

## Term Information

Effective Term Autumn 2023  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We are submitting this course as a Research & Creative Inquiry (R&CI) course in the Citizenship for a Just and Diverse World GE theme. As such, we are also changing the course name, course number, number of credit hours, course components, and prerequisites to better reflect the proposed workload and content.

### What is the rationale for the proposed change(s)?

There are two main reasons underlying all proposed changes: including it in the stated GE theme, and changing it to a R&CI course.

Regarding the first, the course fulfills the ELOs for this GE theme.

Regarding the second, the existing course focuses on hypothesis formation and small-scale data exploration projects. Increasing the course from 3 to 4 credit hours (and moving it from the 3000-level to 4000-level) allows this aspect of the course to be expanded into a fully-fledged embedded research component. Students will receive deeper training in the tools, methods, and analytic processes of Linguistics; make an original scholarly contribution through a scaffolded, semester-long research project; and have an opportunity to reflect on their learning and how research skills from this course can be transferred to other areas of inquiry. The revised course will give students a high-impact research experience.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Linguistics
Fiscal Unit/Academic Org	Linguistics - D0566
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4602
<i>Previous Value</i>	<i>3602</i>
Course Title	Language and Belonging in the U.S.
<i>Previous Value</i>	<i>Language and Social Identity in the U.S.</i>
Transcript Abbreviation	Lang & Belong-USA
<i>Previous Value</i>	<i>Lang &amp; Soc Id-USA</i>
Course Description	Relationships between language and social diversity in the general American speech community; discussion of how individuals and social groups distinguish themselves on the basis of language.
Semester Credit Hours/Units	Fixed: 4
<i>Previous Value</i>	<i>Fixed: 3</i>

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Workshop
<a href="#">Previous Value</a>	<a href="#">Lecture</a>
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<a href="#">Previous Value</a>	<a href="#">Columbus</a>

## Prerequisites and Exclusions

Prerequisites/Corequisites	LING 2000 or LING 2000H or LING 2367.01 or LING 2367.01H or LING 3601 or ENGL 3271
<a href="#">Previous Value</a>	
Exclusions	Not open to students with credit for LING 3602 or LING 3602H
<a href="#">Previous Value</a>	Not open to students with credit for Linguist 372.
Electronically Enforced	Yes
<a href="#">Previous Value</a>	<b>No</b>

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	16.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Individual and Groups; Social Diversity in the United States; Citizenship for a Diverse and Just World  
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)  
[Individual and Groups; Social Diversity in the United States](#)  
[The course is an elective \(for this or other units\) or is a service course for other units](#)

## Course Details

**Course goals or learning objectives/outcomes**

- Students will reflect on the social and emotional role of language in building, maintaining and altering the relationship of the individual to the collective.
- Students will understand the concept of standard language ideologies, recognize them in practice and connect them to the other aspects of systems of power.
- Students will explore how social groups such as nations, genders and races are constructed and how language and beliefs about language contribute to that process.
- Students will reflect on how language attitudes shape citizens' ability to access rights and privileges and to contribute to the decision-making of their communities.

**Previous Value**

**Content Topic List**

- Language and society
- American English dialects
- Social identity
- Ethnicity and language
- Sociolinguistics
- Linguistic bias
- Justice and inclusion

**Previous Value**

- [Language and society](#)
- [American English dialects](#)
- [Social identity](#)
- [Ethnicity and language](#)
- [Sociolinguistics](#)

**Sought Concurrence**

No

**Attachments**

- LING4602 syllabus 8-24-22.pdf: Syllabus for revised course (4602, 4 credits)  
*(Syllabus. Owner: McCullough,Elizabeth Ann)*
- LING4602-research-creative-inquiry-inventory 8-24-22.pdf: Research & Creative Inquiry course inventory  
*(Other Supporting Documentation. Owner: McCullough,Elizabeth Ann)*
- LING4602\_submission-doc-citizenship 8-24-22.pdf: GE justification  
*(Other Supporting Documentation. Owner: McCullough,Elizabeth Ann)*
- LING3602 syllabus AU20.pdf: Syllabus for current course (3602, 3 credits)  
*(Syllabus. Owner: McCullough,Elizabeth Ann)*
- Curricular Map 09-07-22.pdf: Major curriculum map  
*(Other Supporting Documentation. Owner: McCullough,Elizabeth Ann)*

**Comments**

- - Could you please also upload the 3-credit syllabus for the current 3602? That way, the panel can clearly see what has changed.
- Also please if the change in number will mean that the place of the course in your major curriculum map will change, please upload the revised curriculum map. *(by Vankeerbergen,Bernadette Chantal on 09/03/2022 12:40 PM)*

**COURSE CHANGE REQUEST**  
4602 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/27/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	McCullough, Elizabeth Ann	09/02/2022 11:11 AM	Submitted for Approval
Approved	McCullough, Elizabeth Ann	09/02/2022 11:11 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/03/2022 12:40 PM	College Approval
Submitted	McCullough, Elizabeth Ann	09/07/2022 12:30 PM	Submitted for Approval
Approved	McCullough, Elizabeth Ann	09/07/2022 12:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/27/2022 11:38 AM	College Approval
Pending Approval	Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea Cody, Emily Kathryn Jenkins, Mary Ellen Bigler	09/27/2022 11:38 AM	ASCCAO Approval

**Linguistics 4602**  
**Language and Belonging in the U.S.**  
**[Term and year]**  
[Days, times and place of class meetings]

**Instructor:**

**Email:**

**Office:**

**Mailbox:**

**Office Phone:**

**Office Hours:**

or by appointment

**Credit Hours:** This is a 4-credit-hour course with a ‘high impact practice’ (research) component.

**Course Website**

[www.carmen.osu.edu](http://www.carmen.osu.edu)

An electronic version of this syllabus can be found on the course website. PDF copies of assignments and other relevant materials will also be made available here.

