**COURSE DESCRIPTION**
This course extends the material you learned in LING 211 through a focus of the way language works in sociocultural context. We will draw on your knowledge of the major fields of linguistics to investigate the ways language and cultural practice are intertwined at the levels of phonetics/phonology, morphosyntax, semantics/pragmatics, and discourse. We will draw on several disciplinary traditions over the course of the semester, including sociolinguistics, linguistic anthropology, and social theory that may or may not be explicitly linguistic in focus.

Prereq: LING 211 or equivalent/instructor permission
Group: B

**Class website:** [http://people.reed.edu/~lalzimman/LING212/](http://people.reed.edu/~lalzimman/LING212/)

**Class blog:** [http://blogs.reed.edu/ling212spring2014](http://blogs.reed.edu/ling212spring2014)

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Blog posts (5 @ 3% each)</td>
<td>15%</td>
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<tr>
<td>Data analyses (4 @ 10% each)</td>
<td>40%</td>
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<td>Analysis #1: Language attitudes</td>
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<td>Analysis #2: Dialect features</td>
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<td>Analysis #3: Discourse &amp; interaction</td>
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<td>Analysis #4: Mock varieties</td>
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<td>Discussion leading (2 @ 10% each)</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Final essay exam</td>
<td>20%</td>
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**Blog posts & responses (15% total):** Included in the course website is a blog where I will post announcements, changes to the syllabus, and relevant links. You will also write 5 brief blog posts (~250 words each) yourself over the course of the semester. These might fit into one of the following categories:

1) Language in the news: When linguistic issues come up in the news, post a link with about one paragraph that tells us what kind of perspective a sociolinguist would take on this issue, given the material we’ve covered in class.

2) Examples of class concepts from media: If you find examples of linguistic phenomena we have discussed in music, film, TV, etc. that can be viewed/heard online, post a link and explain how it exemplifies that particular feature/idea/style/etc.

3) A response to an assigned reading that builds on or contests the author’s argument, that connects that reading to a previous assignment, or that applies the ideas from the reading to a new context. These must be posted before the class period in which we discuss that reading.

4) Strong questions that you think will spark discussion in class and tell us how you might begin to answer it. These must also be posted before the class period when we discuss that topic.

5) Give a substantive response to another student’s blog post that in some way builds on their analysis.

**Data analyses (40% total):** We will do four data analyses this semester, each of which deals with a different type of sociolinguistic analysis. Each of your analyses will be approximately 5 pages in length. More detailed instructions will be available for each assignment approximately two weeks before its due date.

1) Analysis #1: Language attitudes (due 2/17)
2) Analysis #2: Dialect features (due 3/14)
3) Analysis #3: Discourse & interaction (due 4/11)
4) Analysis #4: Mock varieties (due 5/12)
Discussion leading (20%): Twice this semester, you will act as a discussion leader for one class period. You have three duties as discussion leader: first, you should do a particularly close reading of the assigned materials, including any optional readings, to assure that you have a strong command of their content. Second, you should prepare a handout that outlines the most important concepts from the required readings and identifies a few discussion questions. If there are optional reading assignments, you should summarize those readings for your classmates in the handout and during our class discussion. Third, you will help me facilitate class by going over the material outlined in your handout and introducing your discussion questions. You must email your handout to me by 10pm the night before class.

Participation (5%): As always, participation is a crucial part of this conference course. This portion of your grade reflects your regular prepared contribution to class discussions.

Final essay exam (20%): The final exam for this course is a take-home essay test that you will have one week to complete. During the last week of classes, you will be given several essay prompts to choose from and will write responses to two of them of approximately 5 pages each. The prompts will require you to draw on course readings in order to make a solid, sociolinguistically-grounded argument in response.

Class policies
1. Formatting: All work should be double-spaced, typed, and formatted in 12 point Times New Roman font (or similar). All materials should be submitted through email. You may also be asked to submit audiovisual materials electronically when applicable.

2. Feedback: I am happy to give feedback on your analyses if you submit a draft to me at least 3 days before the deadline. The (final drafts of) assignments you turn in will be returned with comments within two weeks of their submission or the due date.

3. Late work: Late assignments will be penalized one full letter grade per calendar day. Extensions will be offered under appropriate conditions, but must be requested prior to the due date in question.

4. Attendance: Attendance is crucial, beyond being a necessary pre-condition for class participation. If you miss more than two class periods, speak with me to discuss a plan for covering missed material and avoiding future absences.

5. Accommodations: If you qualify for accommodations because of a disability, speak to me as soon as possible and submit the necessary documentation in a timely manner so that your needs can be addressed. You must go through Disability Support Services to receive accommodations; I cannot grant them until I have heard from someone in that office. Email disability-services@reed.edu or call 503-517-7921.

