

Rationale for the linguistics courses: LIN 506 (ANT/SOC 506), LIN 507 (ANT 507), and LIN 508 (SOC 608)

The three proposed courses (Sociolinguistics, Linguistic Anthropology, and Discourse Analysis) will provide introductions to these subfields of linguistics to advanced undergraduate majors and graduate students in other disciplines. As the three subfields covered by the courses are an important part of the discipline of linguistics, these courses are commonly offered by most linguistics programs. It is surprising that introductory courses in these areas are not already regularly offered by the linguistics program at UK. Currently, linguistics majors have a number of courses available at the 300-level that introduce concepts related to the areas covered by these new courses. These include LIN/ENG 310 (American English), LIN/ANT 325 (Language and Culture), LIN 331 (Language in US Society), and LIN 317 (Topics in Language and Society). There are usually two sections of LIN 317 offered each semester, with different subtitles. However, the 300-level offerings do not fully cover the disciplines in the proposed 500-level courses. The 300-level courses are also open to students who have not taken an introductory linguistics course. It is not possible to adequately introduce the subfields covered by the new courses to students who do not have prior courses in linguistics (or advanced courses in other social science disciplines). Adding these three 500-level courses will make it possible for our undergraduate majors to gain competence in these linguistic subfields. Introducing these courses will help bring the UK linguistic program in line with those at other institutions where introductory courses in all of the primary subfields of linguistics are regularly offered.

In addition to greatly improving the undergraduate linguistics major, the newly proposed courses will increase interdisciplinary offerings for graduate students in sociology and anthropology. Each of the three courses has been approved as a graduate-level course in either sociology or anthropology (or both). In addition, the Discourse Analysis course has been approved to fulfill the requirement for a course in methodology for students in the sociology PhD program. The courses will thus benefit other programs within the college in addition to the undergraduate linguistics program.

APPLICATION FOR NEW COURSE

1. General Information.					
a.	Submitted by the College of: Arts and Sciences	Today's Date:	_____		
b.	Department/Division: Linguistics Program				
c.	Contact person name: Edward R Barrett	Email: erbarr2@uky.edu	Phone:	257-3114	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____	
2. Designation and Description of Proposed Course.					
a.	Prefix and Number: LIN 506				
b.	Full Title: Sociolinguistics				
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed ² with (Prefix and Number):	ANT 506, SOC 506			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.				
	3 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course is an advanced survey of current areas of research in sociolinguistics. Topics include dialectology, language variation and change, interactional sociolinguistics, language and gender, bilingualism, and language contact.			
j.	Prerequisites, if any:	LIN/ENG 211, ANT 220, SOC 101 or graduate standing			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
3.	Will this course be taught off campus?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.					
a.	Course will be offered (check all that apply):				
	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer		

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

APPLICATION FOR NEW COURSE

b.	Will the course be offered every year?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If NO, explain: Will be offered in alternate years		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
6.	What enrollment (per section per semester) may reasonably be expected?	30	
7.	Anticipated Student Demand.		
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain: Significant for majors in linguistics, sociology and anthropology		
8.	Check the category most applicable to this course:		
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
9.	Course Relationship to Program(s).		
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____		
10.	Information to be Placed on Syllabus.		
a.	Is the course 400G or 500?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)		
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.		

⁵ In order to change a program, a program change form must also be submitted.

APPLICATION FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: LIN 506/ ANT 506 / SOC 506

Proposal Contact Person Name: Rusty Barrett Phone: 257-3114 Email: erbarr2@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

review 2/19

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics, Director	<i>4.30.2010</i>	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	<i>Andrew Hippisley</i>
Sociology Department	<i>12/15/2009</i>	Patrick H. Mooney / 7-4409 / phmooney@uky.edu	<i>Patrick H. Mooney</i> <i>2/14/11</i>
Anthropology Department	<i>1/21/2010</i>	Christopher A. Pool / 7-2710 / cappol0@pop.uky.edu	<i>Christopher A. Pool</i> <i>2/1/11</i>
A&S Educational Policy Committee	<i>3/22/11</i>	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	<i>Randall Roorda</i>
A&S Associate Dean for Undergraduate Programs	<i>3/22/11</i>	Anna Bosch / 7-6689 / bosch@uky.edu	<i>Anna Bosch</i>

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	1/12/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

LIN/ANT/SOC 506 xxx: Sociolinguistics

Meeting times: TBD

Room: TBD

Preferred Method of contact: e-mail

Dr. Rusty Barrett
Patterson Office Tower 1367
(859) 257-3114
erbarrett@uky.edu
Office Hours: XXX

Course overview, Goals and Objectives

The course presents the major theories and methods of sociolinguistics, the study of the relationship between language and society. We will look at the relationship between language variation and forms of social difference, including class, gender, ethnicity, sexuality and regional identity. We will also examine the relationship between language and social context, the ways in which individuals adjust their speech across social contexts and the structure of social interactions. The course will also examine issues of multilingualism and bilingualism, including questions of language choice and the effects of language contact. We will examine how new languages emerge from language contact and the factors involved in the maintenance or loss of languages in contact situations. The course will also examine the applications of sociolinguistics in education and language planning and approaches to studying the relationship between language and power. PREREQUISITES: LIN/ENG 211, LIN/ANT 325 or graduate standing.

