Anthropology 208: Language, Culture and Society
Bellevue College, Spring 2015: ONLINE

SYLLABUS

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Contacting your instructor

Instructor: Katharine Hunt
E-mail: Please use the mail (INBOX) tool in Canvas.
Only if Canvas is unavailable, use the following: katharine.hunt@bellevuecollege.edu
Phone: (425) 564-2399
On campus office hours: Mondays and Wednesdays: 10:30 – 11:00 office D 200D. You can call me during these hours if you cannot make it to campus.
**Online Office Hours**: Thursday (time announced weekly on the course site)

Textbooks

Readings are an essential part of this course. While many of the readings will be available on-line, you will need to purchase the following two textbooks. A copy of the books will also be on reserve in the library.

1. **A Concise Introduction to Linguistics, <mark>3rd edition OR 4th edition</mark>.**

   Rowe, Bruce M. and Diane P. Levine 2012, Pearson, Prentice Hall, Upper Saddle River, NJ.
   A few used copies of this book may be available through the BC bookstore. However, you should also check other online sites for used copies, such as amazon.com; half.com; chegg.com; barnesandnoble.com. Be sure to purchase the correct 3rd edition of the book.
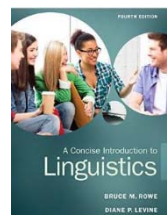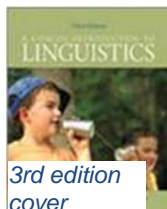
   3rd edition cover

   4th edition cover

2. **Custom Anthology, available for purchase only from "University Readers" website.**
   https://students.universityreaders.com/store/
   You can purchase a hard copy (spiral bound) or an online copy (or both). This anthology contains material which is copyright and not available on the web. Most of the cost comes from the copyright permissions.
   Cost: Print Only (before tax and shipping): $21.17; Digital Only (before tax): $19.05;
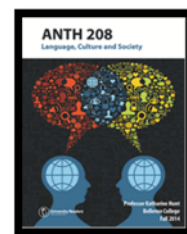
To purchase the anthology, please follow the instructions below.
   Step 1: Log on to https://students.universityreaders.com/store/
   Step 2: Create an account or log in if you have an existing account.
   Step 3: Choose the correct course pack, select a format and proceed with the checkout process.
   Step 4: After purchasing, you can access a digital copy of the first few chapters (if you selected a print format) or all chapters (if you selected a digital format) by logging into your account and clicking "My Digital Materials" to get started on your reading right away.
   If you experience any difficulties with your order or with accessing the materials, please email orders@universityreaders.com or call 800.200.3908 ext. 503.

* **Digital access**: If you select a digital format, you will need an Adobe ID and the free Adobe Digital Editions (ADE) software installed on your computer. Visit https://students.universityreaders.com/store/digital_adobe for easy instructions and a video walkthrough of the process. Once you download the digital pack you can access it online or offline at any time on your computer, tablet or smart phone. You can also annotate, highlight, and search the content. Printing is available from the first device you use to access the content. Please note that the digital course pack expires after six months.

*Print orders are typically processed within 24 hours; the shipping time will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). If you order the print version, you will have immediate digital access to the first 30% of the course readings.

Course Outcomes

Listed below are the course outcomes for ANTH 208.   Outcomes will be assessed through exams, assignments and discussions.

- Demonstrate basic understanding of the different levels of language structure exhibited by languages around the globe.
- Recognize and give examples of the ways in which language and culture are integrated.
- Critically assess claims about the effect of language on perception and thought, in relation to the Sapir-Whorf hypothesis.
- Apply a holistic ethnographic approach to describing language use in different social and cultural situations.
- Describe how languages evolve over time, and how social and regional dialects may arise.
- Recognize ethnocentric statements about language and be able to explain the value of taking a comparative, relativistic approach to the study of language.

General Education Ratings

- This course supports the general education goals of "Creative and Critical Thinking" and "Connections".

