

The University of British Columbia
Department of Central, Eastern, and Northern European Studies

CENS 315 (3) Becoming Multilingual: Experience, Aesthetics, Community

Acknowledgement

We are uninvited guests on UBC's Point Grey Campus, which is located on the traditional, ancestral, and unceded territory of the x̣ṃəθḳ'əỵəm (Musqueam) People. The land it is situated on has always been a place of learning for the x̣ṃəθḳ'əỵəm, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We understand that we would not be able to learn and work on this land if it weren't for the history of the attempted cultural and physical genocide and the ongoing colonization of Indigenous Peoples in Canada.

Important Note

This course deals with topics that are (potentially) upsetting and may evoke strong emotional reactions or trigger painful memories. 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.

Most importantly: You are not obliged to engage with triggering material. Please contact me in such (a) case/s so we can find alternate ways for you to reach the learning objectives of this course

Course Information

Course Title	Course Code Number	Credit Value
Becoming Multilingual: Experience, Aesthetics, Community	CENS 315	3 Credits

Prerequisites and Co-requisites

No prerequisites or co-requisites

Contacts

Course Instructor	Contact Details	Office	Office Hours
Dr. Caroline Rieger	carolin@mail.ubc.ca or caroline.rieger@ubc.ca	Buchanan Tower 923	Wednesday 1:00 to 1:45 p.m. and by appointment

Email Policy

On weekdays, I do respond to emails within 24 hours. On holidays and weekends, it might take until the next workday. Please, mark urgent and time-sensitive requests as such. Thank you.

Course Content and Structure

What does it mean to think, feel, be, and make meaning multilingually—in literature, art, and in everyday life? This course draws on students' own experiences, on interdisciplinary research, on literary and filmic texts, to gain a complex image of multilingualism as it is experienced in a wide variety of contexts. Does being multilingual always mean advantage, privilege, and a broader perspective? Or are there circumstances where being multilingual can give rise to unique and often invisible challenges? Of course, many different kinds of people are multilingual—children, elders, immigrants, Indigenous persons, refugees, elites, low-income people, marginalized groups, entrepreneurs, nurses, teachers, translators, politicians, military strategists, and so on. We will be interested in exploring many different experiences—and the kinds of language they make and use in their complex lives. The literary texts we draw on for this exploration derive primarily from contemporary Central, Eastern, or Northern Europe, but our theoretical texts come from around the world.

CENS 315 is an activity-based seminar and learning success will depend on student participation in those activities. Your learning success will also be determined by the frequency and quality of your work outside of the classroom. Most instruction will integrate a combination of short lecture segments, small group and whole class discussions or interactive pair and small group learning activities, as well as student presentations. Homework assignments will include readings, very short written assignments on those readings, individual reflections, and targeted research endeavors. The class emphasizes the responsibility of students for their own learning; it will complement, but not replace students' independent reading and studying.

Meeting Times and Place

315/001 Monday, Wednesday 2:00 to 3:30 p.m. Buchanan D209

Learning Outcomes

With regular attendance, preparation, active participation, and completion of the assignments, you will be able to

1. critically describe your own linguistic identity and experiences and why they matter in various contexts;
2. analyze and interpret literature from various cultural contexts that explore multilingual experience;
3. differentiate between various lived forms of multilingualism, monolingualism, trans-lingualism—in and beyond various Central, Northern, and Eastern European contexts;
4. account for the relationship between multilingualism and linguaphobia, power, hierarchy, interaction, culture, nation, nativism, law, and community;
5. transpose experiences and proficiencies in language and meaning-making into a range of practical contexts relevant to you as an individual;
6. Increase and hone your presentation and public speaking skills.

Required Texts

All materials are available through UBC Library (use Search Collections and the information provided in and below the schedule)

The Swedish novel *Amatka* by Karin Tidbeck (translated into English by the author) is on Reserve at the Koerner Library, Call Number: PT9877.3.I45 A6313 2017

It is currently not available in the bookstore, but can be purchased — new or used — through

various online sites and stores as paperback (new price \$22.00), e-book (\$14.99), or audiobook (\$20.00).