6. Names and pronouns: Class rosters are provided with your name as it appears in the college's records, but I will happily honor your preferred name and pronouns and expect all members of the class to do the same.
LING 212 Introduction to Language, Culture, and Society
Class Schedule (Spring 2014)

*EWAA = English with an Accent, 2nd edition (online copy through the library)*

**WEEK 1: INTRODUCTIONS**

**T 1/28** Introduction to the course

**Th 1/30** Linguistic performance and sociolinguistic competence

**Required reading:**
- Hymes, "On communicative competence" (pp. 53-73)
- *EWAA*, Ch. 2: “Language in motion” (pp. 27-40)

**Optional reading:**
- *EWAA*, Ch. 1: “The linguistic facts of life” (pp. 5-22)
- Suzanne Kemmer’s notes on chapter 3 of de Saussure’s *A Course in General Linguistics* (focus on langue vs. parole): http://www.ruf.rice.edu/~kemmer/Found/saussureessay.html

**WEEK 2: LINGUISTIC BELIEF SYSTEMS**

**T 2/4** Standardness

**Discussion leader:** __________________________________________

**Required reading:**
- Wolfram & Schilling, “Dialects, standards, and vernaculars” (pp. 1-27)
- Bourdieu, “The production and reproduction of legitimate language” (pp. 43-65)

**Optional reading:**
- *EWAA*, Ch. 4: "The standard language myth" (pp. 55-63)

**Th 2/6** Language attitudes & ideologies

**Discussion leader:** __________________________________________

**Required reading:**
- *EWAA*, Ch. 5: “Language subordination” (pp. 66-74)
- *EWAA*, Ch. 11: “Hillbillies, hicks, and southern belles” (pp. 214-233)

**Optional reading:**
- Preston, “Language attitudes to speech” (pp. 480-492)

**WEEK 3: CONTEXT AND ACTION**

**T 2/11** Language, community & place

**Discussion leader:** __________________________________________

**Required reading:**
- Gumperz, “The speech community” (pp. 43-52)
- Eckert & McConnell-Ginet, “Think practically and look locally: Language and gender as community-based practice” (pp. 461-491)

**Optional reading:**
- Basso, "Speaking with names: Language and landscape among the Western Apache" (pp. 99-130)

**Th 2/13** Performativity, speech acts, & politeness

**Discussion leader:** __________________________________________

**Required reading:**
- Duranti, “Speaking as social action” (pp. 214-244)
- Brown & Levinson, Selection from *Politeness* (pp. 311-323)

**Optional reading:**
- Pomerantz, “Preference in conversation: Agreeing and disagreeing with assessments” (pp. 246-261)

**WEEK 4: LINGUISTIC DIVERSITY**

**M 2/17** Data analysis #1 due
T  2/18  Linguistic relativity

Discussion leader: ______________________________________

Required reading:
- Whorf, "The relation of habitual thought and behavior to language" (pp. 363-381)
- Salzmann, "Language and culture" (pp. 49-75)

Optional reading:
- Segel & Boroditsky, "Grammar in art" (pp. 1-3)

WEEK 5: LINGUISTIC VARIATION & POWER

T  2/25  Power

Discussion leader: ______________________________________

Required reading:
- Foucault, "The discourse on language" (pp. 215-237)
- Irvine, "When talk isn't cheap: Language and political economy" (pp. 248-267)

Th  2/27  Linguistic variation & social class (NYC)

Discussion leader: ______________________________________

Required reading:
- Bernstein, "Social class, language, and socialization" (pp. 167-178)
- Labov, "The social stratification of (r) in New York City department stores" (pp. 40-57)

Optional reading:
- Labov, "Class differentiation of the variables" (pp. 129-170)

WEEK 6: REGIONAL CHAIN SHIFTS

T  3/4  Youth, class & the Northern Cities Vowel Shift

Discussion leader: ______________________________________

Required reading:
- Eckert, Vowel shifts in Northern California and the Detroit suburbs [web; see Detroit only, at bottom of the page]: http://www.stanford.edu/~eckert/vowels.html
- Eckert, "Adolescent language" (pp. 361-374)
- Gordon, "Tales of the northern cities" (pp. 412-414)
- Van Herk, "Fear of a black phonology: The Northern Cities Shift as linguistic white flight" (pp. 157-161)

Optional reading:
- Eckert, Ch. 5 of Linguistic Variation as Social Practice (pp. 102-138)

Th  3/6  Marketplaces, slang & the California Vowel Shift

Discussion leader: ______________________________________

Required reading:
- Eckert, Vowels and nail polish: The emergence of linguistic style in the preadolescent heterosexual marketplace (pp. 189-195)
- Bucholtz, "Word up: Social meanings of slang in California youth culture" (pp. 243-267)

Optional reading:
- Bucholtz et al., "Hella Nor Cal or totally So Cal? The perceptual dialectology of California" (pp. 325-352)

WEEK 7: RACE, ETHNICITY, & COMMUNITY

T  3/11  African American English
Discussion leader: ____________________________________
Required reading:
• EWAA, Ch. 10: “The real trouble with Black language” (pp. 182-213)
• Sidnell, “African American Vernacular English” [web]

Optional reading:
• Morgan, “Theories and politics in African American English” (pp. 325-345)

Th 3/13 Race & ethnicity, con't.
Discussion leader: ____________________________________
Required reading:
• Fought, “A majority sound change in a minority community: /u/-fronting in Chicano English” (pp. 5-23)
• Hill, “Language, race, and white public space” (pp. 680-689)

