



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code
CROSS-BORDER LANGUAGES, CULTURES AND PEOPLE(S) RIBINĖS ŠIAURĖS IR BALTIJOS JŪROS REGIONO KALBOS IR KULTŪROS		
Academic staff		Core academic unit(s)
Coordinator: prof. dr. Loreta Vaicekauskienė Other(s): dr. Vuk Vukotić, assoc. prof. Kinga Geben, dr. Ringailė Trakymaitė, dr. Dalia Pinkevičienė, dr. Rasa Baranauskienė		VU Faculty of Philology

Study cycle	Type of the course unit
Master	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Lectures, seminars, tutorials, individual work: hybrid (in the class and online)	Autumn	English

Requisites	
Prerequisites: none	Co-requisites (if relevant): none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
10	250	64 (32 hrs in class and 32 hrs seminars, group and individual tutorials in class, outside of class and online)	186

Goals of the course
<p>Based on the empirical data drawn from primarily the Nordic and the Baltic Sea region, the course puts emphasis on sociocultural processes of migration, identity and language contact from a (socio-)linguistic perspective. Cases of Arctic Russenorsk, Romani and Polish variants spoken in the region, urban multilingual workplaces and dialects of German and Scandinavian capital cities, minority languages and much more will be covered during this course. NB. A more specific version of the course content and assignments is available on the VU Teams / Moodle platform.</p> <p>General skills: <i>Analytical, critical and creative thinking:</i> to critically evaluate, systematize and process information from various sources; to improve existing and generate new ideas. <i>Problem-solving, social and communicative skills:</i> to identify relevant problems to be solved, to discuss alternative choices; to offer and apply problem-solving solutions; to make informed decisions, based on facts and experience; to engage in constructive teamwork.</p>

Academic and professional ethics: understand and respect ethical requirements; to comply with the principles of responsibility and integrity; to engage in dialogue and seek mutual understanding.

Subject-related skills:

Knowledge about and application of the theories and methods of the field; ability to formulate a research question and to communicate research findings to different audiences.

Learning outcomes	Study methods					Assessment methods
Students will learn and apply the main theories on language contact and variation, urban language, migration, globalization and multilingualism study, the related terminology and research methods as well as the skills to analyse and interpret different aspects of the studied phenomena.	Readings (about 300-400 pages), analysis of a wide range of material, various assignments, incorporating also experiential approaches (activities outside the classroom, e.g. visits to multilingual multinational company etc.); peer to peer evaluation.					Cumulative score for participation in seminars. Group / individual research project.
Topics	Lectures	Tutorials	Workshops	Total	Self-study	Assignments
1. (Cross-)Borders, mobility, migration, urbanisation – how does it impact languages, cultures and speakers' identities? Introduction to the course. Presentation of the course structure, study and evaluation methods.	2			2		<p>All assignments and readings are available in a VMA (Moodle).</p> <p>Analysis of selected research articles and discussion. Various selective assignments, presentations of on-going projects etc., adapting to the preferences of the student group</p> <p>Analysis of various case studies (i.e. sami and romani languages in Scandinavia; minority languages in Latvia; language revitalisation projects elsewhere (Ireland, Ukraine, Israel etc.); Nordic and German international companies, residential homes for elderly people, Polish truckers,</p>
2. Linguistic and cultural contacts in borderland areas, e.g., including cases of Romani variants in the region, Russenorsk pidgin and minority language and culture of Lithuanian Old Believers.	4	4	4	12	20	
3. Colonialist heritage(s) in the NBS region. Revitalising of local minority languages and cultures.	4	2	4	8	15	
4. The Polish languages and Polish multilingualism in the NBS region. Polish identity and Polish varieties spoken in Vilnius, minor Lithuanian towns and rural areas.	2	2	2	6	10	
5. Multicultural cities as a space of linguistic variation and language mixing. Post-WW2 ethnic minorities in the major cities of the region. Contemporary urban vernaculars.	4	2	4	10	15	
6. The role of language in global mobility. New conceptions of linguistic hybridity. Social meanings of the global English language. Multilingualism in universities and exchange students abroad. Linguistic landscapes.	2	2	4	8	10	