**Required Textbook:**

English with an Accent Language, Ideology and Discrimination in the United States

By [Rosina Lippi-Green](#) 2012

The textbook can be found at Barnes and Noble Bookstore and also online [list price: \$56.95].

There are also electronic copies that can be found online.

Additional articles and book chapters will be made available on Carmen. See the attached course schedule to see when each reading is due.

**Course Description:**

This course explores the role that language plays in citizenship, membership and belonging, both to formal entities like countries, more variably defined groups like gender or racial categories or small communities like families or friendship groups. Categories of people are one of the crucial tools people use to make sense of their social world and place themselves within it. We will explore what citizenship means as a relationship that can hold between an individual person and one or more of these social categories. As language users we are concerned with understanding and conveying our own belonging to social categories and that of others around us.

Together we will address questions like:

- How does belonging to different social groups shape language practices?
- How do we use each others’ language practices to place each other in social space?
- How are our beliefs about language co-constructed with concepts like the nation-state, race or region?

Central to understanding social groups is understanding how they shape patterns of power. As a result, we will also explore how language practices and beliefs about language contribute to the distribution of power. For this, we will ask:

- How does the language, dialect or accent something is said in shape how it is received?

- How do communities and governments determine what languages can or should be used? What are the consequences of those choices?
- What does a linguistically just world look like?

While we all know a lot about language as language users, in this course we'll practice taking an analytical stance, pushing ourselves to consider how different communities and individuals have developed different beliefs about language and to ground our own developing understanding in the structured analysis of data. We will pay particular attention to standard language and ask where and how specific language practices have come to the status of correct or normal.

As a Research and Creative Inquiry course, one of our central goals will be to train you in the research practices of sociolinguistics. We will have regular research workshops that introduce you to specific research skills. The early assignments of the course will be standalone mini research projects, allowing you to practice a given research method, as well as the broadly applicable skills of analysis of data and the writing of a research report. The later assignments will together form a scaffolded large research project, for which topic selection, the gathering of literature and the data collection will be pooled across the class. Analysis and writing will be carried out individually.

**Prerequisites:** LING 2000 or LING 2000H or LING 2367.01 or LING 2367.01H or LING 3601 or ENGL 3271

**New GE covered by this course:**

### **Citizenship for a Just and Diverse World**

#### **Goals**

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

**Goal 2:** Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.

**Goal 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**Goal 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

#### **Expected Learning Outcomes**

**ELO 1.1:** Engage in critical and logical thinking about the topic or idea of the theme.

**ELO 1.2:** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

**ELO 2.1:** Identify, describe, and synthesize approaches or experiences as they apply to the theme.

**ELO 2.2:** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

**ELO 3.1:** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

**ELO 3.2:** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

**ELO 4.1:** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

**ELO 4.2:** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

*This course will meet these outcomes through readings, discussions and assignments about the relationship between language practices and belonging of various kinds. We will spend a lot of our time discussing challenging ideas about human society and the role that language plays in it. We will ask how language helps people build connections to communities large and small, formal and informal. We will also learn how people use language to identify each other as belonging to particular groups and how such identification contributes to power structures. We will push ourselves to question our assumptions, to build clear and thoughtful arguments and to connect our conclusions to our own day to day lives. Finally, we will learn how to conduct and present hands-on research into the relationship between language and other social practices. We'll cover multiple sociolinguistic research methods as well as basic research skills.*

**Legacy GEs covered by this course:**

**GE Social Science: Individuals and Groups**

**Goals:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

**Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

*This course will meet these outcomes by examining American social issues in relation to language. Students will learn basic methodologies of sociolinguistic research and understand how analysis of language leads to insights about social structures.*

### **GE Diversity: Social Diversity in the US**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

#### **Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*This course will meet these outcomes by showing how diversity in the U.S. is reflected in language variation. Students will examine the effects of race, gender, sexuality, class, and ethnicity on language use, as well as consider how their personal background and experiences have shaped their own language.*

#### **Grading and Course Policies:**

Attendance and Participation	10%	
Homework	20%	2 x 10%
Reading Discussion Questions	10%	
Quizzes	10%	2 x 5%
Final Paper	50%	
Literature review		5%
Data collection		5%
Brainstorm draft		5%
First draft		10%
Peer review		5%
Final draft		20%

The OSU standard grading scale will be used as seen below:

A	A-	B+	B	B-	C+	C	C-	D+	D	E
93.0-100.0	90.0-92.9	87.0-89.9	83.0-86.9	80.0-82.9	77.0-79.9	73.0-76.9	70.0-72.9	67.0-69.9	60.0-66.9	Below 60



### **Attendance and Participation**

In a class such as this one, each person's insights, questions, and thoughts are extremely valuable. Students are expected to contribute to the discussion on a daily basis, and to be involved in any classroom activities. If regular verbal participation in class sessions offers particular challenges for you, come see me to discuss alternative strategies.

### **Homework**

There will be two homework assignments, early in the semester. Each homework assignment will be a mini research project in which students collect and/or analyze original linguistic data, and then write a short paper presenting and evaluating the results. Homework assignments will require students to synthesize the course material, analyze data creatively, and think analytically. Each homework will be assigned 2-3 weeks before it is due, and I reserve the right to include additional instructions/details concerning the homeworks in class.