Course Rhythm and Time Commitment

- This online course is divided into 4 topic units, and each unit will be divided into weekly modules.
- Be sure to print off the course schedule so that you are able to keep up with the due dates. There will be important assessment due dates every week.
- You should expect to spend at least 12 hours per week reading, working on assignments and studying.
- Each unit will be assessed with quizzes, discussions and an exam. The exam will be due on the last day of the module.
  - **Unit 1, "The Nature of Language",** introduces you to the subject of linguistic anthropology and deals with the question of how human languages, both spoken and signed, are similar to or different from other kinds of communication.
  - **Unit 2, "Linguists' Toolkit",** introduces you to the tools linguists use to describe and analyze the structure of languages around the world.
  - **Unit 3, "Language and Culture",** looks at how language acquisition and use varies from culture to culture, and how the language we speak may reflect our culture and affect how we view the world.
  - **Unit 4, "Language and Society",** addresses the relationship between language and social identity, looking at factors such as age, gender and ethnic group.

Reading List and Course Calendar

- A complete reading list and a schedule of topics and due dates are provided later in the syllabus and also as separate documents in the Getting Started Module and under the "Syllabus" tab. I suggest you print these out and keep them accessible, so that you always know what is coming up in the course, even if you do not have web access at some point.
- Assignments and due dates will also be included in the overview at the start of each module. Any changes to the reading list or due dates will be announced on the course site.

Grading

Grade distribution

Grades will be calculated using points, distributed as follows:

Assignment	POINTS
Getting Started assignments PLUS course evaluations	**25 points** Getting Started Quiz (5) Introductory Discussion (10) Email (5) Course Agreement (3) Course Evaluations at the end of the quarter (2)
Reading Discussions **4 @ 15 points each**	**60 points**
4 Unit Exams **(40 points each, multiple choice)**	**160 points**
One Project (several options provided, with due dates spread out over the quarter.)	**50 points**
Reading quizzes and surveys **(These are practice quizzes that you can take as often as you wish. Total earned in the quizzes will be weighted to be worth 25 points, or about 8% of your grade.)**	**25 points**
TOTAL:	**320 points**

Grading scale

Final grades will be calculated based on the following grading scale:

95-100%	A
90-94%	A-
85-89%	B+
80-84%	B
75-79%	B-
70-74%	C+
65-69%	C
60-64%	C-
55-59%	D+
50-54%	D
below 50%	F

Details of the Bellevue College grading policy can be found at:
http://bellevuecollege.edu/policies/3/3000_grading.asp

Read the descriptions there carefully. Note that an A grade is only assigned to work that EXCEEDS expectations, so if you want to get an A in this course, you will need to work hard and go beyond the minimum asked for in assignments.

There is **no** extra credit in this course.

Course Assessments

After the special work completed in the Getting Started module, assessed work in this class will consist of discussions, exams, reading quizzes and a project.   Here is some information about each of these.

i.   Discussions:

The reading discussions are designed to help you think about the course topics, use technical terms from the readings and see connections between the course content and other aspects of your life experience.

You need to participate in four discussions. Each time you participate, you will be required to post an initial response to the topic and then reply to other students.

You will be graded on the quality of your posting and your engagement in the discussion. Guidelines about my expectations will be provided in the discussion prompt. Each discussion will contain specific questions for you to answer. Organize your posting into sections according to the questions posted in the discussion prompt.   Include a word count at the end of your posting. Where possible or relevant, refer to the readings and use technical terminology from the course content.

ii.   Exams and Reading Quizzes

All quizzes and exams in this online course are open-book.

There are four major unit exams. Each exam consists of 40 multiple choice questions. You will have an hour to complete each exam. The last exam is not comprehensive. It will just cover the content in Unit 4 of the class.

There are many smaller reading quizzes, which are also multiple choice.   These mini quizzes count for very few points. They are designed to help you assess your understanding of the readings.   These quizzes can be taken as often as you wish and you can also use them to review for the exams – as long as you complete them by the due date.

iii.   Project

Each student will complete ONE project during the quarter. I will offer several different options for you to choose from, related to different parts of the course.   If you choose to do more than one project, I will count the highest grade.

What should you do to succeed in this class?

Since this is a survey course, we will be covering a lot of material. In order to be successful in the course, you will need to be sure you are keeping up with the readings and assignments. The following advice may help you be more successful.

1. Check the course site daily.

Make a habit of logging on to the course site every day, so that you see any announcements or emails, and are regularly reminded of what work needs to be done each week.

2. Allow yourself enough time to complete all the required work.

To be successful in this course you should allow at least 12 hours a week for reading, completing assignments and studying for exams.

