LINGUISTICS 154

Language and Social Identity

Fall 2019

Course time	MWF 4:00 PM – 5:05 PM
Location	Engineering 2
Website	https://classroom.google.com/
Textbook	*No textbook; readings posted on course website*

Instructor	Jed Sam Pizarro-Guevara
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Office hours	Th 12:30 PM – 1:30 PM, or *by appointment*

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CALENDAR OVERVIEW (subject to change)

	W0	W01	W02	W03	W04	W05	W06	W07	W08	W09	W10	12/12
M	—	9/30	10/7	10/14	10/21	10/28	11/4	11/11	11/18	11/25	12/2	F
Due		RR1	RR3		HW1		RR9	HW2	RR14, HW3	RR17	RR19	I
W	—	10/2	10/9	10/16	10/23	10/30	11/6	11/13	11/20	11/27	12/4	N
Due		RR2		RR5	RR6	PF, EC	RR10	RR12	RR15	RR18	RR20	A
F	9/27	10/4	10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29	12/6	L
Due			RR4		RR7	RR8	RR11	RR13	RR16	PP	HW4	
Due		Experiment 1					Experiment 2					

QUICK ACCESS

COURSE DESCRIPTION AND LEARNING GOALS

This is an introduction to sociolinguistics. We will be exploring the relationship between language and social parameters as social status, ethnicity, race, gender, etc., including the role of language differences in the creation of social stereotypes. We will be emphasizing how to gather, examine, and report data.

By the end of the course, you should feel comfortable:

- Talking and writing about language variation and its social determinants
- Collecting sociolinguistic data in real-world settings using multiple methods
- Analyzing numeric data using basic quantitative and statistical tools
- Formulating and testing hypotheses about sociolinguistic topics

EXPECTATIONS AND GRADE BREAKDOWN

EXPECTED TASKS	PERCENTAGE OF GRADES
Class attendance AND participation	30%
Section attendance AND participation	10%
Reading responses (x 20)	20%
Homework assignments (x 5)	10%
Experiments (x2)	5%
Project proposal	15%

Final paper   10%

Class attendance *and* participation. Barring any unforeseen circumstances (*e.g.,* emergencies, strikes, etc.), we will have a total of 29 class meetings. Each meeting is worth 1% of your final grade. 21 of the 29 meetings will be standard lecture-and-discussion, and 8 will be dedicated to skill-building. ***Attendance is mandatory***.

During the lecture-and-discussion meetings, we expect you to show up (having done the reading), and be prepared to talk about the connections between the lecture and the reading assigned.

During the skill building meetings, we expect you to show up with your laptop (with [R] and [R Studio] already downloaded), and be prepared to follow along.

IMPORTANT: If you do not have access to a laptop, [email me] as soon as possible so that we can arrange something.

If you have to miss a class meeting, be sure to notify me via email a week in advance. Early notifications are welcome.

Section attendance *and* participation. Barring any unforeseen circumstances (*e.g.,* emergencies, strikes, etc.), we will have a total of 10 section meetings. Each section meeting is worth 1% of your final grade. We expect you to show up and be prepared to engage with section materials.

Reading responses (RR). To promote your proactive engagement with the material in class, you will hand in 20 *brief* reading responses. These RRs are worth 20% of your final grade. We will *NOT* accept late submissions. **You need to turn in *at least* 16 of the 20 RRs to be eligible to pass the class**.

A reading response consists of a short summary of the main points of the reading (one paragraph, no more!) and three questions or comments that you have about it. The reading response should be no more than one page. Half a page should be sufficient.

Reading responses are due at 3:59 PM in which the reading is discussed, as indicated in the Course Program ([see below]).

Homework assignments (HW). There will be 5 homework assignments throughout the quarter. These HWs will emphasize synthesizing the skills in the skill-building meetings with the concepts discussed in the lecture-and-discussion meetings. **You need to turn in *at least* 4 of the 5 HWs to be eligible to pass the class**.

Experiments. You will be required to participate in two experiments that graduate students and faculty members in the Linguistics Department are conducting. The first experiment will have to be completed on or before the end of week 6 (11/8/2019). The second experiment will have to be completed on or before the due date of the final (12/12/2019).

