

**Institute of English Studies
Faculty of Arts and
Humanities University of the
Punjab, Lahore.
Course Outline**



Programme	BS English Literature	Course Code	ELL-104	Credit Hours	3
Course Title	Language, Culture and Identity				
Course Introduction					
This course explores the dynamic contact between language and culture and how they are collaboratively building identity. It examines how language both reflects and shapes cultural values and practices, and influences the formation and expression of individual and collective identities. Students will analyze how language and culture intersect in various contexts, including intercultural communication, social inequalities and identity politics.					
Learning Outcomes					
On the completion of this course, students will be able to: 1. Have an understanding of how language reflects and shapes identity, how language and culture interact with each other and how they influence communication and learning. 2. Understand the influence of language and culture on learning experience and be sensitive to cultural differences in communication globally. 3. Improve the ability to communicate effectively and appropriately across cultural boundaries considering both verbal and nonverbal cues. 4. Analyse how culture impacts language use and recognise the role of language in constructing and expressing identity. 5. Consider issues related to identity in multicultural societies such as identity crisis, cultural classes and language related other conflicts.					
Course Content			Assignments/Readings		
Week 1	Unit I Relationship between Language and Culture 1.1 Interrelationship between language, identity and culture: ideology and discourse 1.2 Identity as a dynamic, ongoing construction and performance 1.3 Types of identity: Personal and social, cultural, ethnic, national, linguistic, religious 1.4 Essentialist vs constructivist approaches 1.5 Identity as discourse 1.6 Symbolic power and ethnography of communication → identity through communicative competence.		Reading: Williams, Raymond. (1989). “Culture is Ordinary” Hobsbawn, Eric. “Language, Culture, and National Identity” on <i>JSTOR</i>, The John Hopkins University Press Joseph, John E. (2004). <i>Language and Identity: National, Ethnic, Religious</i>. New York: Palgrave Macmillan Assignment: Write a note on identity construction through language and culture using any literary text of your choice.		

Week 2	Unit I Relationship between Language and Culture 1.17 Language as a sign system and cultural practice 1.18 Language and worldview: Sapir-Whorf Hypothesis- linguistic determinism vs relativity; Strong vs weak forms; critiques. 1.20 Language doesn't imprison thought, but it frames perception and categorization. 1.21 Language, society, and identity: "how, when, and why people interpret social experience in racial, ethnic, or national terms" 1.22 Language's role in ethnic and national identity frameworks- Anderson's "imagined communities" 1.23 Intercultural discourse patterns.	Horrell, David G. "Religion, Ethnicity, and Way of Life: Exploring Categories of Identity." <i>The Catholic Biblical Quarterly</i> , vol. 83, no. 1, 2021, pp. 38–55. Assignment: Read scholarly articles and book chapters, by Riley and Barker, on the relationship between: (a) language and culture, (b) language and identity
Week 3	Unit I Relationship between Language and Culture 1.24 Notes on Culture 1.25 Culture as 'arts'; culture in relation to social practices: the economic and the political; culture as a set of signifying practices 1.26 Language and culture are inseparable in shaping identities	Assignment: Brainstorm on how Changez's identity, in Mohsin Hamid's <i>The Reluctant Fundamentalist</i> , is indexed in practice as he moves around the different cultures and languages of Pakistan and America.
Week 4	Unit II Role of Language in Identity Formation 2.1 Socialization and identity formation. 2.2 Constructing social identity through discourse- membership, belonging and a sense of "groupness" 2.3 Language, ethnic and national identities 2.4 Power, prestige, and identity formation. 2.5 Code-switching, Linguistic capital and symbolic domination. 2.6 Elite schools in Pakistan → prestige given to English language, mother tongue stigma.	
Week 5	Unit III Types of Identity 3.1 Religious and ethnic identity. 3.2 Communication accommodation theory (ethnic boundaries). 3.3 Language and a sense of belonging to a cultural and national identity. 3.4 Imagined communities → nationhood via language. 3.5 Reversing language shift → national identity maintenance. 3.6 Linguistic nationalism.	Reflective Assignment Mapping your linguistic repertoire. Create a visual map/narrative from your childhood showing how language(s) and code-switching between languages help you construct and manage different social identities: ethnic, national, linguistic, and cultural.
Week 6	Unit IV Issues of Identity 4.1 Politics of difference: race, class, gender 4.2 Identity and power in multicultural societies. 4.3 Assimilation, integration, pluralism. 4.4 Multiculturalism, hybrid identities and diasporic language practices. 4.5 Paradox of bilingualism in Pakistan. 4.6 Ethno-linguistic vitality: Heritage language loss vs maintenance	Diasporic Identities Explore how bilingual families in the Pakistani diaspora (or global South Asian diaspora) negotiate <i>their</i> identity and culture through language maintenance or loss.