3. Contact me if you have any questions or concerns.

I welcome your emails and questions at any time. Often a problem can be easily solved if it is addressed immediately. Too often, though, students delay in letting me know about a problem until the end of the quarter when it may be too late to resolve it.

4. Participate in class

Participating actively in class will help you learn and make the class more enjoyable. Be a regular participant in the discussions.

5. Keep up with the reading

Reading is a very important part of learning in this course. There is a HEAVY reading load. If you find that you are having trouble understanding or completing the assigned readings, I suggest you try the following:

i. Look at the review questions at the end of each chapter in the textbook, and the answers at the back of the textbook. Use the glossary at the back of the textbook to help you understand any technical terminology.
ii. For readings which are not from the textbook, look at the reading guide I provide for each reading. The questions in the reading guide will help you focus on the important aspects of the readings.
iii. Look over the "Tips for doing readings" document posted in "Getting Started".
iv. Email me to ask questions about any of the readings if you find them difficult. I welcome your questions.
v. Ask a question in the reading discussion to get help from your classmates.
vi. Read all the postings in the reading discussions to see other students' comments about the readings.
vii. Complete the reading quizzes and redo them until you get 100%.

Class Expectations

Syllabus and Social Science Division Guidelines and Procedures Review

You are required to review this syllabus and the Social Science Division Procedures and Guidelines (at the end of the syllabus), which apply to students in this class. Enrollment in the course constitutes an agreement to abide by the procedures and guidelines set forth in these two items. If you have any questions about the meaning of any of this material, please ask me.

My expectations of students:

- Be respectful to other students
- Read instructions carefully and contact me whenever you have questions
- Follow instructions for assignments
- Turn work in on time
- Do not wait until the last minute to ask for help

What you can expect from me:

- Respectful responses to questions
- Responses within 24 hours to email. I will warn you ahead of time if this will not be possible for any reason. If you do not hear back from me, **please** email again after 24 hours, to be sure that I saw your message. I will not be annoyed by a repeat message!
- Work usually graded within a week. Again, I will warn you if I cannot meet this goal. Project grading is time-consuming, and may take longer than a week.

Due dates

- All course work must be submitted/posted/completed by 11:59 p.m. on the due date.

Late work (and how to avoid it!)

- In general I do not accept late assignments, as it is unfair to students who submit on time. However, I know from personal experience that life can present unexpected challenges which prevent you from turning work in on time. If you feel that you have a serious and valid reason for needing to submit work late, you may write an email asking me to accept your late work. In your email you should state why your assignment is/will be late, and provide any evidence you can to support your claim. I will consider these requests on a case by case basis. You should always do this as soon as possible. If your request comes in after the due date, you will need to have a good reason. Do not just submit work late with no explanation and hope that I will accept it!
- Vacations are not a valid excuse for late work. If you will be out of town without web access on due dates, you should complete the work before you leave.
- Quizzes are worth very few points, and I will not grant extensions for these. It is to your benefit to complete quizzes on time because then you can use them to review for the unit exams. If you have not completed them by the due date, you will not be able to review the quiz questions.

- If I agree to accept late work from you, it is your responsibility to let me know when the work is completed, and to check with me if it is not graded within two weeks after submission.

To avoid last-minute emergencies, try to complete all work well before the deadline. Some students like to mark deadlines on their calendars a day earlier than the actual due date, so that they will always have an extra day if a last minute emergency arises. I also offer some choices for the projects and discussions, so you can choose assignments that fall in weeks when you expect to have more time to work on them.

Behavioral Expectations for Discussions

- Remember that you need to treat your classmates with respect.   The on-line classroom, just like the on-campus classroom, must be safe and open for all students regardless of their age, sexual orientation, race, ethnicity, religion, gender, disability, or perspective.   Even if you disagree with a classmate, you still need to treat that person with respect.
- Please abide by the following discussion guidelines:
  1. Treat your classmates with respect.
  2. Any opinions or arguments you express should be supported by evidence.
  3. If you disagree with a classmate, question the evidence or the claim; not the person.
  4. No one should be understood to be 'representing' the racial/ethnic, gender, class, etc. group to which he or she belongs. You speak only for yourself.

Avoiding Plagiarism

Plagiarism is "the uncredited use (both intentional and unintentional) of somebody else's words or ideas." (http://owl.english.purdue.edu/owl/resource/589/01/)   It is considered a serious academic offense in the United States. You can avoid plagiarism by taking care in how you cite or paraphrase the sources you use in researching projects or papers.