To sign-up for experiments, go to this website: https://ucsc-ling.sona-systems.com/

Things to do after you've taken an experiment:
1. Make sure that you allocate the experimental credit to Linguistics 154 in SONA. If you do not know how to do this, contact me or Jake. We will be more than happy to assist you.
2. Make sure that you have the name(s) of the researcher(s) and the title of the project. You will need this information for what you have to do after.
3. Fill-out the Google form under "Experimental requirement." This will help us cross-reference your participation when the Department gives us a copy of who participated at the end of the quarter

You need to participate in 2 experiments to be eligible to pass the class.

Project proposal and final paper. Your final paper gives you a chance to examine in a bit more depth some of the ideas and questions we will be working on in class. This paper will be 8–10 pages long, single-spaced. More specific guidelines are available online.

There will be a proposal in which you describe what your topic is, why it is interesting/important, what you will be reading, and your hypothesis/research question. At the end of the quarter you will write up your research as a final paper.

I expect you to know how to cite thoroughly and completely everything you borrow from other writers. If your paper has citation problems (read: plagiarized content) your grade will be affected and I am obligated to report academic misconduct to the

college provost. The official UCSC policy governing Academic Integrity is available at http://www.ucsc.edu/academics/academic_integrity/.

If you need help with basic writing skills visit this website http://www2.ucsc.edu/lss, where they can help you get a tutor

Make up policy. I will NOT accept late written homework assignments. No incompletes for the course will be given except in the direst of circumstances.

E-mail policy. Expect a same-day response if you send an email BEFORE 7:00 PM. Expect a next-day response if you send it AFTER 7:00 PM. Why? We're students, too.

The subject line needs to start with "[Ling 154]" plus whatever it is that you need to talk about. For example, if you are emailing about HW clarification, write "[Ling 154] HW clarification." Emails without a subject line will NOT be read.

No need to be formal in your email. You can write to us as casually as you'd like. I can't emphasize enough that casual does **NOT** mean sloppy. Please proof-read and write in complete sentences.

FORMATTING AND STYLE GUIDELINES

Unless otherwise specified, assume these formatting guidelines:
1. 1-inch margins all around
2. Single-space
3. Standard Serif fonts (Times New Roman, Minion Pro, Droid Serif, or Palatino), size 12
4. Citations need to adhere to APA style

COURSE PROGRAM (subject to change)

Day	Date	Description
F	9/27	**Topic:** Preliminaries, What is sociolinguistics?, A (very) brief history of sociolinguistics **Reading:** None **Assigned:** Reading response 1 (Socioling biography + Pre-test) **Due:** None
Week 1: Language variation, and attitudes and ideologies about it (part 1)		
M	9/30	**Topic:** Defining language and society **Reading:** None **Assigned:** None **Due:** Reading response 1, Pre-test
W	10/2	**Topic:** How language varieties develop; A survey of Englishes **Reading:** Yale Grammatical Diversity Project: English in North America (5 phenomena of your choice) **Assigned:** None **Due:** Reading response 2 (YGDP + Dialect quiz)
F	10/4	**Topic:** Defining and classifying data (by role and by type), How to use R, Descriptive statistics **Reading:** None **Assigned:** None **Due:** None
Section		No section this week. We don't have enough material yet
Week 2: Language variation, and attitudes and ideologies about it (part 2)		
M	10/7	**Topic:** Finish survey of North American Englishes, Discuss paper **Reading:** Bucholtz, Bermudez, Fung, Edwards, & Vargas (2007) **Assigned:** None **Due:** Reading response 3
W	10/9	***NO CLASS: "PLANNED" PGE POWER OUTAGE***
F	10/11	**Topic:** Finish Bucholtz et al (2007) discussion, Language

attitudes and ideologies, Discuss paper
Reading: Lambert, Hodgson, Gardner, Fillenbaum (1960)
Assigned: Price fieldwork
Due: Reading response 4

Section		Review data types and what descriptive statistics are computable for each data type, How to install R/play around with the interface of labov.ucsc.edu

Week 3: Language variation, and attitudes and ideologies about it (part 3)

M	10/14	**Topic:** Calculating descriptive statistics in R **Reading:** None **Assigned:** Homework 1 **Due:** None
W	10/16	**Topic:** More on regional dialects (acoustics), plotting vowels (part 1) **Reading:** Clopper, Psioni, de Jong (2005) **Assigned:** None **Due:** Reading response 5
F	10/18	**Topic:** Plotting vowel space (part 2) **Reading:** None **Assigned:** None **Due:** None
Section		Review how to calculate descriptives in R and how to report them

