

Multilingual Atlanta

LING 385.001, Spring 2020

MW 1:00 - 2:15pm, ML 330

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Modern Languages 214

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Office hours: Mo 12-1pm, Th 4-5pm, and by app't

Course description:

Atlanta is increasingly seen as a vibrant multilingual and multicultural metropolitan area. According to the 2010 US census data, at least 146 different languages are spoken in the metro Atlanta area and 17 percent of the metro area population aged 5 or over speak a language other than English at home. One approach for studying the presence, role, and position of these different linguistic communities is to investigate the languages in the "linguistic landscape" of signs, billboards, storefronts, and other "texts" in the public space. To fully capture all the language used in a place, the texts we will examine will also include those that are considered "transgressive" (e.g., graffiti, unauthorized flyers or stickers, tattoos) as well as those that are more ephemeral in nature, such as clothing, conversations, music, or even smells. All of these texts comprise the evidence that we will be studying as part of this seminar as we look to better understand how Atlanta's multilingualism is evident (i.e., seen, heard, smelled) in the public realm. The focus of the course will thus involve investigating which languages appear where, when, by whom, for whom, in which format, and to what end. From our reading of the linguistic landscape, we can then begin to see the power, meaning, and significance of individual languages in the city.

After a brief overview of the history of Atlanta with specific focus on the increasing multiculturalism of the city, the course will introduce students to the theory and practice of linguistic landscape research with the goal of involving students in the observation, documentation, and analysis of the linguistic landscape of different areas of metro Atlanta. Through this analytical work with the visible languages of Atlanta, students will begin to see the significance of the linguistic landscape for understanding the relationships between different languages, their users, and their communities within a metropolitan area.

Course approach:

The text *Discourses in Place* (Scollon & Scollon 2003) will provide the framework for examining meaning making in the public realm. After exploring the principles in a chapter, individual studies into the linguistic landscape that exemplify specific themes of the chapter will be read and discussed. Central for each reading will be understanding the research questions, design, and findings, and their implications for understanding multilingualism. Because this course satisfies the research-focused requirement for the Linguistics major, particular attention will be placed on understanding research methods in applied linguistics.

One of the many exciting aspects of Linguistic Landscape Studies is that, because it is a relatively new field, much of the research focus, methodology, and analysis is still under discussion and open to critique, revision, and expansion. As a result, the course will regularly engage with these issues, often beginning with open-ended questions and then following an iterative process to move toward possible solutions.

To fully engage with the linguistic landscape, outings into the city are a central component of the course. The course is supported by a Global Atlanta Innovative Teaching Grant from Emory's Halle Institute that will facilitate some of these outings. Students are also expected to engage with the city on their own, equipped with their evolving LL goggles! The course will culminate in the building of a website that will not only showcase students' own research into Atlanta's linguistic landscape but also serve as a home for any future linguistic landscape research conducted in Atlanta by faculty or students.

Learning outcomes:

By the end of this course students will be able to

1. Access, locate, identify, and analyze linguistic evidence in public spaces (e.g., signs, storefronts, graffiti, flyers, clothing, music)
2. Evaluate this evidence for its deeper societal, cultural, political meanings
3. Build arguments based on this evidence and assess the arguments of others
4. Demonstrate a deeper understanding of Atlanta's sociocultural history
5. Develop and complete a research project investigating one aspect of Atlanta's linguistic landscape
6. Articulate how engagement with the linguistic landscape affects one's perception of space and place

Prerequisites

As is common in the Linguistics Program's horizontal curriculum, there are no prerequisites for special topics courses nor is there the expectation that students will be familiar with the languages encountered in the linguistic landscape.

Course materials:

- Scollon, R., & Scollon, S. B. K. (2003). *Discourses in place: Language in the material world*. London: Routledge. ISBN 978-0-415-29049-4. **Required.**
- Additional course materials and information will be provided by the instructor and posted on the Canvas course site.

Assessment criteria:

1. Participation (15%). Attendance *and* participation are essential to your progress. You will be allowed a maximum of 2 absences for routine doctor visits and travel for non-emergencies, etc., during the semester without penalty. Beginning with the 3rd absence, a penalty of -1% will be levied on the earned final grade for each class missed. The best policy to adopt is to **keep your instructors informed** if you miss any classes or assignments. Extended illnesses and family emergencies will be treated as exceptions, and absences for these purposes will be excused. Be prepared to show proof of the need for the absences, however, if your instructor asks for it. Varsity athletes can get excused with coaches' notification of announced absences but must, of course, do the required work.

