

Varieties of English

ELING 468 Fall 2025
JFSB B050 MWF 10:00–10:50pm
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Instructor: Dr. Joey Stanley
Email: joey_stanley@byu.edu
Office 4059 JFSB
Office hours: Tuesdays and Wednesdays from 2:00 to 3:00, or by appointment

Course Purpose

By the end of this course, successful students will be able to recognize the many ways that English varies across the world and will be able to use that knowledge to overcome their own and others' biases and judgements about language.

Snarky Content Alert! The purpose of the course is *not* to be able to imitate a bunch of accents. If you want to do that, take TMA 422. Nor will you necessarily be able to identify exactly where someone is from à la Henry Higgins—who, by the way, is a terrible person. You will likely get better at both this semester, but the purpose of the course will be more than just teaching you party tricks. The goal is to have you appreciate language diversity more—exactly the opposite of Henry Higgins.

Learning Outcomes

Properties of Varieties of English	Students will learn the basic properties of several varieties of English and be able to describe them using linguistic terminology.
History and Social Context	Students will be able to describe the social and historical contexts of different varieties and the general principles that lead to language differentiation.
Data Collection and Analysis	Students will learn to collect and analyze data using several methods.
Applications	Students will be able to apply their knowledge of language variation to a social context or a setting outside of academia.

Prerequisites

Officially, ELANG 223 or LING 201.

For what it's worth, you may find the course easier and more enjoyable if you...

- have taken courses in sounds, structure, history of English, and/or sociolinguistics.
- are comfortable with the full IPA chart, including diacritics.
- can label all 50 states on the map, are familiar with some counties in the UK, and have a general knowledge of where countries around the world are.

However, these extra prereqs are neither required nor enforced.

Materials

There is no required textbook for this course. While there are lots of introductions to American English, British English, and World Englishes out there, none have the same kind scope and depth that I'd like in this class. Instead of a textbook—and in fact, instead of readings at all—there will be audio and video material posted on LearningSuite.

Assignments and Grades

Your grade will be determined based on the following five types of assignments. More details on each can be found on Learning Suite.

	There will be many quizzes. Like, once we get past the introductory material, we'll have one on each variety we study. These are not meant to be busywork; instead, they are meant to make sure that you are learning the material well. They'll be posted on LearningSuite and I'll drop the lowest three.
Quizzes (25%)	
Discussion (20%)	In this course, we'll be using Learning Suite's Digital Dialog system (see below). There, you'll post commentary you have about the recordings associated with the lectures. Again, the lowest three will be dropped.
Assignments (20%)	There will be three somewhat substantial (perhaps mid-term-sized) assignments, one each at the end of Units 2, 3, and 4. They will include an assortment of prompts including identifying, comparing, and describing varieties in that unit, creating a prompt that you could use to study some linguistic variable, a reflection, and a final project check-in.
Presentation (15%)	You will select a variety of English and give an 8–10-minute presentation on it. This may be a variety we do not discuss in class, or you may select a variety we did discuss and do a deeper dive on it (such as a specific city within a region that we discuss).
Final Project (20%)	In lieu of a final exam, you will complete a final project that demonstrates your ability to apply knowledge from this course in a new way. Details will be provided later.

Your assignments will be weighted accordingly, and your final grade will be determined using the following table:

Grade	Minimum %	Grade	Minimum %	Grade	Minimum %
A	93	B–	80	D+	67

A-	90	C+	77	D	63
B+	87	C	73	D-	60
B	83	C-	70	E	0

Your Routine

For the first couple of weeks, there is not a lot you need to do outside of class. It will essentially a crash course in sociolinguistics mixed with foundational topics for studying varieties of English. The same is true for the last few weeks of the semester, which is more of a wrap-up.

But during the bulk of the semester, there is a lot you'll need to do to stay caught up. For every day we learn about a variety of English, here's what you should do:

1. Go to the Path tab of LearningSuite and find the “unit” for the variety.
2. Take the quiz, which is based on the lecture.
3. Jump over to the Content tab and find the page dedicated to the variety of English we just talked about.
 - a. Listen to and/or watch as many of the resources as you can. I understand you won't have time for everything, but the more you listen to the better your learning will be.
 - b. As you listen, make a note of interesting things you hear. This could be good examples of things we talked about in class, something you heard that we didn't talk about in class, something that we did talk about but that that particular speaker did not have in their speech. Make a note of the recording name, time, and specific words.
4. Jump over to the Dialog tab in LearningSuite and find the discussion about this variety.
 - a. Leave a comment about what you heard, including the details about the recording.
 - b. If you'd like, feel free to comment on, thumbs-up, or otherwise interact with other students' comments. I and/or the TA will try to do so.
5. Chip away at your bigger things for this course.
 - a. Put together your in-class presentation if you haven't done so already.
 - b. If we're past the first unit, start to work on the assignment for the previous unit.
 - c. Think about your final project. The earlier you choose a topic and collect data, the less stressful your finals week will be.

