“In 1492, in the introduction to his Gramática, the first grammar of a modern European tongue, Antonio de Nebrija writes that language has always been the partner (“compañera”) of empire. And in the ceremonial presentation of the volume to Queen Isabella, the bishop of Avila, speaking on the scholar’s behalf, claimed a still more central role for language. When the queen asked flatly, “What is it for?” the bishop replied, “Your Majesty, language is the perfect instrument of empire.” (Greenblatt 1990: 17)

Course Description: This course will provide students with a focused analysis of an important but often underemphasized source of colonial power and transformation – the role of language and linguistic analysis. From early attempts at organizing what seemed a cacophony of unstructured sound to later attempts at creating ethno-linguistically unified nations during decolonization to post-colonial reconfigurations of global languages, the course will examine languages and language study as primary media of domination and resistance in colonial regimes. How was colonialism communicated? What novel languages or forms of speech did colonial encounters engender? Are global languages like English creating new linguistic empires today? Topics covered include the role of missionary and colonial linguistics in the creation of order; the production of ethno-linguistic identities; pidgin, creole, and other hybrid formations; languages of resistance; and the place of global languages in the contemporary world.

Schedule of readings and assignments

Aside from books, which are available at the Co-op and the PCL library reserve desk, all course materials are on the course Canvas site.

Introduction to the course

Jan 19  Intro, go over syllabus


Jan 26  Memmi, cont’d. Part Two and Conclusion. Pp. 79-153.  Memmi response due in class


# Language and Colonial Governance: Administration, Missionization, and Linguistic Science

<table>
<thead>
<tr>
<th>Date</th>
<th>Author(s)</th>
<th>Title</th>
<th>Pages/Section</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 16</td>
<td>Macaulay, T. B.</td>
<td>Minute by the Hon'ble T. B. Macaulay, dated the 2nd February 1835.</td>
<td></td>
<td>Film response due in class</td>
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<td><a href="http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay-txt_minute_education_1835.html">http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay-txt_minute_education_1835.html</a></td>
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<td>Feb 25</td>
<td>Fabian, cont’d. Ch. 4, 5.</td>
<td>(Pp. 92-134)</td>
<td>Blue</td>
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# Linguistic Progressivism: International Auxiliary Languages, World Peace, and Planning

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<tr>
<th>Date</th>
<th>Author(s)</th>
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<th>Pages/Section</th>
<th>Source</th>
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<tbody>
<tr>
<td>Mar 3</td>
<td>Jesperson, Otto.</td>
<td>Interlinguistics. Available at: <a href="http://interlanguages.net/IL.html">http://interlanguages.net/IL.html</a></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sapir, Edward.</td>
<td>The Function of an International Auxiliary Language.</td>
<td></td>
<td>IN <em>H. N. Shenton, E. Sapir and O. Jespersen, International</em></td>
</tr>
</tbody>
</table>


Mar 9  Mid-term paper due at 5pm to my email


Orange

SPRING BREAK

Nationalism, Negritude, and the Question of Colonial Literature


Orange

The Materiality of the Colonial Voice: Orthographic Messianism/Orthographic Politics


Apr 5  *Mother of Writing.* Chapters 7, 9, 10, 12.

Blue

Meetings with me about final papers (throughout the week)

New Voices in Diasporic and Post-Colonial contexts


Orange


April 21 Azodo, Ada Uzoamaka. 2008. “Interview with Chimamanda Ngozi Adichie: Creative Writing And Literary Activism.” http://www.iun.edu/~minaua/interviews/interview_chimamanda NGOZI_adichie.pdf


Post-Script: Contemporary Empires

April 25 Paper drafts due at 5pm to my email


May 3 in class presentations on final paper

May 5 in class presentations on final paper

May 10 Final paper due at 5pm to my email
**Grading**

**Grade points:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15</td>
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<tr>
<td>Memmi response</td>
<td>5</td>
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<tr>
<td>Film response</td>
<td>5</td>
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<td>O/B questionnaires</td>
<td>10</td>
</tr>
<tr>
<td>Exemplary questionnaire</td>
<td>10</td>
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<tr>
<td>Mid-term</td>
<td>15</td>
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<tr>
<td>Final paper:</td>
<td></td>
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<tr>
<td>- Topic, rev’d topic, bibliography</td>
<td>5</td>
</tr>
<tr>
<td>- Rough draft</td>
<td>10</td>
</tr>
<tr>
<td>- Presentation</td>
<td>5</td>
</tr>
<tr>
<td>- Final draft</td>
<td>20</td>
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</tbody>
</table>

