**LIGN 8: Languages and Cultures in America**

**Instructor**: Justin D. McIntosh, Ph.D. ([jmcintosh@ucsd.edu](mailto:jmcintosh@ucsd.edu))

**Class time & location**: T/TH 12:30 pm – 1:50 pm – MOS 0114

**Student office hours**: T/Th 11:00am -12:00 pm & by appointment - AP&M 3202 [MAP](http://act.ucsd.edu/maps/?lat=32.87922723613284&lng=-117.24106&t=roadmap&z=17&p=461&r=100&mkrs%5B%5D=461&v=3&wid=461&mid=461)

No textbook required; course material accessible via canvas ([https://canvas.ucsd.edu/](https://canvas.ucsd.edu/courses/51779))

**Teaching Assistants**:

**Name Email Student office hours Location**

Emilio Gonzalez [emg008@ucsd.edu](mailto:emg008@ucsd.edu) Tuesday 3 - 4 pm & by appointment [Zoom](https://ucsd.zoom.us/j/7809934003)

Matt Carter [mccarter@ucsd.edu](mailto:mccarter@UCSD.EDU) Thursday 2pm & by appointment AP&M 4452

Noah Khaloo [nkhaloo@ucsd.edu](mailto:nkhaloo@ucsd.edu) Friday 11am - 12 pm & by appointment [Zoom](https://ucsd.zoom.us/j/97092670385)

**How to communicate with us:**

* All public inquiries regarding the course should be posted on the Canvas discussion board - [HERE](https://canvas.ucsd.edu/courses/55264/discussion_topics).

**Examples of public inquiries:** *questions about assignments or other course material*.

Please refrain from writing emails about public inquiries. Because this is a large class it is much easier to answer a question once for everyone on our discussion board - [HERE](https://canvas.ucsd.edu/courses/55264/discussion_topics)

* All private inquiries regarding the course should be addressed by e-mail to one of the TAs. **Examples of private inquiries:** *questions about your grade or other personal issues.*
* All communications must be courteous and respectful if you expect a response.
* Please include the following *basic* elements in all email communication with instructor & TA:
* *Include* **LIGN8** *in the subject line* - (we all get a lot of email and this is not my only class)
* *Use a salutation that includes the professor’s/TA’s name (Not just “Hey” or “\_\_\_\_\_\_” nothing.*
* *Use standard punctuation, capitalization, spelling and grammar.*
* *Do your part to solve what you need to solve –* ***please check the syllabus for the answer first****.*
* *Write in complete sentences, use your academic account, and sign your message with a signature.*

**Course overview:[[1]](#footnote-0)**

This course presents a history and an overview of languages spoken in the United States and explores the social and political issues that surround these languages and their users. As we are all users of at least one “American” language, our personal linguistic and cultural background(s) and language ideologies are fundamental to this course. The themes we will discuss revolve around us, our co-existence as language users, and how our beliefs shape language practices. The content and the perspectives of this course require an ongoing dialogue that *should* allow us to reflect critically and analytically about our existence as language users, social beings, and how these themes shape our linguistic practices. Participation in class is crucial, and attendance is required.

The course is organized around a four-way categorization of languages: (i) indigenous (Native American) languages, (ii) colonial languages (those that arrived from Europe during the formation of the United States), (iii) immigrant languages (those that came later), and (iv) new languages (e.g., American Sign Language) which developed here.

We will address what makes an individual “American” language distinct in terms of its history and social status, and also what it has in common beyond the classification of being “American”. We will also study the politics of language in the United States through the history of language policy and issues such as indigenous language reclamation, the Ebonics controversy, bilingual education, and whether English should have an official status.

**Course goals:** By taking this **DEI** (Diversity, Equity & Inclusion) approved course, you should be able to –

* Understand and appreciate the intrinsic value of diversity in language varieties spoken in the US and beyond.
* Use linguistics as a tool to engage in informed, critical discussion about language, culture and society.
* Address stereotypes about languages, and learn how values about languages shape language attitudes, language practices and our own linguistic identities.
* Discuss how socio-political issues often masquerade as language/linguistic issues.