Assessments of Learning: Overview

1) Active participation		10 %
2) Short Informal Presentation		5%
3) Weekly Assignments Related to Readings		15 %
4) Short Written Reflections (2 x 5%)		10 %
5) Long Presentation: Case Study		15%
6) Peer Feedback on Peers' Long Presentations		10%
7) Final Reflections		35%
Short Presentation on Final Reflections	10%	
Written Report on Final Reflections	25 %	
Or		
7) Research Project		35%
Short Presentation on Research Project	10%	
Research Paper	25 %	
Or		
7) Creative Project		35%
Short Presentation on Creative Project	10%	
Research Paper	25 %	

Contract Grading

In this course, 40% of your grade is determined by contract grading: If you complete the assignment and do so on time, you are guaranteed full marks. Not all students have identical educational or linguistic backgrounds or the same experience in humanities-related assignments, which is why I see contract grading as part of a socially just pedagogy. It allows students to produce their best work while focusing on the learning process instead of being anxious about or focusing on grades. We use contract grading for the following assignments:

Short Informal Presentation	5%
Weekly Assignments Related to Readings	15 %
Short Written Reflections (2 x 5%)	10 %
Peer Feedback on Peers' Long Presentations	10%

UBC Grading Scale

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-	

Assessments of Learning: Details

Active Participation

Regular attendance (with your learning materials, notes and questions), preparation and active participation are expected. You are required to participate in all learning activities and discussions and to come to each class prepared to discuss the readings and how they apply to your own experience. This is included to encourage active engagement and a space where everyone's input can be respectfully heard.

However, please **do not come to class if you are unwell**. Inform me via email of your absence – in advance if possible.

If speaking in class is something that causes you a lot of anxiety or is otherwise troublesome for you, please let me know so we can find other ways for you to contribute to the discussions.

Mark	Category	Participation Criteria
5	Outstanding	Continually encouraging and supportive of others. Continuously engaged in classroom activities. Active leadership role in class. Volunteers information and facilitates the learning of others. Punctual and complete attendance. Excellent attitude and effort.
4	Very Good	Actively supports peers. Consistent and punctual attendance. Positive attitude and high level of effort and engagement.
3	Adequate	Works well with others, willing to contribute toward class discussion. Occasionally late and/or absent. Satisfactory effort and attitude.
2	Minimal	Only occasional contribution given during class. Frequently late and/or absent. Motivation and initiative low. Minimal effort.
0-1	Poor	Little to no contribution during class. Poor punctuality and attendance record. Attitude, participation and effort do not meet acceptable standard.

Short Informal Presentation

On the second day of class, **January 11, 2023**, each student will stand in front of class and talk (ideally spoken freely, clearly, loudly, and slowly using spoken language, while making eye contact with everyone in the room) for a few minutes (no more than five) about their own personal perspective and understanding of *Multilingualism* — absolutely no scholarly sources or technology required. How do you define or describe multilingualism? What are your personal experience/s with multilingualism? (Whether we see ourselves as monolingual, multilingual, or multilingual in training, we all have experienced multilingualism in different “shapes and forms.”) What are your expectations and personal learning goals for CENS 315? What are your future plans as they relate to mono/multilingualism? This assignment is contract graded.

Weekly Assignments Related to Readings

For each week, you will read one or two texts (see schedule) and submit a very short written assignment on the reading, such as responding in one or two sentences to a particular question about the text. Examples of such questions are: What is the main point of the text? What do you see as most relevant in this text? What discussion question about this text would you like to engage in in class? These assignments are **due on Fridays (no later than 8 PM)** and they are contract graded.

Short Written Reflections

Twice this term, you will be asked to engage in individual, critical reflections on your learning progress and any aspects of the readings and/or of class discussions and/or class presentations that you would like to focus on. Then you will write and submit a short account of these reflections (1 to 2 pages long, double spaced; 11 or 12 pt font) due on **February 6, 2023 before class** and on **March 13, 2023 before class**. These assignments are contract graded.

Long Presentation: Case Study

You will give one long presentation (20 to 30 minutes) on *Multilingualism in a (CEN) European country* (see schedule). You are free to decide which aspect/s of multilingualism (political,

cultural, educational, etc.) you would like to focus on — it is your case study. Your presentation has to be based on scholarly evidence (make use of at least three scholarly sources), be informative so that your peers can learn from what you have discovered, and — ideally — be delivered well. This would mean that you speak freely, clearly, loudly, and slowly using spoken language structure. You would use slides with a very large font size, not too much information per slide, and no visual distractions, i.e. only images that illustrate what is being presented on. Please claim “your” chosen country **not later than January 13, 2023** via email (first come, first assigned). Name your first, second, and third choice. If you’d like to present on a country or region that is not included on the schedule include a short rationale in your email. Long Presentations take place on Wednesdays **starting February 1, 2023**. Your presentation will be graded for content (relevance, evidence-based knowledge): 3/5, structure and organization: 1/5, delivery and presentation style 1/5.