The form of plagiarism I most frequently see in student assignments is the copying and pasting of material from the web. Please do not be tempted to do this. All projects you submit will be checked by Turnitin.com. If plagiarism is found, you will get a score of zero.

Here are two excellent sources you can use to help you learn how to avoid plagiarism:

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

http://www.lib.usm.edu/legacy/plag/whatisplag.php

Students with Disabilities

If you have medical information to share with me, please contact me via email. If you need course modifications, adaptations, or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact them as soon as possible.   You may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at http://bellevuecollege.edu/drc/

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or (425) 564-2764. ASN is located in the Library Media Center in D125.   https://www.bellevuecollege.edu/autismspectrumnavigators/

Student Code

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Affirmation of inclusion.

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. http://bellevuecollege.edu/about/goals/inclusion.asp

Safe Space

This class is a Safe Space for all students, regardless of sexual orientation or gender identity.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Spring 2015

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and at http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal from Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

TENTATIVE Course Calendar Spring 2015 At-a-glance

	Dates	Topics	Assessments	DUE DATES
GETTING STARTED	**April 6**	❖ Syllabus ❖ Introductions	**Linguistic Autobiography Getting Started quiz INBOX assignment Agreement**	**Due Monday, April 6 (but Getting Started work accepted through Sunday, 4/12)**
MODULE 1: THE NATURE OF LANGUAGE	**Week 1: April 7-13**	❖ The Nature of Language ❖ Nonverbal Communication	**Reading quizzes**	**Due Monday, April 13**
	Week 2: April 14-20	❖ Chimps and Language ❖ Sign Language	**Reading quizzes Unit 1 Reading discussion Unit 1 Exam**	**Due Monday, April 20**
MODULE 2: LINGUISTS' TOOLKIT	**Week 3 April 21- 27**	❖ Phonetics ❖ Phonology	**Reading quizzes Project Due Date**	**Due Monday, April 27**
	Week 4 April 28 – May 4	❖ Morphology ❖ Syntax	**Unit 2 Reading discussion Reading quizzes**	**Due Monday, May 4**
	Week 5 May 5 - 11	❖ Pragmatics	**Reading quiz Unit 2 Exam Project Due Date**	**Due Monday, May 11**
MODULE 3: LANGUAGE AND CULTURE	**Week 6 May 12 - 18**	❖ Ethnography of Communication ❖ Language Acquisition	**Reading quizzes**	**Due Monday, May 18**
	Week 7 May 19 - 25	❖ Language, Culture and Thought ❖ Language Death and Revitalization	**Unit 3 Reading discussion Reading quizzes**	**Due Monday, May 25**
	Week 8 May 26 – June 1	❖ Language Change	**Reading quizzes Unit 3 Exam Project Due Date**	**Due Monday, June 1**
MODULE 4: LANGUAGE AND SOCIETY	**Week 9 June 2 - 8**	❖ Sociolinguistics (several topics) ❖ Regional Dialects	**Unit 4 Reading discussion Reading quizzes**	**Due Monday, June 8**
	Week 10 June 9 - 15	❖ Language and Gender ❖ Language and Ethnicity	**Makeup reading discussion (optional) Reading quizzes**	**Due Monday, June 15**
	Week 11 June 16-19	❖ FINAL EXAM WEEK	**Unit 4 Exam**	**Due <u>Friday June 19</u>**

Tentative Reading List by Topic (Subject to changes)

- Readings come from three sources: the textbook (Rowe and Levine), the anthology and the web.
- Reading assignments, along with more information about each reading and reading questions, will also be provided in each topic module.
- If I find new articles during the quarter which I think are useful, I may modify the reading list. I will send out announcements if any changes occur.
- Full citations for articles from the course anthology are given in the anthology.