**Course requirements and meeting schedule:**

1. **Participation and engagement are required (10% of course grade)**

* **Grade: Weekly *in-class* quizzes** based on topics from readings, discussions, and lectures. These cannot be made up and you must be present in class to answer them as they are in-part discussion based and interactive.
  + They are released in class and will have a passcode to gain access.
  + If you miss a quiz please refer to our policy on missed/late work [HERE](#bookmark=kix.82iwr7ihk6qf) before requesting a make-up.
* **Meetings:** This course will include a mix of lectures and discussion - to be conducted during the scheduled course time on Tuesdays and Thursdays. There is not a separate discussion component for this course.
* **Attendance** to Lectures and participation in discussion is expected.  Please be on time and prepared to begin when the instructor is ready. Please remain in class for the entire period. Late arrival, early departure, or other forms of absences should be avoided. If you miss class, there is no need to inform us of your absence as we do not take attendance.

1. **Readings and Lectures**

Readings are available on canvas, under ‘Readings’. **Actively reading the course materials is essential to the synthesis and writing of your final paper.**

**Do the assigned reading in conjunction with all lectures (before you come to class).**

Lectures will generally build on the material in the readings, *not recapitulate*it, and will go beyond that material in certain respects. You are to read critically looking for the arguments, main points, and reasoning. That doesn’t mean that you skim, but that you should learn to read without getting bogged down trying to remember details.

1. **Canvas homework assignments (15% of course grade)**

One will be due about every two weeks (first assignment is an Anonymous Survey **due – 04/10)**

Format: multiple-choice, multiple answer, & true/false questions covering any course material.

Due on **Sundays at 11:59 pm**. Check the schedule (pg. 6) or Canvas for the specific date for each assignment.

1. **Two midterm exams (40% of course grade (20% per exam))**

Midterm 1: **Will be a take-home exam released on Tuesday 5/07 @ 12:30pm -**

Midterm 2: **Will be a take-home exam - due Monday 06/10 @ 2:30 pm - This is your final exam**

1. **Final Paper - Linguistic Autobiography research paper (35% of course grade)**

* Project details will be discussed and outlined in-class during **week 03**
* Summary of Assignment: You are to write a linguistic autobiography from a language perspective – looking at issues of languages learned or used by you or your ancestors, your language (learning/use) goals, and your current beliefs about issues of language policy (e.g., should English be the official language of the U.S.?), etc. A document with more details and instructions will be available on canvas.
* **Due date:** **Wednesday** **June 5th by 11:59 pm - Important Note: Final draft cannot be rewritten.** If you have questions about your final paper it is *imperative* that you work them out as you go along before the due date. Begin thinking about this assignment early on so that you can write an excellent paper.
* To be submitted on canvas through the (TurnItIn) link on the assignment page.

| **Grading summary[[2]](#footnote-1)** | **Percentage-to-letter grade system** | | | |
| --- | --- | --- | --- | --- |
| Class Participation Quizzes ..………………...10%  Homework Assignments ………….……...….15%  Linguistic Autobiography Essay …………….30%  combined with final paper thesis……….....05%  2 Midterm Exams ……………………………40%  Total (course grade)………………..………...100%  SONA extra credit …………………..………...02%  Possible Total…………………………………102% | 100% – 97% | A+ | <80% – 77% | C+ |
| <97% – 94% | A | <77% – 74% | C |
| <94% – 90% | A- | <74% – 70% | C- |
| <90% – 87% | B+ | <70% – 60% | D |
| <87% – 84% | B | <60% – 0% | F |
| <84% – 80% | B- |  |  |

**General course expectations:**

* The readings and material made available on canvas are **not** substitutes for attending lectures. Most of it is unlikely to make much sense unless you also view the lectures and attend discussions.
* It is imperative that you read things carefully and completely, including this syllabus, linguistic autobiography instructions, and any announcements that are posted on the course website or sent by email. **Pleading ignorance (e.g., “I didn’t know I was supposed to \_\_\_\_\_\_\_\_\_\_\_.”) will not work**; you are expected to stay on top of all course material and required readings.
* If you have to miss a class for **any reason**, don’t expect a run-down of the class you missed from us. Find out what happened in class from the canvas [discussion board](https://canvas.ucsd.edu/courses/46268/discussion_topics) or a classmate, look the material over carefully, and **only then** come to us with any remaining questions you may have.

