Reading the multilingual city
New York, urban landscapes and urban multilingualism

CPLS UN 3915
MW 4:10pm-5:25pm
Discussion section: F 2:10pm-3:00pm

Instructors

Stephane Charitos
353B IAB Extension
sc758@columbia.edu

Lee B. Abraham
402 Casa Hispanica
lba2133@columbia.edu

Course description

"The city is a discourse and this discourse is truly a language: the city speaks to
its inhabitants; we speak our city, the city where we are, simply by living in it, by
wandering through it, by looking at it, is truly and mostly clear if we take into
investigation all that surrounds us in the context of visual culture of the urban."
Roland Barthes, *Semiology and Urbanism*

The 21st century is shaping up to be the century of cities. By 2050, and at the current rate of
urbanization, two-thirds of all people on the planet are projected to live in urban centers or clusters
and cities will become the key demographic locus of the future. As a consequence, not only will cities
become increasingly central to an understanding of modern life, but they could also potentially
displace the state as both an essential spatial unit for the organization of territory and a critical
container of social processes (Sassen, 2006).

While cities have always been places of heterogeneity, the accelerating patterns of worldwide
migration patterns have changed the profile of most modern urban landscapes to one now best
characterized by superdiversity and sociolinguistic complexity, i.e. dense forms of social, cultural and
economic diversity that are found in multilingual and multicultural contexts (Blommaert, 2013). As a
result, cities are both the primary space where one can engage with multilingualism and a privileged
testing ground where one can study the shifting linguistic profile of modern urban landscapes.

However, while the city as such as long been a topic of academic, policy and development discourse,
most studies of urban environments have largely ignored the linguistic dimension of the urban
experience. When social scientists look at heterogeneity within the context of cities, they generally do
not devote a great amount of space to analyzing the specific effects of language diversity and
multilingualism on urban areas. Language is often simply taken for granted and language issues are
dismissed as nothing more than another marker of ethnic or national identity.

Yet, cities have always been, and will always be, a privileged arena of language contacts. They remain
a strategic site where one can encounter multilingualism – a phenomenon that is the inevitable
consequence of the constant intermingling of a multiplicity of ethnicities and cultures in a shared
geographic space. While multilingualism can be extraordinarily complex to capture, it can also be a
revealing lens for investigating social and cultural history in a broad range of urban contexts.
Studying multilingualism against the backdrop of an urban environment allows for a rich and
textured account of how the changing types of interaction between spaces and languages
fundamentally inflects a city's cultural history.

While all cities are multilingual to some degree, a few cities have always had a special relationship to
language. New York is a city in which a multitude of languages have always cohabitated – at times
peacefully, at times less so – and where they have had to compete for legitimacy as well as for access
to the spaces of the city. In many ways, this makes New York a rich terrain for the meaningful study
and exploration of multilingualism within the complex, evolving structures of the global city.

This course seeks to bring the city and multilingualism into conversation in order to throw light on
the cultural history of New York as a multilingual city in which multiple cultures and languages co-

exist, interact and lay claim to an ever-changing urban landscape. Focusing on the history and present state of various languages in the New York landscape, the course will explore urban multilingualism through a variety of critical, theoretical, and cultural lenses that will expand our understanding of the relationship between the spatial organization of a city and its linguistic profile.

The course will balance readings, in-class presentations and discussions, and guest speakers with off-campus field trips to challenge students to develop the necessary tools and competences needed to engage with multilingualism both in New York as well as in other cities that might be characterized by a different multilingual typology.

Although fluency in a second language is not required, it is highly recommended. This course will also offer numerous opportunities for those of you currently enrolled in a language course to enrich and extend the content of this course by taking your language study "out of the classroom."

Required texts and materials

Course Reader: A smaller-size reader will be made available. Other readings will be handed out in class or be made available online. To participate in class, you will need to bring the reader and any other assigned readings to class for every on-campus meeting of our class.

Notebook and camera: Throughout the semester, you will be asked to take photos of examples of language in public space, and to annotate these photos. Make a habit of carrying a small notebook and a digital camera/cell phone camera with you. Please discuss with me if you don't have access to these tools.

Online class tools: Throughout the semester, you will use Cityscape (a tool developed by the LRC to document and engage with the multilingual landscape of urban environments) to create media rich posts, share images, and discuss these posts with your classmates. We may make use of other sites such as Edublogs (www.edublogs.org), Instagram (www.instagram.com) or Flickr (www.flickr.com) to support the course.

Please choose and create an online identity for these semi-public sites that you feel comfortable sharing and that is compatible across a small number of platforms.

MTA pass: During the course of the semester, we will take the subway or the bus for a small number of field trips over the course of the semester. Please make sure you have an MTA pass.

Course goals and objectives

This course emphasizes research skills and the presentation of knowledge as much as the learning of content. As such, the instructional design methods for this course are inspired by three pedagogical approaches or philosophies:

- Place-based education (a philosophy that promotes learning rooted in the local experiences of a particular place).
- Active learning (a process that engages students in activities that promote critical and reflective skills).
- Social pedagogies (an approach that considers that the representation of knowledge for an authentic audience (other students, an external audience, etc.) is a central part of the construction of knowledge).