You'll end up doing this route about 30 times, one for each variety. This may seem like a lot, but because there is no textbook for this course, I am okay asking you to do a little more.

Communication

We'll be using LearningSuite for this course. You'll find the recordings you should listen to, all the quizzes and assignments, the discussion board, and your grades.

You may communicate with me by sending an email at any time. However, be aware that I do treat my job as a 9–5 gig, so I may not answer it the next day. That means if you email me late

Friday night, I might not get to it until Monday morning. Also, don't expect an immediate response if you email me at midnight before an assignment is due.

I'll use LearningSuite and email to make official class announcements if I need to communicate important information to you before the next class.

Office Hours

My office hours this semester are Tuesdays and Wednesdays from 2:00 to 3:00, or by appointment. I am happy to meet in-person at 4059 JFSB or via Zoom. For in-person meetings, you are more than welcome to drop by without making an appointment. If my door is closed, please don't hesitate to knock. If you plan on meeting over Zoom, shoot me a quick email so I know to expect you.

What are office hours for, you ask? Well, they're for YOU! This is time that I have set aside each week to dedicate to helping students. Do not feel like you are "wasting" my time by coming by because that is literally what that time is for! Don't feel like you need to stop by exactly at the start time either; any time during the entire window is fair game. And don't feel pressured into making it quick: if you want to spend the whole block of time hashing out some things or getting help for whatever reason, that's okay!

You may think that office hours are only for help with homework or if you didn't understand the lecture. Not true! I mean, if you'd like to meet for those reasons, that's certainly fine. But, you can come into office hours to talk about whatever—other things related to the class, other linguistics classes, some fun project idea you're thinking about, guidance on picking a research topic, talking about your future after graduation, shooting the breeze about breadmaking, succulents, or playing the organ, etc, etc, etc. This is your chance to have dedicated one-on-one time with me to talk shop, regardless of whether it has to do with this class (or any class). I love it when students come by and you should definitely feel comfortable doing so, for whatever reason.

They're also good ways for me to get to know you. If you end up applying to a future job, a PhD program, law school, or med school, you'll need letters of recommendations. I can't really write a good one if you were "just" another student in my class. But if you've come into office hours and given me a chance to get to know you a little bit better, I can definitely write a better letter for you, if needed.

Classroom Policies

Attendance and Presence

I will not grade you on your attendance. However, I do expect you to be here, both in mind and body. Technology, food, knitting, etc are fine as long as they do not distract you or others. (And if you knit, I'll definitely be curious and will ask about it since I'm a beginning knitter myself!) There will be opportunity to participate in discussions every day. When we hear recordings, I

expect you to treat all speakers and varieties with respect: it is never okay to laugh at the way someone speaks. We will have many in-class presentations; I expect you to arrive on time, to pay attention to what the presenter is saying, and to have comments and questions at the end.

Late Policy

Homework is due *when class starts* (not midnight!) on the days they are listed on LearningSuite. After that, work will be accepted without penalty until the TA starts grading them. The TA may grade one assignment three minutes after class starts and another assignment a week after it's due. If you turn it in after the TA grades it, it will not be accepted.

I do this so that grading can happen all in one sitting. It's unfair to the TA to have to switch tasks and return to the same assignment multiple times. It's also unfair to the students who turn materials in on time and have to wait a long time for their grade. It is also better for you because grading is more consistent.

I understand that "it's due when the TA gets to it" can be anxiety-inducing. Just remember that you're safe if you turn things in before the due date/time that is listed on LearningSuite.

