

SOCIOLINGUISTICS I
INTRODUCTION TO SOCIOLINGUISTICS
LING 4/532/ANTH4/532
Spring 2018

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MW 1:30-3:20 MGH 254

COURSE DESCRIPTION

Within the field of linguistics, Sociolinguistics is the subfield that investigates the relationships between language variation and social structure. In this course, students will learn how sociolinguistic research is conducted and will become familiar with the major findings of research studies that have examined these relationships. The course will focus largely (but not exclusively) on quantitative methods developed in the tradition of variationist sociolinguistics, pioneered by William Labov, that are designed to reveal the way language change is rooted in synchronic variation. The class will study reports of research focusing variously on everyday social interaction, on larger scale patterns of social dialect variation. Relationships between language and social class, language and gender, and language and ethnicity will be discussed. Other topics covered will be language and style, and larger scale social, educational, and political issues associated with the process of language standardization.

LEARNING OBJECTIVES

Students will:

- Analyze linguistic theory they already know in terms of the impact of social categories such as identity, socio-economic status, and group solidarity on language.
- Identify the basic principles and scholars of sociolinguistic theory and sociolinguistic variables

COURSE REQUIREMENTS Texts

- 1.) Chambers, J. K. 2009. *Sociolinguistic Theory* (revised edition). Oxford: Blackwell.
(You may find the 2003 2nd Edition which is different from the revised version above. That will probably work, but you will need to double-check the page numbers, charts and figures for each assignment)
- 2) Coupland, N. and Jaworski, A. (1997) *Sociolinguistics: A Reader*. Basingstoke: Palgrave.
- 3) Other articles/chapters available on the LING 4/532 website.

It is imperative that students do all readings before class in order to facilitate discussion and raise questions about difficult concepts. Part of that preparation should include an understanding of the linguistic variable under consideration in a text. All students should be prepared to identify linguistic variables and discuss the internal and external constraints on their distribution.

Evaluation

Grades are based on the following activities:

LING 432	LING 532
<p>1. Tests: 30% Tests on material covered in readings, lecture and Sociolinguist Trading Cards (see below). Four tests are scheduled.</p> <p>2. Sociolinguist 'Trading Card' Project: 20% Students will choose a sociolinguist, learn about that individual's research and relevance to sociolinguistics and then create a 'trading card' and make a presentation to the class outlining what they have learned. (Further instructions are available on the class website)</p> <p>3. Research Assignments: 20% Assignments developing research data collection</p> <p>4. Research Project final paper: 30% A final paper of the analysis of the data from the Research Assignments</p>	<p>1. Tests: 30% Tests on material covered in readings, lecture and Sociolinguist Trading Cards (see below). Four tests are scheduled.</p> <p>2. Reading Responses: 20% Students will write responses to prompts about required reading from sociolinguistic journals</p> <p>3. Research Assignments: 20% Assignments developing a small-scale research project</p> <p>4. Final Paper: 30% A final paper of a small-scale research project.</p>

Please note that late assignments are only acceptable with documentation of a university sanctioned excuse. You must contact me as soon as you know you have a conflict with the date of an assignment/test.

The following UW grading scale will be used

www.washington.edu/students/gencat/front/Grading_Sys.html

Percent = grade			
≥ 95 = 4.0	89 = 3.4	79 = 2.4	69 = 1.4
94 = 3.9	88 = 3.3	78 = 2.3	68 = 1.3
93 = 3.8	87 = 3.2	77 = 2.2	67 = 1.2
92 = 3.7	86 = 3.1	76 = 2.1	66 = 1.1
91 = 3.6	85 = 3.0	75 = 2.0	65 = 1.0
90 = 3.5	84 = 2.9	74 = 1.9	64 = .9
	83 = 2.8	73 = 1.8	63 = .8
	82 = 2.7	72 = 1.7	62 = .7
	81 = 2.6	71 = 1.6	<.7= 0
	80 = 2.5	70 = 1.5	

Graduate students' grading

While undergraduate and graduate students are enrolled together in this course and complete some of the same assignments, graduate students' work should reflect the higher level of scholarship expected of graduate students and will be assessed with this additional condition. Graduate students will also have additional assignments to complete.

COURSE POLICIES

Course prerequisites: Students enrolled in this course must have taken LING200, LING400 (for linguistics majors) or equivalent (ENGL370). It is also recommended that students have taken LING450.

Disability accommodation: It is my goal to insure that our learning environment is accessible to everyone. If you have a learning or other disability that requires accommodation, please contact me or Disability Resources for Students in order to make suitable arrangements (011 Mary Gates, 206-543-8924 (Voice & Relay)), uwdrs@uw.edu.

