THE UNIVERSITY OF BRITISH COLUMBIA
Department of Central, Eastern, and Northern European Studies

Syllabus for German 531B
Language (Mis)Use in Times of Crisis

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the xʷməθkʷəy̓əm people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Important Notes

This course deals with topics that are (potentially) upsetting and may evoke strong emotional reactions. If you need help coping with these feelings please contact student counselling services here https://students.ubc.ca/health/counselling-services or via phone at 604 822 3811. I can support you in gaining access to these services, if you prefer.

Some of the readings include derogatory language. Please note that such language is _mentioned_ (not _used_) for the purpose of the scholarly study of dysphemism. Similarly, in this course the _mentioning_ of derogatory language for the purpose of (scholarly) study and discussion is acceptable, its _use_ is not.

Course Information

Course Title	Course Code Number	Credit Value
Language (Mis)Use in Times of Crisis	GERM 531B/001	3 Credits

Prerequisites and Corequisites

none
Students are expected to be familiar or make themselves familiar with very basic linguistic terminology.

Contacts

Course Instructor	Contact Details	Office	Office Hours
Dr. Caroline Rieger	carolin@mail.ubc.ca	Off campus	Please contact me via e-mail to request a Zoom meeting; I am also available before and after each session.

Please note that the instructor usually answer e-mails once a day, typically before ten a.m., and on weekdays only. Comprehension questions will be answered in class, (before or after class if time allows), or in the virtual "office", not via e-mail. Thank you for understanding.

Meeting Times and Place			

531/001   Tuesday, Thursday 9:30 – 11:00 a.m., online via Zoom (link on Canvas)

Course Structure and Learning Activities

This course is taught via Zoom in a very similar fashion as a face-to-face course. At its core are active learning activities, such as pair, small group and whole class discussions, individual, pair, and small group interactive learning activities and student presentations. Homework assignments will include weekly readings, literature searches material/ data searches, and written assignments, including reflections on your learning progress reflections.

The quality of the education you receive as well as your ultimate performance in this course will depend on the amount and quality of your own effort (including the frequency and quality of your work outside of the virtual classroom). The class will complement, but not replace your independent reading, practicing and studying.

Course Description

Study of language of fear, hate, and persuasion/manipulation, i.e. language used by media, social media, politics and extremism in times of crisis (including the current ones). Depending on student interest the focus might be expanded to include analyses of such language use in fiction depicting crises (literary fiction, tv, cinema).

Learning Outcomes

With regular attendance, preparation, active participation, and completion of every assignment – you will be able to:

1. understand and critically reflect how language and language use shape and are shaped by power relations;
2. critically discuss and assess the scholarly literature on language and power;
3. critically analyze and interpret language in use from different (discursive) approaches;
4. actively engage with and participate in public debates on issues related to language and power by contributing your evidence-based expertise;
5. orally present theoretical and methodological concepts and frameworks concisely
6. critically reflect on and articulate your learning progress.

Learning Materials

1. A selection of book chapters and research papers that are available online through UBC library.
2. Researching and locating additional materials is part of the active learning activities in this course.

Assessments of Learning: Overview

Active participation   14%
(Bi-)weekly discussion questions   12%
(Bi-)weekly 2-minute presentations   14%
Research Project   60%
   Proposal   3%
   Outline and Annotated Bibliography   8%
   Presentation   10%
   Paper   25%
   Reflections   14%

Assessments of Learning: Details
Details will be communicated in separate documents

> What follows is the provisional course schedule. Readings should be completed **no later than** the date indicated on the course schedule. Any changes to this schedule will be announced on Canvas.

Schedule of Topics

Date, Topic	Reading	Assignment due
JAN 12: Welcome introduction	Course Syllabus	
JAN 13: Language and power	Simpson, P., & Mayr, A. (2010). Language and power: Key topics in the study of language and power, excerpts [in Simpson & Mayr pp. 2–10; 21–25; 41–47]	Submit your discussion question on the reading before 5 PM (via email)
JAN 14: Language and power		

Simpson, Paul, & Mayr, Andrea (2010). *Language and power: A resource book for students*. Routledge.

Date, Topic	Reading	Assignment due
JAN 18: Language and power		If you have not done so on Jan 13, submit your discussion question on the following excerpts from Simpson & Mayr pp. 2–10; 21–25; 41–47 before 5 PM (via email)
JAN 19: Language and power		
JAN 20: Approaches to language and power	Simpson, P., & Mayr, A. (2010). Language and power: Approaches to the study of language and power, excerpts [in Simpson & Mayr pp. 50–64; (bottom of) 71–76; (bottom of) 102–108]	Submit your discussion question on the reading before 5 PM (via email)
JAN 21: Approaches to language and power		

Simpson, Paul, & Mayr, Andrea (2010). *Language and power: A resource book for students*. Routledge.

