on a close analysis of how language is actually used through the artifact, and must provide sufficient evidence supporting the analysis.

3.2 Perspective (PE) report: Each student will conduct interviews with two or three people other than class members regarding their impression and reaction towards the way English is used and represented in the artifact the student has chosen for analysis. At least one of the interviewees should be a member of the local culture from which the artifact originated (e.g., an international student on campus). The report will contrast and summarize the perspectives of the interviewees to address the complexity of the perceived role of English across different locales.

3.3 Application (AP) report: Each student will conduct an analysis of the artifact by applying the issues and viewpoints discussed in the class readings. The report should critically address how the way English is represented through the artifact ties in with the ideas expressed in the readings, and should present the student's own analysis of how the artifact contributes to a particular kind of (or range of) meanings of English in global and local contexts.

3.4 Oral presentation: Students will also do an oral presentation of one or two (Depending on enrollment) their two reports. This is intended to be used as an opportunity to receive feedback from other students regarding the analysis conducted so far and incorporate it into their final report.

#### 4. Take-home final exam

The take-home final exam will focus on testing understanding of class content and the student's ability to reach a synthesis and conclusion of their own.

Attendance & Participation	15%
Weekly discussion leading	15%
Research project	
Discourse analysis report	15%
Application report	15%
Perspective report	15%
Oral presentation	10%
Take-home final exam	15%

## Class schedule

(WE= Jenkins, World Englishes; other readings on reserve)

Wk1	8/30 9/1 9/3	<b>Introduction: English in the world</b> Basic concepts: Globalization and culture Guillen: "Is globalization civilizing, destructive, or feeble?" Basic concepts: Sociolinguistics and language planning Lippi-Green "The linguistic facts of life"
Wk2	9/6 9/8 9/10	Labor day (no class) Basic concepts: Language ideologies Kroskrity "Language ideology" Brief reports on project topic
Wk3	9/13-15  9/17	<b>English in the world</b> <i>What is the current state of English? What will happen to English throughout this century?</i> WE A1, A8, B8, C8 (1 <sup>st</sup> part), D8 Dor "From Englishization to imposed multilingualism" Bruthiaux "Predicting challenges to English" DA presentations 1
Wk4	9/20-22  9/24	<b>The spread of English</b> <i>What caused the spread of English?</i> WE A6 Phillipson "British and American promotion of English" Phillipson "Voice in global English" Spolsky "How English spread" DA presentations 2
Wk5	9/27-29  10/1	<b>Varieties of English: Classification and dimensions of variation</b> <i>How do Englishes across the world differ? What are some of their linguistic features?</i> WE A2, A3, A4, B2, B4, B5, C2, C4, C7 DA presentations 3
Wk6	10/4-6  10/8	<b>Varieties of English: Origins and implications</b> <i>How do new varieties of English arise? How do they contribute to new identities and meanings of English?</i> WE A7 Schneider "The dynamics of new Englishes" Rubdi "Creative destruction: Singapore's Speak Good English movement" DA presentations 4
Wk7	10/11-13	<b>English and colonialism</b>

		<p><i>How did colonialism contribute to the spread of English? How was English conceptualized throughout that process?</i></p> <p>WE B1, D1</p> <p>Pennycook “English and colonialism: origins of a discourse”</p> <p>Brutt-Griffler “Ideological and economic crosscurrents of empire”</p> <p>DA report due 10/11</p>
	10/15	PE presentations 1
Wk 8	10/18-20	<p><b>New meanings of English: Post-colonial literature</b></p> <p><i>Can English become the language of expression for local experiences and identities?</i></p> <p>WE D4</p> <p>Talib “Using English in postcolonial literatures”</p> <p>Mandal “Reconsidering cultural globalization”</p> <p>Ashcroft, Griffiths, and Tiffin “Re-placing language”</p>
	10/22	PE presentations 2
Wk9	10/25-27	<p><b>New meanings of English: Popular culture</b></p> <p><i>How does the transnational flow of culture give rise to complex meanings of English?</i></p> <p>Pennycook “Global English, Rip Slyme, and performativity”</p> <p>Morgan “Nuthin’ but a G thang”</p> <p>Thompson “The language of social resistance in movies and sitcoms”</p> <p>Park “Baby, darling, honey!”</p>
	10/29	PE presentations 3
Wk10	11/1-3	<p><b>Standards, nativeness, and English as an international language</b></p> <p><i>What are some of the attitudes towards different varieties of English? Who is a “native speaker” of English? What are some of the problems of defining English as a language for international communication?</i></p> <p>WE A5, B3, B6, B7, C1 (2<sup>nd</sup> part), C8, D2, D3, D6, D7</p>
	11/5	PE presentations 4
Wk11	11/8-10	<p><b>English and international communication</b></p> <p><i>What are some of the assumptions of the belief that international communication can be facilitated by an international language?</i></p> <p>WE C6</p> <p>Bailey “English improved”</p> <p>Silverstein “From meaning of meaning to the empires of the mind”</p> <p>Raley “Machine translation and global English”</p>
	11/12	<p>PE report dues 11/8</p> <p>AP presentations 1</p>
Wk12	11/15-17	<b>English language teaching in global context</b>

*How does a new understanding of English as a global language question the practices of English language teaching?*

WE C3

Canagarajah “Clashing codes: negotiating classroom interaction”

Cameron “Globalization and the teaching of ‘communicative skills’”

McKay “Culture in teaching English as an international language”