*If you miss more than 5 classes, your participation grade is 0.*

*You are penalized 2 points from your final grade total for the class for each assignment that you do not turn in at the appropriate time.*

*All assignments must be turned in at the beginning of class or (for the mid-term, final paper rough draft, and final paper) sent to me via email. It is the student’s responsibility to make sure that any files attached to an email are readable. If a file is unreadable, the assignment will be marked as not turned in.*

*Late assignments: no late assignments accepted for any assignment to be turned in at the beginning of class. For the mid-term, final paper rough draft, and final paper: You lose a half letter grade for each day it is late.*

**Grading Procedures:** Grades will be based on the scale below. Pluses and minuses are given at the top and bottom of each letter grade range.

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 59 and below

**Assignments explained**

**Participation (15):** You are expected to attend class prepared to contribute substantively to the discussion.

- 13-15 pts: no more than 2 classes missed, frequent substantive and insightful contributions to the discussion
- 10-12 pts: more than 2 classes missed, less frequent contributions or less productive contributions
- 5-9 pts: 5 classes missed, rare contributions to class discussion
- 0 pts: more than 5 classes missed.

**Memmi response, film response (5 each):** brief response papers (250-350 words) that address questions that I pose to you about the material.

- 5 pts: well-written, insightful response that addresses questions and raises some of its own
- 4 pts: clearly written, answers questions well but does not go beyond those questions
- 3 pts: somewhat unclear or unorganized response, does not fully address questions
- 1-2 pts: poorly written, does not address questions
Orange/Blue questionnaires (10): You will be placed into either the Orange or the Blue group. You will have to turn in a questionnaire about the reading on any day that is marked with your group name in the syllabus. There are 10 Blue days and 10 Orange days. You can skip any two of these, so that you will have turned in 8 questionnaires total by the end of the semester. Questionnaires are due at the beginning of class. Grading is based on criteria outlined for the response papers.

Exemplary questionnaire (5): One day during the semester when a questionnaire from your group is due, you will present your questionnaire at the beginning of the class, providing an exemplary reading of the material. Grading is based on criteria outlined for the response papers. We will figure out a schedule of exemplary questionnaires after enrollment has stabilized.

Mid-term (15): a short paper (1500 words) in which you will analyze one of the readings we have done so far in the class in terms of Irvine and Gal’s article (which we read on Mar 1). Grading is based on criteria outlined for the response papers.

Final paper (40 total):

Paper topic, revised paper topic, and working bibliography (5): The paper topic should include a statement of the topic itself, the question that you will pose, the way the topic/question relates to specific class readings, and the kind of materials you will use to address your question. After you turn this in, I will set up times to have individual meetings with each of you about your topics. Your revised paper topic should reflect further thinking on the topic, whether that is moving in a different direction, having a better question, having a better sense of the materials that will be used to address that question, or all of the above. The working bibliography will include at least 12 sources (not to include sources from the syllabus). 8 of these sources should be scholarly, 4 sources can be primary sources.

Rough draft (10): You will turn in a rough draft of your paper. The more complete the draft, the more I can help you to improve the paper. You do not have to turn in a complete draft, but you do need to have at least the introduction, background, and two body sections. The final papers are supposed to be about 10-12 pages – the draft should be 6-8 pages long.

Presentation (10): After receiving feedback from me on your drafts, you will give a brief presentation on your final paper during the last week of class. This will be a 10 minute presentation that explains the topic, question, data, and preliminary analysis. These should be formal presentations.

Final paper (20): The final paper should show improvement from the draft, drastically so if the draft was minimal. The paper will be graded on: clarity of writing, engagement with course materials and concepts, and depth of analysis of chosen topic. Grading is otherwise based on criteria outlined for the response papers.

Communication with your instructor
There are many possible ways to communicate with me. You can speak with me after class. You can come to my office hours (Thurs 3:30-5pm). You can email me at chandman@austin.utexas.edu. Please do not communicate via Canvas. Please check the syllabus to see if your question is already answered there.
Religious Holy Days
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Academic Integrity
University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student’s own work.

You are encouraged to study together and to discuss readings and what is covered in lecture with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by another student. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include a failing grade for the course and University disciplinary action. During exams, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

Other University Notices and Policies
Use of E-mail for Official Correspondence to Students: All students should become familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564.

Documented Disability Statement: Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.
§ Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
§ Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
§ Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssl/for_cstudents.php
Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Q drop Policy: The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: “Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
§ Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
§ If you require assistance to evacuate, inform me in writing during the first week of class.
§ In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.