### **Reading Discussion Questions**

Students must read each chapter/article before class on the date listed on the syllabus. Discussion of these readings is the main focus of this course, so coming to class prepared is extremely important. The class will be much more informative and enjoyable if everyone arrives having read and is ready to discuss the topics of the day. To facilitate discussion, you are required to post two (2) discussion questions on the Carmen for some of the assigned reading. The two questions must be posted by 11:59pm the night before the reading is due. This is worth 5% of your grade.

### **Quizzes**

There will be two quizzes, focusing on material covered in the readings, in class but not in the readings, and topics covered in the homework assignments. Quizzes will be administered on Carmen. They will open after class on Thursday and close before class on the following Tuesday (you will only have one timed attempt, however).

### **Class Project**

The final paper will be a scaffolded class research project. The class will choose a topic from a set list as a group and divide the work of identifying relevant literature and collecting the data. Each student will conduct their own analysis and write their own final paper. The paper itself will consist of two parts, a research paper and a conference-style research poster, to be presented at the end of the course. Every stage of the project will also have a reflection on the current state of the argument and planned steps for the next stage.

### **General Policies:**

#### **Classroom Policies**

Please show respect for your instructor, fellow students, and the learning environment. Please turn off cell phones and refrain from using email, instant messaging, text messaging, social media sites, and other such methods of communication. If there is an urgent situation that requires you to leave your phone on, please set it to vibrate and leave the room before accepting the call. Failure to follow classroom policies will be reflected in your participation grade.

## **Collaboration**

Collaboration is allowed and encouraged. Linguists often collaborate on research projects and knowing how to work with other people is a good skill for everyone to have. You may discuss the course content with your classmates and work with others to figure out homework assignments, but you **MUST** tell me whom you worked with and include their names on the assignment, and the final product must be your own. You may not consult your classmates about the quizzes after they are available on Carmen. In other words, the final write-up must be done individually and express your own thoughts in your own words. Copying someone else's homework or allowing someone to copy your homework is academic misconduct. See below.

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## **Mental Health:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

## **Land acknowledgement:**

Ohio State University has begun to acknowledge the land that we occupy is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. In this course we will reflect on what it means to benefit from historic and ongoing harm done to others and what repair and amends might look like. This article offers more information about the special role that land grant institutions like Ohio State played in the forcible expulsion of people from the land they currently sit on:

<https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>

## Student Needs:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Course Schedule

We will meet 4 ‘class hours’ per week. In each week, day 1 and day 2 are 80-minute meetings and day 3 is a 55-minute meeting that will be used for research workshops.

Date	Topic	Reading	Assignments
<b>Week 1:</b>			
day 1	Introduction to course; Setting ground rules; What do we mean by citizenship?	Syllabus	
day 2	Language as a tool for marking belonging	Lippi-Green Ch. 1: The Linguistic Facts of Life	
day 3	Research workshop: Sociolinguistic research methods		
<b>Week 2:</b>			
day 1	Language variation and change (Latin to French dialects exercise)	Lippi-Green Ch. 2: Language in Motion	
day 2	I talk normal, you have a quirk, they have an accent: Language judgments are about power and connection	Lippi-Green Chs. 3 & 4: The Myth of Non-Accent & The Standard Language Myth	
day 3	Research workshop: Homework 1		
<b>Week 3:</b>			
day 1	The history of American Englishes: Nationalities, regions and races	Wolfram & Schilling Ch. 2, 4.1-4.4	

day 2	Language and the state: Linguistics of state citizenship	Lippi-Green Ch 5 & 6: Language Subordination & <a href="#">The educational system</a>	
day 3	Research workshop: Class project overview and topic selection	Class project guidelines	
<b>Week 4:</b>			
day 1	The standardization of American English: Defining a language to define a nation and its members	Bonfiglio (2002) 2.7 <a href="#">Vizetelly and the birth of network standard</a>	<b>Homework 1 (Dialect) data due</b>
day 2	Why use nonstandard forms? Language as social and emotional meaning	Rickford & Rickford (2000) Spoken Soul, Chapter 1	
day 3	Research workshop: Literature searches		
<b>Week 5:</b>			
day 1	Education and the imposition of linguistic citizenship	Excerpts from Santa Ana (2004) Tongue-Tied: The Lives of Multilingual Children in Public Education	<b>Homework 1 (Dialect) due</b>
day 2	Ownership and standardization	Adam (2015) Standardization of Sign Languages	<b>Class project literature search contribution due</b>
day 3	Research workshop: Homework 2		
<b>Week 6:</b>			
day 1	Linguistics in the justice system: Whose voices count?	Rickford & King (2016): Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond	
day 2	Diaspora language practices: Complex language for complex belonging	Sharma (2005) <b>Dialect Stabilization and Speaker Awareness in Non- Native Varieties of English</b>	
day 3	Research workshop: Class project data collection check-in		<b>Homework 2 (Codeswitching) data due</b>
<b>Week 7:</b>			
day 1	Language, belonging and the self	Sharma (2018) <i>Style dominance: Attention, audience, and the `real me'</i>	<b>Quiz 1</b>