11/19

AP presentations 2

Wk13 11/22-24

**English in the U.S.?**

*How does English and globalization influence and challenge the language policies and ideologies of the U.S.?*

WE C1 (1<sup>st</sup> part), C2

Schmid “Immigrant exclusion and language restriction”

Sonntag “Language politics in the United States”

11/26

Thanksgiving (no class)

Wk14 11/29-12/1

AP presentations 3&4

12/3

Review

Wk15 12/6-10

Summary/Conclusions

AP report due 12/6

## List of Readings

- Guillén, Mauro F. 2001. Is globalization civilizing, destructive, or feeble? A critique of five key debates in the social science literature. *Annual Review of Sociology* 27:235-260.
- Lippi-Green, Rosina. 1997. The linguistic facts of life. In *English with an accent: Language, ideology, and discrimination in the United States*. London: Routledge. 7-40.
- Kroskrity, Paul V. 2004. Language ideology. In Alessandro Duranti ed., *A companion to linguistic anthropology*. Malden, MA: Blackwell. 496-517.
- Dor, Daniel. 2004. From Englishization to Imposed Multilingualism: Globalization, the Internet, and the political economy of the linguistic code. *Public Culture* 16(1):97-118.
- Bruthiaux, Paul. 2002. Predicting challenges to English as a global language in the 21<sup>st</sup> century. *Language Problems and Language Planning* 26(2):129-157.
- Phillipson, Robert. 1992. British and American promotion of English. In *Linguistic Imperialism*. Oxford: Oxford University Press. 136-172.
- Phillipson, Robert. 1999. Voices in global English: Unheard chords in Crystal loud and clear. *Applied Linguistics* 20.2: 265-276.
- Spolsky, Bernard. 2004. How English spread. In *Language policy*. Cambridge; Cambridge University Press. 76-91.
- Schneider, Edgar. 2003. The dynamics of new Englishes: From identity construction to dialect birth. *Language* 79(2):233-281.
- Rubdi, Randi. 2001. Creative destruction: Singapore's Speak Good English movement. *World Englishes* 20(3):341-355.
- Pennycook, Alastair. 1994. English and colonialism: origins of a discourse. In *The Cultural politics of English as an International Language*. London: Longman. 73-106.
- Brutt-Griffler, Janina. 2002. Ideological and economic crosscurrents of empire. In *World English: A study of its development*. Clevedon: Multilingual Matters. 34-61.
- Talib, Ismail S. 2002. Using English in postcolonial literatures: A review of criticism. In *The language of postcolonial literatures: an introduction*. London: Routledge. 90-103.
- Mandal, Sumit K. 2001. Reconsidering cultural globalization: The English language in Malaysia. In James H. Mittelman & Morani Othman, eds., *Capturing Globalization*. London: Routledge. 107-121.
- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. 2002. Re-placing language: Textual strategies in post-colonial writing. In *The empire writes back: Theory and practice in post-colonial literatures* (2<sup>nd</sup> edition). London: Routledge. 37-76.
- Pennycook, Alastair. 2003 Global English, Rip Slyme, and performativity. *Journal of Sociolinguistics* 7(4):513-533.
- Morgan, Marcyliena. 2001. "Nuthin' but a G thang": Grammar and language ideology in Hip Hop identity. In Sonja L. Lanehart ed., *Sociocultural and historical contexts of African American English*. Amsterdam: John Benjamins. 187-209.
- Thompson, Roger M. 2003 The language of social resistance in movies and sitcoms. In *Filipino English and Taglish: Language switching from multiple perspectives*. Amsterdam: John Benjamins. 211-30.
- Park, Joseph Sung-Yul. 2004. "Baby, darling, honey!" Constructing a competence of English in South Korean TV shows. *Texas Linguistic Forum* 47: 143-154. *Proceedings of the Eleventh Annual Symposium about Language and Society—Austin, April 11-13, 2003*. (<http://studentorgs.utexas.edu/salsa/salsaproceedings/salsa11/SALSA11papers/park.pdf>)

- Bailey, Richard W. 1991. English improved. In *Images of English: A cultural history of the language*. Ann Arbor: U. of Michigan Press. 179-213.
- Silverstein, Michael. 2001. From meaning of meaning to the empires of the mind: Ogden's ortholocial English. In Susan Gal & Kathryn Woolard, eds., *Language and publics: The making of authority*. Manchester: St. Jerome. 69-82.
- Raley, Rita. 2003. Machine translation and global English. *The Yale Journal of Criticism*. 16(2):291-313.
- Canagarajah A. Suresh. 1999. Clashing codes: negotiating classroom interaction. In *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press. 125-146.
- Cameron, Deborah. 2002. Globalization and the teaching of 'communicative skills'. In David Block and Deborah Cameron, eds., *Globalization and Language Teaching*, pp. 67-82. London: Routledge.
- McKay, Sandra Lee. 2002. Culture in teaching English as an international language. In *Teaching English as an international language: rethinking goals and approaches*. Oxford: Oxford University Press. 81-101.
- Schmid, Carol L. 2001. Immigrant exclusion and language restriction in the twentieth century. In *The politics of language: Conflict, identity, and cultural pluralism in comparative perspective*. Oxford: Oxford University Press. 32-56.
- Sonntag, Selma K. 2003. Language politics in the United States: Projecting a global vision? In *The local politics of global English: Case studies in linguistic globalization*. Lanham: Lexington Books. 19-36.