**Non-negotiable policy for make-up or late work:**

* **It is YOUR responsibility to stay current with the course material**. There will be **weekly** **in-class quizzes** and homework assignments listed on the syllabus and CANVAS.
* Make-up or late assignments, quizzes, reports, exams are allowed only if you provide documented proof of an emergency to one of the TAs/Instructor. ***Please do not make us ask for this documentation — be prepared.***
  + Make-up canvas assignments will be made available on canvas only for 24–48 hours after submission of documented proof of emergency (at **TA/Instructor’s** discretion).
  + A 1% **course grade** penalty will be assessed for all coursework handed in within 24 hours after the due date/time, and an additional 1% penalty for every 24-hour period thereafter. **No late work will be accepted after five 24-hour periods. NO** extensions allowed after the deadline without documented proof of an emergency.
  + If you are unable to be present at an exam due to an emergency, please inform the instructor and your TA as soon as possible. **Failure to do so will result in a zero grade for the exam.**

A substitute exam will consist of a one-on-one question-and-answer session with the instructor, at a time to be negotiated upon receipt of the documented proof of emergency.

**Course Policies:**

We should all abide by UCSD’s *Principles of Community*: <http://www.ucsd.edu/explore/about/principles.html>

Please review the University’s Policy on Student Conduct: <http://students.ucsd.edu/sponsor/student-conduct/index.html>

**Participate - Engage:** Speak up, ask questions, confirm your understanding — and remember to give others a chance to do the same. The classroom is a place to expand knowledge and experiences safely, while being respected and valued. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. In accordance with the values of UC San Diego to create a diverse, equitable, and inclusive campus, this course strives to uphold the standards articulated by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion. It is expected that all members of this class uphold these values to develop a supportive learning community that fosters rich discussions through the sharing of personal ideas, experiences, and relationships to course material. Honesty, listening for understanding, a willingness to share ideas, and respect for self and others are essential guidelines that help create a positive learning environment. In principle, each one of us deserves *no more* and *no less* than an equal share of time and attention in the course. Respectfully take advantage of this!

**Writing:** All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected ofcollege level work. Use of [APA](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) style **is required** for all papers. If you need writing assistance,please seek help from the [Teaching+Learning Commons](https://commons.ucsd.edu/academic-support/writing/index.html). Do so early on as time slots fill up quickly. All papers are to be in [APA](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) format,proofread, and solely the work of the author. **After your final paper is submitted please do not ask for a rewrite. If you have questions about the format of the assignment please consult the instructor or TA before the assignment is due.**

**Academic Integrity[[3]](#footnote-2):** UCSDLinguistics Department takes academic honesty seriously and does not tolerate plagiarism or other forms of cheating or dishonesty. Students in this class have the right to expect that their fellow students are upholding the academic integrity of the University. You may ask other students to read and comment on your work but all analytic work is expected to be your own. You will appropriately recognize and cite all sources of data or information you use. If you are unsure how to do this, please come to office hours or ask in class. If you are unsure what constitutes plagiarism, please see UCSD's academic honesty policy here:[http://academicintegrity.ucsd.edu/](https://urldefense.com/v3/__https://www.google.com/url?q=http:**Aacademicintegrity.ucsd.edu*&sa=D&source=editors&ust=1660252802785369&usg=AOvVaw3ejZqaFh7cCTTqStKzG7HT__;Ly8v!!Mih3wA!AOx0v2OatKL-Dzlh5c2WO_Qigwnlpx_6Npd-JU922FYxcrYEh9jwFKpYpRlkNLzckGrVOb2pKWuay243bvqTqQ7q$). **All cases of suspected plagiarism and cheating will be referred to the office of academic integrity.**

In addition, homework assignments must be answered in your own words. **Do not** use Google or other internet *‘study’* sites to find homework answers, it will only be confusing. This will be considered plagiarism if you copy another student’s homework answers (whether that student is presently in the course or has previously been enrolled) or copy materials found online **without citation**. If ideas did not originate from you, then they must be cited in [APA](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) format.