Academic integrity: Students are expected to maintain the highest standards of academic ethics, honesty and integrity. Academic misconduct includes (but is not limited to) plagiarism, harassment, cheating, or representing another person's work as your own and will not be tolerated. It is your responsibility to read and understand the University's expectations in this regard (which you can find online at <http://www.washington.edu/students/handbook/conduct.html>). Any student found to be in violation of proper academic conduct will be dealt with in the strictest manner in accordance with University policy.

Email: I will attempt to respond to email inquiries within 24 hours (excepting weekends and holidays).

Student responsibilities:

1. If you must miss a lecture or a section **it is your responsibility to obtain the information you missed.**
2. The test and assignment dates are not negotiable excepting for a university-sanctioned absence supported by appropriate documentation. Please see the University Handbook on excused absences.

Laptop computers:

1. Laptop computers may be used in class only for note-taking.
2. A student who is doing non-class related activities on his or her computer is not only hurting his or her own education, but possibly the educational experience of many others in the class: research has shown that a game or a picture on a laptop distracts not only the student using the computer but also those students nearby (Yamamoto 2007, Fried 2008). Therefore the use of laptops for non-class activity (e.g. email, games, web-surfing) is prohibited. Students using their laptop for non-class activity will be asked to turn off their laptop.

STRATEGIES FOR SUCCESS

1. The most successful students in this course:
 - Attend every class meeting
 - Prepare readings and questions in advance of lectures
 - Expand on their learning by participating in class discussions
 - Prepare writing assignments thoughtfully and include connections made to prior knowledge, connections to other texts, other content areas, etc. Form study groups to enhance their learning

LECTURES AND ASSIGNMENTS

Readings marked with a * (in the table below) can be found on the LING 4/532 Canvas website. All other readings are from either of the course textbooks (Chambers (2009) or Coupland and Jaworski (1997)).

Week	Date	Topic	Sociolinguist Trading Card presentation	Readings/Assignments 432 & 532	Readings/assignments 532 only
1	Mar 26	Introduction		Chambers Ch 1 pp. 1-10	
	Mar 28	What is sociolinguistics?, Library research		D. Hymes, The Scope of Sociolinguistics J. Fishman, The Sociology of Language	
2	April 2	Methods and goals: The "linguistic variable"; Variation and linguistic theory		Chambers Ch 1 pp. 11-38 Labov 1991, The Reflection of Social Processes in Linguistic Structures*	Fasold and D. Preston 2007, The psycholinguistic unity of inherent variability*
	April 4	Prescriptivism, language ideology	D. Preston W. Wolfram	J. Milroy and L. Milroy 1999, Standard English and the Complaint Tradition* Preston 2004, Language with an attitude* W. Wolfram 1998, Language ideology and dialect* Research Assignment 1 due	
3	April 9	Prescriptivism, language ideology	B. Johnstone J. Chambers	Chambers Ch 5 pp. 234-269 Test 1: What is sociolinguistics?, the linguistic variable, TCs	
	April 11	Social Class	D. Cameron W. Labov	W. Labov, Linguistics and Sociolinguistics D. Cameron, Demythologizing Sociolinguistics Research Assignment 2 due	Reading Response 1 due <i>Deadline for paper topic approval</i>
4	April 16	Social class	C. Fought P. Trudgill	Chambers Ch. 2 pp. 39-74 Labov 1972, Social Stratification of (r)	Mallinson & Dodsworth 2009, Revisiting the need for new approaches to social class*
	April 18	Social class, Social networks		P. Trudgill, The Social Differentiation of English in Norwich Chambers Ch. 2 pp. 74-115	