With this in mind, the course promotes inquiry-based, immersive learning activities within a social pedagogy framework that require students to think about how languages exist(ed) in the city as embodied, situated practices. Students are asked to investigate research questions at the nexus of language and the urban environment and then produce an original, digital artefact that crystallizes this experience and illustrate a constitutive aspect of a particular language or a particular set of discursive practices.

Each two-weeks module is structured around four phases:

- **Introduction** – presentation of key theme of the module using both theoretical framework and background examples. Introductions will feature guest speakers.
- **Exploration** – in-depth exploration of key theme using New York City as background and comparing and contrasting its treatment in New York to how it is treated in other global cities.
- **Discussion** – in-class discussion of the key theme to provide opportunities for students to practice their ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence.
- **Exercise** - provide opportunities for students to explore the city individually and collaboratively, collect information and data, and display it in a visual format.

Activities and assignments

1. ***Readings & in-class discussion (approximately 1.5 hours every week):*** On average, we will have 25-50 pages of readings per week, in academic, news, and other genres. Every week, I will assign 1 or 2 main readings (and, depending on the week, supplementary online materials) that introduce new concepts related to course themes, give background to discussion topics, describe the places we are visiting, etc. You will be responsible for reading and responding to questions about these online <u>before</u> our seminar meetings (see below). In-class discussion will draw upon everyone's online postings, and will be facilitated by student discussion leaders in pairs or small groups. Active listening and discussion—both in class and online—are basic requirements to receive a "Pass" in this class.
2. ***Photography and field note taking (30 mins/wk)****:* Language is all around us in a modern urban environment. Every week throughout the semester, you'll have a specific question or topic, related to the visible languages of public places, to think about and keep an eye out for. You'll observe, record, and annotate your observations and incorporate these into your online posting and class discussion.
3. ***Online reflections and discussion (2 hrs/wk)***: Each student will be required to compile an ongoing chronicle of his/her experiences in this seminar in a blog. Your blogs are where we will synthesize our responses to class topics and readings, on one hand, and our observations and reflections on our study of urban multilingualism, on the other. You will be using your blog for composing, commenting, and adding resources more than once a week; specific schedule and guidelines will be announced in class. (*I will be blogging on the same schedule on the course blog)
4. ***Mapping exercises:*** For each two-weeks period, students will be required to complete a mapping exercise that will help them reflect on the centrality of space to the topic at hand and reflect critically on questions that conceptualize, theorize, and assess the spatial dimension of multilingualism in an urban environment. These will include exercises in data mining and data collection; exercises that will help students reflects on the areal differentiation of linguistic data; and exercises that will help student familiarize themselves with how to display linguistic data in spatially-enabled digital visual environments.
5. ***Supervised final project that builds on engagement with NYC and/or a global* city:** Since this class poses questions about the role of multilingualism in urban places and for urban populations, we will actively critique existing and historical representations of various languages and cultures, as they are evident in everyday NYC landscapes. Then, in response, we will produce our own representations. These can include text and photo journals that capture and reflect upon individual "drifts" through the city, various forms of mapping that capture the specific linguistic landscapes of a particular neighborhood or street, digital stories, and other means of audio, visual, and written expression that record enriched linguistic walks through the city or record the collaborative exploration of a facet of the city's linguistic life **Note**: The preparation and writing of these mini projects will happen via your blogs; doing and reflecting on them on your blog will be your assignment for that week.
6. **Discussions sessions** will be held once a week (Fridays 2:10pm-3:00pm) and be led by a graduate student. The discussion sessions are meant to provide students with the opportunity to analyze, discuss, and apply the concepts that have been presented and

discussed in class to real situations. In addition, the discussion sessions are seen as critical to fostering the development of practical skills that students will need to use to successfully complete their final projects. Students will be introduced to mapping tools (QGIS, Mapbox, Carto) as well as procedures that will enable them to collect, curate and visualize data sets and record linguistic landscapes. They will also be introduced to techniques that help them reflects on the areal differentiation of linguistic data, and familiarize them with how to best present linguistic data in spatially-enabled visual environments. Students will be both required to work with existing data sets and maps as well as create their own sets and maps.

Learning Outcomes

By the end of the course, students will be able to:
- Take a critical view of language in its cultural and societal dimension.
- Have an understanding and be able to describe the challenges and opportunities facing multilingual urban communities, with special reference to NYC.
- Reflect critically on the meaning of identity and culture in the context of globalized communities.
- Acquire and implement methods of first-hand data collection and interpretation (qualitative and/or quantitative).
- Work in a team to plan and carry out research and to compose and publish online a research report targeting a wider audience of potential stakeholders.

Attendance

Discussion, presentation, and being present are everything for a seminar. On-time arrival and regular attendance is expected. Please discuss any probable absences with me beforehand. Missing more than 3 seminars and/or frequent late arrivals will jeopardize your ability to participate fully and earn a passing grade in this class.

In-class participation

Seminars are a great opportunity to learn not just from the instructor and official materials, but also from the opinions and experiences of other participants. Active listening and speaking, mutual respect and risk-taking, patience and initiative with respect to all participants are required.