Grade	Criteria
A	always well-prepared always is attentive and engaged with the material and/or classmates always involved in class discussions always makes the most of each exercise, applying concepts from the course always responds to and engages classmates in a respectful manner remains critical and open-minded toward cultures of Atlanta

	uses laptop and/or mobile device(s) in class solely for course-related activities
B	usually well-prepared usually is attentive and engaged with the material and/or classmates usually involved in class discussions usually makes the most of each exercise makes some effort to engage fellow students shows some development of cultural sensitivity
C	adequately prepared and attentive occasionally needs to be reminded to become involved in discussions does not engage classmates beyond the minimum requirements for an assignment uses laptop and/or mobile device(s) in class for activities unrelated to course
D	usually unprepared makes little effort to participate or complete exercises rarely tries to engage instructor or classmates uses laptop and/or mobile device(s) in class solely for activities unrelated to course
F	makes no contribution to class whatsoever

2. Homework (40%). Completing homework thoroughly, regularly, and on time is extremely important in order to be prepared for class. Regular homework assignments could consist of any of the following activities: (re)reading an assigned text/chapter in the textbook, answering questions aligned with the assigned reading, completing an exercise in the textbook, conducting field work, or preparing a class report. Note also that many homework assignments will be due 18-24 hours before classtime. Homework that is collected will be graded according to the following criteria:
 - a. "v+" (100%): Homework handed in on time and indicating a very thorough effort;
 - b. "v" (85%): Homework handed in on time and indicating a satisfactory effort;
 - c. "v-" (65%): Homework handed in on time but indicating an unsatisfactory effort.
 Late homework will not be accepted and will receive no credit.
3. Final project (35%). Over the course of the second half of the class you will work on a project that analyzes a particular linguistic landscape in order to deepen our understanding of contemporary multilingual Atlanta. You will construct an argument and use the primary and secondary evidence you will have collected to support the argument in a formal research project. This project will be completed in stages accompanied by instructor feedback. Ultimately, it will be posted to the course website.
4. Website development (10%). The course will culminate in the building of a website that will not only showcase students' own research into Atlanta's linguistic landscape but also serve as a home for any future linguistic landscape research conducted in Atlanta by faculty or students. The design and the curation of the site will rest largely with the class members.

Honors policy

Students in this course will follow the Emory Honor Code. It is your obligation to familiarize yourself with the Code. If you are uncertain about the provisions of the Honor Code, see:

http://www.college.emory.edu/current/standards/honor_code.html

By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct.

Student collaboration on assignments is not permitted, unless approved by the instructor. It is expected that the work you do for this course is your own original work and that this work does not duplicate either in part or in full work that you have done or will do for another course, unless there is approval of both professors. Using someone else's work verbatim or paraphrased without giving proper credit is plagiarism. For detailed information on appropriate referencing, you may consult the Citing Your Sources Research Guide compiled by Emory Libraries at:

http://guides.main.library.emory.edu/citing_your_sources

By taking this course, you also agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Inclusive instruction policy

Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Access, Disabilities Services and Resources office. Students are expected to give two weeks notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

Weekly plan

Day	In class	Homework
Wed, 15 Jan	Introduction <ul style="list-style-type: none"> - Multilingualism - Linguistic landscape - Atlanta 	1. Contribute to Atlanta overview document
Wed, 22 Jan	Atlanta <ul style="list-style-type: none"> - History - Multilingualism 	1. Landry & Bourhis, 1997 2. Zabrodska & Milani, 2014
Mon, 27 Jan	Linguistic landscape studies: Overview <ul style="list-style-type: none"> - Genesis - Theoretical underpinnings - Objectives 	1. Scollon & Scollon, Chapter 2
Wed, 29 Jan	Geosemiotics and Indexicality <ul style="list-style-type: none"> - Icons, symbols, indices - Symbolism, indexicality 	1. Huebner & Phoocharoensil, 2017 2. Roux et al. 2019
Mon, 3 Feb	Indexicality <ul style="list-style-type: none"> - Skinscapes - Monuments 	1. Scollon & Scollon, Chapter 3
Wed, 5 Feb	Interaction order <ul style="list-style-type: none"> - Perceptual spaces - Personal front - Interpersonal distances 	1. Pennycook & Otsuji 2015 2. Pappenhagen, et al. 2016
Mon, 10 Feb	Perceptual spaces <ul style="list-style-type: none"> - Sound- and smellscapes 	1. Trinch & Snajdr 2017 2. Järlehed 2019