Remote Learning

I would very much prefer that you attend in-person as much as you can. However, I do record each lecture on Zoom and make the recording available on LearningSuite. You're welcome to attend live or watch the recording afterwards. You can find the link and the recordings by going to Learning Suite > Online. With enough clicking (usually there's an eyeball icon), you should be able to see the password

Please be aware that your online experience may not be as good. I may forget to start Zoom, even if I say I'll get it going for you. I'll do what I can to make the recording good for you such as sharing screen, sharing sound, and good microphone placement but because my focus is on the in-person attendees, I cannot guarantee those adjustments.

To reiterate, I very much prefer that you attend in-person and I believe you will have a better experience by doing so.

Overlapping Work

Occasionally, students propose a final project that overlaps to some degree with a project they are doing or have done for another class. In general, this may be acceptable under the following conditions:

- You get approval both from me and from the instructor of the other course. I'd prefer that you contact each of us separately and then once we've agreed to it, send an email to the two of us together confirming it so that everyone's on the same page. Ideally, this happens relatively early in the semester or as soon as you determine that you'd like to do some overlapping work.

- The paper/project you submit for this course meets all the requirements for this course and should be written in such a way that I wouldn't be able to tell that it was used for another course. This typically means substantially rewriting the paper.
- Your paper/project demonstrates that you have gained new knowledge in this course in this semester. This means turning in something that was mostly done in a previous semester is probably not going to work out unless you've done a substantial new development.
- You are honest in your representation of the work you have done.

Let me know if you have any questions about this policy or wish to discuss a project proposal.

Using AI

Here's what the department policies are regarding the use of AI:

The Department of Linguistics supports the [university-level statement](#) on the use of generative artificial intelligence (AI) for academic and professional purposes. The department also expects students, faculty, and staff to follow the [Academic Honesty Policy](#). In addition, the department expects graduate students to follow the [Graduate Studies Statement on Use of AI](#).

The department encourages its instructors to clearly delimit what their expectations are with respect to the use or non-use of generative AI in their classes, and their students are encouraged to follow those expectations. Use of generative AI that is not consistent with the expectations of a given instructor is considered a violation of the Academic Honesty Policy.

Please also see the [Teaching With Artificial Intelligence](#) document put together by the College of Humanities Task Force. It is more intended for faculty, but it is worth a read still.

With that said, here are my thoughts. AI can be an extremely helpful tool and when used properly, can enhance your education rather than replace it. Here are some things I've personally used AI for:

- help design courses, like figuring out which topics I should cover and writing rubrics
- brainstorming ideas for homework assignments on a particular topic
- menial tasks like writing example sentences that include a certain word or words
- shortening some of my writing without loss of content

Here are some other things I've heard people using it for:

- summarizing a long YouTube video's transcription into a few bullet points
- coming up with an outline for a paper
- finding connections between different seemingly unrelated paragraphs

- being devil's advocate in your writing and giving you ideas for counterarguments to points your paper is trying to make

The common theme here is that the proper use of AI is to treat it primarily as a tool to *augment* your own work rather than to *replace* it. In the case of course preparation, I brainstormed my own ideas, asked for students' input, and consulted potential textbooks before turning to AI. Incidentally, the list of topics the AI provided me was very similar to list I had come up with on my own and mostly served as a point of confirmation rather than a source of new information. (I don't want to compare AI to the Spirit, but Moroni 10:3–5 comes to mind here.) In other cases, I knew enough about the topic before turning to AI that I could spot bad recommendations. In no case did I accept the output of AI at face value and add it to my work as-is: there is always careful consideration of what it provides. When I did decide to use its output, I translated it into my own words and adapted it to my particular situation.

There are times when you can use AI to help with your coursework. There are times when it is not appropriate to do so. Let's say you struggle with writing in an academic register, either because English is not your first language or because you're just not comfortable with this style of writing. An inappropriate use of AI is to let it complete your assignment for you. An appropriate use of AI would be to give it a prompt like this:

"Here is a paragraph I am writing for a college term paper. [Provide the paragraph]. I am struggling with two things: English prepositions and English tense [or appropriate writing style, or whatever]. Please correct any errors you can find in either of these. Mark the corrections for me. Then give 3–4 tips for prepositions and tense based on the corrections."

With this method, you are using AI to help you learn and get better—augmenting what you can already do—rather than having it do your work for you. (I thank Dan Dewey for this example.)

