

**WORLDS OF ENGLISH**  
**ANTH 108, Fall 2015**  
**M W F 10:00 am -10:50 am**  
**Kellas Hall 101**

**Instructor Information**

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**Course Description and Goals**

This course is an exploration of the diversity and breadth of sociolinguistic contexts in which different varieties of English are used by its speakers. In order to understand this diversity, we first need to examine how the English language came to be what it is today. Hence, we begin by studying the evolution and spread of English throughout the world, and the linguistic, historical and socio-political processes that have had an impact on the current distribution of English around the globe. An important part of this course is devoted to describing different English varieties, or "Englishes," as some scholars have put it. Our exploration of linguistic diversity will take place both within and outside the US.

In this course, students will:

1. Study the development and spread of English, from its Anglo-Saxon roots to the "New Englishes" spoken worldwide nowadays.
2. Learn about the different models that sociolinguists use to represent the spread of English and its speakers.
3. Become familiar with basic linguistic phenomena that are relevant to the diachronic study of English and to the typology of English varieties spoken in the US and around the world.
4. Study regional and social variation in American English.
5. Get a sense of the diversity of functional, geographic and socio-political contexts in which English varieties are used by its speakers, and how the use of these varieties can index a particular identity.

This course fulfills the Social Analysis General Education requirement. By focusing on the development and spread of English throughout the world, students will systematically study human behavior, social interactions, and contemporary social institutions. To meet the SA requirement, this course:

1. Introduces students to the different approaches and research paradigms of Sociolinguistics and Applied Linguistics that study social, regional, and typological variation in the Anglophone world.
2. Illustrates the different methods of data collection, interpretation, and analysis used by scholars in each of these research paradigms.
3. Examines the status of English as a global language and as a "community of practice," as some scholars have put it.

4. Explores the historical and socio-political processes that have had an impact on the current distribution of English varieties.
5. Provides students with a theoretical framework for thinking about the fluidity of English as a language that can be used both across geographic boundaries – as lingua franca (ELF) –, and to pragmatically mark allegiance to particular national identities or speech communities.
6. Encourages students to think critically and develop a nuanced understanding of topics such as linguistic diversity, language variation across time and space, and language attitudes that inform public policy.

## COURSE REQUIREMENTS AND POLICIES

### **Required Textbook (Available for purchase at the University Bookstore)**

*Language and Linguistic Diversity in the US. An Introduction.*

Susan Tamasi & Lamont Antieau. New York: Routledge, 2015

### **Attendance**

Attendance is mandatory. I will be taking attendance everyday in class. Every unexcused absence will result in the loss of 1 point of your final grade. If you cannot come to class because of a real problem, let me know *beforehand*. Absences for illness or university-related activities must be properly documented by written notice.

### **Participation**

Participation is worth 10% 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) During the lectures, sometimes I may ask you questions that you need to keep in mind as you prepare your readings for the next session, or I will assign some pre-lecture homework. Come ready to share your answers in class when you are asked to do so.
- 4) 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.
- 5) “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.

### Grade Breakdown

Midterm exam (1): 35%  
Final exam (1): 35%  
Research project and presentation: 20%  
Participation: 10%

### Grading Scale:

93 – 100 . . . . . 4.0 (A)  
89 – 92 . . . . . 3.7 (A-)  
86 – 88 . . . . . 3.3 (B+)  
83 – 85 . . . . . 3.0 (B)  
79 – 82 . . . . . 2.7 (B-)  
76 – 78 . . . . . 2.3 (C+)  
73 – 75 . . . . . 2.0 (C)  
69 – 72 . . . . . 1.7 (C-)  
66 – 68 . . . . . 1.3 (D+)  
63 – 65 . . . . . 1.0 (D)  
60 – 62 . . . . . 0.7 (D-)

### Mid-term and Final Exam

There will be a midterm and a final exam, each is worth 35% of the final grade. The final exam will be comprehensive. Check the course calendar and the course website for updates on the date and location of the final exam. Please do not ask for make-ups, unless you have a *very* compelling reason (e.g., serious illness) which can be adequately documented by written notice.

### Research Project and Presentation

You will be assigned to a small group of students, to present a variety of English that has not been covered in class. Please keep in mind that this is an exercise to enhance your research skills, which means that you are required to consult *scientific* publications. Specific guidelines and a list of the available varieties to present on will be posted on the Moodle course website. Please, sign-in Moodle to claim your English variety (first come, first serve). Here are some examples of possible research and presentation topics:

- 1) An English-based pidgin or creole
- 2) A "native" variety of English
- 3) A "new" English
- 4) A "lesser-known" variety of English
- 5) A regional dialect of English in the US

For your research project and presentation you will be evaluated:

1. As a group: as part of your research and presentation, you will prepare a handout summarizing your main findings to distribute to the rest of the class. You will be evaluated on the quality of the handout, the quality of the presentation, and your responses in Question-and-Answer.
2. As team member. In order to discourage free ridership, I will solicit feedback on your individual performance and your contributions to the teamwork from other team members. This means that you will evaluate your group peers, and your group peers will evaluate you. A peer assessment rubric will be posted on Moodle. I reserve the right to modify your project and presentation final grade according to your teammates' feedback.

### 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 textbook (Tamasi and Antieau) will be posted on Moodle. The calendar below contains readings from the following books:

Sergeant, Philip & Joan Swann (eds.) *English in the World. History, Diversity, Change*. New York: Routledge, 2012

Galloway, Nicola and Heath Rose. *Introducing Global Englishes*. New York: Routledge, 2015

Mihalizek, Vedrana and Christin Wilson (eds.) *Language Files. Materials for an Introduction to Language and Linguistics*. 11th Edition. Columbus: The Ohio State University Press, 2011

Yule, George. *The Study of Language*. Fourth Edition. Cambridge: Cambridge University Press, 2010

References for other chapters or articles not included in these books are listed below.