day 2	Belonging to more than one group: Jocks & burnouts; Boys & girls	Eckert (2001) Ch 2 & 5 Jocks & Burnouts	<b>Homework 2 (Codeswitching) due</b>
day 3	Research workshop: Class project analysis		<b>Class project data contribution due</b>
<b>Week 8:</b>			
day 1	What does it mean to be a real member of a group? Establishing authenticity	Johnstone (2013) <a href="#">“100% Authentic Pittsburgh”</a> : <a href="#">Sociolinguistic authenticity and the linguistics of particularity</a>	
<b>NO CLASS- AUTUMN BREAK</b>			
<b>Week 9:</b>			
day 1	To belong to a group we need to have groups in the first place: What exactly are gender and sex?	Fausto-Sterling (1993) Ch 1 from The Five Sexes	<b>Quiz 2</b>
day 2	How does language help us belong to (or reject) genders?	Angouri (2021) Language, Gender and Sexuality: Sketching out the field	
day 3	Research workshop: Building an argument from data		
<b>Week 10:</b>			
day 1	“Gay speech” research: How do we place other people in groups?	Boyd, Hall-Lew & Fruehwald (2108) Crosslinguistic perceptions of /s/ among French, German, and English listeners	<b>Final paper brainstorm draft due</b>
day 2	Navigating other people’s stereotypes: Black masculinity and nonbinary speakers	Steele (2022) Perceptions of Black masculinity in nonbinary talkers	
day 3	Research workshop: Final paper analyses		
<b>Week 11:</b>			
day 1	Language and race: How does language mark racial belonging?	Lippi-Green Chs 10 & 12: The real trouble with black language & <a href="#">Defying paradise</a>	
day 2	Co-constructing race and language: Language ideologies and racial justice	Lippi-Green Chs 16 & 17: Moral panic in Oakland & Linguistic profiling and fair housing	
day 3	Research workshop: Data visualization		

<b>Week 12:</b>			
day 1	The media's role in linguistic stereotyping: Who gets to be a main character?	Lippi-Green Chs 7 & 8: <a href="#">Teaching children how to discriminate</a> & The information industry	
day 2	Appropriation of Black language practices: (In)justice and the circulations of cultural capital	Roth-Gordon, Harris & Zamora (2020) "Producing white comfort through "corporate cool": Linguistic appropriation, social media, and @BrandsSayingBae "	
day 3	Research workshop: Explaining an argument for a reader		
<b>Week 13:</b>			
day 1	Linguistic issues of immigration and xenophobia	Lippi-Green Chs 13, 14 & 15: <a href="#">The other in the mirror</a> & <a href="#">;Ya basta!</a> & <a href="#">The unassimilable races</a>	<b>Final paper first full draft due</b>
day 2	Language and the state: Official languages	Zentella (1997) " <a href="#">The Hispanophobia of the Official English movement in the US</a> "	
day 3	Research workshop: Peer review		
<b>Week 14: Thanksgiving</b>			
day 1	Research workshop: Revising, incorporating feedback and polishing		<b>Final paper peer reviews due</b>
<b>NO CLASS- THANKSGIVING</b>			
<b>Week 15:</b>			
day 1	Imagining a linguistically just world		
day 2	TBD/Fudge day		
day 3	Research workshop: Poster presentation skills		
<b>Week 16:</b>			
day 1	Poster session		
<b>Finals Week</b>			
			<b>Final paper final draft due by 5pm on [date]</b>

## LING 3602 – Language and Social Identity in the U.S.

**Campbell Hall 200**  
**Tuesdays & Thursdays**  
**12:45pm – 2:05pm**

**Instructor:** Rexhina Ndoci  
**Email:** [ndoci.1@osu.edu](mailto:ndoci.1@osu.edu)  
**Office:** 300 Oxley Hall, 1712 Neil ave.  
**Student Hours:** Via Carmen Zoom, Mondays 11am-12pm & Wednesdays 2:30pm-3:30pm or by appointment  
**Office Mailbox:** 121 Oxley Hall  
**TA Coordinator:** Dr. Hope Dawson, [dawson.165@osu.edu](mailto:dawson.165@osu.edu), 114 Oxley Hall, 614-292-5420

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### READINGS

All readings will be available on the course website (Carmen: <https://carmen.osu.edu/>)

### COURSE DESCRIPTION

The U.S. is a socially diverse country, a fact which is reflected in our use of language. During this course we will examine how language varies in the U.S. with factors such as geographical region, gender, race, ethnicity, social class, age, etc. We will discuss how language is used in the construction of identity and how these topics are related to modern social issues in the U.S., such as English-only movements, the institutional treatment of minority languages and dialects, and the linguistic representation of different kinds of speech communities in the media. The goals of this course are to stimulate discussion about these types of issues and to introduce ways of examining them in a scientific manner.

### GE INFORMATION

#### GE Social Science

**Individuals and Groups Goals:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

#### Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course will meet these outcomes by examining American social issues in relation to language. Students will learn basic methodologies of sociolinguistic research and understand how analysis of language leads to insights about social structures.

### **GE Diversity**

**Social Diversity in the US Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

#### **Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course will meet these outcomes by showing how diversity in the U.S. is reflected in language variation. Students will examine the effects of race, gender, sexuality, class, and ethnicity on language use, as well as consider how their personal background and experiences have shaped their own language.

### **COURSE COMPONENTS**

Participation		10%
Attendance	5%	
Class Contribution	5%	
Quizzes		10%
Homework (4 x 10%)		40%
Final Project		40%
Project Proposal	7.5%	
Annotated Bibliography	7.5%	
Presentation	10%	
Final Paper	15%	
<hr/>		
Total		100%

**Reading Assignments:** Students should read the assigned reading at least once before the date listed on the syllabus. Discussion of these readings is the main focus of learning in this course, therefore students are expected to be prepared. The class will be far more fruitful and enjoyable if



everyone is prepared. Being prepared to discuss with the class about the readings is also a crucial component to your participation grade.