Here is a paragraph from BYU's [Generative Artificial Intelligence](#) folks that I think best describes how you should use AI:

Before using GenAI on an assignment, you must ask your professor for permission if they have not already explicitly stated that it is permitted. If the professor has not said anything about GenAI use for either the assignment or in the syllabus, assume that using GenAI is not permitted. For each class, the professor is the arbiter of academic integrity. Use them as your first recourse when determining what is acceptable or unacceptable for an assignment.

Regarding using Large Language Models (LLMs) specifically to generate text in order to replace the work of writing, please do not do that. Andrew Heiss, a public policy and political science professor at Georgia State, has a nice explanation about why not [here](#). (He's a member of the church too and has a sidenote explaining the colorful language!) It basically comes down to this:

writing is an essential part of learning and if you skip it, you're not learning. Please do not use ChatGPT or other AI models to write your papers.

At this point, I assume that you regularly use AI in your daily life. I do, especially for recipes and recommended runs to improve my pace. But one issue that I am now seeing with student work though is that even if they did not use AI for academic writing (or at least claim to), their writing style is starting to mimic it. Think about it: how much AI-generated content have you read about topics related to linguistics? Now think about how much actual linguistic writing you've read. If AI-generated writing makes up a disproportionately large amount of what you read about linguistics... well that's not good for a lot of reasons. But one is that when it comes time for you to write academically, what you're most familiar with is AI-generated writing and so that's what you'll mimic. I therefore strongly urge you to not use AI for course content, even if it's unrelated to homework, and to read as much academic writing written by actual humans as you can.

I mostly leave it up to you about how and when to use AI in your work. Please use good judgment and consider BYU's official statements above when doing so. If you are not sure about your use of AI, please talk to me. My expectation is that it will not be used for generating text.

If you do use AI in your work, you must write a note at the bottom of the assignment stating clearly how you used it. By "clearly", I mean that you should mention what tool you used (ChatGPT-5, Grammerly, etc), how you used it (to improve grammar, when brainstorming), a proper citation for it, and what you learned from using the tool. Here is an example citation:

OpenAI. (2025). ChatGPT (GPT-5) [Large language model]. <https://chat.openai.com> (accessed August 19, 2025)

If I suspect AI in your writing, I will carefully evaluate the evidence available to me. I will express to you my suspicions in the comments portion of your homework and will provide my evidence. I will initially give you a grade that reflects the work that I think you actually did. If I was wrong, let's chat. Repeated use, especially after I've called you out, may lead to heavier consequences.

Schedule (subject to change)

Unit 1: Foundations

- | | |
|--------|---------------------------|
| Sep 3 | Course introduction |
| Sep 5 | English dialectology |
| Sep 8 | Standardized language |
| Sep 10 | Language-internal factors |
| Sep 12 | Language-external factors |
| Sep 15 | Wells lexical sets |

Unit 2: North America

- | | |
|--------|-------------------------------|
| Sep 17 | Vowel shifts in North America |
| Sep 19 | Northeastern American English |
| Sep 22 | Northern American English |
| Sep 24 | Southern American English |
| Sep 26 | Midwestern American English |
| Sep 29 | Western American English |
| Oct 1 | Utah English |
| Oct 3 | African American English |
| Oct 6 | flex day |
| Oct 8 | Chicano English |
| Oct 10 | Canadian English |
| Oct 13 | Newfoundland English |

Unit 3: The British Isles

- | | |
|--------|-------------------------|
| Oct 15 | RP |
| Oct 17 | Cockney |
| Oct 20 | Estuary English and MLE |
| Oct 22 | West Country English |
| Oct 24 | West Midlands English |
| Oct 27 | Northern English |
| Oct 29 | Scottish English |
| Oct 31 | Irish English |
| Nov 3 | Welsh English |

Unit 4: Other world varieties

- | | |
|--------|------------------------|
| Nov 5 | Australian English |
| Nov 7 | New Zealand English |
| Nov 10 | South African English |
| Nov 12 | Nigerian English |
| Nov 14 | Indian English |
| Nov 17 | Malaysian English |
| Nov 19 | Hawaiian English |
| Nov 21 | Norfuk and Pitkern |
| Nov 24 | Understudied varieties |

Unit 5: Applications

- | | |
|--------|--------------------------------|
| Dec 1 | Variation in written English |
| Dec 3 | Dialect awareness |
| Dec 5 | Linguistic discrimination |
| Dec 8 | The future of American English |
| Dec 10 | The future of World Englishes |

Due Dates

Unit 2 Assignment: October 27

Unit 3 Assignment: November 17

Unit 4 Assignment: December 10

All quizzes and discussion board comments are due about five days (=two lecture days) after the relevant lecture.

