INGL 6016 Topics in Sociolinguistics:
Language, Culture, and Society

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Office hours:
Mon/ Wed: 1.30 – 3.30 P.M.
Tues/Thurs: 8.30 – 9.30 A.M.
* By appointment.

Course meetings:
Location: Chardon 323g
Days: Tues, Thurs: 12.30 – 1:45 PM

1. Course Overview

The purpose of this course is to understand the role language plays in our day to day lives, how it shapes our world views and social relations, ultimately influencing our *human experience*s. The relationship between language and society is discussed through different theoretical means, including but not limited to: anthropology, culture studies, philosophy of mind, and social theory. We will draw upon structural aspects of speech (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) and observe these in relation to language in its social context.

I will lecture about ¼ of class time overall. The other ¾ of our time will be consumed by class discussions and presentations (details in found under "**Assessment Descriptions**"). Grading is based on preparation and participation in class discussions.

Prerequisites: An undergraduate-level understanding of *general linguistics* and *sociolinguistics* is required.

2. Required Text(s)

- *Sources to be uploaded to __class website__ and/or via __email.__*
- This is a master-level course on Sociolinguistics, as such, the material covered in this class will be largely based on peer-reviewed journal articles with complementary Chapters from introductory books.

3. Resources

• Class blog: Where regular classroom assignments are to be submitted, as well as 'linguistic artefacts.'
https://topicsinsociolinguistics.school.blog/

4. Assessment breakdown

Blog posts (5 @ 4% each) Weekly reflection pieces on classroom material.	20%
Student presentations	20%
Participation [See assessment description]	10%
Mid-term Paper	20%
Final Paper	30%

Assessment Descriptions

• **Participation (10%)**
  - **Seminar-style discussions**: Part of your class grade is based on your ability to critically engage with classroom material. **This means that you will be expected to do all the readings before class**. Be prepared to talk about theory, evidence (may be anecdotal), previous readings related to area (if known), raise an outstanding issue(s) not addressed by authors, and/or talk about what you found/didn't find interesting.

- **Blogging / Interactive reflection (BLOG) (20%)**
  - You may write a 250-word reaction paragraph on classroom material, what you found interesting that week, what you feel was lacking from said paper/material, what you found challenging, etc.

  - (Or) You may submit a **'linguistic artifact'** or interesting piece of linguistic evidence (this may be an image, a YouTube video, a news article on a language-related issue) that you feel relates to the classroom material as part of your weekly reflection. Along with this artifact, you are expected to provide a description on what the artifact represents and how you believe it ties to class material.

- **Instructions on presentations (20%)**
  - Following Week 7, each student will be required to produce a small 20-minute presentation on an assigned case study for that week. The student is expected to summarize in his/her own words the (1) subject/topic under discussion/ research question, (2) methodological approaches, (4) main findings, (5) potential implications (if any), (6) something he/she wishes that author discussed in the paper, or something that he/she found unclear. **<u>WEEK 9 & 10 will have no presenters.</u>**

Mid-term Take Home Exam (20%)
A take-home exam consisting of 4 essay questions on coursework from Week 1 to Week 6, you choose a topic of your choice and develop a $1,500 - 2,500$ paper.

Final Exam Essay
Students are to write a 2,500-word assignment on one of four subjects that will be made known after week 7.

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5. **Homework Policy**

Any late submissions will be penalized one full letter grade per day. Extensions will be made available only under extenuating circumstances (e.g. medical, personal), but must be requested prior to submission deadline with appropriate documentation.

6. **Grading system**
   Quantifiable (letters)
   Standard Curve:

$100 - 90$	A
$89 - 80$	B
$79 - 65$	C
$64 - 55$	D
54 -	F

7. **Student expectations**
   1) Attend each class and enroll on Wordpress classroom website.
   2) Do all of the assigned readings.
   3) Be prepared to participate in class.
   4) Check your e-mail (@uprm.edu) for messages about the class.
   5) No late submissions for projects/homework accepted.

8. Classroom Rules and Regulations

Class attendance is compulsory. The University of Puerto Rico, Mayagüez Campus, reserves the right to deal at any time with individual cases of non-attendance. Professors are expected to record the absences of their students. Frequent absences affect the final grade and may even result in total loss of credits. Arranging to make up work missed because of legitimate class absence is the responsibility of the student.

Absence from examinations: Students are required to attend all examinations. If a student is absent from an examination for a justifiable reason acceptable to the professor and presented to the professor before the date of the exam, he or she will be given a special examination. Otherwise, he or she will receive a grade of zero or "F" in the examination missed.

