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**Introduction to Sociolinguistics**
**LIN 542/ANTHCUL 572 Fall 2013**
**473 Lorch Hall**

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**Professor**: Robin Queen
**Office**: 406 Lorch Hall
**Office hours**: Tues: 1:30-3:30 or by appointment

**Internet addresses**:
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**Course Description**: This seminar presents a graduate-level introduction to sociolinguistics. Sociolinguists are researchers generally interested in trying to understand and systematically investigate language as it is related to social life and the social landscape. Sociolinguists do not have a common research paradigm, theory, epistemology or set of research questions; however, they do share the conviction that an understanding of language requires consideration of both the extralinguistic and the linguistic contexts in which language is produced, intended, and interpreted. We will consider many of the topics that people who call themselves sociolinguists (and linguistic anthropologists) have studied, including language change, language contact, linguistic diversity, bi- and multilingualism, the relationships between social identity and language use, and the connections of these issues to ideologies about language. We will focus on research from both sociolinguists and researchers in other relevant disciplines. Throughout the course, we will be interested in several issues concerning the research and the researchers we are studying, such as: What assumptions does this researcher make about language and about the nature of society and culture? How does this work give us insight into the nature and structure of language? How might this work fit into a general theory of language? How does this work relate to the work of other researchers interested in similar questions? What are the aims and methods used for focusing on this topic? How can this research be applied to other disciplines such as education, rhetoric, sociology, psychology, communications or to other professionals (e.g., teachers, doctors, lawyers, therapists, etc.)?

**Texts**:
Mallinson, Christine, Becky Childs and Gerard Van Herk. 2012. *Data Collection in Sociolinguistics.* Routledge.
Additional readings available in CTools

**Requirements**: The basic requirements for this course are attendance, intellectual engagement with the material, participation, occasional moments of grand insight and several written assignments of varying lengths. More specifically, I expect the following:

1. *BE IN CLASS AND BE PREPARED TO DISCUSS THE READINGS.* While this is relatively obvious, what it means in terms of my expectations of you is that you will have read all the material before you come to class and that you will have thought about it with respect to the basic concerns of the course. I don't expect to spend a lot of time lecturing to you about these topics. Rather, I expect that we will engage, as a class, in trying to understand what the researcher intended by the work and what the consequences of this work might be for our understanding of language and its relationships to society, culture and identity. Your participation will also include actively joining in class discussions. I assume that we all come to this endeavor with different degrees of knowledge, interest, expertise and life experience, and it is exactly those differences that will enrich our discussions of the material.

2. *WRITTEN ANNOTATIONS ON READINGS.* One of the most important scholarly skills you can develop is the ability to take good notes on articles and book chapters that you read. In order to give you the (admittedly forced) opportunity to practice this skill, we'll keep a shared annotated bibliography and you'll contribute to it 5 times (as noted in the schedule). I'll post a model so that you can see what I have in mind and at the end of the term, you'll have a nice collection of annotations about current sociolinguistic research. You can choose one of the articles I've selected or find your own (as long as it's on the relevant topic). You should be prepared to discuss your annotated reading in class.

3. *WRITTEN WORK:* In addition to the notes on the readings, you'll do four methods-related assignments. Details about each assignment are available on the course web site.

**Assignment 1**:     Mini Ethnography of Language                     **Due Oct. 3**

**Assignment 2**:     Sociolinguistic interview transcript and coding     **Due Oct. 29**

**Assignment 3**:     Quantitative analysis of sociolinguistic interviews   **Due Nov. 7**

**Assignment 4**:     Qualitative Analysis.                              **Dec. 5**

4. *A RESEARCH SQUIB.* Rather than a final exam or traditional research paper, your final project will consist of a 1-2 page research squib that you'll share with the class on the last day. It will include a basic question motivated by something you've encountered in the term, an idea about the kind of data you'd need to have to address the question; the methods you'd use and what you'd hope the work would contribute to the broader conversation.

