

LINGUISTIC DIVERSITY IN THE US AND BEYOND (ANTH/LNGS 395)

Fall 2019

TU, TH 12:30 pm -1:45 pm

Satterlee Hall 202

Instructor Information

Dr. Lydia Rodriguez

Office: MacVicar Hall 243

Office hours: Thursdays 2:00-3:00 & Fridays: 2:00-4:00

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Course Description and Goals

This course is an exploration of the diversity of languages and different varieties of English spoken in the US, and the interactions between English and other languages in the global arena. We will approach the US as a multilingual nation, and we will examine the interactions between Standard American English and other multiple languages used in the US, for example Native American Languages, Spanish and other Heritage Languages, or Pidgins and Creoles. We will also learn about regional and social variation in American English. The course examines historical and socio-political contexts that have triggered the current distribution of English around the world, and the impact that such distribution has on local languages and cultures. This course fulfills the **Social Analysis** General Education requirement. In this course, students will:

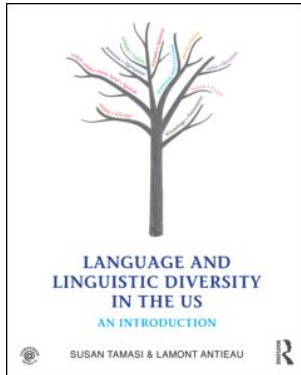
1. Learn about the variety of languages currently spoken in the US and the cultural contexts in which such languages are immersed
2. Study regional and social variation in American English, and explore how the use of these varieties can index a particular identity related to the speaker's ethnicity, gender, and socio-economic status.
3. Critically examine the impact of national languages in minority languages and languages of underrepresented populations
4. Think about the relationship between national languages and minority languages in terms of power and inequality

Student Learning Outcomes

By the end of this course, students will be able to:

1. Identify different areas of language variation (intralinguistic and interlinguistic) in the US and in global and/or cross-cultural context(s)
2. Discuss and explain the political, historical, cultural, and economic aspects of the globalization of *lingua francas* and their impact in minority languages and cultures
3. Analyze and interpret different discourses and narratives about the impact of Standard English in non-Standard English varieties and other languages spoken in the US, such as Native American Languages, Spanish, Creole languages, etc.
4. Demonstrate competence in cross-cultural understanding of language variation through written and spoken interventions

COURSE REQUIREMENTS AND POLICIES



Required Textbook (Available for purchase at the College Bookstore)

Language and Linguistic Diversity in the US. An Introduction.
Susan Tamasi & Lamont Antieau. New York: Routledge, 2015.

Assigned readings that are not in the textbook will be posted on Moodle (see the calendar for details).

Attendance and punctuality policy

- Attendance is mandatory. I will be taking attendance everyday in class.
- **Every unexcused absence will result in the loss of 1 point off your final grade** (which is based on a 100 point scale).
- Everyone is entitled to 1 “free” unexcused absence.
- **5 unexcused absences will result in a failing grade (0.0).**
- Notifying your instructor by email when you miss class is appreciated, but it does not count as “justified” absence.
- To count as “justified”, absences for university-related activities must be properly documented by written notice on official letterhead, and signed by a professor, coach, or SUNY administrator.
- To count as “justified”, absences for sickness must be properly documented by written notice on official letterhead and signed by a health care provider. The Instructor will NOT contact student health services or any other health provider to verify that a student was sick. All relevant documentation must be provided by the student. *Additionally*, in case of absence due to long-term sickness, students are strongly encouraged to contact the Student Success Center.
- You will be responsible for any work missed and for providing your instructor with adequate documentation of absences.
- The first minutes of class are used for taking attendance and making course-related announcements, discussing updates to the syllabus, doing pop-up quizzes, etc., so please be punctual. Please do not assume I will see you entering the class if you came after I called your name: **if you are not in class when I call your name, it will be recorded as “unexcused absence”**. *It is your responsibility to be in time for attendance or speak with me right after class to make sure you are not marked as "absent" for that class if you arrived a few moments after I called out your name.*

Grade Breakdown

Midterm exam: 30%
Final exam: 30%
Research paper: 30%
Pop-up quizzes: 5%
Participation: 5%

Grading Scale:

93-100	4.0
90-92	3.7
87-89	3.3
83-86	3.0
80-82	2.7
77-79	2.3
73-76	2.0
70-72	1.7
67-69	1.3
60-66	1.0
below 60	0.0

Midterm and Final Exam

There will be one midterm and a final exam. The midterm is worth 30% of the final grade, and the final exam is worth 30% of the final grade. Please do not ask for make-ups, unless you have a *very* compelling reason (e.g., serious illness, giving a paper at a professional conference, SUNY Potsdam athletics official business) which can be adequately documented on official letterhead and signed by a university official or health care provider.

Pop-up quizzes

To encourage you to keep up with the readings, occasionally pop-up quizzes about the assigned readings will be given in class, which will be graded on a pass/fail basis. As a whole, all the quizzes are worth 5% of your grade. The quizzes will be given at the beginning of class, so be sure not to miss them! **No quiz make ups will be given if you are late or have an unexcused absence.**

Participation

Participation is worth 5% of your final grade. To earn a good participation grade, I expect you to:

- 1) Come to all the classes, and *in time*.
- 2) Prepare for class. I expect you to do a critical reading of the course materials, and come ready to ask and be asked about anything in the readings. I will be evaluating the quality –not the quantity– of what you say.
- 3) Audio-visuals: In this class, we will use a lot of audio-visual materials to illustrate some of the concepts covered in the lectures. After watching a documentary or a film, I may ask questions or initiate a discussion. If you have comments or questions, I encourage you to speak up.
- 4) “Participating” also means “paying attention,” and therefore, the (mis)use of media in class is strongly discouraged. I strongly prefer that you do not bring/open laptops in class, and that you practice old-fashion note-taking by hand. If this represents a serious problem for you, please let me know privately. Please do not use your cell phones to take pictures of the power point presentations that will be shown in lecture. This would completely defeat the purpose of practicing and developing your note-taking skills.