**Group Work:** Participation in class discussion should be used to foster a collaborative environment. **Group work is not allowed on any assignments or quizzes.**

**Use of Computers and Mobile Devices:** Computers and tablets should be used ONLY for the purpose of viewing Lectures, participating in Discussion Sections, and taking notes in class. Interestingly, research shows that taking notes on a computer is actually counter-productive (i.e., people tend to just write down everything they hear verbatim without much thought), whereas people process information on a much deeper level when they take notes on paper. Cell phones and all other electronics should always be always turned to silent during class Lectures and Discussions.

**Recording:** Explicit permission from the instructor must be obtained if a student would like to record lectures or office hours, otherwise **no recording is allowed at any time.**

**Students with Special Circumstances:**

**UC San Diego** is committed to full inclusion in education for all persons. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please let me know as early as possible if there are circumstances affecting your ability to participate in class. Some resources that might be of use include the following.

**Office of Students with Disabilities (OSD) Accommodations:** The OSD works with UCSD students with documented disabilities or recent injuries that could impact their academics. Students requesting accommodations for this course must provide a current Authorization for Accommodation (AFA) letter issued by OSD. Students are urged to discuss accommodations with instructors and the HDS OSD liaison as soon as they obtain their AFA letters. For accommodations to be provided, please make arrangements no later than three business days in advance of needing them. Contact at <http://osd.ucsd.edu/>.

**UC San Diego CAPS (Counseling & Psychological Services):** CAPS integrative and student-centered services are designed to support students towards their academic success and personal development and well-being while at UC San Diego. Please contact at <https://wellness.ucsd.edu/caps/>.

**COVID-19 Support for students:** If you feel like you are experiencing COVID19 symptoms please do your part to keep our campus safe and virus free. If you are not feeling well please stay home and contact Student Health Services at: <https://studenthealth.ucsd.edu/appointments/covid.html>

**UC San Diego Undocumented Student Serves:** UC San Diego's Undocumented Student Services office serves undocumented students through a holistic approach that encompasses personal guidance, immigration legal services, advocacy, community building, and referrals. Please contact at <https://uss.ucsd.edu/>.

**The HUB Basic Needs Center:** Providing resources so that each UC San Diego student has the opportunity to focus on their academic excellence, Basic Needs refers to the most essential resources required to thrive as a human being which includes access to nutritious food, stable housing, and financial resources. Please contact at <https://basicneeds.ucsd.edu/>.

**Academic Achievement Hub at the Teaching and Learning Commons:** The Academic Achievement Hub helps all undergraduates advance their own success and develop as classroom leaders. Services and programs reinforce and extend student learning in physical as well as virtual environments. Please contact at <https://aah.ucsd.edu/>.

**CANVAS:** canvas is our class resource for finding lecture slides, completing assignments, sharing supplemental readings and websites of interest, and information about assignments or course topics beyond what is discussed in class, and asking questions. It is important that you check it regularly for updates.

Here is the map to our canvas:

| **The item you want** | **Where it is on canvas** |
| --- | --- |
| Syllabus  Lecture slides  Readings  Homework Assignments  Linguistic Autobiography Essay  Quizzes  Place for posting questions about the class  Course related announcements  Zoom Recordings of Classes online | ‘Modules > Syllabus’  ‘Modules > Lecture Slides’ (organized by class)  ‘Modules > Readings’ (organized by class)  ‘Modules > Homework Assignments’  ‘Modules > Linguistic Autobiography Essay’  ‘Assignments > In Class Quizzes and Participation’  ‘Discussions’  ‘Announcements’  ‘Media Gallery’ |

**Extra Credit: SONA - Linguistics experiment participation (worth 2% extra credit towards final grade):**

You may earn extra credit for this class by participating in an experiment. One credit is equal to up to 1 hour of experiment participation; you may earn up to 2 credits, amounting to 2% of your final grade (1% each).

