



ORIGINAL COURSE IMPLEMENTATION DATE: January 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> LING 210		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Language, Culture, and Society															
<b>Course Short Title:</b> Language, Culture & Society															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> MOLA													
<b>Calendar Description:</b> Students reflect on how language shapes identities in diverse communities, including Indigenous groups and migrants, and explore societal dynamics related to gender, ethnicity, class, sexual orientation, and religion, fostering critical awareness of power structures.															
<b>Prerequisites (or NONE):</b>		9 university-level credits.													
<b>Corequisites (if applicable, or NONE):</b>		None.													
<b>Pre/corequisites (if applicable, or NONE):</b>		None.													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>None</b> Cross-listed with: <b>None</b> Equivalent course(s): ANTH 209/LING 209 <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Lecture/seminar</td> <td style="text-align: center; padding: 2px;">30</td> </tr> <tr> <td style="padding: 2px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px;">15</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px;"><b>45</b></td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	15							<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
Lecture/seminar	30														
Tutorials/workshops	15														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> April 19, 2024</span>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 31, 2024													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> September 27, 2024													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Identify fundamental concepts of an interdisciplinary field exploring cultures and language.
2. Discuss the impact of social differentiation, such as race, ethnicity, class, gender, language, sexual orientation, and beliefs, on world cultures and societies.
3. Investigate how humans use language in various speech communities globally and locally.
4. Analyze one or more major social events that intertwine language, culture, and society.
5. Apply critical reading, writing, thinking, and oral communication concerning significant contemporary issues related to language, culture, and society.
6. Articulate the significance of diverse languages and cultures in shaping personal and communal identities, fostering empathy, and understanding across global societies.
7. Explore the relationship between language, land, and identity by examining Stó:lō language practices and their social and cultural significance.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Holistic assessment:	10%	Project:	45%		%
Assignments:	45%		%		%

**Details:**

Holistic assessment: learning contribution self-evaluation (10%)

Assignments: critical reaction (2x10% = 20%), leading a class discussion (collaborative assignment) (15%), infographic (10%)

Final project: outline (5%), breaking barriers project delivered via poster, video essay, or podcast (30%), reflective summary (10%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Students will engage in various modes of learning, such as presentations, lectures, guest speakers, hands-on activities, digital media, collaborative and self-directed work, and personal exploration of history, place, community, and worldviews.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Blum, S.D.	Making Sense of Language: Reading in Culture and Communication.	2016
2. Textbook	Danesi, M.	Language, Society, and Culture.	2015
3. Textbook	Kramersch, C.	Language and Culture	2009
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Students will be assigned podcasts, videos, online resources, and other resources that expand on or contextualize the examples addressed in class content (e.g., guest speakers, presentations, activities).

**Course Content and Topics**

- Language foundations
  - Prelinguistic communication
  - Linguistics basics
  - Myths concerning languages
  - Language and culture
  - The linguistic relativity debate
- Language, society, and identity
  - The intersection of language with social factors such as region, race and class
  - Language and the construction and negotiation of individual and group identities
  - Ethnicity and social networks
  - Linguistic practices of resistance and identity assertion within marginalized communities
- Language, culture, gender, and sexual orientation
  - Language and gender vs sexual orientation in language
    - Hegemony, power and ideology
    - Does grammatical gender affect how we think?
  - Youth, ethnicity, gender, and language

- Perspectives on language ideology and attitudes in cross-cultural environments
  - Language and globalization
  - Language choice in multilingual communities
- Standard vs vernacular language
  - Language and belonging
  - Land based languages (environment and place)
- Language policy and planning
  - Linguistic rights
  - Language and power dynamics
  - Is multiculturalism a synonym of bilingualism in Canada?
- Indigenous languages and cultural resilience
  - Indigenous languages and cultural heritage
  - The impact of colonization on Indigenous languages
  - Indigenous languages, representation, and community empowerment
- Language and migration
  - Language through time and cultures
    - Language variation
  - Languages in contact
    - Linguistic diversity
    - Language change
- Endangered languages, language death and revitalization
  - Histories of language extinction
  - Histories of language revitalization
- Language and cultural practices
  - Language in digital spaces
    - New linguistic phenomena in online communities and social platforms
  - Linguistic landscapes