

9229 Understanding the Role of Language – Diversity,
Communication, and Interpretation (3 stp)

9230 Understanding the Role of Language – Diversity,
Communication, and Interpretation (7,5 stp)

An elective course in the PhD Program in Culture Studies, University of South-
East Norway

30.01– 02.02.2024 (USN campus Drammen) and 29.02– 01.03.2024 (Zoom)



Course plan

Four days on campus USN Drammen (30.01.-02.02.2024) + two days online for course 9230 (29.02.-01.03.2024)

Course language: English (Scandinavian languages possible for written submissions)
Program subject to change.

Course coordinators:

Professor Heike Speitz (HS)
Associate professor Lotta Strandberg (LS)

Course teachers:

Professor John E. Joseph, University of Edinburgh (JEJ)
Professor Siri Nergaard (SN)

Part 1: 30 January – 2 February 2024

Campus USN Drammen

Preparation:

- Students have read as much as possible from the course literature
- Students bring notes on why and how language plays a role in their own projects.

| | Tues., 30.01. | Wedn., 31.01. | Thurs., 01.02. | Fri., 02.02. | Comments |
|-----------------|---|---|--|--|-----------------|
| TOPIC | Introduction | Diversity | Communication | Interpretation | |
| ROOM | | | | | To come |
| 9:00 a.m. | Welcome (HS, LS) The Role of Language: What do we talk about when we talk about language? Our own perspectives on language – a conversation Students: Why is this course interesting for me? (interactive) | Language, Identity and Culture (HS) The Notion of the Minor (LS) Small pieces from course literature (students discuss) | Reflections on yesterday's lecture Seminar/Discussion (JEJ) | Text and different readings (Lahiri) (LS, SN, HS) Discussion – our different perspectives | |
| Break (20 min.) | | | | | |
| 12:00 | LUNCH | LUNCH | LUNCH | LUNCH | On campus |
| 13:00 | Plurilingualism and Monolingualism(HS, LS) | <i>Language, Mind and Body</i> (JEJ) | <i>On translation</i> (SN) | Summing-up Final discussion with students Q&A | |
| 14:30 | Shut-up and write (3 x 15 min.) | | Shut-up and write | | |
| - 16:00 | | | | | |
| 18:00 | | Diner (for all) | | | |

Part 2: 29 February and 1 March 2024, Essay Seminar

Only for: 9230 (7,5 stp)

Preparation:

- Students bring drafts of their essays and are prepared to present these to each other
- Each student is a peer-reviewer of one of the other drafts and has prepared constructive and critical comments
- All students have read all drafts and are prepared to comment on each others' texts after the peer-review

| | Thursday 29 February | Friday 1 March |
|------------------|---|--|
| | Zoom | Zoom |
| 09:30 | Welcome (HS, LS) | |
| 09:45 | Work on essay drafts Individual and peer-work Feedback Shut up and write | Work on essay drafts Individual and peer-work Feedback |
| 12:00 | LUNCH | LUNCH |
| 13:00 - 16:00 | Continues | Individual feedback (HS, LS) Summing up (HS, LS) |

Submissions:

A reflective text (2000-2500 words) for **9229 (3 stp): 23.2.2024**

A written essay (4000-6000 words) for **9230 (7,5 stp): 5.4.2024**

Assessment criteria for the reflective text (9229):

Participants will submit a written reflective text after part 1 of the course. This text is expected to include students' own reflections on what they have learned during the course and how this can be related and used further in their own research, development and/or teaching. The reflective text should be linked to course literature and include references, see <http://kildekompasset.no/>.

Assessment criteria for the written essay (9230): to be presented and discussed during our days on campus. Criteria will include aspects of content, structure, language, and academic writing conventions.

COURSE PLAN

* [Course name \(English\)](#)

Understanding the Role of Language – Diversity, Communication and Interpretation

* Course code

9229 for 3 ECTS

9230 for 7,5 ECTS

* Course level

This course is offered as a PhD course, relevant for all PhD students at HIU, USN. A fundamental tenor in the course is that language and communication are central aspects of all research within humanities, sports and educational science.

* Course scope and organization

Number of credits: ECTS: 3 or 7,5 (including academic essay, 4000-6000 words)

Number of semesters: 1

Language of instruction: English

Language of examination: English and Scandinavian languages

Course organisation: one week on campus, three days online

* Academic content in course

Language is essential for our understanding of ourselves and (of ourselves in) the world. We communicate to place ourselves among other people and to process this experience. We also use language to develop, carry out, and communicate research. In this course, we explore how language functions to both place ourselves in a context and to create meaning in/of the world—questions so fundamental to research.

We approach these issues from three different perspectives: diversity, communication and interpretation.

Diversity: The complexity of human existence is reflected in the way we relate to cultures, and languages. In this course, students will develop critical awareness of how language both constitutes and mirrors culture, and, by extension, how we negotiate our position in the world. This perspective also entails scrutiny of the relationship between language, identity, and culture.

Communication: Communication is interaction. It creates a relationship which is fundamentally dialogic and discursive. In this perspective, we will address diverse topics concerning the nature of language and how they shape communication. We will also scrutinize the fundamental communicative and relational premises for research.

Interpretation: Language is interpretation. Interviews, observations, text readings, translations are important elements in research processes, which presuppose interpretation. In this part of the course, we will explore the philosophy of language, and the limits of interpretation and representation.

Required prerequisite knowledge

A completed MA thesis within a relevant field. Priority will be given to Ph.D. students.

