

SOCIOLINGUISTICS II
LING 4/533, ANTH 433

Fall 2020

Instructor: Betsy Evans

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COURSE DESCRIPTION

This course aims to do two things: to continue to build familiarity with key frameworks in sociolinguistics and to learn how sociolinguistic research and sociolinguistic theory have an impact on the methods of data collection and analysis.

LEARNING OBJECTIVES

Students will:

- Analyze linguistic theory they already know in terms of the impact of social categories such as identity, socio-economic status, and group solidarity on language.
- Identify the basic principles of research methodology
- Identify and critique current debates and methodology surrounding sociolinguistics
- Recognize key features in the design and collection of sociolinguistic research

To achieve the learning objectives, students will select a linguistic phenomenon and create a proposal for research on that phenomenon. The final project for the course is the research proposal, which will be a culmination of writing assignments on various methodological challenges throughout the quarter.

COURSE COMPONENTS

Texts

Readings are provided on the course website. Class discussions and writing assignments will draw directly from reading assignments.

Assessment of learning

Grades are based on the following point accumulations:

65% Writing assignments

35% Research proposal

Please note that late assignments will be accepted only if discussed with me first. You must contact me as soon as you know you have a conflict with the due date of an assignment.

The following UW grading scale will be used

(www.washington.edu/students/gencat/front/Grading_Sys.html):

Percent = Grade

≥ 95% = 4.0	88 = 3.3	81 = 2.6	74 = 1.9	67 = 1.2
94 = 3.9	87 = 3.2	80 = 2.5	73 = 1.8	66 = 1.1
93 = 3.8	86 = 3.1	79 = 2.4	72 = 1.7	65 = 1.0
92 = 3.7	85 = 3.0	78 = 2.3	71 = 1.6	64 = .9
91 = 3.6	84 = 2.9	77 = 2.2	70 = 1.5	63 = .8

90 = 3.5	83 = 2.8	76 = 2.1	69 = 1.4	62 = .7
89 = 3.4	82 = 2.7	75 = 2.0	68 = 1.3	<.7=failing

Graduate students

While undergraduate and graduate students are enrolled together in this course and complete the same assignments, graduate students' work should reflect the higher level of scholarship expected of graduate students and will be graded with this additional expectation.

Course prerequisites: Students enrolled in this course must have taken LING 4/532.

COURSE ORGANIZATION

This course is conducted completely online.

- **Lectures** on readings and additional topics are created with Panopto and uploaded to the Canvas website
- **Office hours** are conducted live with Zoom
- **Readings** are available on the Canvas website 'Modules'
- **Assignments** are uploaded to the Canvas website
- **Discussion board** is a forum for raising questions and connecting with students and the instructor
- **Study groups** can be created using the Canvas 'Conferences' tool

Disability Accommodation: It is my goal to insure that our learning environment is accessible to everyone. If you have a learning disability or other circumstance that requires accommodation, please contact me or Disability Resources for Students in order to make suitable arrangements (011 Mary Gates Hall, uwdrs@uw.edu, 206-543-8924 (Voice & Relay), 206-616-8379 (Fax)).

Academic integrity: Students are expected to maintain the highest standards of academic ethics, honesty and integrity. Academic misconduct includes (but is not limited to) plagiarism, harassment, cheating, or representing another person's work as your own and will not be tolerated. It is your responsibility to read and understand the University's expectations in this regard (which you can find online at <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>). Any student found to be in violation of proper academic conduct will be dealt with in the strictest manner in accordance with University policy.

Email: I will attempt to respond to email inquiries within 24 hours (excepting weekends and holidays).

