

Linguistics 200 (LIN 200LEC)  
Class #19868  
Language in Pluralistic America  
Course description and syllabus  
Spring 2020

A. Course Information

MWF 9:00-9:50  
Knox Lecture Hall 104

Prof. David Fertig  
638 Baldy (mailbox in 619A Baldy)  
716-645-0129  
fertig@buffalo.edu  
Office hours: Mon. & Fri. 10:30-11:30 a.m.

See UBLearns for TA contact information and office hours.

B. Course Description

Explores the many varieties of English and the many different languages that co-exist in the United States, including immigrant and indigenous languages, as well as sign languages and contact varieties “born” in the USA. We look at the history of linguistic diversity in this country and its relationship to differences of ethnicity, gender, sexuality and a number of other factors and compare the U.S. situation to that in other parts of the world.

By taking this course, students can fulfill:

- the Diversity Learning Requirement of the UB Curriculum (for students who entered UB in Fall 2016 or later):  
<https://www.buffalo.edu/ubcurriculum/foundations.html>
- the UB **general education** American Pluralism requirement (for students who entered UB prior to Fall 2016)

LIN 200 is included in the following **UB Curriculum Pathways** and can satisfy either the Social Sciences or the Civilization and History UB Area if taken as part of one of these Pathways:

Global Cultures and Expression (Global Pathway)  
Global Politics and Power (Global Pathway)  
Communities, Populations and Spaces (Thematic Pathway)  
Conflict, Violence and Resolution (Thematic Pathway)  
Cultures, Art and Imagination (Thematic Pathway)  
Health, Sexuality and Society (Thematic Pathway)  
Human Nature (Thematic Pathway)

**UB Portfolio:** If you are completing this course as part of your UB Curriculum requirements, please select an 'artifact' from this course that is representative of your learning and upload it to your UBPortfolio (powered by Digication) account. Templates have been created for this purpose. Artifacts include homework assignments, exams, research papers, projects, lab reports, presentations, and other course materials. Your final UB Curriculum requirement, UBC 399: UB Curriculum Capstone, will require you to submit these 'artifacts' as you process and reflect on your achievement and growth through the UB Curriculum. For more information, see the UB Curriculum Capstone website: <https://www.buffalo.edu/ubcurriculum/capstone.html>.

The UB Curriculum office provides UBPortfolio support to students and instructors during the Fall and Spring semesters, Monday- Friday in 17 Norton Hall. For hours, visit [https://buffalo.digication.com/ub\\_portfolio/ubportfolio-walk-in-lab-hours](https://buffalo.digication.com/ub_portfolio/ubportfolio-walk-in-lab-hours)

### C. Grades

Your final course grade will be calculated as follows:

Average of 2 tests.....	50%
Average of 4 out of 6 regular quizzes and 3 out of 4 unannounced quizzes.....	15%
Written projects .....	35%

Semester percentage grades will be converted to letter grades according to the following scale:

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

### D. Required text

*Language and Diversity in the US: An Introduction*, by Susan Tamasi & Lamont Antieau. New York: Routledge, 2015.

### E. Course policies

**Special note for Spring 2020: We have at least one student in our class this semester who is extremely allergic to peanuts and tree nuts. Eating nuts or peanuts or nut/peanut food products or carrying open packages of nuts or peanuts or nut/peanut food products is therefore strictly prohibited in the LIN 200 classroom this semester.**

- All assignments must be handed in on time.
- There will be no make-up quizzes. Best 4 of 6 regular quizzes are counted. In addition to the 6 regular quizzes, there will be 4 very short unannounced quizzes, with the best 3 of these 4 counted. If you are unable to come to a test for one of the reasons listed on the website below, contact your TA as soon as possible to discuss your options. Do NOT make any non-essential travel plans that might conflict with either of the two tests.  
<https://catalog.buffalo.edu/policies/attendance.html>
- Students should contact their TAs (by e-mail or in person) when they have questions or difficulties of any kind. TA contact information and office hours will be posted on UBLeans under "Contacts". Each student will be assigned to a specific TA a few days after the start of the semester.
- Incompletes** are rarely if ever appropriate in a class like LIN 200. Special arrangements can sometimes be made in extraordinary circumstances (such as medical emergencies). Before approaching your TA to discuss the possibility of an incomplete, please familiarize yourself with UB's official policy at:  
<https://catalog.buffalo.edu/policies/explanation.html>

## 5. Academic Integrity

All students should be sure that they understand the University's Academic Integrity policy (see website below) before completing any assignments or taking any tests. If you have any questions or concerns about the policy, please discuss them with your instructor.

[https://catalog.buffalo.edu/policies/academic\\_integrity\\_2019-20.html](https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html)

## 6. Accessibility Resources

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at:

<http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

## F. Critical Campus Resources

### 1. Sexual Violence

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB's Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

### 2. Mental Health

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other issues you may experience. You can learn more about these programs and services by contacting:

#### *Counseling Services:*

- 120 Richmond Quad (North Campus), 716-645-2720
- 202 Michael Hall (South Campus), 716-829-5800