In-class presentations will be scattered throughout the semester.

Final projects are due Tuesday, December 16 at 11:59pm (the second-to-last day of finals).

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates

qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to

acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's

own individual work without proper attribution is a serious form of plagiarism.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Compliance Hotline and BYU Policies

If you have questions about university policies, including those discussed in this syllabus, please visit <https://policy.byu.edu>.

If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at <https://hotline.byu.edu>. Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation,

or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should:

- (1) Remember that we are each responsible for enabling a productive, respectful dialogue.
- (2) To enable time for everyone to speak, strive to be concise with your thoughts.
- (3) Respect all speakers by listening actively.
- (4) Treat others with the respect that you would like them to treat you with, regardless of your differences.
- (5) Do not interrupt others.
- (6) Always try to understand what is being said before you respond.
- (7) Ask for clarification instead of making assumptions.
- (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack.
- (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to.

Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf?view=searchterm=deliberation%20guidelines>)

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without

the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

BYU College of Humanities Statement on Inclusion

We strive to cultivate mutual respect and empathy for all people, no matter their ethnic, racial, or cultural background, or sexual orientation. Elder Ballard said at a BYU devotional in Feb. 2020: "Through discrimination, racism, sexism, and other social ills, we will often impose false identities on others that keep them and us from progressing. This can stop when we see all people as children of God. We consider every person divine in origin, nature, and potential. Each possesses seeds of divinity. And 'each is a beloved spirit [child] of heavenly parents."

We invite all to participate in open and honest inquiry in our classrooms where we deal with complicated social and moral issues. In these conversations we seek to

- Respect and value the contributions of people from backgrounds, religions, and cultures other than our own
- Be aware of hurtful words and phrases
- Learn about and understand different cultural traditions
- Acknowledge discomfort when participating in class discussions about difficult topics

- Speak up on behalf of those who may be hurt by harmful speech
- Show willingness to work in groups with people of diverse backgrounds
- Respond with humility and teachability when our words offend
- Approach these issues with sincerity, respect, and compassion
- Express tolerance, love, and understanding
-

We fall short of our ideals when we

- Behave as if one is morally superior for treating someone of another race with kindness or not recognizing that benevolent stereotypes can be condescending or paternalistic
- Use words without understanding social context or the full range of a term's meanings
- Expect that everyone in the Church shares similar cultural or political values
- Tacitly accept derogatory, racist, or sexist language without calling it into question
- Excuse or minimize the damage done by others—including leaders—who discriminate or who are biased
- Make assumptions about someone's abilities or attributes based on the color of their skin or national origin
- Assume on the basis of a person's appearance or accent that they come from another country or have a certain immigration status
- Presume that those who suffer from famine, poverty, crime, environmental disasters, or war brought these conditions upon themselves

The College of Humanities is attuned to the reality of an increasingly diverse Church membership. We aspire to better

understand our own language and history, and to use language to connect and heal rather than to divide and harm. We invite students, staff, and faculty to use their time in our college to strive toward conduct worthy of Christian discipleship, where we are "no more strangers and foreigners, but fellowcitizens with the saints, and of the household of God" (Ephesians 2:19).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

BYU College of Humanities Statement on Respect and Equity

The BYU College of Humanities strives to become a community of spiritual, emotional, and intellectual maturity. All participants in classes offered by our college are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. As President Oaks has advised, "Followers of Christ should be examples of civility." In keeping with this guidance, class members should eschew insults and slurs of any variety; should engage openly and respectfully in dialogue with other members of the class, especially when discussing emotionally-charged issues; and should refrain from making assumptions based on gender, economic

status, race, ethnicity, sexual orientation, or other groupings. Let our classrooms be places where we follow President Nelson's call to "lead out in abandoning attitudes and actions of prejudice." Let us use sensitivity when discussing Church policies related to gender, in "ways that show empathy and understanding for everyone," in Elder Holland's words. In addition, please be careful to treat all instructors and teaching assistants with due respect for their position and qualifications ([studies](#) suggest that students consistently evaluate instructors differently based on gender). We urge members of our community to embrace a professional ethic, and to recognize that all of God's children bring something unique and valuable to our collective experience.