Peer Feedback on Peers’ Long Presentations

For each of the Long Presentations, every student will provide peer feedback on the day of the presentation or not later than 24 hours after the presentation. Peer feedback consists of three sentences. You will name: one positive aspect about the content, one positive aspect about the delivery, and one aspect that your peer could improve (either content, organization or delivery-related). As you no doubt know, kind and constructive feedback is most helpful. This would include “I formulations” not “you formulations,” such as, “I especially like how well-formulated, short, and memorable your summary of the main points is.”

The number of peer feedbacks you will need to provide depends on the size of the class. Please submit your peer feedback to me (in the body of an email); I will compile a list for the presenter and share it with them.

These assignments are contract graded.

Final Reflections/ Research Project/ Creative Project [“Final Project”]

For your final assignment, which includes a short 5-minute presentation to the class on **April 12, 2023** about parts of the assignment and how the assignment relates to what you have learned in CENS 315, you can choose (a) whether you would like to engage in longer critical reflections on your work and learning during the term; (b) research an aspect of multilingualism that you would like to engage with more deeply; or (c) engage with multilingualism creatively (through creative writing, visual arts, a combination of both, or...). Creative work would include a short report (ca. 500 words) explaining how the class readings and/or other scholarly sources have informed the creative process and its outcome. Options a) and b) would consist of a longer written account of the reflections or research undertaken, namely ca. 3000 words. Your presentation will be graded for content (relevance, evidence-based knowledge): 3/5, structure and organization: 1/5, delivery and presentation style 1/5.

The grading of this assignment will depend on the chosen form, but will in all cases emphasize content (relevance, evidence-based knowledge) and critical engagement with multilingualism.

The final project is due 1 week after our last session on **April 19, 2023**.

Provisional Schedule of Topics

This is the a provisional, incomplete course schedule to allow for the integration of readings that speak to the students enrolled in CENS 315.

Assignments should be completed **no later than** the date and time indicated on the course schedule. Any changes to this schedule will be announced on Canvas.

Week 1 JAN 9-14

Introduction: Making Meaning in Multiple Languages

Assignments

Due Wednesday, JAN 11: Prepare a Short, Informal Presentation of no more than 5 minutes on *Multilingualism*, (see page 4 for details; contract graded)

Due Friday, JAN 13: Read pages 1 to 9 from *The Invention of Multilingualism* by David Gramling and respond to the following question in one to two sentences: What is the language paradox of the U.S. that Gramling describes?

Gramling, David (2021) *The Invention of Multilingualism (Key Topics in Applied Linguistics)*. Cambridge University Press. (Excerpt from the Introduction, pp. 1–9)

Week 2 JAN 16-21

(Socio)political Aspects of Multilingualism: *The Invention of Multilingualism*

Assignments

Due Friday, JAN 20: Read *The Privilege of the Nonnative Speaker* by Claire Kramersch (10 pp) and respond to the following question in one to two sentences: What do you take to be Kramersch's main idea?

Kramersch, Claire (1997) *The Privilege of the Nonnative Speaker*, *PMLA* 112(3), 359–369.

Week 3 JAN 23-28

Experiences and Expectations: *The Privilege of the Nonnative Speaker*

Assignments

Due Wednesday, JAN 25: Read *From Mother Tongue to Linguistic Mother* by Yoko Tawada, translated from German into English by Rachel McNichol (4 pp.)

Due Friday, JAN 27: Read *The New Dull Global Novel* by Tim Parks (ca.2 pp) and *Amatka: The Train & The First Week* (ca. 60 short pp.) and respond to the following question about *Amatka* in one to two sentences: What strikes you as most odd or bizarre about *Amatka*?

Tawada, Yoko (2006) *From Mother Tongue to Linguistic Mother* (translated from German into English by Rachel McNichol), *Manoa* 18(1), 139–143. doi:10.1353/man.2006.0039

Parks, Tim (2010) *The New Dull Global Novel*. *The New York Review of Books*. 9 February. n.p. <https://www-nybooks-com.ezproxy.library.ubc.ca/daily/2010/02/09/the-dull-new-global-novel/>

Tidbeck, Karin (2017) *Amatka* (translated from Swedish into English by Karin Tidbeck). Vintage Books

Week 4 JAN 30-FEB 4

Aesthetics

Presentation: *Multi/monolingualism in Switzerland*

Assignments

Due Friday, FEB 3: Read *Amatka: The Second Week; The Third Week* and write a 1-page Report to Amatka's administration about Vanja's visit (The Second Week & The Third Week) from Nina's Perspective

Week 5 FEB 6-11

Aesthetics

Presentation: *Multi/monolingualism in Austria; Multi/monolingualism in Hungary*

Assignments

Due Monday, FEB 6: First Short Written Reflections

Due Friday, JAN 27: Read *Elements of Indigenous Style: A Guidebook for Writing for and about Indigenous Peoples.* by Gregory Younging: pages 1 to 17 and formulate a discussion question that you would like us to discuss in class.