* Learning outcomes

Knowledge

The candidate will have advanced knowledge of:

- The nature and function of language and key concepts in the study of language and communication, as well as knowledge of how to apply them in their own research
- The complexity of the processes of communication and interpretation, and how these condition research
- The multifaceted relationship between language, culture and identity

Skills

The candidate will be able to:

- Formulate and critically discuss complex questions about language, communication, interpretation and diversity
- Generate, analyze and present theoretical and methodological issues in their own thesis in light of the course content

General competences

The candidate will be able to:

- Critically assess text-based research and knowledge production with academic integrity
- Critically apply their knowledge and understanding of the operations of language both written and spoken to their own reading and writing practices

* Learning activities

Five-day physical seminar and three days online.

The teaching and working forms are:

- Lectures with discussions
- Seminars with presentations, featuring discussions about the literature and the candidate's planned research work
- Obligatory reading and preparatory work prior to the seminars.

* Compulsory activity and compulsory attendance

Completion of the course is worth 3/7,5 ECTS.

Successful completion of the course is contingent on approval of an essay submitted after the course is completed, and on active participation in all teaching sessions. An 80% attendance rate is required.

* Forms of assessment

A reflective text consisting of 2000-2500 words which will be graded as pass/fail (3 ECTS)

Written essay consisting of 4000-6000 words which will be graded as pass/fail (7,5 ECTS)

* Literature (reading list)

Bakhtin, M. (1986). *Speech Genres and Other Late Essays*. University of Texas Press. (Available as eBook) (excerpt)

Bourdieu, P. (1977) The economics of linguistic exchanges. *Social Science Information* 16(6), pp.645-668

Bourdieu, P. (1991). *Language and Symbolic Power*. Polity Press. Cambridge (excerpt)

Cassin, B., Apter, E., Lezra, J. and Wood, M. (2014) *Dictionary of Untranslatables: A Philosophical Lexicon*. Princeton University Press, (Preface vii-xx; Language 541-549).

Chow, R. (2008). Reading Derrida on Being Monolingual. *New Literary History*, 39(2), 217–231.

- Deleuze, & Guattari, F. (1986). *Kafka: toward a minor literature*: Vol. vol. 30 (pp. XXIX, 104). University of Minnesota Press.
- Derrida, J. (1998). *The monolingualism of the other: the prosthesis of origin*. Stanford University Press; Cambridge University Press.
- Derrida, J. (2001) 'What is a "Relevant" Translation?', *Critical Inquiry* 27.2: 174– 200.
- Joseph, J. (2004) *Language and Identity*. PALGRAVE MACMILLAN.
- Joseph, J. (2018) *Language, Mind and Body. A conceptual History*. Cambridge University Press.
- Kramsch, C. (1998) *Language and Culture*. Oxford University Press.
- Kramsch, C. (2009) *The Multilingual Subject*. Oxford University Press, p. 1-52
- Kramsch, C. (2020) *Language as Symbolic Power*. Cambridge University Press. (Available as eBook)- (Introduction and Part I)
- Lahiri, J. (2016). *In Other Words*. Vintage Books Random House.
- Lakoff, G. and Johnson, M. (1980). *Metaphors We Live By*. The University of Chicago Press. (excerpt)
- Lang, & Shelley, B. (2021). Children as researchers: Wild things and the dialogic imagination. *Childhood* (Copenhagen, Denmark), 28(3), 427–443.
<https://doi.org/10.1177/09075682211020503>
- Mazzei, L. (2017). Following the Contour of Concepts Toward a Minor Inquiry. *Qualitative Inquiry*, 23(9), 675–685.
- Nergaard, S. (2020) Living in Translation. In: *The Routledge Handbook of Translation and Globalization*, Esperanca Bielsa and Dinysios Kapaskis (eds.). Routledge.
- Nergaard, S. (2021) Translating the Self. In: *Translation and Transmigration*. Routledge
- Ngũgĩ wa Thiong'o. (2018). The politics of translation. *Journal of African Cultural Studies*, 30(2), 124–132. <https://doi.org/10.1080/13696815.2016.1183476>
- Norton, B. (2013). *Identity and Language Learning. Extending the Conversation*. Multilingual Matters. (excerpt)
- Pennycook, A. (1998). *English and the discourses of colonialism*. Taylor & Francis Group. Chapter 1 (Available as eBook)
- Pennycook, A. (2010) *Language as a Local Practice?* (e-book); excerpt)
- Peterson. (2014). The Monolingualism of the Human. *SubStance*, 43(2), 83–99.
- Weber, J.-J. and Horner, K. (2012) *Introducing Multilingualism. A social approach*. Routledge (excerpt)

Additional reading:

- Bakhtin, M. M. (1981). *Dialogic imagination: Four essays*. University of Texas Press.
- Benjamin, W. (2007). The Task of the Translator. In *Illuminations. Essays and Reflections*. Ed. H. Arendt. Schocken Books.
- Jakobson, R. (2006). The Phonological Development of Child Language and Aphasia as a Linguistic Problem (1956). In *Broca's Region*. Oxford University Press.
<https://doi.org/10.1093/acprof:oso/9780195177640.003.0024>
- Pennycook, A. (2007) *Global Englishes and Transcultural Flows*. Routledge.
- Sontag. (2001). *Against interpretation: and other essays* (pp. XI, 312). Picador.

The syllabus is subject to change. Several references will be excerpts.