Week 7	Unit V Identity Crises 1.1 Identity crisis in postcolonial societies. 1.2 Colonial imposition of languages such as English in the subcontinental context 1.3 Culture and Imperialism (Edward Said) 1.4 Mimicry and inferiority complexes. (Homi K. Bhabha) 1.5 Globalization and identity crisis. 1.6 Identity conflict between local languages and English: Global usage of the English language; dominance of English.	Reading: Rehman, Tariq. (2010). <i>Language Policy, Identity, and Religion: Aspects of the Civilization of the Muslims of Pakistan and North India</i> . National Institute of Pakistan Studies. Critical Evaluation The double-edged sword of global English. The colonial roots of linguistic schizophrenia: English as both empowerment and conflict in Pakistan
Week 8	MIDTERM EXAMINATION	
Week 9	Unit VI Language Attitudes 6.1. Prestige vs stigma. 6.2. Language attitudes and ethno-linguistic vitality. in multilingual societies 6.3. South Asia: Language hierarchies. 6.4. Communication accommodation theory (convergence/divergence). 6.5. The influence of language attitude on language shift, maintenance, and conflict. 6.6 Global vs local tensions: Role in nation-building and education policy.	
Week 10	Unit VII Ethnic Conflicts 7.1 Language and ethnic conflicts. 7.2 Inter-ethnic communication. 7.3 Miscommunication and stereotypes 7.4 Ethnicity, language, and violence. 7.5 Linguistic conflicts: examples of ethnic conflicts involving language issues. 7.6 Relationship between ethnic identity and conflict.	Brainstorming Deconstructing a linguistic stereotype. Suggest one practical way to break down linguistic stereotype that acts as a barrier in interethnic communication in an educational or social setting.
Week 11	Unit VIII Linguistic Conflicts 8.1 Colonial/postcolonial imbalances fueling conflict. 8.2 Types of linguistic conflicts. 8.3 Linguistic conflicts in the global era. 8.4 Language policy and educational systems as battlegrounds. 8.5 Language, identity and media culture. 8.6 Preserving linguistic and cultural diversity: Language loss, Language death and revival efforts.	
Week 12	Unit IX Linguistic Inequality 9.1 Linguistic capital. 9.2 Social stratification and identity as shaped by inequality in language distribution. 9.3 Language policy and inequality. 9.4 Problems of linguistic inequality. 9.5 Language dominance and marginalization. 9.6 Effects on minority language communities.	Reading Question The unfair advantage: How linguistic capital wins in Pakistan.

Week 13	Unit X Linguistic Imposition 10.1 Colonial linguistic imposition. 10.2 European colonial linguistic policies. 10.3 Impact on identity and cultural survival. 10.4 Linguistic imperialism: Culture and imperialism 10.5 English language as global necessity vs cultural domination. 10.6 The rise of English	Eagleton, Terry. "The Rise of English." <i>Literary Theory: An Introduction</i> , Basil Blackwell, 1983, pp. 15–46.
Week 14	Unit 11: Cross-Cultural Communication 11.1 Basic concepts and challenges. Intercultural miscommunication. 11.2 Intercultural politeness. 11.3 Hofstede’s cultural dimensions. 11.4 Role of silence, indirectness, and honorifics. 11.5 Communication breakdowns in business, migration, and education and strategies for effective communication. 11.6 Cross-cultural communication and identity in a digital, globalised world	Colonial Legacies and Postcolonial Tensions A critical essay on how colonial imbalances in language policy continue to fuel linguistic conflicts and identity crises in and beyond South Asia.
Week 15	Unit 12: Culture Shock 12.1 Stages of culture shock, strategies and support systems. 12.2 Psychological and social adjustment to a new culture. 12.3 Long-term effects of cultural shock. 12.4 Identity transformation, language shift. 12.5 Diasporic bilingualism. 12.6 Coping with cultural shock.	Assignment How does Changez, in Mohsin Hamid’s <i>The Reluctant Fundamentalist</i> , face cultural shock after the 9/11 attacks in America? How does he become an outsider in the same American culture that he was proud to be a part of at first? What can you infer from the identity crisis of Changez about cultural codes, language dynamics, and the constant construction of his identity?
Week 16	END TERM EXAMINATION	