Individual media use (cell phones, computers, etc.) is not allowed at any time during group or whole-class discussions. There will be a computer available for projection; anyone is welcome to use this if discussion warrants it. Individual computers may be used during project-related pair or group work.

Grade

Your grade will be assigned according to the following scale:

Grade Breakdown	
Participation/Preparation/Attendance	20%
Online Reflections	20%
Mapping Exercises	30%
Final Project	30%

Grade Scale			
97-100	A+	73-76	C
93-96	A	70-73	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D

83-86	B	60-62	D-
80-82	B-	50-59	F
77-79	C+		

Academic Integrity

Columbia's intellectual community relies on academic integrity and responsibility as the cornerstone of its work. Graduate students are expected to exhibit the highest level of personal and academic honesty as they engage in scholarly discourse and research. In practical terms, you must be responsible for the full and accurate attribution of the ideas of others in all of your research papers and projects; you must be honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet source. Graduate students are responsible for knowing and correctly utilizing referencing and bibliographical guidelines. When in doubt, consult your professor. Citation and plagiarism-prevention resources can be found at the GSAS page on Academic Integrity and Responsible Conduct of Research (http://gsas.columbia.edu/academic-integrity).
Failure to observe these rules of conduct will have serious academic consequences, up to and including dismissal from the university. If a faculty member suspects a breach of academic honesty, appropriate investigative and disciplinary action will be taken following Dean's Discipline procedures (http://gsas.columbia.edu/content/disciplinary-procedures).

Disabilities Accommodations

If you have been certified by Disability Services (DS) to receive accommodations, please either bring your accommodation letter from DS to your professor's office hours to confirm your accommodation needs, or ask your liaison in GSAS to consult with your professor. If you believe that you may have a disability that requires accommodation, please contact Disability Services at 212-854-2388 or disability@columbia.edu.

Important: To request and receive an accommodation you must be certified by DS.

Schedule

The seminar is divided into seven segments of two weeks each.

Topic 1 (Weeks 1-2): What is a city?
- Larger goal for these weeks: Understanding what exactly makes a city a city.
- Questions to consider: How do we describe a city? What are its characteristics? How do we make sense of it? How do we experience it? What are some of the tensions that characterize it? What are some typologies of cities?

Readings:
- Pile, S. (1999). What is a city? *City worlds*, 3-52.
- Mumford, L. (2015). 'What Is a City?' Architectural Record (1937). *The City Reader.*, 183-88.
- Kotkin, J. What is a city for? Working Paper Series No. 1, Lee Kuan Yew Centre For Innovative Cities
- Harvey, D. (2003). The right to the city. *International journal of urban and regional research*, *27*(4), 939-941.

Topic 2 (Weeks 3-4) What is multilingualism?
- Larger goal for these weeks: Understanding the concept of multilingualism.
- Questions to consider: How do we differentiate between several types of multilingualism (individual, social, political, institutional, etc.)? What factors are important for our purposes in our working definition of multilingualism? How can we "measure" multilingualism? How can we visualize it? What is the role of multilingualism in the city?

Readings**:**
- Selection from Edwards, J. (2002). *Multilingualism*. Routledge.

- Aronin, L., & Singleton, D. (2008). Multilingualism as a new linguistic dispensation. *International journal of multilingualism*, *5*(1), 1-16.
- Makoni, S., & Pennycook, A., From monological multilingualism to multilingua francas. In Martin-Jones, M., Blackledge, A., & Creese, A. (2012). *The Routledge handbook of multilingualism*. Routledge, 439-453.
- Shohamy, E., Linguistic landscapes and multilingualism. In Martin-Jones, M., Blackledge, A., & Creese, A. (2012). *The Routledge handbook of multilingualism*. Routledge, *5*38-551.

Topic 3 (Weeks 5-6) What is a multilingual city?
- Larger goal for these weeks: Understanding the nature of New York City as a multilingual city.
- Questions to consider: How have successive immigration waves shaped NYC linguistic profile? How has multilingualism been inscribed in the historically layered cultural geography of NYC?

Readings:
- Rose, G. (1995). Place and identity: a sense of place. *A Place in the World*, 87-132.
- i Solé, R. C. (2013). Cosmopolitan speakers and their cultural cartographies. *The Language Learning Journal*, *41*(3), 326-339.
- Becker, K., & Coggshall, E. L. (2009). The sociolinguistics of ethnicity in New York City. *Language and Linguistics Compass*, *3*(3), 751-766.
- Garcia, O., New York's multilingualism: World language and their role in a city. *In* García, O., & Fishman, J. A. (Eds.). (2001*). The multilingual apple: languages in New York City.* Walter de Gruyter.

Topic 4 (Weeks 7-8) The city as a multilingual text
- Larger goal for these weeks: Understanding what we can learn from the visible display of multilingualism in the urban space.
- Questions to consider: What and how do we read an urban landscape? How is the urban text constructed (written) and experienced (read)? Is the multilingual city a unified or a plural text made up of many signs? How is a particular city perceived, and sometimes mythologized linguistically?