Wed, 12 Feb	Personal front - Gentrification - Clothing semiotics	1. Hult 2014
Mon, 17 Feb	Nexus analysis - Discourses in place - Interaction order - Historical body	1. Scollon & Scollon, Chapter 4
Wed, 19 Feb	Visual semiotics - Participants - Modality - Composition	1. Trumper-Hecht 2010 2. Malinowski 2015
Mon, 24 Feb	Spaces in the linguistic landscape - Perceived - Lived - Conceived	1. Scollon & Scollon, Chapter 6
Wed, 26 Feb	Code preference	1. Clarkston worksheet
Sat, 29 Feb	Class outing to Clarkston	
Mon, 2 Mar	Discussion of Clarkston visit - Research questions - Research design	1. Collins & Slembrouck 2007 2. Leung & Wu 2012 3. Blackwood 2019
Wed, 4 Mar	Multilingualism in public and virtual spaces	1. Scollon & Scollon, Chapter 7
Mon, 16 Mar	Inscription - Fonts - Materials - Layering	1. Blommaert & Maly 2014
Wed, 18 Mar	Ethnographic approaches to LL	1. BuHi worksheet
Sat, 21 Mar	Class outing to Buford Highway	
Mon, 23 Mar	Discussion of BuHi visit - Research questions - Research design	1. Lou 2012 2. Scollon & Scollon, Chapter 8 3. Schedule individual mtg with Maxim
Wed, 25 Mar	Emplacement - Decontextualized - Transgressive - Situated	1. Dovey et al 2012 2. Baker 2015 3. Finalize location and research question(s) for final project
Mon, 30 Mar	Graffiti, street art, murals	1. Scollon & Scollon, Chapter 9 2. Schedule individual mtg with Maxim
Wed, 1 Apr	Place semiotics - Spaces – public and private - Discourses – regulatory, commercial, transgressive	1. Garvin 2010 2. Amos 2016 3. Goncalves 2019
Mon, 6 Apr	Walking spaces, crossing boundaries, commodifying language	1. Carter 2014 2. Cockain 2018

Wed, 8 Apr	Schoolscapes, subway scapes	1. Work on annotated bibliography and research design
Mon, 13 Apr	Discussion of final project - Research design - Website design	1. Complete annotated bibliography and research design 2. Schedule individual mtg with Maxim
Wed, 15 Apr	Discussion of final project - Research design and methods - Website design	1. Gather results
Mon, 20 Apr	Discussion of final project - Results - Website design	1. Finalize results
Wed, 22 Apr	Discussion of final project - Data analysis - Website design	1. Analyze results, posit implications
Mon, 27 Apr	Discussion of final project - Implications - Website design	1. Post project to website
Fri, 1 May	Final meeting: 3:00 – 5:00pm - Viewing of website - Feedback on class - Discussion of next steps	

Readings:

