

History of the American Languages

LING 101

Fall 2018

Tuesdays and Thursdays 1:00 – 2:15 pm

Pierce Hall 239

Instructor: Jack A. Hardy, PhD
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Office: Pierce Hall, Rm. 204
Drop-In Hours: Mondays 10am-noon, 2pm-4pm
Wednesdays 1:30pm-3:30pm
and by appointment

Course Description

This course uses linguistics to examine social and cultural issues in the United States. We study the variety of languages and dialects that are and have been used. Topics include “standard” (and non-standard) Englishes, regional dialects, variation of age, African American English, Native American languages.

Through readings, lectures, discussions, and debates, students explore linguistic and cultural diversity and possible solutions to problems related to language such as language policy and other socio-political conflicts.

As an introductory course to the field of linguistics, students are introduced to basic concepts and methods in linguistics. We examine historical and contemporary political dimensions of several issues, including: ideologies of standardization; bilingual education; and gendered language.

Credits: 3

Prerequisites

N/A

Required Texts

1. Tamasi, Susan & Antieau, Lamont. (2014). *Language and linguistic diversity in the US: An introduction*. New York: Routledge. (T&A)
2. Other electronic articles will be accessible through course reserves.

Grading System:

Midterm Exam	20%	Group Debate	10%
Final Exam	20%	Homework (3)	15%
Essays (2)	25%	Preparedness	10%

The last 10% is determined by coming prepared for class and ready to participate: having done the readings and completed any smaller assignments given for the day. Such tasks may include posting on an online discussion board or answering questions related to the readings.

Final grades will be assigned as follows, with no curve:

93+	A	83-86.99	B	73-76.99	C	60-59.99	F
90-92.99	A-	80-82.99	B-	70-72.99	C-		
87-89.99	B+	77-79.99	C+	60-69.99	D		

Accommodations and Religious Holiday Arrangements

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, please contact the OAS and complete the registration process. Faculty may not legally provide you with accommodations until an accommodation letter has been processed and discussed with them; accommodations do not start until this point and are not retroactive. Students registered with OAS who receive a letter outlining specific academic accommodations are thus strongly encouraged to immediately coordinate a meeting with their professors to discuss a protocol to implement accommodations that will (or may) be needed over the course of the semester. This meeting should occur as early in the term as possible. Contact Megan Bohinc in OAS for more information at (770) 784-4690 or oas_oxford@emory.edu

If you are going through any health or personal issues that may affect your success in the class, please coordinate with the Advising Support Center (ASC) oxacadsvc@emory.edu. They are very helpful.

Instructors are encouraged, not required, to accommodate students' academic needs related to religious holidays. Please make every effort to negotiate your religious holiday needs within the first two weeks of the semester; waiting longer may compromise your instructor's ability to extend satisfactory arrangements. If you need guidance negotiating your needs related to a religious holiday, the College Chaplain, Rev. Dr. Lyn Pace, ppace@emory.edu, Candler Hall 202, is willing and available to help. **Please be aware that Rev. Dr. Pace is not tasked with excusing students from classes or writing excuses for students to take to their professors. Emory's official list of religious holidays may be found at http://www.religiouslife.emory.edu/faith_traditions/holidays.html

Note that late assignments are not accepted, except by PRIOR arrangement.

Inclusivity

Oxford College of Emory University's ideals of inclusivity require that we foster an environment where people of diverse backgrounds, identities, abilities, and ideologies are affirmed, respected, and seen as a source of strength; where we strive to learn together, and ultimately thrive communally. If we at all fail to support these ideals, then we encourage discussion towards improvement, and we hope that this statement affirms your right to seek those discussions via dialogue with faculty, staff, your peers, and the use of the "Speak Up!" system when needed.

Emory's Statement on Civil Discourse

We believe the manner in which we interact with each other is critical to cultivating and maintaining a meaningful and effective intellectual environment. We encourage a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences. We deliberately seek multiple perspectives and support the free and open exchange of ideas and civil discourse. We affirm the inherent dignity in all of us and we strive to maintain a climate of justice marked by respect for each other. Our community can only continue to thrive when we approach each conversation with an open mind and when each member can contribute fully.