Date, Topic	Reading	Assignment due
JAN 25: Protest discourse and fuelling conflict	Kotzur, Gerrit (2020). Metaphors for protest: The persuasive power of cross-domain mappings on demonstration posters against Stuttgart 21 [in Huang & Holmgreen pp. 169–196]	Submit your discussion question on the reading before 5 PM (via email)
JAN 26: Protest discourse and fuelling conflict		
JAN 27		Submit your **project proposal** before 5 PM (via email)
JAN 28: Protest discourse and fuelling conflict		

Huang, Mimi, & Holmgreen, Lise-Lotte (2020). *The language of crisis: Metaphors, frames and discourses*. John Benjamins. doi 10.1075/dapsac.87

Date, Topic	Reading	Assignment due
FEB 1: Shaping crisis communication: The media	RIGGS, Ashley (2020). On France, terrorism and the English press: Examining the impact of style in the news [in Declercq & Federici pp. 193–214]	Submit your discussion question on the reading before 5 PM (via email)
FEB 2: Shaping crisis communication: The media		
FEB 4: Shaping crisis communication: The media		

Declercq, Christophe and Federici, Federico M. (Eds.) (2020), *Intercultural crisis communication: Translation, interpreting and languages in local crisis*. London and New York: Bloomsbury.

Date, Topic	Reading	Assignment due
FEB 8: Shaping crisis communication: Naming	Prieto-Ramos, Pei, & Cheng (2020). Institutional and news media denominations of COVID-19 and its causative virus.	Submit your discussion question on the reading before 5 PM (via email)
FEB 9: Shaping crisis communication: Naming		
FEB 10: Shaping crisis communication: Naming	Olimat, S. N. (2020). Words as powerful weapons.	Submit your discussion question on the reading before 5 PM (via email)

Date, Topic	Reading	Assignment due
FEB 11: Shaping crisis communication: Naming		

Olimat, Sameer N. (2020). Words as powerful weapons: Dysphemism in Trump's Covid-19 speeches. *The Southeast Asian Journal of English Language Studies, 26*(3), 17–29.

Prieto-Ramos, Fernando, Pei, Jiamin, & Cheng, Le (2020). Institutional and news media denominations of COVID-19 and its causative virus: Between naming policies and naming politics. *Discourse & Communication, 14*(6) , 635–652.

Date, Topic	Reading	Assignment due
FEB 22: Propaganda	Stanley, Jason (2015). Language as a mechanism of control. [Ch. 4 in Stanley pp. 125–177]	Submit your discussion question on the reading before 5 PM (via email)
FEB 23: Propaganda		
FEB 25: Propaganda		

Stanley, Jason. (2015). *How propaganda works*. Princeton University Press.

Date, Topic	Reading	Assignment due
MAR 1: Propaganda	Benkler, Yochai, Faris, Robert, & Roberts, Hal (2018). Epistemic crisis [excerpt in Benkler, Faris, & Roberts (pp. 20–38).] Please note, skimming the first pages (pp. 3–20) will be helpful.	Submit your discussion question on the reading before 5 PM (via email)
MAR 2: Propaganda		
MAR 4: Propaganda		Submit the **Outline** and **Annotated Bibliography** of your paper before 5 PM (via email)

Benkler, Yochai, Faris, Robert, & Roberts, Hal (2018). Network propaganda: Manipulation, disinformation, and radicalization in American politics. Oxford Scholarship Online. DOI:10.1093/oso/9780190923624.003.0001

Date, Topic	Reading	Assignment due
MAR 8: Shaping crisis communication: Political discourse	Nielsen, Greg (2020). Populism, fake news, and the flight from democracy [in Dalkir & Katz pp. 238–257]	Submit your discussion question on the reading before 5 PM (via email)
MAR 9: Shaping crisis communication: Political discourse		
MAR 11: Shaping crisis communication: Political discourse		

Dalkir, Kimiz, & Katz, Rebecca. (Eds.). (2020). *Navigating fake news, alternative facts, and misinformation in a post-truth world.* IGI Global.
DOI: 10.4018/978-1-7998-2543-2

Date, Topic	Reading	Assignment due
MAR 15: Crisis communication: The language of hate	Cervone, Augoustinos, & Maass (2021). The language of derogation and hate. *Journal of Language and Social Psychology, 40*(1), 80–101.	Submit your discussion question on the reading before 5 PM (via email)
MAR 16: Crisis communication: The language of hate		
MAR 18: Crisis communication: The language of hate		

Cervone, Carmen, Augoustinos, Martha & Maass, Anne (2021). The language of derogation and hate: Functions, consequences, and reappropriation. *Journal of Language and Social Psychology, 40*(1), 80–101.

Date, Topic	Reading	Assignment due
MAR 22: tba	tba	Submit your discussion question on the reading before 5 PM (via email)
MAR 23: tba		
MAR 25: tba		

Date, Topic	Reading	Assignment due
MAR 29: tba		Submit your discussion question on the reading before 5 PM (via email)
MAR 30: tba		
APR 1: tba		
APR 6: tba		

Date, Topic	Reading	Assignment due
APR 8: Student presentations	—	Presentation
APR 13: Student presentations	—	Presentation
APR 16		Submit your **paper** before 5 PM (via email)
APR 20		Submit your **reflections** before 5 PM (via email)

General Evaluation Criteria

The assignments, should demonstrate your understanding of the course materials through synthesis and application. The grading criteria are consistent with the criteria established by the Faculty of Arts.