Readings:
- Stahl, G. (2009). Urban Signs/Signs of the Urban: Of Scenes and Streetscapes. *Culture Unbound: Journal of Current Cultural Research*, *1*(2), 249-262.
- Barthes, R. (1986). Semiology and the Urban. *The city and the sign: An introduction to urban semiotics*, 87-98.
- Sassen, S. (2003). Reading the city in a global digital age. *Cities in Globalization*, 231.
- Duncan, J., & Duncan, N. (1988). (Re) reading the landscape. *Environment and Planning D: Society and Space*, *6*(2), 117-126.
- Gorter, D. (2006). Introduction: The study of the linguistic landscape as a new approach to multilingualism. *International Journal of Multilingualism*, *3*(1), 1-6.

Topic 5 (Weeks 9-10) The city as a site of multilingual memory
- Larger goal for these weeks: Understanding how cities have the capacity for powerful projection of images of the past.
- Questions to consider: In what ways is the past inscribed in the urban landscape? How are cities the palimpsests of past multilingual memories? What are the effects of reading the history of a city through the lens of one language rather than another? How can different voices, histories, and worldviews be read (or at least detected) in the individual signs that can be seen in NYC?

Readings:
- Selection from Hayden, D (1995). The Power of Place: Urban Landscape as Public History.
- Selection from Bachelard, G., & Jolas, M. (1994). *The poetics of space* (Vol. 330). Beacon Press.
- Huyssen, A. (1999). Fear of Mice—The Transformation of Times Square. *Harvard Design Magazine. Winter/Spring 1998: 26-28. 4 Ross, Andrew. The Celebration Chronicle. New York: Ballantine Publishing Group*.

- Huyssen, A. (1993). Monument and memory in a postmodern age. *The Yale Journal of Criticism*, *6*(2), 249.

Topic 6 (Weeks 11-12) The city as a site of multilingual imagination
- Larger goal for these weeks: Understanding cities not only as material and lived spaces, but also as spaces of imagination and representation.
- Questions to consider: How does the city affect the imagination and how is the city itself imagined? How do we imagine the "Other" in the collective imagination of the city and how does the "Other" imagine the city? How does the multilingual city function as a multisensorial semiotic space? How is the city an invitation to invent in and for multiple languages?

Readings:
- Gilbert, D., & Hancock, C. (2006). New York City and the Transatlantic Imagination French and English Tourism and the Spectacle of the Modern Metropolis, 1893-1939. *Journal of Urban History*, *33*(1), 77-107.
- Tussyadiah, I. P., & Fesenmaier, D. R. (2009). Mediating tourist experiences: Access to places via shared videos. *Annals of Tourism Research*, *36*(1), 24-40.
- Bridge, G., & Watson, S. (2003). City imaginaries. *A Companion to the City*, 7-17.
- Donald, J. (2008). The Immaterial City: Representation, Imagination, and Media Technologies. *A Companion to the City*, 46.

Topic 7 (Weeks 13-14) The city as a translational zone
- Larger goal for these weeks: Understanding how translation can be a key to making sense of multilingual cities.
- Questions to consider: What can one translate from a city? How does one translate what the urban landscape offers to us? What are the cultural and geographical urban spaces that give rise to intense traffic across languages and cultures? In what way are urban translation zones divided and contested urban space, where language relations are regulated by the opposing forces of coercion and resistance? What kind of new translation cartography can we expect to find in the altered exchange between the physical and the virtual in the contemporary urban centers? How do the languages of cities influence the process of both writing and translating?

Readings:
- Massey, D. (2010). *A global sense of place* (pp. pp-232). Aughty. org.
- Pratt, M. L. (1991). Arts of the contact zone. *Profession*, 33-40.
- Simon, S. Translating and interlingual creation in the contact zone. *Post-colonial Translation*, 58.
- Simon, S. (2012). The city in translation: Urban cultures of central Europe. *Target*, *24*(1), 126-140.
- Simon, S. (2009). Cities in translation: some proposals on method. *Doletiana: revista de traducció, literatura i art*, (2), 000-0.

Week 1

Wednesday, January 17		Introduction to course
Friday, January 19		Introduction to discussion section

Week 2

Monday, January 22	**Module 1 – What is a city?**	Introduction by guest speaker Leah Meisterlin How do we describe a city? What are its characteristics? How do we make sense of a city? Readings: • Pile, S. (1999). What is a city? *City worlds*, 3-52. • Mumford, L. (2015). 'What Is a City?' Architectural Record (1937). *The City Reader.*, 183-88.
Wednesday, January 24		How do we experience a city? What are some of the tensions that characterize it? What are some typologies of cities? Readings: • Kotkin, J. What is a city for? Working Paper Series No. 1, Lee Kuan Yew Centre For Innovative Cities. • Harvey, D. (2003). The right to the city. *International journal of urban and regional research*, *27*(4), 939-941.
Friday, January 26	Practical Exercises to be done in the discussion section. These exercises are designed to help you explore the very idea of the city and read its different structures. While each exercise emphasizes the need to maintain a holistic gaze on the complexity of urban existence, it also adopts specific vantage point in order to bring depth and contrast to vision.	**Exercise 1** The center of the ancient Greek city state was its *agora* – a place of assembly, for the exchange of ideas as well as goods. To use the words of Richard Sennett it was the place where strangers met and where new ideas were formed. Using the map provided as a guide, draw your own map of New York; one centered around you and one which captures your personal experience of the city. **Exercise 2** Go to this interactive site developed by the Smithsonian Institute that juxtaposes the