Date	Lecture topics	Assignments
Aug 31	Introduction, review of syllabus	n/a
Sept 2	Defining language, linguistics, and English	Tamasi and Antieau, Ch. 1: 1-5
Sept 4	Key principles of linguistics; Who speaks English?	Tamasi and Antieau, Ch. 1: 7-21 Sergeant and Swann, Ch. 1: 5-14
Sept 7	Models for the spread of English	Sergeant and Swann, Ch.1: 27-34 (section 1.4)
Sept 9	Attitudes towards the globalization of English	Galloway and Rose, Ch. 3: 50-60 (sections 3a and 3b)
Sept 11	Attitudes towards the globalization of English continued	Film: <i>The Linguists</i>
Sept 14	Grammar, standardization, and language authorities	Tamasi and Antieau, Ch.2: 22-42
Sept 16	Perceptual dialectology	Tamasi and Antieau, Ch. 3: 43-61
Sept 18	Phonetics. Introduction to IPA, place and manner of articulation, voicing, English consonants and vowels	Mihalizek and Wilson, Ch. 2: 36-56
Sept 21	Phonetics continued	Mihalizek and Wilson, Ch. 2: 36-56
Sept. 23	Introduction to phonology	Mihalizek and Wilson, Ch. 3: 102 and 108-115
Sept 25	Introduction to morphology and morphological processes. Derivation, inflection, affixes, affixation, compounding	Mihalizek and Wilson, Ch. 4: 148-153 (sections 4.1.1-4.1.4) and 157-162 (sections 4.2.1-4.2.4)
Sept 28	Morphosyntax and grammar. Parts of speech. Agreement. Case marking. Word Order Linguistic analysis review	Yule. G. Ch. 7: 81-84. Mihalizek and Wilson, Ch. 5: 201-203 (section 5.2.2.)
Sept 30	The evolution of English. Old English	Tamasi and Antieau, Ch. 4: 67-70
Oct 2	The evolution of English, continued.	Film: <i>The adventure of English</i>
Oct 5	The evolution of English, Old English to Middle English	Tamasi and Antieau, Ch. 4: 71-75
Oct 7	The evolution of English, Middle English	Tamasi and Antieau, Ch. 4: 75-91
Oct 9	The evolution of English. Modern English. The Great Vowel Shift.	Tamasi and Antieau, Ch. 4: 75-91
Oct 14	Midterm review	
Oct 16	<b>MIDTERM</b>	

Oct 19	"Native" Englishes. British English, American English, Australian English, NZ English	Tamasi and Antieau, Ch.5: 93-107 Sergeant and Swann, Ch. 5: 219-221
Oct 21	American Regional Dialects. The Northern Cities Shift, the Southern Shift, the Low Back Merger	Tamasi and Antieau, Ch. 5: 107-117
Oct 23	Social variation in American English: socioeconomic class	Tamasi and Antieau, Ch. 6: 119-125
Oct 26	Social variation in American English: language and gender; rapport-talk/report-talk; uptalk; creaky voice	Tamasi and Antieau, Ch. 6: 131-133 Tannen, D. "You Just Don't Understand: Women and Men in Conversation" In <i>Social Interaction in Everyday Life</i> , 21: 110-115
Oct 28	Social variation in American English: language and age; language in the social media	Tamasi and Antieau, Ch. 6: 128-131 and 138-141 Humphrys, J. "I h8 txt msgs: how texting is wrecking our language." In <i>Daily Mail</i> . 2007 Crystal, D. "2b or not 2b?" In <i>The Guardian</i> . 2008.
Oct 30	Student Presentations	
Nov 2	"New" Englishes: English in South Asia	Galloway and Rose, Ch.5: 97-103 (Introduction and 5a)
Nov 4	"New" Englishes: African Englishes. The Quirk-Kachru debate	Galloway and Rose, Ch.5: 110-117 and 119-121 (5c, 5d)
Nov 6	Student presentations	
Nov 9	Pidgins and creoles	Tamasi and Antieau, Ch. 13: 279-287
Nov 11	Tok Pisin, Gullah	Tamasi and Antieau, Ch. 13: 288-292 and 295-297
Nov 13	Student presentations	
Nov 16	Wrap-up pidgins and creoles English in the "Expanding Circle"	Sergeant and Swann, Ch. 6: 245-250 sections 6.1 ,6,2
Nov 18	Language policy, language planning, bilingualism	Sergeant and Swann, Ch. 6: 250-255 Section 6.3
Nov 20	<b>Extracredit assignment to be completed in class</b>	No readings assigned. Review your notes and assigned readings
Nov 23	Multilingualism, bilingualism, code-switching	Sergeant and Swann, Ch. 6: 259-271, sections 6.4-6.5 Film: <i>Multilingual Hong Kong</i>
Nv 25-27	Thanksgiving recess. No class	
Nov 30	Globalization and English as a global language/ELF	Sergeant and Swann, Ch.4: 151-165 (sections 4.1-4.3) Film: <i>Mardi Grass: Made in China</i>
Dec 2	English and linguistic globalization continued	Sergeant and Swann, Ch. 4: 178-186
Dec 4	Student presentations	
Dec 7	The future of English	Galloway and Rose, Ch. 10: 236-246 (section 10.c)
Dec 9-11	Final exam review	
Dec 18	<b>FINAL EXAM 10:15 am - 12:15 pm</b>	