Introduction to Sociolinguistics
Wednesday 2:30 – 5:30 (suggested)
John Baugh
Fall, 2011

COURSE DESCRIPTION
Studies of language in social context will be presented, including research related to Diglossia, Bilingualism, Pidginization, Creolization, and Dialectology. Discourse analyses and Conversational analyses of face-to-face conversation will be examined in methodological and analytical terms. Beyond assigned readings, Critical Discourse Analyses, the Ethnography of Speaking, the Sociology of Language, and Accommodation Theory will also be considered. Students will be required to develop a course project related to one or more studies of language in use. Experimental studies of sociophonetics and sociohistorical linguistics will be presented during lectures to demonstrate advanced interdisciplinary research with potential educational and legal relevance. Prerequisite: Ling 170D.

ASSIGNMENTS
Project proposal: 10% of final grade
Mid-term examination: 20%
Attendance and class participation: 10%
In-class student presentation: 15%
Final project or corresponding term paper: 20%
Final examination: 25%

TEXTS:


ADDITIONAL READING:
Additional readings will be provided in a separate collection of articles or through electronic distribution. We will read several original articles related to seminal advances in sociolinguistics and other studies of language in use.

STUDENT PROJECT:
Students will have the opportunity to work individually or in small groups to produce an academic artifact that is relevant to conceptually sophisticated studies of language in social context. The first assignment will include a brief proposal of the anticipated project, thereby providing a basis to consider methodological and logistic feasibility while simultaneously providing a basis for understanding sociolinguistic research methods and alternative modes of analyses. All student projects will be developed in close consultation with John Baugh. Beyond traditional term papers, students are encouraged to consider the creation of alternative academic artifacts that may have practical import, or help to advance future research aspirations.
SYLLABUS

Week One – Speech Communities

The Introductory lecture will present course requirements and the concept of speech communities, along with illustrations of basic sociolinguistic concepts.


Wardhaugh, Chapter 1. Introduction.
Chapter 5. Speech Communities.

Week Two – Regional Varieties and Dialectology

The second week will build upon the conceptualization of speech communities, and evaluate regional differences in speech.

Mesthrie, et. al. Chapter 2. Regional Dialectology
Chapter 3. Social Dialectology

Wardhaugh, Chapter 2. Language, Dialects, and Varieties.

Week Three – Pidgin and Creole Languages

Week three will introduce languages in contact, and will provide a basis for considering African American English and Hawaiian Pidgin English, among other contact vernaculars in different parts of the world.


Wardhaugh, Chapter 3. Pidgin and Creole Languages.

Week Four – Language, Thought, and Culture: The Whorfian Hypothesis

[Student Project Proposals are due: 2 pages. Please submit to jbaugh@wustl.edu]

The Whorfian Hypothesis will be the primary focus during week four, although we will devote time to reviewing and discussing the proposed student projects. We will also consider the possibility of small group collaborations for similar or complementary projects.

Mesthrie, et. al. Chapter 8. Language contact 1: Maintenance, Shift and Death.

Wardhaugh, Chapter 9. Language and Culture.

Week Five – Studies of Linguistic Variation and Change
The fifth week will introduce variationist theory, embodied substantially in the research of William Labov and his students.

Mesthrie, et. al. Chapter 4. Language Variation and Change.

Wardhaugh, Chapter 7. Variation Studies: Some Findings and Issues


**Week Six: Research Project Review, and Mid-Term examination Preparation.**

Students will review the schedule of activities required to complete their projects, and we will reconsider readings and lectures in anticipation of the forthcoming mid-term examination during week seven.

**Week Seven: Mid-term examination during class.**

Students will complete a mid-term examination based on readings, lectures, and interpretations of research results.

**Week Eight – Diglossia and Bilingualism**

The original research on Diglossia, and how it differs from Bilingualism will be reviewed, along with continuing controversy on these distinctions.

Ferguson, Charles. 1959. “Diglossia.” A copy of the article will be distributed.


Wardhaugh, Chapter 4. Choosing a Code.

**Week 9. Language usage and Gender**

The ninth week will devote primary attention to gender differences in language usage.


Wardhaugh, Chapter 13. Language and Gender

**Week 10. Critical Discourse Analyses**

Matters pertaining to language, power, and qualitative considerations relevant to studies of language in society will be explored through Critical Discourse Analyses.

Week 11. Linguistic Discrimination and Disadvantage

Sociolinguistic studies of linguistic prejudice, discrimination, and other forms of linguistic disadvantage will be considered.

Mesthrie, et. al. Chapter 11. Sociolinguistics and Education

Week 12. Student Presentations

Week 13. Student Presentations

Week 14. Student Presentations and Final examination review

In addition to concluding student presentations, time will also be allocated to an extensive review of all course readings and lectures in anticipation of a comprehensive final examination.

Week 15. Final Examination will be given at the scheduled time.

Student Projects are due on the same day as the scheduled final examination. Projects can be sent electronically to jbaugh@wustl.edu. Hard copies can be delivered to McMillan Hall 226.

Students are strongly encouraged to evaluate this course. Evaluations are available through the following link: http://evals.wustl.edu. Your comments, observations, and suggestions are greatly appreciated and will enhance revisions and improvements for this course in the future.

Students in need of special accommodation are strongly encouraged to consult with me as soon as possible to make any necessary adjustments.