Younging, Gregory (2018) *Elements of Indigenous Style: A Guidebook for Writing for and about Indigenous Peoples.* Edmonton: Brush Education. (Chapters 1 & 2, pp. 1–17)

Week 6 FEB 13-18

Indigeneity

Presentation: *Multi/monolingualism in Ukraine*

Assignments

Due Friday, FEB 17 or 24: Read: *Review of Phipps: Decolonising Multilingualism: Struggles to Decreate* by David Gramling (2 pp) and *Prohibiting Translations: Nils Aslak Valkeapää and the Question of Text-, Process-, and Agent-driven Untranslatability* by Johanna Domokos; Assignment question to be announced on Canvas.

Gramling, David (2019) *Review of Phipps: Decolonising Multilingualism: Struggles to Decreate, Critical Multilingualism Studies 7(3) 133–135.*

Domokos, Johanna (2016) *Prohibiting Translations: Nils Aslak Valkeapää and the Question of Text-, Process-, and Agent-driven Untranslatability. Critical Multilingualism Studies 4(1), 44–56.*

FEB 20-25: Mid-Term Break

Week 7 FEB 27-MAR 4

(De)Colonizing Multilingualism

Presentation: *Multi/monolingualism in Russia*

Assignments

Due Friday, MAR 3: Read *The One, The Many, and The Other: Multilingual Verbal Hygiene in the Post-9/11 UK;* Assignment question to be announced on Canvas.

Cameron, Deborah (2013) *The One, The Many, and The Other: Multilingual Verbal Hygiene in the Post-9/11 UK. Critical Multilingualism Studies 3(1), 59–77.*

Week 8 MAR 6-11

Anxiety

Presentation: *Multi/monolingualism in Finland; Multi/monolingualism in the Baltic*

Assignments

Due Friday, MAR 12: TBA

Please note that Daylight Saving Time begins on Sunday March 12, 2023.

Week 9 MAR 13-18

Topic TBA; Guest Speaker

Presentation: *Multi/monolingualism in Norway; Multi/monolingualism in Sweden*

Assignments

Due Monday, MAR 13: Second Short Written Reflections

Due Friday, MAR 17: Read *Amatka: The Fourth Week* and [Assignment to be announced on Canvas].

Tidbeck, Karin (2017) *Amatka* (translated from Swedish into English by Karin Tidbeck). Vintage Books

Week 10 MAR 20-25

Aesthetics

Presentation: *Multi/monolingualism in Denmark; Multi/monolingualism in Germany*

Assignments

Due Friday, MAR 24: TBA

Week 11 MAR 27-APR 1

Topic TBA

Assignments

Due Friday, 31: TBA

Week 12 APR 3-8 (APR 7 Good Friday)

Topic TBA

Assignments

None this week. Please, keep in mind your “Final Project” is due Wednesday APR 19 and the *5-minute Presentation* on parts of your “Final Project” is due Wednesday APR 12.

Week 13 APR 10-12 (APR 10 Easter Monday)

No Class: Monday APR 10

Last Class: Wednesday APR 12

Multilingualism: Personal Experiences in Context

Assignments

Due Wednesday, APR 12: Prepare *5-minute Presentation* on parts of your “Final Project”

[APR 17-28 Formal Examination Period]

Assignments: Due Wednesday, APR 19, 2023: “Final Project”

University and 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 Integrity

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**. If at any time you wish to further discuss an issue taken up from class, or do not feel comfortable to engage, please feel free to contact me so we can make alternate arrangements.

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline.

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/researchandcitation/usingresearch/avoidingplagiarism/index.html>

Academic Concessions

Under UBC’s academic concession policy (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>), students seeking academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds, would take the following steps.

If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, please submit a Student Self-Declaration (<https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf>) to the instructor as soon as possible so that your in-term concession case can be evaluated.

If this is not the first time that you have requested concession or if classes are over, you are required to fill out the Arts Academic Advising’s online academic concession form, so that an

advisor can evaluate your concession case. For additional information you can consult this site: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

Academic Accommodation

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Academic Accommodation for Students with Disabilities](#).

Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Class Preparedness

For every class you are expected to have required reading and/or due assignments completed, and are ready to participate in discussions.

If at any time you wish to further discuss an issue taken up from class, or do not feel comfortable to engage, please feel free to contact please feel free to contact me so we can make alternate arrangements.

Early Alert

The instructor will do their 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, counselling 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. If you are feeling stressed, please notify the instructor and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who are. For more information, please visit [EarlyAlert](#).

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.