| | | topography of New York in 1836 to that of today: http://bit.ly/2jppHcL

Compare the two maps. What do they say to you about how New York City has defined itself over the years? What are the boundaries of the city? Are they fixed? Are they geographical? Political? Administrative? Cultural? Linguistic? Related to ethnicity and social class? Or perhaps a Venn diagram overlap of all of the above? |
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Week 3

Monday, January 29	**Module 2 – What is multilingualism?**	Introduction by guest speaker – Nelleke Van Deusen-Scholl How can we understand the concept of multilingualism? How do we differentiate between several types of multilingualism (individual, social, political, institutional, etc.)? What factors are important for our purposes in our working definition of multilingualism? Readings: - Kemp, C. (2009). Defining multilingualism. *The Exploration of Multilingualism: Development of research on L3, multilingualism and multiple language acquisition*, *6*, 11. - Aronin, L., & Singleton, D. (2008). Multilingualism as a new linguistic dispensation. *International journal of multilingualism*, *5*(1), 1-16.
Wednesday, January 31		How can we "measure" multilingualism? How can we visualize it? What is the role of multilingualism in the city? Readings: Makoni, S., & Pennycook, A., From monological multilingualism to multilingua francas. In Martin-Jones, M., Blackledge, A., & Creese, A. (2012). *The Routledge handbook*

		of multilingualism. Routledge, 439-453.
Friday, February 2	Practical Exercises to be done in the discussion section. These exercises will help you explore the concept of multilingualism and how we can define it and/or classify it, among individuals and societies both.	**Exercise 1** Our underlying ideas about languages influence how we see languages in our societies and also how we interact with different speakers of those languages. However, many of our ideas about the languages surrounding us are implicit. Creating an explicit language hierarchy is intended to make implicit ideas about the position of languages in society become explicit, allowing for a reflection on existing language ideologies. A language hierarchy is always based on language ideologies that prevail amongst speakers of a given society. It is thus constructed and not pre-existing or written out somewhere. Therefore, it helps to make different opinions about languages visible. **Exercise 2** The views on what multilingualism is and what is means for individuals and societies differ greatly. Does one need to speak several languages at a high level to be a multilingual? Or is multilingualism simply the coexistence of different languages in one geographical space? What are the ways in which multilingualism can be classified? What factors play a role when discussing who is multilingual? What does multilingualism mean for societies? And how can we visualize the relationship between language, language practices and territory? Select your dorm or a floor of your dorm. Conduct a survey amongst the students who live as to what language they speak or claim to speak. Among others try to ascertain the following: • Their degree of proficiency in each

		different language
		• Whether they learned each language at home or at school
		• When, with whom and in what context they use each language
		• What they feel the status of each language is within our society
		• What they feel the value of each language is in a global context
		Create a visual representation of your findings. Is a map the most adequate visual presentation tool to display multilingualism? Or should we use a chart? Or a diagram? Or something else? Think creatively about how to visually represent your findings.

Week 4

Monday, February 5	**Module 2 – What is multilingualism?**	What is the role of multilingualism in the city? How is multilingualism affected by the emergence of digital forms of communication? Reading: • Shohamy, E., Linguistic landscapes and multilingualism. In Martin-Jones, M., Blackledge, A., & Creese, A. (2012). *The Routledge handbook of multilingualism*. Routledge, 538-551. Aronin, L., & Ó Laoire, M. (2013). The material culture of multilingualism: moving beyond the linguistic landscape. *International Journal of Multilingualism*, *10*(3), 225-235.
Wednesday, February 7		What is the relationship between and multilingualism and multilingualism and globalization and how is multilingualism affected by increased rates of population movement and migration? Readings: • Selection from Edwards, J. (2002). *Multilingualism*. Routledge. • Maurais, J. (2003).

		Towards a new linguistic world order. *Languages in a globalising world*, 13-36.
Friday, February 9	Practical Exercises to be done in the discussion section. These exercises will help you explore the concept of multilingualism and how we can define it and/or classify it, among individuals and societies both	**Exercise 3** Pick a particular neighborhood (for instance Jackson Heights). Visit the neighborhood and catalogue the various ethnic and foreign newspapers that are being distributed across the area in community newsracks. Locate and identify these newsracks and publications on the mapping platform provided. Compare the list of publications you have identified with an archive of newspaper that have been available in the past (you can look for instance to the following sited: Voices of NY; Newspapers Guide; Wikipedia, etc.). What conclusion can you draw about the multilingual make-up of the neighborhood now and in the past?

