

Linguistics 17 - Sociolinguistics – Spring 2022

10A class in Kemeny 007

Prof. James Stanford

E-mail: James.N.Stanford@Dartmouth.edu

Office: 218 Anonymous Hall

Ph. 603-646-0099

Email: James.N.Stanford@Dartmouth.edu

Office hours in 218 Anonymous Hall: See Canvas for times

ABOUT SOCIOLINGUISTICS

Why are there so many different dialects? Why are some ways of speaking considered more acceptable than others? Do you ever adjust your speech according to the people around you? Do women and men speak differently? How does language relate to ethnic identity? Are non-standard dialects and minority languages disappearing in the modern world? Do different socioeconomic classes speak differently? Can subtle linguistic variables contribute to social inequality?

In this course, we explore the fascinating field of sociolinguistics: how we use language in social context, how we are constantly surrounded by patterns of language variation, and how we reproduce those patterns every day. Using recently published research and students' own sociolinguistic experiences, we investigate dialects, language attitudes, social identity, ethnicity, gender, age, socioeconomic stratification, mobility, power, solidarity, inequality, linguistic contact, minority languages, and other key topics.

Since our shared language as a class is English, the course includes a case study of variation in American English, but we also examine many other language situations in order to construct a broad, cross-linguistic perspective. We consider what happens when languages come into contact, including code-switching and mixing between languages. We also consider the present and future status of minority languages, language planning and policy, and linguistic prejudice. In this way, we build a diverse, multicultural perspective as well as critical awareness of language use. Students also gain firsthand experience by developing their own field research projects about language use in their own communities.

GOALS OF THE COURSE

1. Experience the depth and complexity of human language variation and sociolinguistic diversity
2. Become familiar with modern sociolinguistic theories, research methods, and findings
3. Examine the role of sociolinguistics with respect to: region, age, gender, social class, ethnicity, culture, power, identity, and language contact
4. "Hands-on" experience of an original sociolinguistic research project: planning, conducting fieldwork, analysis, presentation of results

REQUIRED TEXT

Wolfram, Walt & Schilling, Natalie (2016). *American English: Dialects and Variation*, 3rd edition. Blackwell. ISBN: 9781118390221.

Other required readings: Electronic versions of other required readings will be posted on Canvas.

SCHEDULE

The schedule for readings, tests, and homework is listed at the end of this document.

CLASS PARTICIPATION

Students are expected to attend each class period and to participate in class activities. After all, each of us originally came to Dartmouth because we wanted to have the Dartmouth class experience, so let's work together to make it a priority in LING 17. Attendance and participation is included as part of the course grade. If you need accommodations related to class participation, please consult with the professor to make individual arrangements appropriate for your situation.

“Daily Work” is a series of regular, brief, written assignments designed to encourage daily student engagement with the current topics in the class. Daily Work will normally be assigned twice a week (Tues/Thurs), and it is part of the overall class participation grade. Daily Work will include written responses to readings as well as various exercises related to class topics.

TESTS

Three tests will be given: two during the term and one during finals week. Each of the three tests will focus primarily on the new material since the previous test, but Tests #2 and #3 may also refer back to basic concepts from earlier material in the course. Test content will be drawn from readings, lectures, and classroom discussion. Each test will be given equal weight in the final course grade.

PROJECTS

Working in small groups, each student will actively participate in a “hands on” sociolinguistic field research project. Ideas for projects will be discussed in class, and students will discuss possible project ideas with the instructor and with each other. Each project should be approved by the instructor before research begins.

At the end of the term, each group will give a formal presentation about their project. Specific expectations for the project and presentation will be discussed in class. Group members will all receive the same grade for their project, and each member of a group is expected to contribute equal effort to the group's project. Group members should notify the instructor if there are problems with their group's interactions or responsibilities.

PHONETICS

This course has no prerequisite, but it will be necessary to have an understanding of phonetic symbols and features for investigating dialect differences, etc. The instructor will provide an optional introductory phonetics workshop. Students who have not taken introductory linguistics are expected to attend that phonetics workshop. The instructor is always available for additional questions or practice with phonetic symbols and concepts.

