COURSE DESCRIPTION

This course is an experiment in which we will bring together two rather different approaches to the study of language, culture, and society: ethnography and sociophonetics. While ethnographic fieldwork is most often associated with qualitative methods, and sociophonetics is generally situated in experimental, quantitative frameworks, a small yet growing group of scholars have illustrated the fruitfulness of combining these approaches and their disparate intellectual histories. The class is primarily an exploration of what it means to do ethnographic sociophonetics, the challenges of bringing these fields together, and the special insights that can be offered by studying phonetic variation in sociocultural context.

Prereq: LING 212 (required), LING 320 (recommended), or equivalent/instructor permission

Group: B

REQUIRED BOOKS:


Course website:
http://people.reed.edu/~lalzimman/LING313/

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Mini data analyses (5 at 5% each)</td>
<td>25%</td>
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<tr>
<td>Fieldnotes journal</td>
<td>15%</td>
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<td>Discussion leading</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Final project</td>
<td>35%</td>
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<td>Proposal (due 2/10, 5%)</td>
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<td>Presentation (finals week, 5%)</td>
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<td>Final paper (due 5/15, 25%)</td>
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Data analyses (25%): We will do five data analyses across the course of the semester, each of which involves a different kind of sociophonetic or ethnographic analysis. The topics covered by these assignments include vowels, stops/fricatives, fundamental frequency, voice quality, and ethnographic context. More specific guidelines will be distributed in class and on the course website for each assignment. Your write-ups for these analyses will be brief (~3 double-spaced pages) and simple: first, an introductory paragraph should be present to describe what your analysis does; second, another paragraph or two will describe the methods you used for your data analysis; and finally, the remainder of your paper will present the results of your analysis.

Fieldnotes journal (15%): Because ethnographic fieldwork is an important part of this course, you will keep a journal in which you reflect on your participant observation. This might include things you saw or heard that surprised or fascinated you, extra-linguistic context for the utterances you record, or even your own feelings during the fieldwork process.

Discussion leading (20%): Most weeks, we will have a designated discussion leader who will help facilitate our conversation about that week’s readings. Each of you will act as discussion leader on two separate weeks. You have three duties as discussion leader: first, you should do a particularly close reading of the assigned materials 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. 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 12pm on the day of your presentation (you may wish to do separate handouts for Tuesday and Thursday during your week, or you may combine them for distribution on Tuesday).

**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.

**Research paper (35% total)**: The primary goal of this course is to give you the skills to carry out your own ethnographic sociophonetic project. You will select the context for your data collection in the first week or two of the semester and begin participant observation immediately. While we develop our sociophonetic skills, you will decide on an acoustic variable to measure in the speech of your participants. A context-sensitive analysis of this variable forms the focus of your final paper.

1. **Fieldwork proposal (5%)**: The first step, due Monday, February 10, is a 1-2 page proposal that identifies the research community with whom you will do your research and the details of how and where you will participate and collect your data. We will discuss logistics of these decisions in class.

2. **Presentation (5%)**: The time reserved for our final exam (TBA) will be used for student presentations. You will each give an 8-10 minute talk that describes your project and its findings, followed by a short period for questions and answers.

3. **Final paper (25%)**: The final paper (approximately 12-15 pages), is due on Thursday, May 15. See handout for more on guidelines and grading.

**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, and written work should be accompanied by audio files of the data whenever possible.

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; I will do the same for the final paper with a week’s notice. 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.
LING 313 Ethnographic Sociophonetics
Class Schedule (Spring 2014)

SASG = Sociophonetics: A Student’s Guide; LVSP = Linguistic Variation as Social Practice

WEEK 1: INTRODUCTIONS
T 1/28  Introduction to the course

Th 1/30  Ethnography
Required reading:
  • Blommaert & Dong: Chapters 1-3 (pp. 1-23)
  • Geertz, “Thick description”: Toward an interpretive theory of culture” (pp. 3-30)

WEEK 2: DOING ETHNOGRAPHIC SOCIOPHONETICS
T 2/4  Ethnography and sociophonetics?
Required reading:
  • SASG: Introduction (pp. 1-6)
  • LVSP: Chapters 1-3 (pp. 7-84)

Th 2/6  Collecting sociophonetic data
Required reading:
  • SASG: Ch. 2, Di Paolo & Yaeger-Dror, "Field methods" (pp. 7-23)
  • SASG: Ch. 3, Cieri, "Making a field recording” (pp. 24-35)
  • SASG: Ch. 4, Maclagan & Hay, "Transcription” (pp. 36-45)

WEEK 3: FIELDWORK & VOWELS
M 2/10  Project proposal due

T 2/18  Vocalic variation in context
Required reading:
  • LVSP: Chapters 4-5 (pp. 85-138)
  • Blommaert & Dong: Chapter 4 (pp. 24-62)

Th 2/20  Intra-speaker variation in vowel quality
Required reading:
  • Harrington, “An acoustic analysis of 'happy-tensing' in the Queen’s Christmas broadcasts” (pp. 439-457)
  • Wassink et al., “Intraspeaker variability in vowel production: An investigation of motherese” (pp. 363-379)

WEEK 4: VOWELS, CON’T.
T 2/25  Stops
Required reading:

