

LINGUISTICS 1000
Language in U.S. Society
SPRING 2018
Mon/Wed, 3:00-3:50PM (DUAN G1B20)
Friday Recitations

Prof. Chase Wesley Raymond

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Office Hours: Mon/Wed, 11:30AM-1:00PM, and by appointment

FRIDAY RECITATIONS & GRADUATE INSTRUCTORS

Ayden Parish

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Office Hours: Wed, 1:00-3:00PM, Hellems 4

- Section 011: 8-8:50AM in HUMN 186
- Section 019: 9-9:50AM in CLRE 208

Norielle Adricula

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Office Hours: Tues, 11:15AM-1:15PM, Hellems 4

- Section 017: 3-3:50PM in HLMS 193

Chu Paing

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Office Hours: Thurs, 1:30-3:30PM, Hellems 2

- Section 013: 8-8:50AM in HLMS 251
- Section 014: 3-3:50PM in VAC 1B88
- Section 018: 4-4:50PM in HLMS 247

Chelsea E. Craine

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Office Hours: Mon, 10:00AM-12:00PM, Hellems 2

- Section 015: 3-3:50PM in HUMN 190

COURSE DESCRIPTION

*I have been a believer in the magic of language since,
at a very early age, I discovered that some words got me into trouble,
and others got me out.
—Katherine Dunn*

Humans use language as part of almost everything we do in social life. Whether it's an activity as mundane as chit-chatting with a friend or family member over dinner, or something as globally significant as a presidential debate or UN Summit, language provides us with the tools to make it happen. And yet, despite the fact that we live our lives through language (or perhaps *because* of that fact), most of us rarely take the time to critically examine its influence on us, nor our influence on it. This course provides an occasion for this sort of critical thinking by offering an introduction to language in U.S. society. As such, our aims are as much sociological as they are linguistic.

We will begin with some foundational topics, including regional and dialectal variation, register and style (including shifting between them), prescriptivism and descriptivism, and some pervasive ideologies about the nature of language and how language 'should' be. We will then explore the relationship between language and some specific social phenomena and institutions, taking as

cases-in-point race/ethnicity, gender and sexuality, politics, various forms of media, and the criminal justice system. In our final unit, we'll discuss language and normativity—specifically how, *in and through our use of language*, we consistently go about categorizing, labeling, and evaluating the world, thus re-creating what's 'normal' vs. 'abnormal', 'acceptable' vs. 'unacceptable', 'right' vs. 'wrong', and so on. Students are encouraged to reflect on their own personal experiences with regard to each of these topics as we proceed through the course.

This course satisfies a general MAPS requirement for Social Science, and is also approved for the Arts and Sciences Core Curriculum (United States Context –or– Contemporary Societies).

MATERIALS

Required Readings: Lippi-Green, Rosina. (2012). *English with an accent: Language, ideology, and discrimination in the United States*. New York: Routledge. [A copy is also available on 2-hour reserve at Norlin Library.]

PDFs of additional required readings are posted on the course D2L webpage, separated by weeks.

In addition, *simplified* versions of the presentations given in class will be made available in PDF format; they will be uploaded after class each day. *Note:* I give a lot of additional information in class that is not on the PPT slides; so reviewing these slides should not be conceived of as a substitute for attending lecture, but rather as additional study material in consultation with your in-class notes.

GRADING

Participation	15%
Exercises	20%
D2L Posts	10%
Research Paper	20%
Midterm Exam (Monday, March 5 th [week 8])	15%
Final Exam (cumulative) (Wednesday, May 9 th)	20%

All grades will be posted in the D2L grade book as soon as they are available.

PARTICIPATION/QUIZZES (15% of final grade)

It is essential that you come to class. We will be covering material very quickly, meaning that it is very easy to fall behind if you are not in class. As such, **daily attendance is crucial**, as is **active participation** in section discussions and group work.

There will certainly be a range of beliefs and opinions represented in such a large class. Please be respectful and considerate of your classmates as you offer your own point of view in Lecture and in Recitation Sections. Our goal is to foster a positive intellectual environment for debate and discussion, in which all students feel comfortable contributing. Any inappropriate classroom behavior will be reported to the Dean of Students.