Excuses from class or examinations: ONLY WRITTEN EXCUSES WILL BE ACCEPTED. If a student is absent from an examination, he/she will have the opportunity to take a make-up test NO LATER than 5 days after the group took the exam. Make-up exams will only be given by appointment if the student has an excuse deemed legitimate by the instructor.

Policies on electronic devices: Radios, tape recorders, and other audio or video equipment are not permitted in the classroom at any time. No cell phones are allowed to be used during class.

Cheating: Cheating will be dealt with harshly. *All instances of cheating on examinations will be immediately reported to the Dean of Arts and Sciences for review.* There will be no exceptions to this policy.

9. University Policies

Sexual Harassment: Certification 130-2014-2015 states:
Sexual harassment in the workplace and in the study environment is an illegal and discriminatory act and is against the best interests of the University of Puerto Rico. All persons who understand they have been subject to acts of sexual harassment at the University of Puerto Rico may file a complaint and request that the institution investigate, where necessary, and assume the corresponding action by the university authorities. If the complainant is a student, he or she must refer his or her complaint to the Office of the Student Ombudsperson or that of the Dean of Students[1]

Law 51: The Comprehensive Educational Services Act for People with Disabilities
After identifying with the instructor and the institution, the student with disabilities will receive reasonable accommodation in their courses and evaluations. For more information contact the Department of Counseling and Psychological services at the Office of the Dean of Students (Office DE 21) or call 787-265-3864 or 787-832-4040 x 3772, 2040 and 3864.

Certification 06-43 of the Academic Senate states, "The academic guidelines for offering online courses" defines:
Traditional face-to-face courses are those that have less than 25% of the course's regular contact hours via the Internet. Therefore, a three-credit course will be considered "face to face" if, of the 45 hours of regular contact, 11 or less are taught via the Internet. The following should be included in all syllabi: According to certification 16-43 of the Academic Senate, a course may include up to 25% of its total contact hours via the Internet. The objective of this is so that all professors have this alternative in the case of any unscheduled eventuality.

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READING LIST (2019 – 2020)

WEEK 2 (AUG 13-15): WHAT IS 'LANGUAGE'? WHAT DOES IT MEAN TO KNOW A LANGUAGE?

Tues, 13: The social life of language
- Ahearn, L. M. (2016). The Socially Charged Life of Language. In *Living Language: An Introduction to Linguistic Anthropology*, Wiley-Blackwell, p. 3 − 30.
- Eckert, P. (2005). Variation, convention, and social meaning. *Paper Presented at the Annual Meeting of the Linguistic Society of America*. Jan 7, 2005.

Thurs, 15: Social meaning and current trends in sociolinguistics
- Eckert, P., & Labov, W. (2017). Phonetics, phonology and social meaning. *Journal of Sociolinguistics*, 1 − 30.

WEEK 3 (AUG 20-22): LANGUAGE SOCIALIZATION

Tues, Aug 20: Language acquisition and socialization
- Ahearn, L. M. (2016). Language Acquisition and Socialization. *In Living Language: An Introduction to Linguistic Anthropology,* Wiley-Blackwell, p. 3 − 30.

Thurs, Aug 22: Language socialization case study
- Schieffelin, B, & Ochs, E. (2001). Language acquisition and socialization: Three developmental stories and their implications. In A. Duranti (Ed.) *Linguistic Anthropology: A Reader*. Malden, MA.

WEEK 4 (AUG 27 - 29): LANGUAGE, THOUGHT, AND CULTURE

Tues, Aug 27: From Reference to Agency
- Ahearn, L. M. (2016). Language, thought, and culture. *Living Language: An Introduction to Linguistic Anthropology*, Oxford, UK: Blackwell, p. 65 − 98.

Thurs, Aug 29: 'Linguistic Relativism' in Contemporary Sociolinguistics
- Enfield, N. J. (2015). Linguistic Relativity from Reference to Agency. *Annual Review of Anthropology*, 44, p. 207 − 224.

WEEK 5 (SEPT 3 - 5): LANGUAGE IDEOLOGIES

Tues, Sept 3: Language ideologies and linguistic differentiation
- Irvine, J. T., Gal, S. (2009) Language ideology and linguistic differentiation. In A. Duranti's (Ed.) *Linguistic Anthropology: A reader*.

Thurs, Sept 5: Language identity
- Bucholtz, M., & Hall, K. (2005). *Identity and interaction: A sociocultural linguistic approach*. Discourse studies.