STUDENT LEARNING OUTCOMES:

By the end of this course students should be able to...

- discuss the nature of language variation as it relates to forms of social difference across a range of sociolinguistic context (as demonstrated in exam essays)
- critically evaluate the social factors involved in language change, including sound change, language shift and the emergence of Creole languages (as demonstrated through the analysis of natural data and the evaluation of sociolinguistic research)
- apply sociolinguistic methods to analyze naturally-occurring language data (as shown through assignments involving the analysis of natural language data)
- critically evaluate theories related to language variation and linguistic diversity

REQUIREMENTS:

Undergraduate requirements:

Assignments (5 @ 5%)	25%
Midterm exam (Date: TBA)	15%
Final exam (Date: TBA)	30%
Research Paper	30%

Undergraduate Grading Scale: 90-100 = A, 80-90 = B, 70-80 = C, 60-70 = D, < 60 = E

NOTE: The assignments involve short (~ 1 page) analyses of language data using the methods discussed in class. The final exam is cumulative.

Graduate requirements:

Assignments (5 @ 5%)	25%
Midterm exam (Date: TBA)	10%
Final exam (Date: TBA)	25%
Research Paper	40%

Graduate Grading Scale: 90-100 = A, 80-90 = B, 70-80 = C, < 70 = E

Research paper:

For undergraduates: A short paper (8-10 pages) involving some form of original research on a question in sociolinguistics.

For graduate students: An in-depth (15-20 pages) research paper involving original research. The paper should include a review of the research literature related to the topic, a sociolinguistic analysis of natural language or survey data and a discussion of the implications of the research for sociolinguistic, linguistic, or social theory.

ATTENDANCE is mandatory. Having more than three unexcused absences will result in losing a point from your final grade for each additional absence. Coming to class more than 15 minutes late will count as an absence. If you must miss class because of illness, a family emergency, a religious holiday or a university-sponsored event, let me know as soon as possible so that we can make arrangements for making up any missed work.

STUDENTS WITH DISABILITIES or special needs (including learning disabilities) should contact me as soon as possible with certification from the Disability Resource Center so that I can arrange for proper accommodations. If you need certification, contact the center (room 2 Alumni gym). Questions about accommodations or disability resources should be directed to James Karnes (257-2754, jkarnes@uky.edu).

Contacting me outside of class: The easiest way to contact me is by e-mail. If you are unable to visit during office hours, but would like to meet with me, we can arrange an appointment at another time.

Course Policy on Academic Integrity:

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.)

Course Policy on Classroom civility and decorum:

The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

Text: Introducing Sociolinguistics by Rajend Mesthrie, Joan Swann, Andrea Deumert and William L. Leap.

Other readings as listed.

SCHEDULE:

Week One: Introduction

READING:

Introducing Sociolinguistics, chapter one, "Introduction"

Week Two: Regional dialectology

READING:

Introducing Sociolinguistics, chapter two, "Regional dialectology"

Hazen, Kirk and Ellen Fluharty. 2004. Defining Appalachian English, in *Linguistic diversity in the South: Changing codes, practices, and ideology*. University of Georgia Press. 50-66.

Johnstone, Barbara, Jennfier Andrus and Andrew E. Danielson. 2006. Mobility, indexicality and the enregisterment of "Pittsburghese" *Journal of English Linguistics* 34(2):77-104.

Week Three: Social dialectology

READING:

Introducing Sociolinguistics, chapter two, "Social dialectology"

Labov, William. 1972. The social stratification of /r/ in New York City department stores, in Labov, *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press. 43-70.
Trudgill, Peter. 1983. Acts of conflicting identity: The sociolinguistics of British pop-song pronunciation. In Trudgill, *On dialect: Social and geographical perspectives*. Malden, MA: Blackwell.

Week Four: Language variation and change

READING:

Introducing Sociolinguistics, chapter three, "Language variation and change"

Eckert, Penelope. 2008. Variation and the indexical field. *Journal of Sociolinguistics* 12(4): 453-476.

Week Five: African American English

READING:

Rickford, John. 1997. Suite for ebony and phonics. *Discover*. December.

Baugh, John. 2002/2001. "Linguistic Profiling" from Makoni et al, ed *Black Linguistics*. New York: Routledge. 2003: 155-168.

Mallinson, Christine and Walt Wolfram. 2002. Dialect accommodation in a bi-ethnic mountain enclave community: More evidence on the development of African American English. *Language in Society*. 31(5): 743-775.

Week Six: Styles and registers

READING:

Schilling-Estes, Natalie. 2002. Investigating stylistic variation, in *Handbook of Language Variation and Change*, ed by J. K. Chambers, Peter Trudgill, Natalie Schilling-Estes. Blackwell 2002.

Podesva, Rob. 2007. Phonation type as a stylistic variable: The use of falsetto in constructing a persona. *Journal of Sociolinguistics* 11(4): 478-504.