Honor code

Improperly placing students' names on assignments or class exercises or asking other students to write your name on assignments/exercises to which you did not contribute will also be considered violations of the Emory Honor Code.

During exams, looking at another student's exam or discussing exam questions will also be considered violations of the Emory Honor Code.

Memorizing long passages of someone else's work and using that information to answer an essay question on an exam is not acceptable. You must always cite your sources if the idea is not your own.

Using any source of information (prepared notes, your phone, the internet) that is not given to you by the instructor to complete an exam is a violation of the Emory Honor Code.

These are only highlights of the university code. Please read the code in its entirety. You will be required to sign a pledge stating that you have read the honor code and that you abide by it in its entirety.

Infractions of the honor code will result in a zero for the assignment/exam and will be referred to the Honor Council.

For a copy of Oxford's Honor Cord: <http://oxford.emory.edu/catalog/regulations/honor-code.html>

Additional Notes

This syllabus may be amended.

Student work may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education

Occasionally, student work may be photocopied or saved digitally to be included in my teaching portfolio for professional development and assessment purposes. I will ask for your permission in those instances.

Calendar

- You will need to do the listed readings *before* the date they are listed. Also, be sure to bring the reading with you to class.
- Assignments are in **bold** and are due on Canvas before class on the dates listed
- This schedule is subject to change. Any change will be announced in class and/or on Canvas.

Date	Topic	Readings and Assignments
I. Studying Language		
30-Aug	Course Introduction Studying Language	T&A: chp. 1
4-Sep	Studying Linguistics: Phonetics	Yule: chp. 3
6-Sep	Studying Linguistics: Language Structure	Yule: chp. 4, chp. 6
11-Sep	Studying Linguistics: Grammar	T&A: chp. 2 (pp. 22-32); Yule: chp. 7

13-Sep	Standardization Authorities and Dictionaries	T&A: chp. 2 (pp. 33-42) Curzan & Adams: chp. 2 (p. 42-55) HW 1: <i>Oxford English Dictionary</i>
18-Sep	Language Change Language Variation	McWhorter, "Heart of the Matter" Lippi-Green: "Introduction and Facts of Life"
20-Sep	Language Attitudes	T&A: chp. 3 Essay 1: Linguistic Autobiography
II. English in North America		
25-Sep	History of English Colonial English	Curzan & Adams: "American Dialects" T&A: chp. 4
27-Sep	American Regional Dialects	T&A: chp. 5
2-Oct	Regional Dialect Research Social Dialects	Wolfram, "Language Evolution" T&A: chp. 6 HW 2: NYTimes Survey and Reflection
4-Oct	African American English	T&A: chp. 7
11-Oct	"Standard" American English	T&A, chp. 8
16-Oct	Age, Gender, and Sexuality	Bell: "Language in Time" Baheri: "Ability to Can Even" (under Files in Canvas) Bucholtz: "Language, Gender, and Sexuality"
18-Oct	Review	
23-Oct	Midterm Exam	
III. Other Languages in the US		
25-Oct	Multilingualism	T&A: chp. 9
30-Oct	Spanish, Spanglish, and Mock Spanish	T&A: chp. 10 Zentella: "José, Can You See?"
1-Nov	Heritage Languages	T&A: chp. 11

6-Nov	Language and Education Asian Languages	Baran: "Immigrant Children & Language" Huebner & Uyechi: "Asian American Voices" Essay 2: Language Reflection and Analysis
8-Nov	Jewish Languages and Arabic	Gold: "Speech and Writing of Jews" Shiri: "Arabic in the USA"
13-Nov	Native American Languages	T&A, chp. 12
15-Nov	In-class Group Debate	Debate: Presentation and Bibliography
20-Nov	In-class Group Debate	Debate: Presentation and Bibliography
27-Nov	American Creoles American Sign Language	T&A: chp. 13 T&A: chp. 14
IV. Language Controversies		
4-Dec	Language Prejudice I	Lippi-Green: "Language ideology and language prejudice"
6-Dec	Language Prejudice II	Lippi-Green: "Teaching Children How to Discriminate"
11-Dec	Official English The Ebonics Controversy	T&A: chp. 15 Baugh: "Ebonics and its Controversy" HW 3: Diversity in Education
19-Dec 9am – noon	Final Exam	