Grading

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|---|---|
| **Class participation** | **10%** |
| **Annotation of 5 articles** | **25% @ 5% each.** |
| **Mini Ethnography of Language** | **15%** |
| **Sociolinguistic interview; coding and analysis** | **20%** |
| **Qualitative analysis** | **15%** |
| **Research Squib and Roundtable Conversation** | **15%** |

**Point/Letter conversion**

The course is based on percentage scale. Percentages at the end of the term will translate to letter grades as follows:

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|---|---|---|---|
| 98-100 % | A+ | 77-79 % | C+ |
| 94-97 % | A | 74-76 % | C |
| 90-93 % | A- | 70-73 % | C- |
| 87-89 % | B+ | 67-69 % | D+ |
| 84-86 % | B | 64-66 % | D |
| 80-83 % | B- | 60-63 % | D- |
| | | Below 60 % | E |

**Other matters of business:**

1      If you have any specific needs that must be met in order for you to participate fully in the course, please let me know right away. If you find that something is getting in the way of your full participation in the course, please come and talk to me about what is going on so that we can do our best to help find a solution.

2      I'm happy to correspond with you over e-mail if you need to make an appointment. Questions, comments and observations are best shared in class. In general, you can expect me to answer a short e-mail within 24 hours, except between 5 pm on Friday and 9 am on Monday or as otherwise noted. When e-mailing, please provide a subject line that makes it as clear as possible what you are e-mailing about.

3       Please be fully aware of the University's policies on scholastic dishonesty. When scholastic dishonesty is documented on any work for this course, you will receive a zero. Further, the matter may be turned over to the Dean of Student Academic Affairs for inquiry, with a recommendation of 'E' for the course. You should be particularly aware of plagiarism. Plagiarism is a form of cheating in which you use someone else's ideas and/or words (including those of your roommate, classmate, parent, significant other etc.) without proper citation of the source. It is plagiarism regardless of whether the material comes from a printed source, from the Internet or from a lecture or a friend: if you got the idea from someone else, you must cite the source properly—and this is true even if you aren't using the source's exact wording. You should familiarize yourself with issues of plagiarism and academic integrity (http://www.lib.umich.edu/academic-integrity).

# 542 Schedule of Readings and Events
MCV=Textbook; otherwise readings are available in CTools

| Date | Title | Reading | Assignments |
|---|---|---|---|
| 9/3/13 | Intro | | |
| 9/5/13 | Scope of sociolinguistics | MG 1; Chambers a | |
| 9/10/13 | Research Design | MCV: Part I, chapters only | |
| 9/12/13 | Origins—empirical foundations | Weinreich, Labov and Herzog; Chambers b | |
| 9/17/13 | Figures and Theories | History of Sociolinguistics | Practice annotations |
| 9/19/13 | Data Collection | MCV: Chaps 4-5 (with vignettes) | |
| 9/24/13 | Ethnography (examples) | Choices in CTools "Ethnography" | Annotations |
| 9/26/13 | Domains of interaction | Milory; Meyerhoff | |
| 10/1/13 | Variationism | Bayley; Cukor-Avila | |
| 10/3/13 | Ideology and Attitudes | Eckert; Preston | Mini-ethnography of language |
| 10/8/13 | Sociophonetics | Thomas | |
| 10/10/13 | Sociolinguistic interview | MCV, Chaps 6-7 (with vignettes) | |
| 10/15/13 | Study Day | | |
| 10/17/13 | Research Day; Readings in Variation | | |
| 10/22/13 | Variation and region | Gordon; Britain | Annotations (available in CTools "Variation") |
| 10/24/13 | Variation and social class | Dodsworth; Ash | |
| 10/29/13 | Variation and age | Roberts; Kirkham and Moore | Sociolinguistic interview transcript and coding |
| 10/31/13 | Variation and gender | Queen; Queen | |
| 11/5/13 | Variation and ethnicity | Fought; Green | |
| 11/7/13 | New Data: Surveys and Experiments | MCV: Chapters 8-9 (with vignettes) | Quantitative analysis |
| 11/12/13 | Experimental Sociolinguistics (examples) | Choices in CTools "Experimental" | Annotations |
| 11/14/13 | Code-switching, Multilingualism, language contact | Sankoff; Gardner-Chloros | |
| 11/19/13 | Code-switching, multilingualism, language contact (examples) | Choices in CTools "Contact" | Annotations |
| 11/21/13 | Working with and preserving existing Data | MCV: Part III, chapters only | |
| 11/26/13 | Style, register, enregisterment | Schilling; Kiesling | |
| 11/28/13 | Thanksgiving | | |
| 12/3/13 | Style, register, enregisterment | Choices in CTools "Style" | Annotations |
| 12/513 | Sharing Data and Findings | MCV Part IV, chapters only | Qualitative assignment |
| 12/10/13 | Research Roundtable Conversation | | Project Squib |