Bell, Alan. 2001. Back in style: reworking audience design, In Eckert and Rickford (eds) *Style and sociolinguistic variation*. Cambridge University Press.

Week Seven: Bilingualism/Multilingualism

READING:

Introducing Sociolinguistic, chapter five, "Language choice and code-switching"

MacSwan, Jeff. 2004. Code switching and grammatical theory, In *The handbook of bilingualism* ed by By Tej K. Bhatia, William C. Ritchie Blackwell. 283-312.

Chen, Katherine Hoi Ying. 2008. Positioning and repositioning: Linguistic practices and identity negotiation of overseas returning bilinguals in Hong Kong. *Multilingua* 27: 57-75

Week Eight: Interactional sociolinguistics

READING:

Introducing Sociolinguistics, chapter six, "Language and interaction"

Kitzinger, Celia. "Heteronormativity in action: Reproducing the heterosexual nuclear family in after-hours medical calls. *Social problems* 52, 2005:477-498.

Ehrlich, Susan. 1998. "The discursive reconstruction of sexual consent" *Discourse & Society* 9(2): 149-171.

Week Nine: Language and gender

READING:

Introducing Sociolinguistics, chapter seven, "Gender and language use"

Hall, Kira. "Lip service on the fantasy lines" in Kira Hall and Mary Bucholtz, eds. *Gender articulated: Language and the socially constructed self*. New York: Routledge, 1995: 183-216.

Eckert, Penny. 1996. Vowels and nail polish: The emergence of linguistic style in the preadolescent heterosexual marketplace. In Warner et al. *Gender and belief systems*. Berkeley: Berkeley Women and Language Group. 183-190.

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Cameron, Deborah. 1997. Performing gender identity: Young men's talk and the construction of heterosexuality masculinity. In Johnson and Meinhof, eds. *Language and Masculinity*. Oxford: Blackwell. 47-64.

Week Ten: Language contact

READING:

Introducing Sociolinguistics, chapter eight, "Language contact: Maintenance, shift and death"

Messing, Jaqueline. 2007. Multiple ideologies and competing discourses: Language shift in Tlaxcala, Mexico. *Language in Society* 36:555-577.

Dorian, Nancy. 1998. "Western language ideologies and small language prospects" from Lenore A. Grenoble and Lindsay J. Whaley *Endangered Languages: Current issues and future prospects*. Cambridge University Press.

Week Eleven: Language contact

READING:

Introducing Sociolinguistics, chapter nine: "Language contact 2: Pidgins, Creoles and 'New Englishes'"

Makoni, Sinfrey, Janina Brutt-Griffler, and Pedzisai Mashiri. 2007. The use of 'indigenous' and urban vernaculars in Zimbabwe. *Language in Society* 36:25-49.

Siegel, Jeff. 2000. Substrate influence in Hawai'i Creole English. *Language in Society* 29:197-236

Week Twelve: Language, power and representation

READING:

Introducing sociolinguistics, chapter ten, "Critical sociolinguistics: Approaches to language and power"

Barrett, Rusty. 1995. 'Supermodels of the world, unite!': Political economy and the language of performance among African American drag queens. In William Leap (ed), *Beyond the lavender lexicon: Authenticity, imagination, and appropriation in lesbian and gay languages*. Newark, NJ: Gordon and Breach. 203-223.

Chun, Elaine. 2009. "Ideologies of legitimate mockery: Margaret Cho's revoicings of Mock Asian" from *Beyond yellow English: Toward a linguistic anthropology of Asian Pacific America* ed by Angela Reyes and Adrienne Lo. Oxford University Press. 2009: 261-287.

Week Thirteen: Sociolinguistics of education

READING:

Introducing Sociolinguistics, chapter eleven, “Sociolinguistics and education”

Rickford, John. 1999. Attitudes towards African American Vernacular English: Classroom implications and strategies. In Rickford, *African American Vernacular English*. Malden, MA: Blackwell.

Bender, Margaret. 2002. From “easy phonetics” to the syllabary: An orthographic division of labor in Cherokee Language Education. *Anthropology & Education Quarterly* 33(1)90-117.

Week Fourteen: Language planning

READING:

Introducing Sociolinguistics, chapter thirteen, “Language planning and policy”

England, Nora. 2003. Mayan language revival and revitalization politics: Linguists and linguistic ideologies. *American Anthropologist* 105(4):733-742.

Hornberger, Nancy. 2002. Multilingual language policies and the continua of biliteracy: An ecological approach. *Language policy* 1:27-51.

Week Fifteen:

READING: Introducing Sociolinguistics, chapter fourteen, “Sociolinguistics of Signed Languages”

Week Sixteen:

READING: Bucholtz, Mary and Kira Hall. 2004. Theorizing identity in language and sexuality research. *Language in Society*. 33: 469-515

Eckert, Penelope. 2008. Variation and the indexical field. *Journal of Sociolinguistics*. 12:4. 453-76.

Final Exam Information

Date, time, location, other information

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-

expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.