Week 5

Monday, February 12	**Module 3 – What is a multilingual city?**	Introduction by guest speaker – Steve Thorne How can we understand the nature of New York City as a multilingual city? How have successive immigration waves shaped NYC linguistic profile? How has multilingualism been inscribed in the historically layered cultural geography of NYC? Readings: • Garcia, O., New York's multilingualism: World language and their role in a city. *In* García, O., & Fishman, J. A. (Eds). (2001*). The multilingual apple: languages in New York City.* Walter de Gruyter. • Becker, K., & Coggshall, E. L. (2009). The sociolinguistics of ethnicity in New York City. *Language and Linguistics Compass*, *3*(3), 751-766.
Wednesday, February 14		How does NYC tolerant policy towards languages other than English conflict with the national trend towards language assimilation? How does the history of multilingualism in NYC compare to that of other cities with different linguistic histories?

		Reading: • Rose, G. (1995). Place and identity: a sense of place. *A Place in the World*, 87-132.
Friday, February 16	Practical Exercises to be done in the discussion section. These exercises will help you explore the role and importance of multilingualism in and for contemporary cities. They will help you understand how both societal and individual multilingualism have emerged as a key driver of the future of increasingly multicultural, multilingual, transnational cities such as New York.	**Exercise 1** Look at the following map (http://www.jillhubley.com/project/nyclanguages/) that uses data from the 2014 United State Census Bureau's American Community Survey to represents the geographic distribution of language(s) in the greater New York City area. It is a classic example of a language map. Language maps are tools connected with different branches of language geography which can serve to measure language distribution and variety. Do you feel that this language map gives an accurate description of the linguistic situation of the city? If not, what are some of the problems that you can identify (think in particular about issue of definition of language and of multilingualism; issues of distribution of speakers across space; issues of decay and gain across time frames; issues with data collection, etc.). **Exercise 2** Compare the map above with the following map that uses social media (Twitter) to gather data about how people use language (http://ny.spatial.ly). Do you see any immediately apparent differences between the two maps? What are some of the advantages (and disadvantages) of trying to map language practices versus mapping languages?

Week 6

Monday, February 19	**Module 3 – What is a multilingual city?**	What is the nature of a multilingual city? Readings: • i Solé, R. C. (2013). Cosmopolitan speakers and their cultural cartographies. *The Language Learning Journal*, *41*(3), 326-339.
Wednesday, February 21		What are various policies towards multilingualism? Readings: • Kraus, P. (2011). The Multilingual City. *Nordic Journal of Migration Research*, *1*(1), 25.
Friday, February 23	Practical Exercises to be done in the discussion section. These exercises will help you explore the role and importance of multilingualism in and for contemporary cities. They will help you understand how both	**Exercise 3** Look at the following map that attempts to map multilingualism by calculating Greenberg's diversity index; an index that measure the diversity of languages spoken in a given territory (i.e.

	societal and individual multilingualism have emerged as a key driver of the future of increasingly multicultural, multilingual, transnational cities such as New York.	the census tracts that make up New York City). The scale ranges from 0 to 1. An index of 0 represents no linguistic diversity, meaning that everyone speaks the same language. An index of 1 represents total diversity, meaning that no two people speak the same language. Do you feel that the map accurately represents the multilingual nature of New York? If not, in what ways does it fail? Can you come up with a better way to represent the multilingual nature of New York?

Week 7

Monday, February 26	**Module 4 - The city as a multilingual text**	Introduction by guest speaker – David Malinowski. What we can learn from the visible display of multilingualism in the urban space? Readings: Stahl, G. (2009). Urban Signs/Signs of the Urban: Of Scenes and Streetscapes. *Culture Unbound: Journal of Current Cultural Research*, *1*(2), 249-262.
Wednesday, February 28		What and how do we read an urban landscape? How is the urban text constructed (written) and experienced (read)? Readings: Gorter, D. (2006). Introduction: The study of the linguistic landscape as a new approach to multilingualism. *International Journal of Multilingualism*, *3*(1), 1-6.
Friday, March 2	Practical Exercises to be done in the discussion section. Exercises in this section will help you understand how a city is both a text, written and	**Exercise 1** Connect to the Internet and begin a virtual exploration of New York. Bookmark and record your navigation. Browse

| | endlessly re-written by the everyday life of its inhabitants, a lexicon described by specialized languages made up of dedicated terms and vocabularies, and an environment governed by a fragile balance between the drive towards integration and assimilation and the right to diversity and cultural specificity. | the official website of the city government or read the related Wikipedia entry. Follow promotions intended for tourists or real estate advertisements, explore the music and art flourishing in the urban context, look for movies about or set in the city. There are an infinite number of ways to move across New York as a narrated city. Use your inclinations and instincts to wind through this textual (or digital) version of New York.