Textbooks and Reading Material

1. Textbooks

1. Barker, C. (2008). *Cultural Studies: Theory and Practice* (3rd ed.). Sage.
2. Edwards, John. (2009). *Language and Identity*. Cambridge UP.
3. ---. (1985). *Language, Society and Identity*. Oxford: Basil Blackwell
4. Joseph, John E. (2004). *Language and Identity: National, Ethnic, Religious*. New York: Palgrave Macmillan
5. Riley, P. (2007). *Language, Culture and Identity*. Bloomsbury Publishing.

2. Suggested Readings

6. Dr. Shahid Siddique (2015). *Language, Gender and Power: Politics of Representation and Hegemony in South Asia*. Oxford University Press
7. Eagleton, Terry. "The Rise of English." *Literary Theory: An Introduction*, Basil Blackwell, 1983, pp. 15–46.
8. Gumperz, J.J. (2005). *Interethnic Communication*. In Kiesling F.S. & Paulston, B.C. (Eds.).
9. Hobsbawm, Eric. "Language, Culture, and National Identity" on JSTOR, The John Hopkins University Press, winter 1996, www.jstor.org/stable/40971324.
10. Horrell, David G. "Religion, Ethnicity, and Way of Life: Exploring Categories of Identity." *The Catholic Biblical Quarterly*, vol. 83, no. 1, 2021, pp. 38–55. <https://doi.org/10.1353/cbq.2021.0002>

11. Intercultural Discourse and Communication: The Essential Readings. Blackwell Publishing, (33-34).
12. Khan, R. K. (2009). Two languages with One Culture: Problems in Communication. In Hussain, N; Ahmed, A& Zafar, M. (Eds.). English and Empowerment in the Developing World. New Castle Upon Time: Cambridge Scholars Publishing. (191-198)
13. Louw-Potgieter, Joha, and Howard Giles. "Imposed Identity and Linguistic Strategies." Journal of Language and Social Psychology, vol. 6, no. 3-4, Sept. 1987, pp. 261-286, <https://doi.org/10.1177/0261927x8763008>.
14. Ochs, E. (2005). Constructing Social Identity: A Language Socialization Perspective. In Kiesling F.S. & Paulston, B.C. (Eds.). Intercultural Discourse and Communication: The Essential Readings. Blackwell Publishing. (78-91).
15. Paul Kroskrity. (2000). Identity. Journal of Linguistic Anthropology, 9(1-2). (111-114).
16. Rehman, Tariq. (2010). *Language Policy, Identity, and Religion: Aspects of the Civilization of the Muslims of Pakistan and North India*. National Institute of Pakistan Studies.
17. Royce, A.P. (1982). Ethnic Identity: Strategies of Diversity. Bloomington: Indiana.
18. Williams, Raymond. (1989). "Culture Is Ordinary." *Resources of Hope: Culture, Democracy, Socialism*. Verso. (3-18).

Teaching Learning Strategies

1. The lectures mainly focus on an active discussion based on reading assignments and student-centered learning that promotes critical thinking.
2. Creating an effective learning space through the use of engaging day-to-day examples.

Assignments: Types and Number with Calendar

1. One assignment in the fifth week pre-midterm examination.
2. One quiz in the fifth week pre-midterm examination.
3. One assignment in the fourteenth week post-midterm examination.
4. One presentation in the eleventh week post-midterm examination.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	25%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	15%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	60%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.