Unit 1 Readings:

	Topic	Readings
UNIT 1: The Nature of language	**Properties of language**	1. Textbook: Chapter 1; pp. 1-12 2. Listen to (or read): "When Did We Become Mentally Modern?" http://www.npr.org/templates/story/story.php?storyId=129082962 3. Listen to (or read): "Signing, Singing, Speaking: How language evolved." http://www.npr.org/templates/story/story.php?storyId=129155123
	Nonverbal Communication	4. Textbook, chapter 11 5. "Afghan pamphlet explains cultural faux pas by Western soldiers". *Seattle Times,* September 28, 2012 http://seattletimes.com/html/nationworld/2019291742_afghanguide29.html
	Chimps and Language	6. Textbook, pages 12-23 7. Mullen, William "What we learned from Washoe the chimp". http://archive.truthout.org/article/what-we-learned-from-washoe-chimp 8. "Baby apes and humans teach lessons about evolution of language." Alan Boyle, Science Editor, NBC News http://cosmiclog.nbcnews.com/_news/2013/06/06/18805179-baby-apes-and-humans-teach-lessons-about-evolution-of-language
	Sign Language	9. Textbook, chapter 9. 10. "A Linguistic Big Bang" by Lawrence Osborne. NY Times Magazine, October 24, 1999. http://www.nytimes.com/library/magazine/home/19991024mag-sign-language.html 11. Video about the evolution of Nicaraguan Sign Language http://www.pbs.org/wgbh/evolution/library/07/2/l_072_04.html 12. Documentary "Sound and Fury" on YouTube. 13. "Where is Heather Artinian Today?" *Cochlear Implant Online*, August 17th, 2011. (Follow-up on video "Sound and Fury".) http://cochlearimplantonline.com/site/where-is-heather-artinian-today/

Unit 2 Readings

UNIT 2: Linguists' Toolkit	**Phonetics**	1. Textbook chapter 2, pages 30-54 2. Listen to or read: "From Grunting To Gabbing: Why Humans Can Talk" http://www.npr.org/templates/story/story.php?storyId=12908376 2 3. "Why Ice Cream Sounds Fat and Crackers Sound Skinny" by Dan Jurafsky. http://alumni.stanford.edu/get/page/magazine/article/?article_id=63151
	Phonology	4. Textbook: Chapter 3: pp. 64-73 (+ data from the anthology)
	Morphology	5. Textbook: Chapter 4 (+ data from the anthology)
	Syntax	6. Textbook: Chapter 5: pp. 115-124
	Pragmatics	7. Textbook: Page 172 (from "Playing with Meaning") to page 189

Unit 3 Readings

<table>
<tr><td rowspan="6">UNIT 3: Language and Culture</td><td>Ethnography of Communication</td><td>8. "Greetings in the Desert" by Ibrahim Ag Youssouf, Allen D. Grimshaw and Charles S. Bird. **Course anthology**
9. "Txtng Rules" by Anne Curzan. http://chronicle.com/blogs/linguafranca/2013/03/01/txtng-rules/</td></tr>
<tr><td>Language, Culture and Thought</td><td>10. Textbook: Chapter 7, pp. 221-229
11. "Metaphors We Live By" by George Lakoff and Mark Johnson. http://theliterarylink.com/metaphors.html
12. "Does Your Language Shape How You Think?" by Guy Deutscher. *New York Times Magazine*, August 26, 2010. http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=1 (Be sure to read through the full article.)
13. "The Interpreter" by John Colapinto. New Yorker Volume 8, #8. 4/16/2007. (Use reading guide to focus on relevant pages.) http://www.newyorker.com/reporting/2007/04/16/070416fa_fact_colapinto</td></tr>
<tr><td>Language Acquisition</td><td>14. Textbook, chapter 8
15. "Language Gap Study Bolsters a Push for PreK" by Motoko Rich. *New York Times*, 10/22/2013 http://www.nytimes.com/2013/10/22/us/language-gap-study-bolsters-a-push-for-pre-k.html?emc=edit_tnt_20131028&tntemail0=y&_r=0</td></tr>
<tr><td>Language Death and Revitalization</td><td>16. Textbook: pp. 366-368 "Disappearing, Reappearing and Endangered Languages"
17. "Farewell, Udach' Kuqax*a'a'ch, the last native speaker of Eyak" by Rachel Shields. *The Independent*. January 25, 2008. http://www.independent.co.uk/news/world/americas/farewell-udach-kuqaxaach-the-last-native-speaker-of-eyak-773893.html
18. "Last words" by Payal Sampat. *World Watch*, May/June 2001, Vol. 14 Issue 3. http://www.worldwatch.org/node/500
19. "A Village Invents a Language All Its Own" by Nicholas Bakalar. *New York Times*. Tuesday, July 16, 2013. (text and video) http://www.nytimes.com/2013/07/16/science/linguist-finds-a-language-in-its-infancy.html/?_r=0
20. "Togolese Academics Battle for Linguistic Heritage" by Lisa Bryan. *Voice of America*. July 12, 2013 http://www.voanews.com/content/togo-academics-fight-for-linguistic-heritage/1700925.html
PLUS video clips (see module)</td></tr>
<tr><td>Language Change</td><td>21. Textbook, chapter 12.
22. "Family Tree of Languages has Roots in Anatolia, Biologists Say". Nicolas Wade. *New York Times*, 9/23/12. http://www.nytimes.com/2012/08/24/science/indo-european-languages-originated-in-anatolia-analysis-suggests.html?ref=languageandlanguages
23. "Urban Dictionary defines slang for some court cases, but is it accurate?" by Martha Neil, May 21, 2013 http://www.abajournal.com/news/article/urban_dictionary_defines_slang_for_some_court_cases_but_is_it_accurate/</td></tr>
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Unit 4 Readings