WEEK 6 (SEPT 10 - 12). THE SPEECH COMMUNITY' AND MULTILINGUALISM

Tues, Sept 10: The Speech Community
- Ahearn, L. M. (2016). Communities of Language Users. *Living Language: An Introduction to Linguistic Anthropology*, Oxford, UK: Blackwell.

Thurs, Sept 12: Communities of practice
- Meyerhoff, M., & Strycharz, A. (2013). Communities of practice. *The handbook of language variation and change*, p. 428 − 447.

WEEK 7 (SEPT 17 - 19): VARIABLE LANGUAGE ACROSS SOCIAL CONTEXTS

Tues, Sept 10: Indexicality
- Johnstone, B., Andrus, J., & Danielson, A. E. (2006). Mobility, indexicality, and the enregisterment of "Pittsburghese". *Journal of English linguistics*, 34(2), 77-104.

Thurs, Sept 12: Enregisterment
- o Johnstone, B. (2016). Enregisterment: How linguistic items become linked with ways of speaking. *Language Linguistic Compass*.

WEEK 8 (SEPT 24 - 26): LANGUAGE AS A FORM OF STYLISTIC EXPRESSION

Tues, Sept 17: 'Style and Identity'
- o Irvine, J. (2001). Style as distinctiveness: the culture and ideology of linguistic differentiation. In P. Eckert & J. Rickford's (Eds.) *Style and Sociolinguistic Variation*. Cambridge University Press.

Thurs, 19: 'Style and Social Meaning'

- o **PRESENTATION:** Stephens, N., Hall-Lew, L., & Shamp Ellis, V. (2018). I'm Like, "Really? You were Homeschooled?" Quotative Variation by High School Type and Linguistic Style. *American Speech*, 93 (1), p. 108 – 138.

WEEK 9 (OCT 1 - 3): LANGUAGE, GENDER, AND SEXUALITY

Tues, Oct 1 – 'Language, Community, and Gender'
- o Wodak, R. (2015). Gender and Language: Cultural Concerns. In: James D. Wright (editor-in-chief), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 9. Oxford: Elsevier. pp. 698–703.

- o **PRESENTATION:** Kiesling, S. F. (2003). Prestige, Cultural Models, and Other Ways of Talking About Underlying Norms and Gender. In *the Handbook of Language and Gender*.

Thurs, Oct 3 –' Language and sexuality'
- o **PRESENTATION:** Childs, B., & Van Herk, G. (2014). Work that -s!: Drag queens, gender, identity, and traditional Newfoundland English. *Journal of Sociolinguistics*, 18 (5), p. 634 – 657.

WEEK 10 (OCT 8 - 10): SOCIAL MEANING AND PRESTIGE

'Indexicality and Prestige'
PRESENTATION: Walker, A., Garcia, C., Cortes, Y., Campbell-Kibler, K. (2014). Comparing social meanings across listener and speaker group: The indexical field of Spanish /s/. *Language Variation and Change*, 26.

'Indexicality and Enregisterment'
PRESENTATION: Cotter, W. M. (2018) Bivalent class indexing in the sociolinguistics of specialty coffee talk. *Journal of Sociolinguistics*, 22 (5), 487 – 616.

WEEK 11 (OCT 15 – 17): LANGUAGE AND POWER
Tuesday

Power and Language Ideologies'
- o Ahearn, L. M. (2016). Chapter 12: Language, Power, and Agency. In *Living language: An introduction to linguistic anthropology*. Wiley-Blackwell, 259 – 291.

Thursday

[MID-TERM PAPER DUE]

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WEEK 12 (OCT 22 - 24): PERFORMATIVITY AND INTERTEXTUALITY

'Voicing and Intertextuality'
- o Briggs, C. L., & Bauman, R. (2009). Genre, Intertextuality, and Social Power. In A. Duranti's *Linguistic Anthropology: A reader*.

- o **PRESENTATION:** Sierra, S. (2016). Playing out loud: Videogame references as resources in friend interaction for managing frames, epistemics, and group identity. *Language in Society*, 45 (2), pp. 217 – 245.

WEEK 13 (OCT 29-31): LANGUAGE AND ETHNICITY

'Ethnolinguistic identity' Presenters_____
- o Fought, C. (2013). Ethnicity. *In the Handbook of language, variation, and* change. Second edition.
- o **PRESENTATION**: Davis, J. L. (2016). Language affiliation and ethnolinguistic identity in Chickasaw language revitalization. *Language & Communication*, 47.

"Crossing' and Native Speaker Ideologies' Presenters_____
- o Rampton, B. (1995). Language crossing and the problematization of ethnicity and socialization. *Pragmatics*, 5 (4), p. 485 − 513.