Optional reading:
• Bucholtz, “The whiteness of nerds: Superstandard English and racial markedness” (pp. 84-100)

F 3/14 Data analysis #2 due

WEEK 8: SPRING BREAK

WEEK 9: GENDER, SEXUALITY & SOCIOLINGUISTIC THEORY
T 3/25 Indexicality
Discussion leader: ____________________________________
Required reading:
• Ochs, “Indexing gender” (pp. 335-358)
• Eckert, “Variation and the indexical field” (pp. 453-476)

Optional reading:
• Silverstein, “Indexical order and the dialectics of sociolinguistic life” (pp. 193-229)

Th 3/27 Parody
Discussion leader: ____________________________________
Required reading:
• Barrett, “Indexing polyphonic identity in the speech of African American drag queens” (pp. 313-331)

Optional reading:
• Butler, “Conclusion: From parody to politics”

WEEK 10: STYLE
T 4/1 Sociolinguistic style
Discussion leader: ____________________________________
Required reading:
• Schilling-Estes, “Investigating stylistic variation” (pp. 375-401)
• Podesva et al., “Sharing resources and indexing meanings in the production of gay styles” (pp. 175-190)

Optional reading:
• Campbell-Kibler, “Intersecting variables and perceived sexual orientation in men” (pp. 52-68)

Th 4/3 Discourse style
Discussion leader: ____________________________________
Required reading:
• Tannen, “New York Jewish conversational style” (pp. 454-469)
• D'Arcy, “Like and language ideology: Disentangling fact from fiction” (pp. 386-419)

Optional reading:
• Bucholtz, “From stance to style: Gender, interaction, and indexicality in Mexican immigrant youth slang” (pp. 146-170)
WEEK 11: PERFORMANCES & MODALITIES

T 4/8 Performance

Discussion leader: ____________________________________
Required reading:
• Bauman & Briggs, "Poetics & performance as critical perspectives on language and social life" (pp. 59-88)
• Schilling-Estes, "Investigating 'self-conscious' speech: The performance register in Okracoke English" (pp. 53-83)

Th 4/10 Signed languages

Film: Through Deaf Eyes

Required reading:
• Bayley et al., "Variation in American Sign Language: The case of DEAF" (pp. 81-107)

F 4/11 Data analysis #3 due

WEEK 12: LINGUISTIC INTEGRATION

T 4/15 Multilingualism, immigration & language shift

Discussion leader: ____________________________________
Required reading:
• Clyne, "Multilingualism" (pp. 301-314)
• Lo, "Codeswitching, speech community membership, and the construction of ethnic identity" (pp. 461-479)

Optional reading:
• EWAA, Ch. 13, "The other in the mirror" (pp. 248-253)
• EWAA, Ch. 14: "¡Ya basta!" (pp. 255-276)
• EWAA, Ch. 15: "The unassimilable races: What it means to be Asian" (pp. 281-300)

Th 4/17 Language in education

Discussion leader: ____________________________________
Required reading:
• EWAA, Ch. 6: "The educational system: Fixing the message in stone" (pp. 78-97)
• Heath, "What no bedtime story means: Narrative skills at home and school" (pp. 49-76)

Optional reading:
• EWAA, Ch. 16: "Case study 1: Moral panic in Oakland" (pp. 303-317)

WEEK 13: CONTROLLING LANGUAGE

T 4/22 Language policy

Discussion leader: ____________________________________
Required reading:
• EWAA, Ch. 8: “The information industry” (pp. 130-144)
• EWAA, Ch. 17: “Case study 2: Linguistic profiling and fair housing” (pp. 322-329)

Optional reading:
• EWAA, Ch. 9: “Real people with a real language: The workplace and the juridical system” (pp. 130-144)

Th 4/24 Political correctness and verbal hygiene

Discussion leader: ____________________________________
Required reading:
• (tentative) Andrews, “Cultural sensitivity and political correctness: The linguistic problem of naming”

WEEK 14: (MIS)APPROPRIATION

T 4/29 Crossing & authenticity

Discussion leader: ____________________________________
Required reading:
• Cutler, “Yorkville crossing: White teens, hip hop, and African American English” (pp. 428-442)
• Rampton, “Language crossing and the redefinition of reality” (pp. 290-317)

Optional reading:
• Sweetland, "Unexpected but authentic use of an ethnically-marked dialect" (pp. 514-536)

Th 5/1  Mock varieties

Discussion leader: ______________________________________

Required reading:
  • One of the following:
    • Meek, "And the Injun goes 'How!' Representations of American Indian English in white public space" (pp. 93-128)
    • Ronkin & Karn, "Mock Ebonics: Linguistic racism in parodies of Ebonics on the Internet" (pp. 360-380)
    • Chun, "Ideologies of legitimate mockery: Margaret Cho's revoicings of Mock Asian" (pp. 263-289)

WEEK 15: READING PERIOD (5/5-5/11)

WEEK 16: FINALS (5/12-5/15)

M 5/12  Data analysis #4 due

Th 5/15  Final essay exam due