STRATEGIES FOR SUCCESS

The most successful students in this course:

- Read reading assignments carefully
- Prepare writing assignments thoughtfully and include connections made to prior knowledge, connections to texts, content areas, etc beyond LING 4/533 course content.
- Form study groups to enhance their learning

LECTURES AND ASSIGNMENTS* LING 4/533

Week	Date	Topic	Assignments
1	Wed Sept 30	What is Sociolinguistics? What is research?	Eckert 2016: Variation, meaning & social change Tagliamonte 2012 Sociolinguistics as Language Variation and Change
			Sunderland 2010: Research questions in linguistics supplemental: Milroy & Gordon: Sociolinguistics Models and Methods
2	Mon oct 5	Choosing a sociolinguistic research topic Literature search and use	Hart 1998: Reviewing the Research Imagination Feldt 2010 Guest lecture: Dan Mandeville, UW Linguistics Librarian
	Wed Oct 7		
	Fri oct 9		Assignment 1: Identifying a linguistic variable due
3	Mon oct 12	Ethics in research Planning data collection: sampling	Wolfram, Reaser & Vaughn 2008 Department of Health, Education, and Welfare's Belmont Report UW Human subjects Division Introduction (video link)
	Wed oct 14		Charity Hudley 2017: Language and racialization Eckert 2014: The problem with binaries
	Fri Oct 16		Assignment 2: Reviewing the Literature due
4	Mon oct 19	Planning data collection: Operationalization of variables	Tagliamonte 2007: Quantitative analysis
	Wed Oct 21		
	Fri oct 23		Assignment 3: Choosing a variable and Operationalizing the variable due
5	Mon Oct 26	Planning data collection: interviews, surveys, corpora	Labov 1984: Field methods Choi 2005 Lambert et al 1960: Evaluational reactions to spoken languages
	Fri Oct 30		

6	Mon Nov 2	Planning data collection: interviews, surveys, corpora	Nevalainen 2014: Sociohistorical analysis
	Wed Nov 4		
	Fri nov 6		Assignment 4: Questionnaire design due
7	Mon Nov 9	Planning data analysis: qualitative & quantitative strategies	Preston 2010: Variation in language regard Bauer 2000: Classical Content Analysis Johnstone 2000: Standards of Evidence Jaworski and Coupland 2006: Perspectives on discourse analysis
	Wed Nov 11	Veteran's Day uni closed	Assignment 5: Articulating the problem and research question due
	Fri Nov 13		
8	Mon Nov 16	Abstract writing	Hart 1998: Organizing and expressing ideas Assignment 6: Qualitative analysis due
	Wed Nov 18		
	Fri Nov 20		Assignment 7: Ethical issues and human subjects review due
9	Mon Nov 23	Peer review Proposal writing	Draft of abstract of project for peer review d ue
	Wed Nov 25		Peer feedback on abstracts for projects due
	Thurs Nov 26, Fri Nov 27	THANKSGIVING BREAK	
10	Mon Nov 30	Proposal writing	
	Tues dec 1		Assignment 8: Final Abstract
	Wed Dec 2		
11	Mon Dec 7	Proposal writing	Submit draft of proposal for Peer review
	Wed Dec 9		Peer review due
Finals week	Dec 12- 18	Research proposals due	Research Proposal due (by 5:30PM)

*While we will strive to maintain the schedule as it stands here, we may need to adjust dates/assignments according to the needs of the class.

REFERENCES FOR REQUIRED READINGS

Below are references for required readings found in on the Canvas course website.