5	April 23	Social network	J. Cheshire	J Milroy & L Milroy, Network Structure and Linguistic Change J. Cheshire, Linguistic Variation and Social Function	Reading Response 2 due
	April 25	Gender	P. Eckert	P. Eckert, The Whole Woman: Sex and Gender Differences in Variation Test 2: Language ideology, social class, social networks, TCs	
6	April 30	Gender	J. Coates	Chambers Ch. 3 pp. 115-142 Eckert 2014 The Problem with Binaries*	
	May 2	Gender	D. Tannen S. Gal	S. Gal 1997, Language Change and Sex Roles in a Bilingual Community Research Assignment 3 due	
7	May 7	Age	G. Sankoff J. Roberts	Chambers Ch 4 pp.163-181 J. Roberts 2004, Child Language Variation	Sankoff & Blondeau 2007, Language change across the lifespan*
	May 9	Age	S. Tagliamonte	Eckert 1988, Adolescent social structure and the spread of linguistic change*	
8	May 14	Race/ethnicity	G. Smitherman R. Lippi-Green	Chambers Ch 4 pp. 181-225 G. Smitherman 1998, Ebonics, <i>King, and Oakland</i> * Test 3: age gender, TCs Reference list for final paper (use APA format)	Reading Response 3 due
	May 16	Race/ethnicity	J. Baugh J. Rickford	Rickford & Rickford, 2000, History*	Hill 1999, Language, Race, and White Public Space*
9	May 21	Style and Register	H. Giles A. Bell	H. Giles & P. Powesland, Accommodation Theory A. Bell, Language Style as Audience Design Peer reviews of final paper	
	May 23	Style and Register	N. Coupland	N. Coupland 2001, Language, situation and the relational self* Eckert 2004, The meaning of style*	Reading Response 4 due
10	May 28	University closed for Memorial Day			

	May 30	Workshop for final		Test 4 Race & ethnicity, Style & Register, TCs Workshop final papers/assignments: Bring rough draft of paper and questions/analysis problems	
Final exam week	June 5			LING 432 Research Assignment 4 (Perceptual Dialectology project final paper) due	LING 532 Final Papers due

REFERENCES FOR REQUIRED READINGS

Below are references for required readings found on the course website. (Other readings are found in either of the textbooks Chambers (2009) or Coupland and Jaworski (1997))

1. Coupland, N. (2001) Language, situation and the relational self: theorizing dialect-style in sociolinguistics. In P. Eckert and J. Rickford (eds) *Style and Sociolinguistic Variation*. Cambridge: Cambridge University Press. pp. 185-210.
2. Eckert, P. (1988) Adolescent social structure and the spread of linguistic change. *Language in Society*, 17(3), pp. 183-207.
3. Eckert, P. (2004) The meaning of style. In Wai-Fong Chiang, Elaine Chun, Laura Mahalingappa, Siri Mehus eds. Salsa 11. *Texas Linguistics Forum*. 47.
4. Eckert, P.(2014). The Problem with Binaries: Coding for Gender and Sexuality. *Language and Linguistics Compass* 8(11): 529–535.
5. Fasold, R. and Preston, D. (2007). The psycholinguistic unity of inherent variability: Old Occam whips out his razor. In R. Bayley and C. Lucas (Eds.) *Sociolinguistic Variation: Theories, Methods, and Applications*. Cambridge: Cambridge University Press, pp. 45-69.
6. Hazen, K., & Hamilton, S. (2008). A dialect turned inside out: Migration and the Appalachian diaspora. *Journal of English Linguistics*, 36(2), 105-128.
7. Hill, J. H. (1998). Language, race, and white public space. *American Anthropologist*, 100(3), 680-689.
8. Labov, W. (1970) The study of language in its social context. *Studium Generale* 23, pp. 30-87.
9. Labov, W. (1991,1968). The Reflection of Social Processes in Linguistic Structures. In *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press. pp. 110-121.
10. Mallinson, C. and Dodsworth, R. (2009). Revisiting the need for new approaches to social class in variationist sociolinguistics. *Sociolinguistic Studies* 3(2), pp. 253-278.
11. Milroy, J. and Milroy, L. (1999) Standard English and the Complaint Tradition. In *Authority in Language*. London: Routledge. pp. 24-46.
12. Preston, D. R. (2004) Language with an attitude. In Chambers, J. K. Trudgill, P, and Schilling-Estes, N. (eds.) *The Handbook of Language Variation and Change*, London: Blackwell. pp. 40-66.
13. Rickford, J. R. and Rickford, R. J. (2000) History. In Rickford, J. R. and Rickford, R. J., *Spoken Soul: the story of Black English*. New York: Wiley & Sons, pp. 129-160.
14. Roberts, J. (2004) Child Language Variation. In Chambers, J. K. Trudgill, P, and SchillingEstes, N. (eds.) *The Handbook of Language Variation and Change*, London: Blackwell. pp. 333-348.
15. Sankoff, G. & Blondeau, H. (2007) Language change across the lifespan: /r/ in Montreal French. *Language* 83:3, pp. 560-588.
16. Smitherman, G. (1998) Ebonics, King, and Oakland: Some folk don't believe fat meat is greasy, *Journal of English Linguistics*, 26(2), pp. 97-107.
17. Wolfram, W. (1998) Language ideology and dialect: understanding the Ebonics controversy. *Journal of English Linguistics*, 26(2), pp. 108-121.