**Participation:** Attendance and participation are expected of all students. Your participation grade is based on both your attendance and contribution to class. In this class, each student's unique insight, questions, and thoughts are extremely valuable. All students, including those that are shy, are expected to contribute to class discussions frequently and be involved in any classroom activities. Your engagement makes the class much more fun for me and much more fruitful for you. You are allowed to miss four meetings (no reason needed) before you start to lose 1% for each additional absence (i.e. 5% goes down to 4%...). Two late arrivals will count as one absence. Additional excused absences must be discussed with the instructor (e.g. because of illness or quarantine).

You should not come to class sick. Writing and emailing me a 2-3-paragraph reflection (max. 1 page) on the assigned reading will earn you the participation points for any excused absences.

**Quizzes:** There will be a total of four online quizzes throughout the semester and all will be open book and notes. You will only be quizzed on the reading assigned for that day, meaning that none of the quizzes will be cumulative. Once you start each quiz, you have 2 hours to complete it. You are not allowed to collaborate in completing the quizzes, nor to consult any other sources besides the course material and your notes. All quizzes are due a week after they are initially assigned.

**Homework:** Your homework will consist of four "mini-projects". In these mini-projects, you will collect and/or analyze original sociolinguistic data, and then write a short (2-3 double-spaced pages) paper presenting and evaluating the results. Homework assignments will require you to synthesize the course material, analyze data creatively, and think analytically. For each homework, I will specify whether you may or may not work with a partner. If you do work with a partner, your write up of the assignment still has to be done individually. Again, you may not consult any outside sources besides the course material and your notes. All homework is due at the start of class on the due date listed on the course schedule and should be submitted on Carmen.

**Final Project:** You will conduct an original research project on a relevant topic of your choice. Your final paper should be 6-10 double-spaced pages long. Along the way, you will also prepare a project proposal and an annotated bibliography with 3-5 sources. In the last three scheduled classes, you will prepare a 10-minute presentation of your project. More details to follow.

**Late Policy:** Extensions will be given to students who have discussed the need for an extension with the instructor. Otherwise, late assignments will receive a 10% penalty for each day that an assignment is late (weekends counting as one day) and will not be accepted more than three days late. Quizzes, presentations, or the final report of your final project cannot be given extensions or turned in late.

**Extra Credit:** There will be opportunities for various short extra credit assignments throughout the semester so keep your ears open!

## GRADING

*The OSU standard grading scheme is used.*

A	93.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9	E	<59.9
A-	90.0-92.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.0		
		B-	80.0-82.9	C-	70.0-72.9				

## GENERAL POLICIES

All assignments must be typed and must be submitted by the beginning of the class on the day the assignment is due. Everything must be submitted electronically as a .pdf or .docx file through Carmen. DO NOT email me your work. Late work will be penalized 10% of the grade for every day it is late (weekends counting as one day) and will not be accepted more than three days late.

Do not hesitate to contact me by email, join office hours through Carmen Zoom (or schedule Zoom meetings if office hours do not work for you) if you have additional questions or need clarifications for any of the assignments and class materials. Make sure to regularly check your email and Carmen for announcements and other course-related updates too!

A major component of this course is learning about how language interacts with social structures. Some of the topics of discussion may be unfamiliar or uncomfortable, but it is important that we maintain an open-minded, respectful, and encouraging atmosphere in class. Please do not talk over one another or interrupt whoever is speaking.

Psychological literature is confident that computers and other electronics are detrimental to attention and focus, especially in the classroom. You are welcome to use computers and other devices to take notes during class, but please be respectful of other students, and keep your activities to those strictly related to class.

## HEALTH AND SAFETY REQUIREMENTS:

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

The instructor reserves the right to not accept into the classroom students who do not comply with the mask and physical distancing policies. To make contact tracing easier for everybody, students will be maintaining their seat for the remainder of the semester after a short period of deciding which place works for them.

## ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. Should you have any questions about this issue or if you are unsure as to whether a certain action constitutes a violation of this code, please consult me.

### **ACCOMMODATIONS**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **MENTAL HEALTH**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on

call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g. race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### **DIVERSITY**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **BONUS**

Congratulations, you're almost all the way through the syllabus for this course! Thank you for taking the time to read it (make sure you look at the schedule too) as this syllabus contains important information about the course structure. Now that you've learned what to expect from this class send me an email at [ndoci.1@osu.edu](mailto:ndoci.1@osu.edu) with a cute picture of your pet (if you have one) or another cute animal you may find on the internet (if you don't have a pet) as proof of having read the syllabus. Go ahead, do it!

**SCHEDULE OF TOPICS AND READINGS**

Readings are to be completed for the day they are listed.

Homework is due on the day listed by 12:45pm.

Quizzes are due a week after they are initially assigned.