Research Paper

You are required to write a research paper that is worth 30% of your final grade. For this paper, you will be researching a language spoken in the US that has not been covered in class, or a “lesser known variety of English” spoken outside the US. Please keep in mind that this is an exercise to enhance your research and writing skills, which means that you are required to consult *scientific* publications. Specific guidelines will be posted on the Moodle course website.

Accommodations

If you need any special accommodations based on a documented disability or other special learning needs, please make an appointment with me early in the semester to discuss appropriate accommodations that may be helpful in successfully completing this course. Students with documented disabilities or special learning needs are also encouraged to contact Sharon House, Coordinator of Accommodative Services (267-3267) to discuss additional support services.

Academic Honesty

You are expected to comply with the SUNY Potsdam standards of academic integrity. For further information about what this means and for plagiarism guidelines, please check the SUNY Potsdam Academic Honor Code website: <http://www.potsdam.edu/studentlife/studentconduct/honorcode/>

Calendar of Weekly Topics and Assigned Readings

Please continue to check this page during the semester: updates will be provided periodically

Readings that are not from the textbooks (Tamasi and Antieau) will be posted on Moodle.

Date	Lecture topics	Assignments
Aug 27	Introduction, review of syllabus	n/a
Aug 29	Defining language, linguistics, linguistic diversity.	Tamasi and Antieau, Ch. 1: 1-5 Nettle and Romaine, <i>Vanishing Voices</i> . Ch. 2: A World of Diversity, pp. 26-32.
Sept 3	Key principles of linguistics. Descriptive versus prescriptive approaches to language	Tamasi and Antieau, Ch. 1: 7-21 Tamasi and Antieau, Ch. 2: 23-32
Sept 5	Language, dialect, variety, accent	Seargeant and Swann, Ch. 1: 5-14
Sept 10	Multilingual America, Part 1	Tamasi and Antieau 9: 187-194
Sept 12	Multilingual America, Part 2	Tamasi and Antieau 9: 195-207
Sept 17	Native American Languages in the US, Part 1	Tamasi and Antieau 12: 253-262
Sept 19	Native American Languages in the US, Part 2	Tamasi and Antieau 12: 262-278
Sept 24	Spanish as a heritage language	Tamasi and Antieau 10: 209-225
Sept 26	Other heritage languages in the US	Tamasi and Antieau 11: 227-252
Oct 1	Pidgins and Creoles	Tamasi and Antieau, Ch. 13: 279-287
Oct 3	Gullah	Tamasi and Antieau, Ch. 13: 288-297 Description of research paper and bibliography due
Oct 8	Midterm review	
Oct 10	MIDTERM	
Oct 15	Fall Recess	
Oct 17	Language attitudes. Perceptual dialectology	Tamasi and Antieau, Ch. 3: 43-61
Oct 22	American Regional Dialects	Tamasi and Antieau, Ch. 5: 93-101 Tamasi and Antieau, Ch. 5: 107-115
Oct 24	Language and socioeconomic status	Tamasi and Antieau, Ch. 6: 119-125 First draft of research paper due
Oct 29	Language and gender	Tamasi and Antieau, Ch. 6: 131-136
Oct 31	African American English	Tamasi and Antieau, Ch. 7: 143-159
Nov 5	Models for the spread of English Language shift and endangerment	Seargeant and Swann, Ch.1: 27-34 (section 1.4)

		Hale, K. Language endangerment and the human value of linguistic diversity <i>Language</i> , Vol. 68, No. 1 (Mar., 1992), pp. 35-41 Crystal, D. Ch. 2 Why should we care? Pp. 27-67
Nov 7	Englishes in the "Inner Circle" New Englishes in the "Outer Circle"	Seargeant and Swann Ch. 5: 197-202; 213-222; 228-229.
Nov 12	Power and inequality in the linguistic colonization of countries of the "Outer Circle" Film: <i>The Linguists</i>	Thiong'o, N. 2004 'Recovering the original' in Lesser, W. (ed.) <i>The Genius of Language</i> , New York: Pantheon Books pp. 102-105
Nov 14	Student presentations	Research paper due
Nov 19	Bilingualism, multilingualism, diglossia	Holmes and Wilson, Ch. 2. Language choice in multilingual communities. In <i>An Introduction to Sociolinguistics</i> , pp: 19-34
Nov 21	No class. American Anthropological Association Meetings	
Nov 26	Code-switching, code-mixing Film: <i>Multilingual Hong Kong</i>	Holmes and Wilson, Ch. 2. Language choice in multilingual communities. In <i>An Introduction to Sociolinguistics</i> , pp: 35-47
Nov 28	Thanksgiving recess	
Dec 3	Linguistic diversity and language planning	Ruíz, R. 1984. Orientations in Language Planning. In <i>Language Diversity. Problem or Resource?</i> 3-25
Dec 5	Wrap-up and review	
Dec 12	Final Exam. 10:15 am - 12:15 pm	