- Bauer, M. 2000. Classical Content Analysis. In M. Bauer and G. Gaskell (Eds.), *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*
- Charity Hudley, A. H. 2017. Language and racialization. *The Oxford Handbook of Language and Society*. Oxford, UK: Oxford Handbooks. (pp.131-151). London: Sage.
- Choi B., Pak A. 2005. A catalog of biases in questionnaires. *Preventing Chronic Disease: Public Health Research, Practice, and Policy*, 2(1) 1-13.
<http://www.cdc.gov/pcd/issues/2005/jan/04_0050.htm>
- Department of Health, Education, and Welfare. *Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. April 18,1979.
<<http://www.hhs.gov/ohrp/policy/belmont.html> >
- Eckert, P. 2012. Three waves of variation study: The emergence of meaning in the study of sociolinguistic variation. *Annual review of Anthropology*, 41, 87-100.
- Eckert, P. 2014. The problem with binaries: Coding for gender and sexuality. *Language and Linguistics Compass*, 8(11), 529-535.
- Hart, C. 1998. Reviewing the Research Imagination. In Hart, C. *Doing a Literature Review: Releasing the Social Science Research Imagination*. Los Angeles: SAGE. Pp. 26-43.
- Hart, C. 1998. Organizing and expressing ideas. In Hart, C. *Doing a Literature Review: Releasing the Social Science Research Imagination*. Los Angeles: SAGE. Pp. 109-141.
- Jaworski, A. and Coupland, N. 2006: Perspectives on discourse analysis. In Jaworski, A. and Coupland, N. (Eds.) *The Discourse Reader*. Pp 1-37.
- Johnstone, B. 2000. Standards of Evidence. In B. Johnstone, *Qualitative Methods in Sociolinguistics*. (pp. 59-68). New York: Oxford University Press.
- Labov, W. 1984. Field Methods of the Project on Linguistic Change and Variation. In J. Baugh and J. Sherzer (Eds.), *Language in Use* (28-53). Englewood Cliffs: Prentice Hall.
- Lambert, W. E., Hodgson, R. C., Gardner, R. C., and Fillenbaum, S. 1960. Evaluational reactions to spoken languages. *Journal of Abnormal and Social Psychology* 60:44-51.
- Milroy, L. and Gordon, M. 2003. Sociolinguistics: Models and Methods. In. Milroy, L and Gordon, M, *Sociolinguistics: Methods and Interpretation*. Malden, MA: Blackwell, pp. 1-19.
- Nevalainen, T. 2014. Sociohistorical Analysis. In Holmes, J. and Hazen, K. (Eds.) *Research methods in sociolinguistics: A practical guide*. Malden, MA: Blackwell. Pp 93-106.
- Preston, D. R. 2010. Variation in language regard. In: Zeigler, E., Gilles, P., Scharloth, J. (Eds.), *Variatio Delectat: Empirische Evidenzen und theoretische Passungen sprachlicher Variation (für Klaus J. Mattheier zum 65. Geburtstag)*. Peter Lang, Frankfurt am Main, Berlin, Bruxelles, New York, Oxford, Wien, pp. 7--27.
- Sunderland, J. 2010. Research Questions in Linguistics. L. Litosseliti (ed.), *Research methods in linguistics*. London: Continuum, pp. 9 - 28.
- Tagliamonte, S. 2007. Quantitative Analysis. In Bayley, R. and Lucas, C. (Eds.), *Sociolinguistic Variation: Theories, Methods, and Applications* (pp 190-214). New York: Cambridge University Press.
- Tagliamonte, S. 2012. Sociolinguistics as language variation and change. In Tagliamonte, S., *Variationist Sociolinguistics: Change Observation Interpretation*. Malden, MA: Wiley-Blackwell, pp.1-22.
- Wolfram, W., Reaser, J., & Vaughn, C. 2008. Operationalizing Linguistic Gratuity: From Principle to Practice. *Language and Linguistics Compass*, 2, 6, 1109-1134.

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 Grading criteria for Assignments

<p>Outstanding (3.7-4.0) (92-95)</p>	<ul style="list-style-type: none"> • Includes all the qualities associated with a “Strong” answer • Submission demonstrates significant understanding of the concepts/readings associated with the task, including some creativity and/or consultation of sources beyond course material
<p>Strong (2.7-3.6) (82-91)</p>	<ul style="list-style-type: none"> • All aspects of the task addressed (for multiple part tasks) • Submission shows a proficient understanding of the concepts/readings associated with the task which could be further enhanced with revision.
<p>Acceptable (1.7-2.6) (72-81)</p>	<ul style="list-style-type: none"> • Submission meets some of the “Strong” criteria but not all • Understanding of concepts/readings associated with the task are not fully demonstrated/realized and would benefit from significant revision
<p>Inadequate (.7-1.6) (62-71)</p>	<ul style="list-style-type: none"> • Submission does not meet any of the “Acceptable” criteria • Understanding of concepts/readings associated with the task are not adequately demonstrated and require substantial revision on multiple levels