As you roam through these narratives, reflect on how what is being presented is connected to the real city as you have experienced it and how much is speculatively constructed, invented, fictionalized or romantically embellished. What are the boundaries, if any, between the "real" lived city and the version perceived or represented in text or in a digital format? |

Week 8

Monday, March 5	**Module 4 - The city as a multilingual text**	Is the multilingual city a unified or a plural text made up of many signs? Readings: • Sassen, S. (2003). Reading the city in a global digital age. *Cities in Globalization*, 231. • Duncan, J., & Duncan, N. (1988). (Re) reading the landscape. *Environment and Planning D: Society and Space*, *6*(2), 117-126.
Wednesday, March 7		How is a particular city perceived, and sometimes mythologized linguistically? Reading: • Barthes, R. (1986). Semiology and the Urban. *The city and the sign: An introduction to urban semiotics*, 87-98.
Friday, March 9	Practical Exercises to be done in the discussion section.	**Exercise 2** As anyone who's ever travelled on

	Exercises in this section will help you understand how a city is both a text, written and endlessly re-written by the everyday life of its inhabitants, a lexicon described by specialized languages made up of dedicated terms and vocabularies, and an environment governed by a fragile balance between the drive towards integration and assimilation and the right to diversity and cultural specificity.	the 7 train – New York City's so-called "international express" – can tell you, New York is quite diverse. In fact, there's nowhere in the world with as many languages as Queens, the largest borough in a city of 800 languages, according to the Endangered Language Alliance (ELA). Select a segment of the 7 subway line route (the instructor will have previously segmented the subway line into appropriate segments). Go to that area and detect and capture the various elements that make up the linguistic landscape using a camera or your phone regardless of their nature and origin (e.g. language, signage, bills, addresses, ads, technical specifications, graffiti, etc.). Upload your photographs to Cityscape (http://cityscape.lrc.columbia.edu) a tool developed by the Language Resource Center to document, map and engage with the multilingual landscape of the city. We will then recreate the entire linguistic landscape of the 7 line in class and use it as the basis of our discussion of the multilingual nature and history of the city.

Week 9

Monday, March 12		Spring Break
Wednesday, March 14		Spring Break
Friday, March 16		Spring Break

Monday, March 19	**Module 5 - The city as a site of multilingual memory**	Introduction by guest speaker – Andrew Ross. How can we achieve a better understanding of how cities have the capacity for powerful projection of image? Reading: Selection from Hayden, D (1995). The Power of Place: Urban Landscape as Public History.	
Wednesday, March 21		How is the notion of space related to that of place (and urban place at that)? Readings: • Selection from Bachelard, G., & Jolas, M. (1994).	

		The poetics of space (Vol. 330). Beacon Press. Selection from Cresswell, T. (2014). *Place: an introduction*. John Wiley & Sons.
Friday, March 23	Practical Exercises to be done in the discussion section. Exercises in this section will help you understand how naming spaces creates places and every city is a catalogue of places that permits the univocal identification of specific locations by not only referring to spatial coordinates, but by also allowing for the recall of memories, for the celebration of events or for the honoring of historical figures. The spaces of every city are constantly creating and storing memories. It is both a dynamic space informed by a dialectic of decay and persistence, and a political space narrated by the monuments of the winners and by the absence or occasional traces of the losers.	**Exercise 1** Take a walk in one of the city's neighborhood. Be attentive to any element that represents memories or relics of the past (monuments, celebrative or commemorative artworks and architecture, emblems, plaques, remnants of historical events, etc.). Locate each of these elements on the mapping platform provided noting what is celebrated, and what form, language or technique of representation has been employed. Try to report not only what happened and who is remembered by these artefacts, but also who celebrated these memories, who created such monuments, and when and what public adopted these reminiscences as a common heritage.

Week 10

Monday, March 26	**Module 5 - The city as a site of multilingual memory**	In what ways is the past inscribed in the urban landscape? How are cities the palimpsests of past multilingual memories? Readings: • Huyssen, A. (1999). Fear of Mice—The Transformation of Times Square. *Harvard Design Magazine. Winter/Spring 1998: 26-28. 4 Ross, Andrew. The Celebration Chronicle. New York: Ballantine Publishing Group.*
Wednesday, March 28		What are the effects of reading the history of a city through the lens of one language rather than another? How can different voices, histories, and worldviews be read (or at least detected) in the individual signs that can be seen in NYC? Readings: • Huyssen, A. (1993). Monument and memory

		in a postmodern age. *The Yale Journal of Criticism*, 6(2), 249.
Friday, March 30	Practical Exercises to be done in the discussion section. Exercises in this section will help you understand how naming spaces creates places and every city is a catalogue of places that permits the univocal identification of specific locations by not only referring to spatial coordinates, but by also allowing for the recall of memories, for the celebration of events or for the honoring of historical figures. The spaces of every city are constantly creating and storing memories. It is both a dynamic space informed by a dialectic of decay and persistence, and a political space narrated by the monuments of the winners and by the absence or occasional traces of the losers.	**Exercise 2** Choose a section or district of the city to be investigated and explore it on foot. Record all of the toponyms (i.e. place names, especially one derived from a topographical feature) you encounter, the names of streets, places, areas. Locate each of these elements on the mapping platform provided. Try to discover their origins. Are these names in any way connected with the identity of the places they identify, or are they merely conventions? **Exercise 3** Select landmarks you consider emblematic, particular, essential to grasping the identity and character of the city. Go to the library or connect to the Internet. Research what was there before those particular landmarks were developed. How has the addition of these landmarks to the urban environment change the character of the city? How have been memorialized? How does the city inspire practices of remembering and forgetting? How does the city resist our practices of historical amnesia?