7. Language in urban multilingual workplaces: multilingual repertoires as a communicative and strategic resource in interaction. The global spread of English and lingua franca English(es) in international corporations.	4	2	4	10	20	and others); literature in mixed language (Kęstutis Šapoka); TV series (German sorbs) and others.
8. Research project on the studied community. Development of research question, selection of project. Research ethics. Presentation of the project.	2	2	2	6	96	Development of the selected project. Peer to peer evaluation.
Total:	24	16	24	64	186	
Assessment strategy	Weight %		Deadline		Assessment criteria	
Cumulative evaluation of participation in seminars (40%)			During the semester		Preparation for seminars, participation in discussions and other course activities, timely and high-quality assignments.	
Group or individual project on a chosen or given subject within the field of study (60%) The project can be in written or multimodal, combining sound, video, image etc. The scope of the group project is 10-15 pages for groups of two-three students. The list of references should consist of at least 8-10 entries. Individual papers: not less than 6 pages (2000-3000 words), including literature (at least 5 entries). The number of total pages for the project can be agreed upon with the teachers, taking into consideration the potential multimedia content.			Time is allotted at the end of the semester for oral presentations of the projects under preparation. The final version of the project is handed during the exam session. Please note. The grade is reduced by 1 for late hand-in.		Grasp of theory (use of concepts, in-depth reading), clear articulation of project idea, formulation of the research question, the quality of the analysis (completeness, depth), the quality of the interpretation (independency in thinking, critical awareness), structuring of the content of the project, bibliographic references and bibliography in order, proofreading, aesthetics.	

Compulsory readings NB. Students read selectively; at the beginning of each semester the relevant literature is listed on the course moodle page

Angouri, J. (ed.) (2014) Special Issue: Multilingualism at work, *Multilingua* 33 (1-2), pp. 1-256.
Handbook of multilingualism and multilingual communication. P. Auer, L. Wei (eds.). Mouton de Gruyter.
Blommaert, J. 2010. *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press.
Coupland, N. 2007. *Style: Language variation and identity*. Cambridge: Cambridge University Press.
Eckert, P. 2000. *Linguistic Variation as Social Practice*. Oxford: Blackwell.
Geben, K., Ramonienė, R. 2015. Language use and self-identification: The case of Lithuanian Poles. *Sociolinguistic Studies*, Vol.9.2-3, p. 243-267.
Jaspers, J., Van Hoof, S. 2019. Style and stylisation. *The Routledge handbook of linguistic ethnography*. Routledge, 109–145.
Johnstone, B. 2004. Place, globalization, and linguistic variation. *Sociolinguistic variation: Critical reflections*. C. Fought (ed.). Oxford: Oxford University Press, 65–83.
Maher, J. C. 2010. Metroethnicities and Metrolanguages. *The Handbook of Language and Globalization*. N. Coupland (ed.). Oxford: Blackwell, 575–591.
Otsuji, E., Pennycook, A. 2009. Metrolinguism: fixity, fluidity and language in flux. *International Journal of Multilingualism* 7 (3), 240–254.
Rampton, B. 2006. *Language in Late Modernity. Interaction in an Urban School*. Cambridge: Cambridge University Press.
Wenger, E. 2007 [1998]. *Communities of Practice. Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.
The Routledge Handbook of Language in the Workplace. B. Vine (ed.). Routledge.

Optional readings (selective reading)

- Agha, A. 2007. *Language and Social Relations*. Cambridge: Cambridge University Press.
- Collinson, D., Hearn, J. 1996. Men at Work: Multiple Masculinities/Multiple Workplaces. *Understanding Masculinities: Social Relations and Cultural Arenas*. M. Mac an Ghaill (ed.). 61–76.
- Darroch, M. 2010. Language in the City, Language of the City. *Circulation and the City – Essays on Urban Culture*. W. Straw, A. Boutros (eds.). Montreal: McGill-Queen's University Press, 23–47.
- Fraser, A. 1995. The Gypsies (Peoples of Europe).
- Holmes, J. 2006. *Gendered Talk at Work: Constructing Gender Identity Through Workplace Interaction*. Oxford: Blackwell
- Nelson, M. 2014. "You need help as usual, do you?": Joking and swearing for collegiality in a Swedish workplace. *Multilingua* 33(1–2), 173–200.
- Jansson, G. 2014. Bridging language barriers in multilingual care encounters. *Multilingua - Journal of Cross-Cultural and Interlanguage Communication*, 33(1–2), 201–232. <https://doi.org/10.1515/multi-2014-0009>
- Dijkstra, B. E., Coler, M., & Redeker, G. 2021. The multilingual workplace realities of Polish truckers: A case study in the Netherlands. *Multilingua - Journal of cross-cultural and interlanguage communication*, 40(5), 589–616. <https://doi.org/10.1515/multi-2020-0038>
- Lønsmann, D. 2014. Linguistic diversity in the international workplace: Language ideologies and processes of exclusion. *Multilingua*, 33(1-2), 89-116. <https://doi.org/10.1515/multi-2014-0005>
- Millar, S. L., & Jensen, A. 2009. Language Choice and Management in Danish Multinational Companies: The Role of Common Sense. *Sociolinguistica : Internationales Jahrbuch fuer Europaeische Soziolinguistik*, 23, 86-103.
- Leuner, K. 2014. Multilingualism Management at Work: Language Policies, Practices, and Perceptions in German Multinational Corporations. A Case Study. UWSpace. <http://hdl.handle.net/10012/8778>

2024-04-29