Date	Topic	Reading	Assignments
<b>Week 1: General Overview</b>			
8/25	Course outline	Syllabus	
8/27	Introduction to linguistics	Lippi-Green, Ch. 1	
<b>Week 2: Introducing Dialectal Differences</b>			
9/1	What is "standard English"?	Wolfram & SE, Ch. 1	
9/3	Transcribing dialects: IPA Practice	Wolfram & SE, 3.1 – 3.4	Quiz 1 assigned
<b>Week 3: Dialectology</b>			
9/8	Regional dialectology	Wolfram & SE, 5.1 – 5.4	
9/10	Dialects of Ohio		
<b>Week 4: Perceptual Dialectology</b>			
9/15	Dialect Perception in Ohio	Benson 2003	Homework 1 due
9/17	Dialect Perception in Kentucky	Fridy 2019	
<b>Week 5: Introducing Identity</b>			
9/22	Social identity wheel		
9/24	Case study: Martha's Vineyard	Labov 1963	Quiz 2 assigned
<b>Week 6: Gender</b>			
9/29	Language, gender, & adolescence	Eckert 1988	
10/1	Language, gender, & masculinity	Kiesling 2005	
<b>Week 7: Sexual Orientation</b>			
10/6	Introduction to sexuality		Homework 2 due
10/8	Introduction to language and sexuality	Podesva 2011	
<b>Week 8: Race and Ethnicity</b>			
10/13	AAVE	Lippi-Green, Ch. 10	Project proposal due
10/15	AAVE and sociolinguistics	Nelson 1990	
<b>Week 9: Race and Ethnicity (cont.)</b>			
10/20	Race and gender performativity	Barrett 1999	Quiz 3 assigned
10/22	Chicano English		
<b>Week 10: Codeswitching and identity</b>			
10/27	Codeswitching in Korean and English	Shin 2010	Homework 3 due
10/29	Codeswitching in U.S. media	Wells 2011	
<b>Week 11: Spanish in the U.S.</b>			
11/3	Overview of Spanish dialects	Lippi-Green, Ch. 14	

11/5	Spanish and community divisions	Raymond 2012	Quiz 4 assigned
<b>Week 12: Language Policy and Linguistics in the Courtroom</b>			
11/10	Language policy in Oakland, CA	Lippi-Green, Ch. 16	Annotated Bibliography due
11/12	AAVE in the courtroom	Rickford & King 2016	
<b>Week 13: Unfinished business and some videos</b>			
11/17	Native American Languages Revitalization	<i>Language Healers</i> (2014)	Homework 4 due
11/19	Intersectionality	Talk by K. Crenshaw	
<b>Week 14(ONLINE): Presentations</b>			
11/24	Presentations		
11/26	<b>NO CLASS - THANKSGIVING</b>		
<b>Week 15(ONLINE): Presentations</b>			
12/1	Presentations		
12/3	Presentations		
<b>Final Paper:</b> due Tuesday, December 8 <sup>th</sup> by 11:59pm on Carmen			

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## Course: Linguistics 4602

### Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of this Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship for a Just & Diverse World)

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In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The course interprets citizenship with a broad lens, as a study of how people navigate different kinds of belonging or membership to larger entities like nations, institutions and social identity groups. We will focus on linguistic behavior as a primary tool with which people build their belonging to different communities, largely in the US. The coursework moves students into advanced study through use of published research in the readings and the prevalence of research-focused assignments in which students collect and analyze their own data.

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter – listing ‘readings’ without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 1.1. Engage in critical and logical thinking about the topic or idea of the theme.** Please link Course activities and assignments to meet these ELOs:

In addition to the written assignments, in which students are prompted to critically analyze new data, the discussion sessions are structured to encourage students to probe their assumptions about citizenship, social difference, and justice and how language functions in relation to them. For one example, the sessions on language standardization (middle sessions of Weeks 2 and 3 and the first and second sessions on Week 4), students will be prompted to question their beliefs about correctness in language and probe the historical roots of which specific language forms have come to be established as standard and how power relations have shaped and been shaped by the standardization process. This will prompt students to reflect on what it means to speak “American English”, who is viewed as speaking it vs other language forms, how language marks belonging as an American and how differences in language are used to create or erase differences between people. In the sessions “‘Gay speech’ research: How do we place other people in groups?” and “Navigating other people’s stereotypes: Black masculinity and nonbinary speakers” in Week 10, students will examine how our belonging to groups is co-constructed by others and how individuals’ membership and behavior choices are constrained and influenced by the belief systems of others.

The research workshop sessions will focus on data analysis skills. In these session we will shape the big picture questions of the discussion sessions into concrete research questions about language practices and attitudes, develop methods for their investigation and learn analytical tools appropriate to the questions. The research workshops are scheduled to match the pace of



the data-based homework assignments, to prepare students for each phase. These assignments focus on connecting language practices to dimensions of social belonging like region and race.

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.**

Course activities and assignments to meet these ELOs:

The primary tool for this ELO is the scaffolded research project, in which students will work through the full research process, from identifying a research topic (together, as a group), conducting a literature review, designing and carrying out a data collection plan, analyzing the resulting data and writing a paper presenting that analysis. The instructor will guide the students in the beginning stages toward a research topic that is genuinely novel and likely to yield interesting results with an appropriately accessible methodology. The topic will be a quantitative exploration of language practices tied to two or more of the social structures explored in the course, for example individual identities and aspects of belonging like nationality, region, gender or race; situational contexts like formal vs informal conversations; social roles like students and professors or judges and contestants. The research process will guide students in a study of how specific language practices (e.g. compliments, greetings, or pronunciation of a particular speech sound) are used in relevant social contexts across the social structures under investigation to better understand the role that language plays in those structures and group membership.

The final paper itself will be written individually by each student, drawing on the pooled literature and data from the class. Students will prepare a 5-7 page research paper in the traditional academic format and in a conference-style research poster, both of which will be coached in the research workshops and scaffolded drafts.

While a research component is part of the existing version of this course, an increase in the number of credit hours from 3 to 4 allows it to be expanded. The weekly research workshops are the primary addition to the course; these will allow for deeper exploration of the research process across the course of the semester. Correspondingly, the expectation is that students will be able to produce more theoretically and methodologically sophisticated final projects.