- o **PRESENTATION:** Cutler, C.A. (1999). Yorkville crossing: White teens, hip hop and African American English. *Journal of Sociolinguistics*, 3 (42), p. 8 − 41.

WEEK 14 (NOV 5 - 7): LANGUAGE AND RACE

Tues, Oct. 29 'Language and Race'
- o *Background reading:* Roth-Gordon, J., Ray, J. (2018). Language and race. Oxford Bibliographies.
- o **PRESENTATION:** SAMY ALIM, H. (2016). Who's afraid of the Transracial subject? Raciolinguistics and the political project of transracialization. *Raciolinguistics*. Oxford University Press.

- o **PRESENTATION:** Rosa, J. D. (2016). Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. *Journal of Linguistic Anthropology*, 26 (2), 162 − 183.

Suggested: Hill, J. H. (2009). Language, Race, and White Public Space. In A. Duranti's Linguistic Anthropology: A reader.

WEEK 15 (NOV 12 – NOV 14): TRANSLANGUAGING

Background reading: Creese, A., & Blackledge, A. (2015). Translanguaging and Identity in Educational Settings. *Annual Review of Applied Linguistics*, 35, p. 20 − 35.

- o **PRESENTATION**: Mazak, C. M. & Herbas-Donoso, C. (2015). Translanguaging practices at a bilingual university: A case study of a science classroom. *International journal of bilingual education and bilingualism*, 18 (6), pp. 698 − 714.

WEEK 16 (NOV 19 - 21): THE SOCIOLINGUISTICS OF GLOBALIZATION AND MULTILINGUALISM
'Globalization, Mobility, and Superdiversity'

Thurs:
- o PRESENTATION: Blommaert, J. (2013). Citizenship, language, and superdiversity: Towards complexity. *Journal of Language, Identity, & Education*, 12 (3), p. 193 − 196.

- o **PRESENTATION:** Flores, N., Lewis, M. (2016). From truncated to sociopolitical emergence: A critique of super-diversity in sociolinguistics. *International journal of the sociology of language*, 241, p. 97 − 124.

WEEK 17 (NOV. 26 - 28): MEME SPEECH

Tues, Nov 26: Meme speech
Background reading: Squires, L. (2010). Enregistering internet language. Language in society, 39 (4), p. 457 − 492.

- o **PRESENTATION:** Aslan, E., Vásquez, C. (2018). 'Cash me ousside': A citizen sociolinguistic analysis of online metalinguistic commentary. *Journal of Sociolinguistics*, 22 (4), p. 406 − 431.

- o **PRESENTATION**: Gal, N., Shifman, L., & Kampf, Z. (2016). "It gets better": Internet memes and the construction of collective identity. *New media & society*, 18 (8), 1698 − 1714.

Instructions for final writing assignment.

[VIDEO] Deborah Tannen: Gender-specific language rituals.
https://www.youtube.com/watch?v=tUxnBZxsfoU

Suggested readings

Andresen, J. T. (1990). Skinner and Chomsky Thirty Years Later. *Historiographia Linguistica*, 17 (1), p. 145 − 165.

Bourdieu, P. (1991). The production and reproduction of legitimate language. In J. B. Thompson's (Ed.) *Language and Symbolic Power*. Cambridge: Polity Press, pp. 43 − 65.

Chomsky, N. (2005). Language and the brain. In A. J. Saleemi, O-S. Bohn and A. Gjedde (eds.), In *Search of a language for the Mind-Brain*. Aarhus: Aarhus University Press.

Focault, M. (2008). The Discourse on Language. In Truth: Engagements Across Philosophical Traditions.

Eckert, P. (2008). Variation and the indexical field. *Journal of Sociolinguistics*, 12 (4), p. 453 − 476.

Gumperz, J. (1968). The speech community. In *International Encyclopedia of the Social Sciences*. New York: Macmillan, p. 381 − 6.

Kendall, S., & Tannen, D. (2015). Discourse and Gender. The Handbook of Discourse Analysis, 2nd Edition. John Wiley & Sons.

Lippi-Green, R. (2012). *English with an Accent: Language, Ideology, and Discrimination in the United States*. London & New York: Routledge.

Joseph, J. E. (1996). The Immediate Sources of the 'Sapir-Whorf Hypothesis'. *Historiographia Linguistica*, 23 (3), P 365 − 404.

Silverstein, M. (2003). Indexical order and the dialectics of sociolinguistic life. *Language & Communication*, 23 (3 − 4), p. 193 − 229.

Sharifia, F. (2017). Cultural Linguistics and linguistic relativity. *Language Sciences*, 59, 83 − 92.