Week 4: Language and social status

M	10/21	**Topic:** Correlations and how to report them **Reading:** None **Assigned:** Price fieldwork (part of HW2, but will count as a separate homework for the purposes of grading) **Due:** Homework 1
W	10/23	**Topic:** Social status, prestige, and linguistic variation **Reading:** Mather (2012) **Assigned:** None **Due:** Reading response 6

F	10/25	**Topic:** Language as a social class index **Reading:** Freedman and Jurafksy (2011) **Assigned:** None **Due:** Reading response 7
Section		How to report descriptives; review correlation types and give more examples; Price fieldwork

Week 5: Language, Sex, Gender (Part 1)

M	10/28	***NO CLASS: "PLANNED" PGE POWER OUTAGE***
W	10/30	**Topic:** Correlations and how to report them **Reading:** None **Assigned:** **Due:** Price fieldwork, Vowel space extra credit
F	11/1	**Topic:** Language and Gender **Reading:** Lakoff (1973) **Assigned:** Homework 2 **Due:** Reading response 8
Section		Optional. Questions about content, price fieldwork, workshop final papers

Week 6: Language, Sex, Gender (Part 2)

M	11/4	**Topic:** Performing gender identity **Reading:** Cameron (1997) **Assigned:** None **Due:** Reading response 9
W	11/6	**Topic:** Performing gender identity (cont'd) **Reading:** Mack & Munson (2012) **Assigned:** None **Due:** Reading response 10
F	11/8	**Topic:** Gay speech **Reading:** Calder (2019) **Assigned:** Homework 3 **Due:** Reading response 11
Section		How to run correlations in R; how to report correlations

Week 7: Language, Sex, Gender (Part 3)/Pre-workshop ideas

M	11/11	***NO CLASS: VETERANS DAY*** **Due:** Homework 2
W	11/13	***NO CLASS: SCHEDULED STRIKE*** **Due:** Reading response 12 (for your project proposal) — Give me a list of topics and questions that you are interested in. I want to make sure that what you're thinking of is doable and appropriate given the themes of the course
F	11/15	**Topic:** Performing queer identity/talk about Calder paper **Due:** Reading response 13 (for your project proposal) — Give me a list of readings that you will be reading the week after. Quickly skim the abstract, the introduction, and the conclusion of three papers. Tell me why you want to read these papers. How do they relate to your topic?
Section		No section this week

Week 8: Workshopping ideas

M	11/18	**Topic:** Workshop group 1 (1-12) **Reading:** None **Assigned:** None **Due:** Homework 3, Reading response 14 – even if you are not scheduled to meet at this time, you will turn in RR14. RR14 is a response to one of the readings you listed in RR13.
W	11/20	**Topic:** Workshop group 1 (13-25) **Reading:** None **Assigned:** None **Due:** Reading response 15 – RR15 is a response to one of the readings you listed in RR13.
F	11/22	**Topic:** Workshop group 1 (26-36) **Reading:** None **Assigned:** None **Due:** Reading response 16 – RR16 is a response to one of the readings you listed in RR13.
Section		Generating random data for mock analyses; sharpening research questions

Week 9: *Language and race/ethnicity*

M	11/25	**Topic:** Ethnolects and societal ramifications **Reading:** Rickford & King (2016) **Assigned:** None **Due:** Reading response 17
W	11/27	**Topic:** Code switching and "crossing" (using the language of others) **Reading:** Cutler (1999) **Assigned:** None **Due:** None
F	11/29	***NO CLASS: THANKSGIVING*** **Assigned:** Homework 4 **Due:** Project proposal
Section		No section this week

Week 10: *Miscellany*

M	12/2	**Topic:** Pidgins and creoles **Reading:** DeGraff (2005) **Assigned:** None **Due:** Reading response 19
W	12/4	**Topic:** Minority language use, language loss, bi-/multilingualism **Reading:** Scontras, Fuchs, Polinsky (2015) **Assigned:** None **Due:** Reading response 20
F	12/6	**Topic:** Wrap-up **Reading:** None **Assigned:** None **Due:** Homework 4
Section		Structuring your final paper
Th	12/12	**Due:** Final paper (12:00 PM) Electronic submissions only