For participation details, visit the UCSD sona website at [http://ucsd.sona-systems.com](https://ucsd.sona-systems.com/student_new_user.aspx), and be sure to read the text on the main page. **Please note that in order to guarantee your credit, you must (a) enter your full name as it appears on the class roster, and (b) make sure to visit the UCSD sona website again, after you have participated in an experiment, to assign your participation credit to the right course.** For detailed instructions, see: <https://psychology.ucsd.edu/undergraduate-program/undergraduate-resources/sona/index.html>

We prefer that you sign up for a *language-related* experiment, but this may not be possible or desirable for some reason or another. Participation in any experiment will thus count.

For this assignment there is nothing to turn in. At the end of the quarter we will receive a spreadsheet with everyone's SONA credit. After we receive these details your credit will be entered on Canvas. If you have questions about credit or an experiment that you have participated in please contact SONA [HERE](https://psychology.ucsd.edu/undergraduate-program/undergraduate-resources/sona/index.html). We do not have any access or information about any of your work in SONA.

**Fulfillment of this extra credit assignment is due by 4pm on Wednesday of week 10 - No Exceptions.**

**Tentative schedule:** (Subject to change; changes will be announced as far in advance as possible)

| **Wk** | **Date** | **Lecture topic(s)** | **Assigned readings** | **Due dates** |
| --- | --- | --- | --- | --- |
| 0 | 03/27 | Read the syllabus *- the whole thing!* | **Course Syllabus - Read it!** | **Read the whole syllabus!** |
| 1 | 04/02 | Introduction to class - What is language, | [1.1] Finegan, 2008. Languages and linguistics | **Ensure access to** [**Canvas**](https://canvas.ucsd.edu/courses/55264/pages/lign8-languages-and-cultures-of-america) |
| 04/04 | Prescription vs. description  *Discussion: What is language; prescription vs. description* | [1.2] Nettle & Romaine, 2000. A world of diversity |  |
| 2 | 04/09 | Dialects and standards of language, officialness. Linguistic analysis: Sounds and Sound patterns | [2.1] Fromkin, 2017. Phonetics Pgs. 183-202 | **HW #1** 04/10 @ 11:59 pm  - *Anonymous survey* |
| 04/11 | Linguistic analysis: words and rules  *Discussion: Words & Rules, Sounds & Sound patterns* | [2.2] Fromkin, 2017. Morphology Pgs. 33-52 |  |
| 3 | 04/16 | **Documentary:** *The linguists* [link here](https://www.kanopy.com/en/ucsd/watch/video/10457515) - (you need to be logged in to UCSD’s VPN if you are off campus)  *Discussion: The linguists* - | [3.1] Wolfram & Schilling-Estes, 1998. The reality of dialects |  |
| 04/18 | Language status: National language, Official Language; language diversity in America & California.  Final paper - Linguistic Autobiography - [link here](https://canvas.ucsd.edu/courses/51779/assignments/728783) | [3.2] Bayley, 2004. Linguistic diversity and English language acquisition | **HW #2** 04/21 @ 11:59 pm |
| 4 | 04/23 | Multilingual America: Bilingualism, Multilingualism and language diversity - *Discussion: National versus Official Languages* | [4.1] Silver Miller, 1997. Spread & distribution of language families |  |
| 04/25 | Native American languages, California Languages – Myths & realities & Survey results from HW#1 | [4.2] Hinton, 1994. Flutes of Fire - Intro, Ch1, & Ch6. |  |
| 5 | 04/30 | **Documentary:**  *We still Live here ~* Âs Nutayuneân –  *Discussion:*  *We still Live here ~* Âs Nutayuneân | [4.3] Crawford, 1995.Endangered Native American Languages |  |