<table>
<tr><td rowspan="7">UNIT 4: Language and Society</td><td>**Introduction to Sociolinguistics**</td><td>24. What is Sociolinguistics? Sociolinguistic Basics.
http://www.pbs.org/speak/speech/sociolinguistics/sociolinguistics/</td></tr>
<tr><td>**Variation by Situation**</td><td>25. Textbook: pages 209-217
26. "Stylistic Variation." From: *Linguistics: An Introduction*. **Course anthology**</td></tr>
<tr><td>**Variation by Region (Regional Dialects)**</td><td>27. Textbook: pages 193-199
28. "They Speak Really Bad English down South and in New York City" by Dennis Preston.
http://www.pbs.org/speak/speech/prejudice/attitudes/
29. "Employers show bias against accents, study says." University of North Texas News Service.   Available on the web at:
http://news.unt.edu/news-releases/employers-show-bias-against-accents-study-says</td></tr>
<tr><td>**Variation by Social Class**</td><td>30. "Socioeconomic Status Varieties." Edward Finegan. **Course anthology**.
31. "Overt vs. Covert Prestige and Acts of Identity." From *Language Files*. **Course anthology**.</td></tr>
<tr><td>**Language and Gender (Genderlects)**</td><td>32. Textbook: pages 217-221
33. "Sex, Lies and Conversation" by Deborah Tannen. The Washington Post, June 24, 1990. Available on the web at
http://www9.georgetown.edu/faculty/tannend/sexlies.htm
34. Part of "Cross-cultural studies of language and gender: Linguistic and stylistic preferences." Nancy Bonvillain. **Course anthology**.
35. "Doing what comes culturally: Gender, Identity and Style" Deborah Cameron. **Course anthology**.
36. "Dude" - One-page description of research by Scott Kiesling on the use of the word "dude".
http://www.umc.pitt.edu/rr/2005spring/dudeword.html
37. "Overturning the Myth of Valley Girl Speak," *New York Times,* December 23, 2013.
http://well.blogs.nytimes.com/2013/12/23/overturning-the-myth-of-valley-girl-speak/?_r=0</td></tr>
<tr><td>**Language Change**</td><td>38. Textbook, chapter 12.
39. "Family Tree of Languages has Roots in Anatolia, Biologists Say". Nicolas Wade. *New York Times*, 9/23/12.
http://www.nytimes.com/2012/08/24/science/indo-european-languages-originated-in-anatolia-analysis-suggests.html?ref=languageandlanguages
40. "Urban Dictionary defines slang for some court cases, but is it accurate?" by Martha Neil, May 21, 2013
http://www.abajournal.com/news/article/urban_dictionary_defines_slang_for_some_court_cases_but_is_it_accurate/</td></tr>
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	Language and Ethnicity: Ebonics	41. Textbook: pages 199 - 208 42. "Suite for Ebony and Phonics" by John Rickford. 1997. http://www.stanford.edu/~rickford/papers/SuiteForEbonyAndPhonics.html 43. "Ebonics: A Farce That Masks The True Problem Of Poverty" by Cynthia Tucker. *Seattle Times.* http://community.seattletimes.nwsource.com/archive/?date=19970106&slug=2517364