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Course activities and assignments to meet these ELOs:

The core dynamic of the course is in the twin insights that linguistic forms are crucial tools for marking belonging to social groups and that they are central to systems of power. Accents, phrases, languages prompt a range of social and emotional cues, like belonging, foreignness, playfulness, rebellion, hospitality or many others. Language is a crucial tool for creating and negotiating membership of all kinds. On the other hand, standard language ideologies teach us that language is a neutral vehicle for thoughts and that some language, typically that spoken by the powerful, is a clearer and more effective vehicle. These ideologies have large consequences for issues of justice and equity. Students will come into the course with direct experience of both of these social realities, but most will have had little experience analyzing them critically or examining the power structures underlying standard language beliefs. We will introduce

these basic ideas in the first week, with the Lippi-Green chapter "The Linguistic Facts of Life" and a discussion of the descriptive/prescriptive ideological divide central to linguistic practice. In Week 2 students will learn about language change leading to variation in an exercise on the development of French dialects and challenge their assumptions about accent and correctness in language with the textbook chapters "The Myth of Non-Accent" and "The Standard Language Myth". During these discussions and in the online discussion forum reading responses, students will be asked to reflect on their own experiences of language as a symbol of belonging and membership and as a set of cultural objects imbued with different amounts of value or power. Approaches to languages in other fields will be invited, as students reflect on how their other classes orient to these twin understandings of language.

**ELO 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

Course activities and assignments to meet these ELOs:

The research workshops and the scaffolded class project will both include a focus on developing metacognitive skills for learning. The research workshops individually will be about specific research skills, but their hands-on nature will provide space for students to share their previous experiences with research and writing skills. The structure of each workshop will include a time for inviting students to share with each other what similar work they have done in the past and what approaches have worked well or poorly for them. While some sessions (e.g. dialectology for the homework 2 session in Week 5) may feature only a few students with previous experience, others like the literature search session in Week 4, data visualization in Week 11 and the session on revising, incorporating feedback and polishing a paper in Week 14 are areas where students are likely to have much to share.

In addition, the scaffolded research project requires students to turn in reflections at each stage, in which they report what has been done since the previous stage, what is working well in the current draft and what concerns are most pressing. This is intended to cultivate students' metacognitive abilities as well as to acclimate them to revision as a natural part of the research and writing process.

## Goals and ELOs unique to Citizenship for a Just & Diverse World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

**ELO 3.1.** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities. Course activities and assignments to meet these ELOs:

The course interprets citizenship with a broad lens, as a study of how people navigate different kinds of belonging or membership to larger entities like nations, institutions and social identity groups. We will focus on linguistic behavior as a primary tool with which people build their belonging to different communities, largely in the US. Research in sociolinguistic variation and other sociolinguistic fields has shown that language practices from the large (e.g. government endorsement of specific languages as official) to the small (e.g. the pronunciation of individual sounds) play a key role in the marking of specific people as citizens of a nation or members of a group. The course will introduce students to that work. In the Week 3 session on "Language and the state", students will explore formal notions of the nation-state and the role language ideologies play in ethnonationalist projects, after reading the textbook chapters on Language Subordination & The educational system. Students will explore the role of language choice as a marker of citizenship and how being a speaker of a given language is equated to or in tension with citizenship in a given nation or membership in a given ethnic group. In Week 2, students will read the chapters on The Myth of Non-Accent & The Standard Language Myth and analyze the role of correctness in language ideology and how the development/selection of correct language forms is deployed in the development of state power. This material will highlight how speakers even of the same language may be seen as more or less legitimate citizens based on the specific variety or accent they use. In the various sessions on gender, ethnicity and race, students will analyze the role of language forms in less formal modes of belonging. In the Week 7 discussion of "Belonging to more than one group: Jocks & burnouts; Boys & girls", students will look at how social class and gender, while in Week 10's session "Navigating other people's stereotypes: Black masculinity and nonbinary speakers", they will read and discuss a paper on the intersections of gender and race through an analysis of the perceptions of Black masculinity in nonbinary speakers. This work will examine how social belonging to a given group emerges from both the actions and preferences of the individual and the perceptions and responses of those around them, which in turn constrain and shape the individual's behavior.

The homework assignments will likewise explore this dynamic, asking students to collect original data on language practices in different communities. The two smaller assignments will focus on regional language variation and on race-linked patterns of code-switching. The focus of the class project will be determined in collaboration with the students, but will likewise examine language practices in relation to some form of national, institutional or identity-based form of membership.

**ELO 3.2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Course activities and assignments to meet these ELOs:

The aspect of intercultural competence centered in the course is developing a broader understanding of language practices as valuable resources for identity construction and group belonging for all people. In order to engage effectively with others, particularly as English speakers, students must unlearn standard language ideologies which mark some language use as incorrect or broken. The course will prompt them to do so both through the explicit discussion of standard language ideology in Week 2' session "I talk normal, you have a quirk, they have an accent", in Week 3's session "Language and the state: Linguistics of citizenship", and both of Week 4's non-workshop sessions, "The standardization of American English Why use nonstandard?" and "Language as social and emotional meaning".

This goal is also addressed through the hands-on analysis of both standardized and marginalized language practices in the first homework assignment on dialect and the second on codeswitching, both of which require students to collect data that includes marginalized forms. In these assignments students approach language practices as linguists, analyzing the patterns of use in a descriptive approach that brings the same lens to standardized and marginalized language forms. This practice of handling language equitably and writing about it without bias helps students learn to put the principles discussed in class into practice.