| 05/02 | Language revitalization; endangerment & reclamation  Language Documentation - CLDP  *Discussion:Native American Languages*, *Language revitalization; endangerment and reclamation* | Midterm materials  [5.1] Fromkin, 2017. Language and Society; Dialects of English, (pgs. 269-279) | **HW #3** 05/05 @ 11:59 pm |
| 6 | 05/07 | **Midterm Exam -Take home exam**  **Will be released at 12:30pm Tuesday 5/07** | [5.2] Wolfram, 2004. Social Varieties of English, | **Midterm Exam** |
| 05/09 | English in the Americas -  American English: Dialect diversity and changes | [6.1] Preston, 2004. Language attitudes to speech |  |
| 7 | 05/14 | **Documentary:** *American Tongues* –[link here](https://www.dailymotion.com/video/x4jrdic)  *Discussion: English in the Americas,* | [7.1] Silva-Corvalán, 2004. Spanish in the Southwest | **Preliminary final paper thesis**  - 05/15 @ 11:59pm |
| 05/16 | Spanish in the US; Spanglish, Mock Spanish, | [7.2] Fought, 2006. Latinx groups | **HW #4** 05/19 @ 11:59 pm |
| 8 | 05/21 | **Documentary:** *Speaking in Tongues* – [link here](https://ucsd.kanopy.com/product/speaking-tongues)  Please take note to have a discussion on Thursday - Slides on Canvas for Film | [8.1] Hinton, 2009. Trading tongues | Work on Final Paper: please come to office hours if you need help |
| 05/23 | Languages of the Asian American population  Heritage Languages and first language attrition  *Discussion: Speaking in Tongues, Heritage languages* | [8.2] Rumbaut et al., 2006. Linguistic life expectancies | **HW #5** 05/26 @ 11:59 pm |
| 9 | 05/28 | **Documentary:** *Talking Black in America*  <https://vimeo.com/288596262> PW: *TBiA DVD*  Or through the *Geisel* & UCSD VPN: [link here](https://fod.infobase.com/p_ViewVideo.aspx?xtid=207030) | [9.1] Green, 2004. African American English |  |
| 05/30 | African American English*.*  *Discussion: African American English & Documentary - Talking Black in America* | [9.2] Baugh, 2004, Ebonics and its controversy | Work on Final Paper: please come to office hours if you need help |
| 10 | 06/04 | New languages: American Sign Language, Pidgins & Creoles | [10.1] Lucas-Valli, 2004. ASL  [10.2] Lippi-Green, 2004. Language Ideology and Language Prejudice | **Final paper - Linguistic Autobiography** *Due* 06/05 @ 11:59 pm |
| 06/06 | Language Ideologies and language politics  *Discussion: Pidgins and Creoles & Language ideologies and politics* | [10.3] Wiley, 2004. Language planning, language policy & the English only movement | **SONA** 06/05 @ 4:00 pm  **HW #6** 06/08 @ 11:59 pm |
| 11 | 06/10 | Midterm II (class final take-home exam) - **Released Saturday June 8th, due Monday June 10, 2024 @ 2:30 pm** | | |

1. **Disclaimer**: Discussions of language stigma, political correctness, and language policy may cover controversial material; such topics may make you (and the instructor) uncomfortable. That discomfort is known as *cognitive dissonance* and we experience it because our assumptions and beliefs about what we thought we knew are being challenged. [↑](#footnote-ref-0)
2. **Grades are not rounded up. Please do not ask the instructor to do so. If you are concerned about your final grade, be sure to do well on all assignments, in-class quizzes, exams, the final research paper, and come to office hours!** [↑](#footnote-ref-1)
3. I acknowledge and thank **Professors. Gabriela Caballero**, **Priyanka Biswas**, and **Andrés Aguilar** whose previous syllabi, assignments, and lecture notes for this course aided in the creation of this version of LIGN8. [↑](#footnote-ref-2)