F 2/21  Data analysis #1 (vowels) due

WEEK 5: CONSONANTS
T 2/25  Stops
Required reading:
• SASG: Ch. 6, Foulkes, Docherty & Jones, “Analyzing stops” (pp. 58-71)
• Podesva et al., “Sharing resources and indexing meaning in the production of gay styles” (pp. 175-190)

Th 2/27  Fricatives
Required reading:
• Stuart-Smith, “Empirical evidence for gendered speech production: /s/ in Glaswegian” (pp. 65-86)
• Harkness, “Culture and interdiscursivity in Korean fricative voice gestures” (pp. 99-123)

WEEK 6: CONSONANTS, CON’T. & PITCH

T 3/4  Liquids
Required reading:
• SASG: Ch. 7, Lawson et al., “Liquids” (pp. 72-86)
• One of the following:
  o Foulkes & Docherty, “Another chapters in the story of /r/: ‘Labiodental’ variants in British English” (pp. 30-59)
  o Becker, “/r/ and the construction of place identity on New York City’s Lower East Side” (pp. 634-658)

Th 3/6  Fundamental frequency
Required reading:
• Ohala, “An ethological perspective on common cross-language utilization of F0 of voice” (pp. 1-16)
• Henton, “Fact and fiction in the description of female and male pitch” (pp. 299-311)
• Yuasa, “Empiricism and emotion: Representing and interpreting pitch ranges” (pp. 193-201)

F 3/7  Data analysis #2 (consonants) due

Th 3/13  Prosody pt. 2
Required reading:
• Thomas and Carter, “Prosodic rhythm and African American English” (pp. 331-355)
• Podesva, “Salience and the social meaning of declarative contours: Three case studies of gay professionals” (pp. 233-264)

WEEK 8: SPRING BREAK

WEEK 9: VOICE QUALITY

M 3/24  Data analysis #3 (F0) due

T 3/25  Analyzing voice quality
Required reading:
• SASG: Ch. 11, Esling & Edmondson, “Acoustical analysis of voice quality for sociophonetic purposes” (pp. 131-148)
• Stuart-Smith, “Glasgow: Accent and voice quality” (pp. 203-222)
• Ogden, “Turn transition, creak and glottal stop in Finnish talk-in-interaction” (pp. 139-152)

Th 3/27  Voice quality in context
Required reading:
• Podesva, “Gender and the social meaning of non-modal phonation types” (pp. 427-448)
• Mendoza-Denton, “The semiotic hitchhiker’s guide to creaky voice” (pp. 261-280)

Optional reading:
• Szakay, “Voice quality as a marker of ethnicity in New Zealand”
• Yuasa, “Creaky voice: A new feminine voice quality for young urban-oriented upwardly mobile American women?”
WEEK 10: EXPERIMENTAL METHODS & PERCEPTION
T 4/1 Experimental methods
Required reading:
• SASG: Ch. 12, Clopper et al., "Experimental speech perception and perceptual dialectology" (pp. 149-162)

Th 4/3 Perception
Required reading:
• Strand, “Uncovering the role of gender stereotypes in speech perception” (pp. 86-99)
• Campbell-Kibler, “Accent, (ING), and the social logic of listener perceptions” (pp. 32-64)

WEEK 11: ANALYSIS WEEK
T 4/8 Dealing with data
Required reading:
• Blommaert & Dong: Ch. 5 (pp. 63-84)

Th 4/10 Statistical analysis
Required reading:
• SASG: Ch. 16, Hay, "Statistical analysis" (pp. 198-214)

F 4/11 Data analysis #4 (voice quality) due

WEEK 12: SOCIAL THEORY FOR VOICES
T 4/15 Practice & sociolinguistic style
Required reading:
• LVSP: Chapters 6-8 (pp. 139-228)

Optional reading:
• Zimman, “Gender as style”

Th 4/17 Social theories of sound
Required reading:
• Dolar, “Introduction” & “The linguistics of the voice” (pp. 3-32)
• Delph-Januerek, “Sounding gender(ed): Vocal performances in English university teaching spaces” (pp. 137-153)

WEEK 13: HOMEGIRLS
T 4/22 Homegirls, part 1
Required reading:
• HGs: Chapters 1-4 (pp. 10-147)

Optional reading:
• HGs: Chapter 5 (pp. 148-175)

Th 4/24 Homegirls, part 2
Required reading:
• HGs: Chapters 7-10 (pp. 207-296)

Optional reading:
• HGs: Chapter 6 (pp. 176-206)

F 4/25 Data analysis #5 (ethnography) due

WEEK 14: SOCIOPHONETIC & ETHNOGRAPHIC REFLECTIONS
T 4/29 Sociophonetic reflections
Required reading:
• Labov, "A sociolinguistic perspective on sociophonetic research"
• Eckert, "Affect, sound symbolism, and variation"

Th 5/1 Ethnographic reflections
Required reading:
• Tedlock, "Ethnography as interaction" (pp. 285-301)
• Nevins, "Between love and culture: Misunderstanding, textuality, and the dialectics of ethnographic knowledge" (pp. 58-68)

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

FINALS WEEK (5/12-5/15)
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<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>TBA</td>
<td>Final presentations</td>
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<tr>
<td>Th  5/15</td>
<td>Final paper due</td>
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