Brief, unannounced quizzes can occur at the professor's/TA's discretion.

EXERCISES (20% of final grade)

For each of week of the course (*except* for weeks 1 [Introduction], 8 [Midterm], 11 [Spring Break], and 16 [Final Review]), there is an exercise posted on the course D2L page. Of these, **you choose ten (10)** to complete (each worth 2% of your final grade). The rubric explaining how exercises will be graded is available on D2L.

These are brief exercises (1 page, typed, double-spaced) meant to have to think a bit more about the lectures and readings for that week, and apply some of that knowledge to a novel context or mini-dataset.

Exercises are due (hard copy) in the Friday Recitation Section of the week they are assigned.

In some cases, your TA may have an in-class activity that is based on the exercise, so it is imperative that you come prepared or you may not be able to actively participate in the discussion. Accordingly, **no late exercises will be accepted.**

D2L POSTS (10% of final grade)

On the course D2L page, there is a Discussion area separated out by weeks. You will write **five (5) brief blog posts (~250 words each)** over the course of the semester; that is, you will write one (or more, if you like!) blog post for each of five different weeks, *during the week that topic is presented* (i.e., you can't do all five during week 16!). For each week you choose, your post must be posted by noon on Thursday. This is to allow your TAs to see what is of interest to different students, and then potentially incorporate some of those thoughts into the Friday Recitation Sections.

Your blog posts are your chance to engage further with some aspect of the material for a given week in an informal fashion. Some ideas of things that could serve as a possible blog post include (but are certainly not limited to):

- Responses to a reading from that week: Do you disagree with something the author says? Explain why. Do you agree with something the author says and want to build on it in some way? Do it. Do you think that a claim that an author makes would be different in a different context? How so? Is there a connection that can be made between this week's reading and a reading from a prior week? Etc.
- Questions about a reading/lecture point: Was something in lecture or in a reading unclear for you? Did an author skip straight from point A to point C without explaining point B? Are you unsure how a given argument would apply to a distinct context? Do you have a question that might spark some debate or discussion? Share your thoughts and explain a bit about why you're confused, or why you think it's a relevant question to have, as well as how one might begin to answer it and/or what points might be relevant to the debate.
- Language in the news: Did you see something on the news, in a magazine/newspaper, floating around Facebook, etc., that is related to the topic we're discussing in a given week? Post a link to it and share your thoughts. How does it relate to what was said in lecture and/or in the readings for that week?
- Language in the media: Can you find an example of something from the reading/lecture in the media? For example, in a song, a movie, TV show, podcast, radio program, tweet, etc.? Post a link to it, take a screenshot of it, etc., and share your thoughts. How does it relate to what was said in lecture and/or in the readings for that week?

Giving thoughtful responses to posts/threads by other students can also count as your blog post for a given week, **so don't be afraid to engage in discussion!**

Note: There will certainly be a range of beliefs and opinions represented in such a large class. Please be respectful and considerate of your classmates as you make posts in the discussion forum. Inappropriate posts that jeopardize the positive intellectual environment of the forum will be reported to the Dean of Students.

RESEARCH PAPER (20% of final grade)

The purpose of this research paper is to allow you to pursue an interest you have related to Language in the U.S. We will touch on several topics in class and in our readings, but of course there is much more out there than we can tackle in a single course. This project is thus meant to provide you with an opportunity to delve more in depth into a topic that you are passionate about.

Details about the research paper can be found on the course D2L page and will be discussed in your Recitations Sections during Week 1.

The proposal for the final paper is due Friday, February 23rd (Week 6) in your Recitation Section.

Final papers are due **on the last day of lecture (Wednesday, May 2nd, 2018)**. Your TA will inform you how to turn them in, most likely via 'Turn It In' on D2L. **No late projects will be accepted.**

EXAMS (35% of final grade, combined)

There will be a midterm and final exam, worth 15% and 20% of your final grade, respectively.