#### *Health Services:*

- Michael Hall (South Campus), 716-829-3316

#### *Health Promotion:*

- 114 Student Union (North Campus), 716-645-2837

## G. Student Learning Outcomes

## Learning outcomes and assessment for the Diversity Learning Requirement of the UB Curriculum

Course Learning Outcomes:	Maps to the Following Program Outcomes / Competencies:	Delivered through the Following Instructional Method(s):	Student Achievement Assessed with the Following Method(s)/Assignments:
1. Understand the <i>challenges and possibilities</i> inherent in a diverse society.	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	class lectures, slides, and discussion, throughout semester; textbook chapters 2, 3, 6, 8, 9	Essay questions on tests 1 and two; written projects 1 and 2
2. Think critically and with an open mind about <i>controversial contemporary and historical topics stemming from issues such as</i> gender, race, class, ethnicity, religion, and disability in American society.	UBGE, SUNY Critical Thinking, MSCHE Critical Analysis and Reasoning, MSCHE Values, Ethics, & Diverse Perspectives	class lectures, slides, and discussion, especially in weeks 1, 3-7, 10-12, 14; textbook chapters 3, 6, 7, 12-14	Essay questions on tests 1 and two; written projects 1 and 2
3. Understand that categories of diversity <i>develop and change</i> over time.	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	class lectures, slides, and discussion, especially in weeks 2, 10-14; textbook chapters 4, 5, 7, 8, 10, 11, 13	written project 1
4. Describe how categories of diversity <i>intersect or connect</i> with each other, creating complex identities and perspectives.	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	class lectures, slides, and discussion, especially in weeks 10-14; textbook chapters 6, 7, 13	written project 2
5. Recognize that categories of difference create both <i>institutional inequalities and advantages</i> .	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	class lectures, slides, and discussion, especially in weeks 1, 7, 8, 11, 12; textbook chapters 2, 3, 8, 14	essay question on test 2

6. Explain how <i>historical contexts</i> (such as Western global expansion, slavery, capitalism, gender inequality, immigration, and/or social movements) have shaped contemporary realities.	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	class lectures, slides, and discussion, especially in weeks 2–5, 8, 12, 14; textbook chapters 4, 6, 7, 10–13	short paragraph and/or essay question on test 2
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Course-specific learning outcomes and assessment for Linguistics 200

By the end of this course, students should be able to ...	Method of assessment
define and discuss the terms <b>pluralism</b> , <b>multiculturalism</b> , <b>assimilation(ism)</b> , <b>segregation</b> , and <b>integration</b> and explain how these concepts are relevant to language in the U.S.	quiz 1, test 1, written project 1
name the major immigrant groups to the U.S. and describe the history and circumstances of their immigration	quizzes 1 and 2, test 1, written project 1
Describe the different patterns of language maintenance and shift seen among linguistic minorities in the U.S.	quizzes 1 and 2, test 1, written project 1
Explain the relevance of religion for language maintenance and shift	quiz 2, test 1
Name several indigenous languages of the U.S.	quiz 3, test 1
Explain the linguistic and social status and significance of American Sign Language.	quiz 4, tests 1 & 2
Describe the historical development of official U.S. policies and political debates regarding immigrant and indigenous minority languages.	quiz 4, test 2, written project 2
Identify major dialect regions of the U.S. and name some linguistic features of each major dialect.	quiz 4, test 2
Explain how speakers use linguistic variation to construct and express their identities.	quiz 5, test 2, written project 2
Explain the linguistic and social status of African American (Vernacular) English.	quiz 5, test 2

## Semester schedule: Linguistics 200 - Spring 2020

Week	Date	Topic	Textbook	Test/Paper
1	Jan. 27	Introduction		
	Jan. 29	What is pluralism?/What is linguistics?	Chapter 1	
	Jan. 31	Multilingualism in America	Chapter 9	
2	Feb. 3	Immigration, maintenance and shift		
	Feb. 5	European immigration		
	Feb. 7	German	pp. 232-237	
3	Feb. 10	German		Quiz 1
	Feb. 12	Pennsylvania German/ Amish		
	Feb. 14	Yiddish	pp.247-250	
4	Feb. 17	French	pp.228-232	
	Feb. 19	Pidgins and Creoles	Chapter 13	
	Feb. 21	Spanish	Chapter 10	
5	Feb. 24	Spanish		Quiz 2
	Feb. 26	Asian languages	pp.237-247	
	Feb. 28	Indigenous languages		
6	Mar. 2	Indigenous languages	Chapter 12	1st paper due
	Mar. 4	Indigenous languages		
	Mar. 6	Indigenous languages		Quiz 3
7	Mar. 9	Sign language and the deaf	Chapter 14	
	Mar. 11			Test 1
	Mar. 13	Sign language and the deaf		
	Mar. 16-20	<b>SPRING</b>	<b>BREAK</b>	
8	Mar. 23	Language policy and politics	Chapter 15	
	Mar. 25	Language and education		
	Mar. 27	American English	Chapter 4, 8	
9	Mar. 30	Introduction to linguistic variation	Chapters 2, 3	
	Apr. 1	Geographic variation		
	Apr. 3	Geographic variation	Chapter 5	
10	Apr. 6	Geographic variation		Quiz 4
	Apr. 8	Variation and social class	Chapter 6	
	Apr. 10	Variation and social class		
11	Apr. 13	Variation and social class		
	Apr. 15	Variation and ethnicity		
	Apr. 17	African-American English	Chapter 7	
12	Apr. 20	African-American English		2nd paper due
	Apr. 22	African-American English		
	Apr. 24	Language and age		
13	Apr. 27	Youth culture and language		Quiz 5
	Apr. 29	Slang		
	May 1	Language and social media		
14	May 4	Language, gender, and sexual orientation		Quiz 6 (general)
	May 6	Language, gender, and sexual orientation		
	May 8			Test 2