**ELO 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.** Course activities and assignments to meet these ELOs:

The readings and discussions will introduce students to a diverse range of social groups and their linguistics practices, with a focus on gender and sexuality, region, race and ethnicity. Some of the materials, like Week 6's "Sharma (2005) Dialect Stabilization and Speaker Awareness in Non-Native Varieties of English", which explores the linguistic choices of Indian immigrants in northern California, present lived experience filtered through an academic lens. Other work, like the excerpts from Santa Ana (2004) *Tongue-Tied: The Lives of Multilingual Children in Public Education* [week 5], are writings from non-academics of marginalized linguistic backgrounds, sharing their own experiences. In Week 4, the material from Rickford & Rickford (2000) *Spoken Soul*, blends these two, as it's written by a linguist and his son who is a writer, talking about the emotional impact that African American language has for its speakers. The homework assignments likewise prompt students to get hands-on with linguistic material from a variety of language users, giving them the chance to analyze at close hand different experiences. This work thus takes students deeper than in earlier courses like LING 2000, where they will have learned about the existence of such variation, but not analyzed it themselves.

Equity and inclusion are central in the discussions of standard language ideology and its dangers, as noted in the preceding question. These discussions will focus on how those ideologies impact different groups of people and the opportunities afforded to them in institutional and economic contexts. For example, Week 6's discussion of Rickford & King (2016) "Language and

linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond" presents an analysis of the role of linguistic bias in the murder trial of George Zimmerman for his shooting of Trayon Martin. Rickford and King document the connection between how something is said and the weight it is given as evidence, in Zimmerman's trial specifically as well as the broader damaging consequences of such bias in the justice system.

**ELO 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Course activities and assignments to meet these ELOs:

Issues of linguistic justice in the course will focus on how beliefs about and perceptions of language shape whose voices are treated as valuable and worth attending to, and who rightfully belongs to a group. This will include formal power structures, like the Rickford and King reading discussed in the previous question and in Week 13's reading Zentella (1997) "The Hispanophobia of the Official English movement in the US", the discussion of which will focus on the US but also explore what the role of an official language is and what practical and symbolic consequences there are to its selection. Week 4's first session reading Bonfiglio (2002) 2.7 Vizetelly and the birth of network standard, an excerpt of the book *Race and the Rise of Standard American*, will help students understand the semi-defined nature of Standard English in the US, without a formal official status or government body to define it, but nonetheless policed and enforced across institutions like government bodies, schools, and others.

Informal power structures also depend on language bias. We will explore justice and difference from a less structured perspective in Week 12's discussion "Appropriation of Black language practices", in which students will critique the ways the same language forms can be given radically different social meanings and legitimacy based on the social positioning of the user. Thus African American language forms (similar to other practices like music, foodways and clothing) are typically treated by dominant power structures as suspect or flawed until and unless they are repackaged strategically by white tastemakers.

**CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 9-7-22)**

<p><b>Goal 1:</b> <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i></p>	<p><b>Goal 2:</b> <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i></p>	<p><b>Goal 3:</b> <i>Formulate a well-organized, well-supported argument.</i></p>	<p><b>Goal 4:</b> <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i></p>	<p><b>Goal 5:</b> <i>Engage in original research.</i></p>	<p><b>Goal 6:</b> <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i></p>
<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p><b>Beginning</b> 2000 Intro to Linguistics 2051 Analyzing the Sounds of Lang 3701 Lang &amp; the Mind</p>	<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>
<p><b>Intermediate</b> 3000 Writing for Linguistics 3401 Words &amp; Meanings 3502 ConLangs 3701 Lang &amp; the Mind 3802 Lang &amp; Computers 3803 Ethics of Language Technology 3901 Lang Evolution &amp; Lang Change</p>	<p><b>Intermediate</b> 2001 Lang &amp; Formal Reasoning 2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3601 Lang, Race, &amp; Ethnicity in the US 3801 Codes &amp; Code-Breaking 3901 Lang Evolution &amp; Lang Change</p>	<p><b>Intermediate</b> 2367.01 Lang, Sex, &amp; Gender 2367.02 Lang &amp; Advertising 3000 Writing for Linguistics 3601 Lang, Race, &amp; Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang &amp; Social Justice 3701 Lang &amp; the Mind</p>	<p><b>Intermediate</b> 2367.01 Lang, Sex, &amp; Gender 3501 American Indigenous Languages 3601 Lang, Race, &amp; Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang &amp; Social Justice 3803 Ethics of Language Technology 3901 Lang Evolution &amp; Lang Change 3902 Lang Endangerment &amp; Death</p>	<p><b>Intermediate</b> 3191 Internship in Linguistics 3601 Lang, Race, &amp; Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang &amp; Social Justice 3701 Lang &amp; the Mind</p>	<p><b>Intermediate</b> 2367.02 Lang &amp; Advertising 3191 Internship in Linguistics 3601 Lang, Race, &amp; Ethnicity in the US 3605 Lang &amp; Social Justice Ling3801 Codes &amp; Code-Breaking 3802 Lang &amp; Computers 3803 Ethics of Language Technology 3902 Lang Endangerment &amp; Death</p>

<b>Advanced</b> 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning	<b>Advanced</b> 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4550 Field Methods 4780 Research Seminar 4998 Research 4999 Thesis Research	<b>Advanced</b> 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Research 4999 Thesis Research	<b>Advanced</b> 4597.02 Lang & the Law 4601 Lang & the Black Experience 4602 Lang & Belonging 5601 Introduction to Sociolinguistics 5901 Introduction to Historical Linguistics	<b>Advanced</b> 4550 Field Methods 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Undergraduate Research 4999 Undergraduate Thesis Research	<b>Advanced</b> 4052 Linguistics and the Scientific Method 4597.02 Lang & the Law 4780 Undergrad Research Seminar
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