- **The midterm is scheduled for Monday, March 5th, during our normal lecture time.**
- **The final exam (cumulative) is scheduled for Wednesday, May 9th, 7:30-10:00PM.**

On each exam, there will be of a mixture of multiple-choice, fill-in-the-blank, and short-answer questions.

There are no makeup exams without documentation of an excused emergency.

EXTRA CREDIT

You can earn up to **one percentage point of extra credit** for participating in one of the experiments being conducted by the Department of Linguistics. Opportunities for participation will be announced via email and posted to the course D2L webpage.

If you are unable to participate in a study, you can complete an extra one of the weekly exercises to earn the same amount of extra credit.

You do not get two points of extra credit for doing both!

FINAL GRADES

100-93 = A	86-83 = B	76-73 = C	66-63 = D
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-
89-87 = B+	79-77 = C+	69-67 = D+	59-0 = F

LING 1900 LITERACY PRACTICUM

The Literacy Practicum (LING 1900) is an outreach program that works with members of the Boulder community to provide resources and support to improve literacy skills. We work with elementary school children learning to read as well as English language learners of all ages who need assistance in reading, writing, and speaking English.

The program is open to CU students enrolled in LING 1000 (Language in US Society), Ling 3545 (World Language Policies), Ling 4800 (Language and Culture), or one of the department's many TESOL courses. Students enrolled in this service-learning course have the opportunity to earn an extra credit hour while helping their "reading buddies," many from immigrant families where English is not spoken as the native language. The collaboration involves sending CU-Boulder students to one of our community partners once a week to volunteer as mentors for children and adults within the Boulder area. Students who participate in the Literacy Practicum discover that they can make a profound impact on the lives of young readers and English language learners. In

their coursework, our students learn how a limited command of the English language restricts opportunities economically and socially. The additional credit hour enables students to apply theories behind literacy and second language learning to everyday life and thereby become part of the solution.

Program liaisons will visit LING 1000 on the first day of class to explain the program.
Applications are due Thursday, January 25th, 2018.

More information about the program can be found here:

<https://www.colorado.edu/linguistics/current-students/undergraduates/literacy-practicum>

Please contact Chu Paing (chu.paing@colorado.edu) with any questions.

COURSE SCHEDULE*

Week	Day	Topic	Reading
1	Mon (1/15)	No Class: Martin Luther King, Jr. Day	
	Wed (1/17)	Course Introduction	
2	Mon (1/22)	Language as Social 1: <i>Some Linguistic Background</i>	Lippi-Green, Ch. 1
	Wed (1/24)	Language as Social 2: <i>Types of Variation</i>	Lippi-Green, Ch. 2
3	Mon (1/29)	Language as Social 3: <i>Performance & Style-shifting</i>	Wolfram & Schilling (2015: Ch. 10)
	Wed (1/31)	Language as Social 4: <i>Prescriptivism & Descriptivism</i>	
4	Mon (2/5)	Language Acquisition and Language Learning	Lippi-Green, Ch. 3
	Wed (2/7)	Myths: <i>Non-accent</i> and <i>Standard Language</i>	Lippi-Green, Ch. 4
5	Mon (2/12)	Language and Race/Ethnicity 1: <i>'Black Language'</i>	Lippi-Green, Ch. 10
	Wed (2/14)	Language and Race/Ethnicity 2: <i>Spanish in the U.S.: Overview</i>	Lippi-Green, Ch. 14
6	Mon (2/19)	Language and Race/Ethnicity 3: <i>Spanish in the U.S.: Code-switching</i>	Schwartz (2016)
	Wed (2/21)	Language and Race/Ethnicity 4: <i>Linguistic Profiling and Fair Housing</i>	Lippi-Green, Ch. 17
7	Mon (2/26)	Defending English	Schmidt (2007)
	Wed (2/28)	Review	
8	Mon (3/5)	Midterm Exam	
	Wed (3/7)	Language and the Law 1: <i>Trayvon Martin & Rachel Jeantel</i> No in-class lecture! Watch (or read) Rickford & King (2016) for Friday recitation!	Rickford & King (2016)
9	Mon (3/12)	Language and the Law 2: <i>Questions & Answers in the Courtroom</i>	
	Wed (3/14)	Language and the Law 3: <i>'Professional Vision'</i>	Goodwin (1995)
10	Mon (3/19)	Language and Politics 1: <i>Political Interviews</i>	
	Wed (3/21)	Language and Politics 2: <i>Political Speeches</i>	
11	<i>Spring Break</i>		

