



Halle Institute /CFDE Global Atlanta Innovative Teaching (GAIT) Grants

Application Cycle: AY 2019-2020

Semester Course Will Be Offered: Spring 2020

APPLICANT INFORMATION:

Last Name:	<u>Maxim</u>	First Name:	<u>Hiram</u>
School:	<u>Emory College</u>	Department:	<u>Linguistics</u>
Title:	<u>Professor</u>	Email Address:	<u>hmaxim@emory.edu</u>

CLASS INFORMATION:

Course Number: LING385

Proposal Title: Multilingual Atlanta

FOR CFDE OFFICE USE ONLY:

GRANT FUNDING HISTORY _____ / _____ / _____

REVIEW ONE NOTES: _____

Suggestion: (circle one) Approve Deny

REVIEW TWO NOTES: _____

Suggestion: (circle one) Approve Deny

Amount Requested: 2,960

Course Outline or Proposed Syllabus:

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) as well as those that are more ephemeral in nature, such as clothing, conversations, music, radio/TV broadcasts, 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. Reading in this sense involves seeing which languages appear where, when, by whom, for whom, in which format, and to what end. From this reading of the linguistic landscape one 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. 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.

Course approach:

Because of the iterative process in developing both the research design and the website, the course will follow a studio-based pedagogical approach that has its origins in architectural education but has more recently been applied to a range of disciplines. Central components of this pedagogy include (1) project-based work on complex and open-ended problems; (2) rapid iteration of design solutions; (3) frequent formal and informal critique; (4) consideration of heterogeneous issues; (5) the use of precedent and thinking about the whole; (6) the creative use of constraints; and (7) the central importance of design media.

Prerequisites:

1. Permission of instructor
2. Knowledge of a second language is not required for participation in this course, but there will be opportunities through the field-based research to have one’s second language abilities enriched.

Learning outcomes:

By the end of this course students will be able to

1. Access, locate, identify, and analyze linguistic evidence in public space (e.g., signs,



storefronts, graffiti, flyers, clothing, music)

2. Evaluate this evidence
3. Build arguments based on this evidence and assess the arguments of others
4. Read a linguistic landscape for its deeper societal, cultural, political meanings
5. Demonstrate a deeper understanding of Atlanta's sociocultural history
6. Describe the iterative process in designing both their research and the course website

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 instructors and posted on the course Canvas site.

Assessment criteria

1. Participation (25%)
2. Homework (25%)
3. Final project (35%)
4. Website development (15%)

Weekly plan

1. Introduction (Atlanta; linguistic landscape; studio-based pedagogy; website)
2. Atlanta past and present (accessing and reading census data)
3. Visual semiotics (participants; modality; composition)
4. Workshop by Dr. David Malinowski
5. Course outing to Clarkston
6. Code preference and inscription (emplacement; font; quality; permanence)
7. Discourses in time and space (regulatory; commercial; infrastructural)
8. Course outing to Buford Highway
9. Graffiti
10. Sound- and smellscapes
11. Clothing and skinscapes
12. Website development
13. Website development
14. Next steps

Proposed Innovation:

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. In light of this linguistic vitality, Prof. Hiram Maxim will be teaching an upper-level Linguistics course "Multilingual Atlanta" in spring 2020 that will examine both the



historical development as well as the current instantiation of multilingualism in the city. The methodological approach in the course for studying the presence, role, and position of the different linguistic communities will be to investigate the languages in the “linguistic landscape” of signs, billboards, storefronts, and other “texts” in the public space. First coined as an area of study in 1997 (Landry & Bourhis, 1997) and then emerging as a research area over the next ten years with contributions from sociolinguistics, language policy, linguistic anthropology, and cultural geography, Linguistic Landscape refers to the study of language use in public life. The underlying premise behind this scholarly approach is that the visible texts of a particular place are ideologically charged and can thus serve as a telling window into the relations between different language communities and the politics of societal multilingualism. As leading Linguistic Landscape researchers Shohamy and Waksman (2009) argue, the public texts in the linguistic landscape are the “tips of icebergs” (p. 328) to examine for deeper and more complex meaning embedded in histories, politics, and cultural relations.

The course will introduce students to the theory and practice of linguistic landscape research with the goal of involving them in the observation, documentation, and analysis of the linguistic landscape of different areas of metro Atlanta. Early in the semester Dr. David Malinowski, Assistant Professor of Linguistics and Language Development at San Jose State University and one of the leading linguistic landscape researchers in this country, will conduct a workshop on his innovative approach for investigating the different uses and meanings in a particular space that draws on the theory of sociologist Henri Lefebvre (Malinowski, 2015). Then, students will make separate whole-class visits to Clarkston and the Buford Highway corridor to gain experience in observing and analyzing public language use. Ultimately, students will conduct their own research of the linguistic landscape of a particular place in Atlanta and present their work on a public website that will be developed collaboratively in class. Because of the iterative process in developing both the research design and the website, the course will follow a studio-based pedagogical approach that has its origins in architectural education but has more recently been applied to a range of disciplines. Central components of this pedagogy include (1) project-based work on complex and open-ended problems; (2) rapid iteration of design solutions; (3) frequent formal and informal critique; (4) consideration of heterogeneous issues; (5) the use of precedent and thinking about the whole; (6) the creative use of constraints; and (7) the central importance of design media.

The website is of particular importance for the course and the Global Atlanta project because it will be designed to exist well-beyond the course as a place to showcase subsequent linguistic landscape work conducted in Atlanta by faculty and students. Prof. Maxim intends to use the course to launch a linguistic landscape student research group that will continue investigating the public manifestation of multilingualism in the city. In addition, faculty in both the Korean and Chinese language programs have already involved their students in linguistic landscape projects and would be eager to share their work on the site. The Emory Center for Digital Scholarship (ECDS) has agreed to consult with Prof. Maxim’s class on the building of the website and then to work with him on helping maintain the site into the future with the possibility



of opening the site to publicly-contributed content. In leading this course, Prof. Maxim will draw on his experience working with students in the linguistic landscape of Atlanta (first-year seminar on the topic in 2018; Buford Highway University-Partner Learning Community project that brought together Emory Linguistics students and Cross Keys High School students in 2017).

Budget Detail:

Budget (assuming a class of 20 students)

1. 1 class trip to Clarkston (5 roundtrip Lyft rides from campus = \$150; Refreshments = \$100)
2. 1 class trip to BuHi (5 roundtrip Lyft rides from campus = \$150; Refreshments = \$100)
3. 2 individual trips to multilingual location (2 roundtrip Lyft rides for each student (\$30 per trip => \$60 per student = \$1200)
4. Campus visit by Dr. David Malinowski (\$1,000 covered by Linguistics Program, German Studies Department, and Emory College Language Center) - Honorarium = \$750; Roundtrip airfare from San Jose, CA = \$350; 2 nights lodging = \$300; Lunch with students = \$150; Dinner with students and colleagues = \$350
5. Summer 2020 maintenance of website (30 hours of student research support @ \$12/hour = \$360)

Schedule for Integration of the Proposed Project in a Classroom Setting:

The course website will be a presence in the class for the entire semester. The purpose and idea behind the site will be presented already in the first week, students will begin deliberating over the design in the following weeks and use demographic information about Atlanta to form their first postings. In the second half of the semester the website will be the place for publishing their respective research projects. Over the final class meetings students will consider the site's future and ways to ensure its longevity

CFDE now requires that all funded projects be assessed to determine the impact it has had on Emory students and/or participants. Briefly describe how you plan to assess the project.

End-of-semester student survey. In addition, the studio-based pedagogy allows for regular feedback on the design process



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