- Amos, H. W. (2016). Chinatown by numbers: Defining an ethnic space by empirical linguistic landscape. *Linguistic Landscape*, 2(2), 127–156.
- Baker, A. M. (2015). Constructing citizenship at the margins: The case of young graffiti writers in Melbourne. *Journal of Youth Studies*, 18(8), 997–1014.
<https://doi.org/10.1080/13676261.2015.1020936>
- Blackwood, R. (2019). Language, images, and Paris Orly airport on Instagram: Multilingual approaches to identity and self-representation on social media. *International Journal of Multilingualism*, 16(1), 7–24. <https://doi.org/10.1080/14790718.2018.1500257>
- Blommaert, J., & Maly, I. (2014). Ethnographic Linguistic Landscape Analysis and social change: A case study. *Tilburg Papers in Culture Studies*, 100.
https://www.tilburguniversity.edu/upload/6b650494-3bf9-4dd9-904a-5331a0bcf35b_TPCS_100_Bломаert-Maly.pdf
- Carter, P. M. (2014). National narratives, institutional ideologies, and local talk: The discursive production of Spanish in a “new” US Latino community. *Language in Society*, 43(2), 209–240.
<https://doi.org/10.1017/S0047404514000049>
- Cockain, A. (2018). Riding and reading the Shanghai metro: Signs, subjectivities and subversions on and around line # 8. *Social Semiotics*, 28(4), 533–544.
<https://doi.org/10.1080/10350330.2017.1366392>
- Collins, J., & Slembrouck, S. (2007). Reading shop windows in globalized neighborhoods: Multilingual literacy practices and indexicality. *Journal of Literacy Research*, 39(3), 335–356.
- Dovey, K., Wollan, S., & Woodcock, I. (2012). Placing Graffiti: Creating and Contesting Character in Inner-city Melbourne. *Journal of Urban Design*, 17(1), 21–41.
<https://doi.org/10.1080/13574809.2011.646248>

- Garvin, R. T. (2010). Responses to the linguistic landscape in Memphis, Tennessee: An urban space in transition. In E. Shohamy, E. Ben-Rafael, & M. Barni (Eds.), *Linguistic landscape in the city* (pp. 252–271). Multilingual Matters.
- Gonçalves, K. (2019). The semiotic paradox of street art: Gentrification and the commodification of Bushwick, Brooklyn. In A. Peck, C. Stroud, & Q. Williams (Eds.), *Making Sense of People and Place in Linguistic Landscapes* (pp. 141–158). New York: Bloomsbury Academic.
- Huebner, T., & Phoocharoensil, S. (2017). Monument as semiotic landscape. *Linguistic Landscape: An International Journal*, 3(2), 101–121. <https://doi.org/10.1075/ll.3.2.01hue>
- Hult, F. M. (2014). Drive-thru linguistic landscaping: Constructing a linguistically dominant place in a bilingual space. *International Journal of Bilingualism*, 18(5), 507–523.
- Järlehed, J. (2019). KILL BILBO: Metrolingual play in Galician and Basque T-shirts. *International Journal of Multilingualism*, 16(1), 59–78. <https://doi.org/10.1080/14790718.2018.1500260>
- Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16(1), 23–49.
- Leung, G. Y., & Wu, M.-H. (2012). Linguistic landscape and heritage language literacy education: A case study of linguistic rescaling in Philadelphia Chinatown. *Written Language and Literacy*, 15, 114–140.
- Lou, J. J. (2012). Chinatown in Washington, DC: The bilingual landscape. *World Englishes*, 31(1), 34–47.
- Malinowski, D. (2015). Opening spaces of learning in the linguistic landscape. *Linguistic Landscape*, 1(1), 95–113.
- Pappenhagen, R., Scarvaglieri, C., & Redder, A. (2016). Expanding the linguistic landscape scenery? Action theory and “linguistic soundscape.” In R. Blackwood, E. Lanza, & H. Woldemariam (Eds.), *Negotiating and contesting identities in linguistic landscapes* (pp. 147–162). New York: Bloomsbury.
- Pennycook, A., & Otsuji, E. (2015). Making scents of the landscape. *Linguistic Landscape*, 1(3), 191–212.
- Roux, S., Peck, A., & Banda, F. (2019). Playful female skinscapes: Body narrations of multilingual tattoos. *International Journal of Multilingualism*, 16(1), 25–41. <https://doi.org/10.1080/14790718.2018.1500258>
- Scollon, R., & Scollon, S. W. (2003). *Discourses in Place: Language in the Material World*. Routledge.
- Trinch, S., & Snajdr, E. (2017). What the signs say: Gentrification and the disappearance of capitalism without distinction in Brooklyn. *Journal of Sociolinguistics*, 21(1), 64–89. <http://dx.doi.org/10.1111/josl.12212>
- Trumper-Hecht, N. (2010). Linguistic landscape in mixed cities in Israel from the perspective of “walkers”: The case of Arabic. In E. Shohamy, E. Ben-Rafael, & M. Barni (Eds.), *Linguistic Landscape in the City* (pp. 235–251). Multilingual Matters.