12	Mon (4/2)	Language and Media 1: <i>Media Influence</i>	Lippi-Green, Ch. 8
	Wed (4/4)	Language and Media 2: <i>Language of Media</i>	Alim (2015)
13	Mon (4/9)	Language and Technology: <i>Guest lecture by Prof. Martha Palmer</i>	
	Wed (4/11)	Language and Normativity 1: <i>"On 'doing being' Ordinary"</i>	Sacks (1984)
14	Mon (4/16)	Language and Normativity 2: <i>Gender/Sexuality, Race/Ethnicity</i>	Raymond (2013)
	Wed (4/18)	Words 1: <i>Naming People and Things, and Categorizing the World</i>	
15	Mon (4/23)	Words 2: <i>'Bad' Words ☺</i>	
	Wed (4/25)	Words 3: <i>Trademarks: Words as Weapons of Commerce</i> <i>Guest lecture by Prof. Laura Michaelis</i>	
16	Mon (4/30)	Beyond the U.S.	
	Wed (5/2)	Review and Recap	RESEARCH PAPERS DUE

Final Exam: Wednesday, May 9th, 7:30-10:00PM (DUAN G1B20)

**This calendar is tentative and subject to
change at professor's discretion.*

READINGS

- Alim, H. Samy. (2015). Hip Hop Nation Language: Localization and Globalization. In Jennifer Bloomquist, Lisa J. Green & Sonja L. Lanehart (Eds.), *The Oxford Handbook of African American Language*. Oxford: Oxford University Press.
- Goodwin, Charles. (1994). Professional vision. *American Anthropologist*, 96(3), 606-633.
- Lippi-Green, Rosina. (2012). *English with an accent: Language, ideology, and discrimination in the United States*. New York: Routledge.
- Raymond, Chase Wesley. (2013). Gender and Sexuality in Animated Television Sitcom Interaction. *Discourse & Communication*, 7(2), 199-220.
- Rickford, John & Sharese King. (2016). Language and Linguistics on Trial: Hearing Rachel Jeantel (and Other Vernacular Speakers) in the Courtroom and Beyond. *Language* 92(4), 948-988.
- *Alternative option to reading Rickford and King (2016): Watch Rickford present the paper live in his Presidential Address to the Linguistic Society of America: <https://www.youtube.com/watch?v=sMMxufNN4pg>
- Sacks, Harvey. (1984). On Doing 'Being Ordinary'. In J. Maxwell Atkinson & John Heritage (Eds.), *Structures of Social Action* (pp. 413-429). Cambridge: Cambridge University Press.
- Schmidt, Ronald. (2007). Defending English in an English dominant world: The ideology of the "Official English" movement in the United States. In A. Duchene & M. Heller (Eds.), *Discourses of endangerment* (pp. 197-215). London: Continuum.
- Schwartz, Adam. (2016). Trump relies on Mock Spanish to talk about immigration. Opinion article on: *Latino Rebels*. Available online at: <http://www.latinorebels.com/2016/10/20/trump-relies-on-mock-spanish-to-talk-about-immigration-opinion/>.
- Wolfram, Walt & Natalie Schilling. (2015). *American English: Dialects and Variation* (pp. 387-409). Malden, MA: Blackwell.

UNIVERSITY AND DEPARTMENT POLICIES

ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. All dates for exams and assignments in this class are available on the Course Calendar. Please review these dates and contact Prof. Raymond by the end of Week 1 with any conflicts you foresee. See the [campus policy regarding religious observances](#) for full details.

CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy

should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).