GRADING

Participation:	20% (including Attendance and written "Daily Work")
Phonetics Quiz:	3%
Test #1:	17% (total 20% for Test 1 + Phonetics Quiz)
Test #2:	20%
Test #3:	20%
<u>Research project:</u>	<u>20%</u>
Total:	100%

HONOR PRINCIPLE

Everyone is expected to uphold the principle of academic honor:

<https://students.dartmouth.edu/community-standards/policy/academic-honor-principle>).

Information about specific test questions or answers, both in the current term or previous terms, may not be shared. Falsification of data and plagiarism are unacceptable.

Sources should be cited appropriately:

<https://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

RELIGIOUS OBSERVANCES

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible, or before the end of the second week of the term—at the latest, to discuss appropriate adjustments. Dartmouth has a deep commitment to support students' religious observances and diverse faith practices.

To assist with calendar planning and awareness of our diverse religious and spiritual community, the list of holy days can be found at <https://students.dartmouth.edu/tucker/spiritual-life/about-spiritual-life/holy-day-calendar>

The list represents major holy days which may impact campus events in general, as well as student course attendance, exams, Commencement and participation in activities in the coming year. Thank you for your consideration. If you have any questions about these dates or other concerns, please contact Rev. Nancy Vogeles, Chaplain and Director of the Tucker Center for Spiritual and Ethical Life.

STUDENT ACCESSIBILITY SERVICES

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS):

<https://students.dartmouth.edu/student-accessibility/students/where-start/apply-services>

Email: student.accessibility.services@dartmouth.edu

Phone: 603-646-9900

Please send an email to the course instructor in advance of the need for an accommodation. Students should schedule a follow-up meeting with the instructor to determine relevant details such as what role SAS or its Testing Center may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

SCHEDULE

* This is a tentative schedule that will be adjusted during the term. Please don't print a hardcopy.

W&S = Walt Wolfram & Natalie Schilling *American English, 3rd ed.* (textbook) All other readings will be posted as PDFs.

Tuesdays:

Thursdays:

<p>March 29: Introduction</p>	<p>March 31: Dialects and attitudes & phonetics workshop -W&S pp. 1-33, 40-57 -Preston 2004</p>
<p>April 5: U.S. dialects, vowel shifts, sociophonetics -W&S chapter 4 -W&S pp. 79-85, pp. 125-148</p>	<p>April 7: Place Phonetics Quiz -Johnstone 2004 -"Farewell to the Founders"</p>
<p>April 12: Social class and sociolects -W&S pp. 148-153 and chapter 6</p>	<p>April 14: Test #1</p>
<p>April 19: Ethnicity -Fought "Construction of ethnic identity" -W&S chp 8 "African American English" & Wardhaugh pp. 367-76</p>	<p>April 21: Language and power -Mesthrie et al. "Critical sociolinguistics" -W&S 188-210</p>
<p>April 26: Gender (part 1) -W&S chapter 9</p>	<p>April 28: Gender (part 2) -Kiesling "Dude" -Bucholtz</p>
<p>May 3: Pragmatics, culture, conversation -W&S pp. 86-93 -Basso "Silence"</p>	<p>May 5: Test #2</p>
<p>May 10: Style, accommodation, audience design, formality -Continue fieldwork for your project</p>	<p>May 12: Identity, culture/politeness -Read Coulmas "Language and identity" -Read Liberman "Aboriginal Australia"</p>

<p>May 17: Age/time, code-switching & diglossia</p> <p>-Wardhaugh pp. 92-112</p>	<p>May 19: Code-switching, begin pidgins & creoles</p> <p>-Read Mesthrie chp 9 “Pidgins, Creoles and New Englishes” (selections)</p>
<p>May 24: Pidgins & creoles, language planning, diglossia</p> <p>-Wardhaugh “Planning” (selections)</p> <p>-Arapaho newspaper article / NPR report</p>	<p>May 26:</p> <p>- Endangered languages, child sociolinguistics, other topics</p>
<p>May 31:</p> <p>Class conference (presentations)</p>	<p>Test 3 - Saturday June 4</p> <p>-Last Daily Work (about presentations) due June 6</p>