Week 11

Monday, April 2	**Module 6 - The city as a site of multilingual imagination**	Introduction by guest speaker – Steve Thorne How can we achieve a better understanding of cities not only as material and lived spaces, but also as spaces of imagination and representation? Readings: • Bridge, G., & Watson, S. (2003). City imaginaries. *A Companion to the City*, 7-17.

Wednesday, April 4		How does the city affect the imagination and how is the city itself imagined? How do we imagine the "Other" in the collective imagination of the city and how does the "Other" imagine the city? Readings: • Gilbert, D., & Hancock, C. (2006). New York City and the Transatlantic Imagination French and English Tourism and the Spectacle of the Modern Metropolis, 1893-1939. *Journal of Urban History*, *33*(1), 77-107.
Friday, April 6	Practical Exercises to be done in the discussion section. Exercises in this section will help you understand how the city is a work of fact and fiction both. The city produces stories and is in turn produced by stories. It is much like an anthology that is continuously edited, revised, quoted and translated. It is celebrated in oral and non-verbal stories, narrated in pictures, set in movies, and revealed in combinations of old analog and new digital media.	**Exercise 1** New York, more than any other city, has held a special fascination for artists in general and for map makers in particular (look at this website for some unconventional maps of New York). Using the supplied outline map of New York, create your own imaginary map and make a cogent argument for why this imaginary map should exist. **Exercise 2** The city is a reflexive construction populated by images displaying, advertising, suggesting, and constructing imagined urban worlds. Walk around the city and look for all kind of reflexive images of the city and take a picture of them. Upload them to the gallery space provided. Write a short reflection on the ones you find particularly interesting. Who produces these images and for what purpose? Are they used to us better understand and move through built space? Or do they serve the needs of tourism and other related service-oriented economies? Are they used to sell property, to attract capital, to advertise or inform about future developments? Do they have an aesthetic or documentary aim? Are they accurate reproductions of reality, or they, on the contrary, used to cosmetically embellish and sophisticate reality?

Week 12

Monday, April 9	Module 6 - The city as a site of multilingual imagination	How does the multilingual city function as a multisensorial semiotic space? Readings: • Donald, J. (2008). The Immaterial City: Representation, Imagination, and Media Technologies. *A Companion to the City*, 46.
Wednesday, April 11		How is the city an invitation to invent in and for multiple languages? Readings: • Tussyadiah, I. P., & Fesenmaier, D. R. (2009). Mediating tourist experiences: Access to places via shared videos. *Annals of Tourism Research*, *36*(1), 24-40.
Friday, April 13		Thanksgiving Break

Week 13

Monday, April 16	Module 7 – The city as a translational zone	Introduction by guest speaker – Mary Louise Pratt How can translation be a key to making sense of multilingual cities? Readings: • Pratt, M. L. (1991). Arts of the contact zone. *Profession*, 33-40.
Wednesday, April 18		What can one translate from a city? How does one translate what the urban landscape offers to us? What are the cultural and geographical urban spaces that give rise to intense traffic across languages and cultures? Readings: • Simon, S. (2009). Cities in translation: some proposals on method. *Doletiana: revista de traducció, literatura i art*, (2), 000-0.
Friday, April 20	Practical Exercises to be done in the discussion section. Exercises in this section will help you understand how the process of translation can both influence the language of cities and how historically rooted language community have laid claim to the	**Exercise 1** One of the most notable developments in the last few decades has been the emergence of ubiquitous digital technologies that allow for an invisible digital double to be superimposed (and sometimes even replace) on most

	territory of the city through a series of creative interactions across competing languages.	aspects of our material world. As a consequence, most cities now exist at two levels of reality: the physical and the virtual. A notable feature of digital technologies is the ease with which different "skins" can be applied to an underlying presentation. Visit the official website of the City of New York. Change the language of the site. How does changing the language change the way New York is presented to the reader? **Exercise 2** A city can be read as a collection of signs. Some of these signs are metaphorical, but most are extremely literal and concrete (billboards, logos, ads, graffiti, etc.) and they demand constant visual and verbal decoding. However, the majority of the signs around us in New York are in English. What would New York look like if the sign of the city were to be translated into the world's languages? Choose a few characteristic signs and translate them into another language. Post your translation ideas on Twitter or on Instagram using the hashtag #TranslateNYC

Week 14

Monday, April 23	**Module 7 – The city as a translational zone**	In what way are urban translation zones divided and contested urban space, where language relations are regulated by the opposing forces of coercion and resistance? Readings: Massey, D. (2010). *A global sense of place* (pp. pp-232). Aughty. org.
Wednesday, April 25		What kind of new translation cartography can we expect to find in the altered exchange between the physical and the virtual in the contemporary urban centers? How do the languages of cities influence the process of both writing and translating? Readings: Simon, S. Translating and interlingual creation

		in the contact zone. *Post-colonial Translation*, 58. Simon, S. (2009). Cities in translation: some proposals on method. *Doletiana: revista de traducció, literatura i art*, (2), 000-0.
Friday, April 37		Presentations of final projects.

Week 15

Monday, April 30		Presentations of final projects.