90-100% = A+	76-79% = B+	64-67% = C+	50-54% = D
85-89% = A	72-75% = B	60-63% = C	00-49% = F
80-84% = A-	68-71% = B-	55-59% = C-	

Detailed descriptions of the considerations I will make when grading your work will be posted on CANVAS.

For further details on the assessments of learning please see the policies below.

University Policies

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an

articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: https://academic.ubc.ca/support-resources/freedom-expression.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise, hence there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website: https://senate.ubc.ca/policies-resources-support-student-success and the UBC Academic Calendar: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0 or here: http://learningcommons. ubc.ca/resource-guides/avoid-plagiarism/

Other Course Policies

Names and Pronouns

UBC provides us with a class roster that lists your given name and your "preferred" name. I will default to using your preferred name as listed on this roster, but please don't hesitate to let me know at any time (in person or by e-mail) if you would prefer me to use anything else (or if I am inadvertently mispronouncing your name). You can update your preferred name by logging onto the Student Services Centre (SSC) and choosing the "Personal Info" tab. Unfortunately, there is currently no way to register your pronouns in a similar way. I will attempt to be relatively neutral with gendered pronouns, unless you have explicitly told me which pronouns you prefer. Please don't hesitate to let me know at any time (in person or by e-mail) if you have preferences about your pronouns that you'd like me to follow (including e.g. whether you'd like me to be explicit about correcting mis-gendering in class if it happens).

Academic conduct

Paramount in this course is the respect and dignity of all people involved and all people involved are responsible for the co-creation of a learning space where everyone's input can be respectfully heard.

It is the students' responsibility to know the University policies on plagiarism and academic misconduct. Please review UBC's policies on cheating, plagiarism, and other forms of academic dishonesty and misconduct (here: https://senate.ubc.ca/policies-resources-support-student-success or here: http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/). In this seminar, as per University regulations, students must write, correct and/or revise all their assignments independently (unless the assignment or a part thereof was meant to be a pair or small group activity); that is, with no assistance of any kind from another person. The use of electronic aids and devices is prohibited unless the instructor has granted permission; students are encouraged to consult scholarly publications (scholarly articles, books, book chapters),

but must acknowledge all sources and clearly mark all quotations and ideas as such. Cheating, plagiarism and other forms of academic misconduct are serious offenses. They are subject to disciplinary action and will not be tolerated. All cases of academic misconduct will be forwarded to the Dean's Office.

Students might additionally consult the Purdue Writing Lab for general information on plagiarism, information on safe practices to avoid plagiarism and more: https: // owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html

Attendance

Regular attendance is an academic regulation of the Faculty of Arts. I will take note of absences. If you are unavoidably absent from scheduled classes you should report the reason for your absence (including technical issues) to me upon your return to class or via e-mail as soon as you have access to or feel well enough to access e-mail. You may be granted concession for your absence(s).

in-term concession: You must contact me via e-mail as soon as you are aware that you may need an in-term concession. I will adjudicate the request. Please include a Student Self-Declaration form, found on the Arts Advising website. If you require a second concession, you must make your request to your Faculty Advising Office. Please review your Faculty Advising Office's website for concession criteria as well as process to follow. A student without concession, whose attendance falls below 75 percent of the scheduled instructional hours, will automatically fail this course.

This course emphasizes active learning engagement and the responsibility of students for their own learning. Students have multiple opportunities to contribute to in-class learning activities and to class discussion. They are expected to arrive on time and required to refrain from using any devices unrelated to learning activities.

Assignments

Students are expected to read assigned materials in advance and be prepared to discuss issues in a thoughtful and respectful way. Assignments are due on the day originally announced. 2% of the assigned grade will be deducted for every late day. In special, documented circumstances, assignments may be submitted after the initial due date, subject to explicit arrangements with the instructor. A valid note from Arts Advising might be required. All assignment will be handed in electronically. Please ensure that all e-files are virus and worm free. Thank you. Students should name their assignments 'G325 date student first name' (example: G411 Feb1 Kim).

Group assignments or activities are to be prepared by all members of the group.

All assignments (Pdf format please) that students hand in need to be typed (TNR or Arial 11 pt), double-spaced, titled and have the student's name as well as page numbers included on every page in the header or footer section. Cover pages are not necessary. For other details, please follow the APA guidelines (7th Edition). You can consult this site https://owl.purdue.edu/owl/research_and_citation/apa_style/

Early Alert

The instructor will do her best to reach out and offer support if she is concerned about students' academic performance or well-being. She will identify her concerns using Early Alert, a program that allows academic, financial, or mental health concerns to be identified sooner and responded to in a coordinated way and respectful manner. This provides students with the earliest possible connection to resources like academic advising, financial advising, counseling or other resources and support to help

students get back on track. The information is treated confidentially and is meant to help students not hurt them. For more information, please visit earlyalert.ubc.ca.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using CANVAS. CANVAS, like many analytics tools, captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, postings on CANVAS etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record our classes. Under special circumstances a student may ask in writing to record classes. The student needs to wait for the Course Instructor's written consent to record our classes.