Course Code: HUMA 3060

Course Title: Language and Migration

Course Offered in: Spring 2022

Course Instructor: Professor James Simpson

Course Description: This course will stimulate your thinking and broaden your knowledge about language in relation to migration in the contemporary multilingual world. Notwithstanding the immobility entailed by the Covid-19 pandemic, this is a world which is a product of mobility of people, information and products across physical and virtual boundaries. Languages themselves are changed through migration. Within a context of linguistic diversity, language is central to the organization of institutions, access to information, the exchange of goods and the ability to communicate. You will investigate how language is used by people on the move, and by those with whom they communicate, in areas including health, education, the law and employment. You will explore how language practices are shaped by face-to-face and mediated encounters and by the constraints of political and institutional contexts. Key questions are: What languages and forms of communication get used, when, why and where? What linguistic factors enable and limit access for migrants to services and resources? What are the consequences?

Course Intended Learning Outcomes (ILOs):

	Course ILOs
1	Summarise key concepts in the field of language and migration
2	Explain how language use in diverse societies relates to interaction and institutional practice
3	Explain how beliefs about language use can promote or inhibit social justice
4	Critique relevant approaches to the analysis of language use in contexts of mobility
5	Create, confidently and critically, academic arguments within the field of language and migration

Course Outline:

Week		
1	Migration and	This introductory session provides an orienting framework for

	superdiversity (Concepts I)	the study of migration and language. Key concepts are globalization, migration, and linguistic superdiversity. Course aims, objectives, workload and expectations of students will be outlined in the session.
2	The sociolinguistics of mobility (Concepts II)	This session covers concepts relating to the study of language in society when contexts and people are mobile. Key concepts are multilingualism, repertoire and translanguaging.
3	Ideology and discourse (Concepts III)	What people say and write (their discourse) is a tangible manifestation of ideology. This session attends to the analysis of discourses about linguistic diversity in policy and in the media, and how this increases understanding of the ways that language ideologies and practices contribute to processes of othering and exclusion.
4	Diasporic spaces, multilingual landscapes (Space and Place I)	The linguistic landscape of contemporary cities can tell us a great deal about the roles of, and attitudes towards, language in multilingual societies. In this session students will explore the linguistic landscape of superdiverse Hong Kong, relating this to studies of other cities.
5	Transnationalism and virtual space (Space and Place II)	Technological developments have enabled the creation of transnational virtual spaces in ways that go beyond the boundaries of nation states. We examine the implications of online communication for language, identity and belonging.
6	Displacement, asylum and immigration (Space and Place III)	Some migration is associated with the collapse of nation states, and the consequent needs of refugees and other forced migrants. We consider how language is problematized in times and places of disruption, but the study of language can also support the search for solutions.
7	Migration, language and the law (Contexts I)	Language is intertwined with the law, and for migrants, its use in immigration law is of concern. In this session we examine how, for example, language tests are used for immigration purposes.
8	Work, enterprise and (un)skilled migration (Contexts II)	In this session the focus is upon diasporic spaces where work is the concern. We study enterprise generally, small businesses, labor migration, job interviews and the informal economy, examining issues of discrimination.
9	Health and services (Contexts III)	We study medical consultation and the role of interpreting, as well as how medical professionals and migrants interact when

		there is no interpreter available. We also cover issues where language, migration and global health emergencies such as the Covid-19 pandemic intersect.
10	Education (Contexts IV)	In this session we study i) education and training provision for adult migrants, either on arrival or ongoing; and ii) the language issues involved in the education of the children of migrants in mainstream and in complementary schooling. Preparation / Q&A for the assignment outline submission.
11	Ethnography, narrative and interactional sociolinguistics (Approaches I)	In this first session on approaches to the study of language and migration, the focus is on approaches used to study interaction and other issues to do with language and migration, from the migrant's (insider) perspective.
12	Literacy and critical discourse analysis (Approaches II)	In the second session on approaches, the focus is on approaches commonly used to analyse the literacy practices and media / policy / legal discourses around migration.
13	Review; looking ahead, preparation for the assignment	A review of the key themes of the course, issues for further attention on the horizon, and preparation / Q&A for the assignment.

Planned Assessment Tasks:

Midterm: Following weeks 3, 6 and 10, you will write a personal reflection of 500 words in the form of an asynchronous discussion forum post on one of the topics addressed in the lectures. You will be asked to explain your understanding of the topic, and to describe how it relates to your own experience and/or has deepened your own knowledge of the area.   30%

Final: Choose a setting familiar to you, e.g. an institution, a classroom, a city space, a workplace, an online space. In your assignment, answer these questions:
- How has migration shaped language use in this setting?
- What factors allow or constrain language use in this setting, and why?
- How does this promote or inhibit social justice in the setting?

Make critical reference to key concepts in the field of language and migration, to relevant approaches to the analysis of language use, and where appropriate to your own experience.   60%

Participation in class and in online discussion: 10%

Readings:

1. Horner, K., and Weber, J.-J. (2018) *Introducing Multilingualism: A Social Approach* (2nd ed.). Routledge.

2. Piller, I. (2016) *Linguistic Diversity and Social Justice*. Oxford University Press.

3. Canagarajah, S. (2017) *The Routledge Handbook of Migration and Language*. Routledge.