

Linguistics 200 (LIN 200LEC)
Class #18403
Language in Pluralistic America
Course description and syllabus
Spring 2022

A. Course Information

MWF 11:00-11:50
Knox 109

Prof. David Fertig
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716-645-0129
fertig@buffalo.edu
Office hours: Mon. & Fri. 12:30-1:30 p.m.

See UBLearn 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 that evolved 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 in the United States** 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 Thematic Pathways** and can satisfy either the Social Sciences or the Civilization and History UB Area if taken as part of one of these Pathways:

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 save it in a safe location with a clear title. 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. Artifacts include assignments, exams, research papers, projects, lab reports, presentations, and other coursework. For more information, see the UB Curriculum Capstone website: <https://www.buffalo.edu/ubcurriculum/capstone.html>.

C. Grades

Your final course grade will be calculated as follows:

Average of 2 online tests (through UBLearns).....	40%
Average of 4 out of 6 online quizzes (through UBLearns).....	10%
Average of 2 written projects	50%

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. Optional Text

Language and Diversity in the US: An Introduction, by Susan Tamasi & Lamont Antieau. New York: Routledge, 2015. Available as an ebook through the UB Libraries website (<https://library.buffalo.edu/>).

E. Course policies

- All assignments must be submitted on time through UBLearns.
- Best 4 of 6 quizzes are counted. Each quiz must be completed in a single UBLearns session. (Average time needed to complete each quiz: About 10 minutes.) Students will have at least a 24-hour window to take each quiz.
- Tests will be divided into 3 sections. Each section must be completed in a single UBLearns session. (Average time needed to complete a single section of a test: About 20 minutes.) Students will have at least a 36-hour window to complete all 3 sections of each test.
- Students should contact their TAs when they have questions or difficulties of any kind. TA contact information and office hours will be posted on UBLearns 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>
- 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. You can find the policy at: <https://catalog.buffalo.edu/policies/integrity.html>

7. 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 UB Curriculum Diversity in the United States requirement

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 2; 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 disabilities 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 2; 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

<p>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.</p>	<p>UBGE, MSCHE Values, Ethics, & Diverse Perspectives</p>	<p>class lectures, slides, and discussion, especially in weeks 2-5, 8, 12, 14; textbook chapters 4, 6, 7, 10-13</p>	<p>short paragraph and/or essay question on test 2</p>
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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
<p>define and discuss the terms pluralism, multiculturalism, assimilation(ism), segregation, and integration and explain how these concepts are relevant to language in the U.S.</p>	<p>quiz 1, test 1, written project 1</p>
<p>name the major immigrant groups to the U.S. and describe the history and circumstances of their immigration</p>	<p>quizzes 1 and 2, test 1, written project 1</p>
<p>Describe the different patterns of language maintenance and shift seen among linguistic minorities in the U.S.</p>	<p>quizzes 1 and 2, test 1, written project 1</p>
<p>Explain the relevance of religion for language maintenance and shift</p>	<p>quiz 2, test 1</p>
<p>Name several indigenous languages of the U.S.</p>	<p>quiz 3, test 1</p>
<p>Explain the linguistic and social status and significance of American Sign Language.</p>	<p>quiz 4, tests 1 & 2</p>
<p>Describe the historical development of official U.S. policies and political debates regarding immigrant and indigenous minority languages.</p>	<p>quiz 4, test 2, written project 2</p>
<p>Identify major dialect regions of the U.S. and name some linguistic features of each major dialect.</p>	<p>quiz 4, test 2</p>
<p>Explain how speakers use linguistic variation to construct and express their identities.</p>	<p>quiz 5, test 2, written project 2</p>
<p>Explain the linguistic and social status of African American (Vernacular) English.</p>	<p>quiz 5, test 2</p>

Semester schedule: Linguistics 200 - Spring 2022

Week	Date	Topic	Textbook	Test/Quiz/Proj.
1	Jan. 31	Introduction		
	Feb. 2	What is pluralism?/What is linguistics?	Chapter 1	
	Feb. 4	Multilingualism in America	Chapter 9	
2	Feb. 7	Immigration, maintenance and shift		
	Feb. 9	European immigration		
	Feb. 11	German	pp. 232-237	
3	Feb. 14	German		Quiz 1
	Feb. 16	Pennsylvania German/ Amish		
	Feb. 18	Yiddish	pp.247-250	
4	Feb. 21	French	pp.228-232	
	Feb. 23	Pidgins and Creoles	Chapter 13	
	Feb. 25	Spanish	Chapter 10	
5	Feb. 28	Spanish		Quiz 2
	Mar. 2	Asian languages	pp.237-247	
	Mar. 4	Indigenous languages		
6	Mar. 7	Indigenous languages	Chapter 12	1st project due
	Mar. 9	Indigenous languages		
	Mar. 11	Indigenous languages		Quiz 3
7	Mar. 14	Sign language and the deaf	Chapter 14	
	Mar. 16	Sign language and the deaf		
	Mar. 18			Test 1
	Mar. 21-25	Spring break	No classes!	
8	Mar. 28	Language policy and politics	Chapter 15	
	Mar 30	Language and education		
	Apr. 1	American English	Chapter 4, 8	
9	Apr. 4	Introduction to linguistic variation	Chapters 2, 3	
	Mar. 6	Geographic variation		
	Apr. 8	Geographic variation	Chapter 5	
10	Apr. 11	Geographic variation		Quiz 4
	Apr. 13	Variation and social class	Chapter 6	
	Apr. 15	Variation and social class		
11	Apr. 18	Variation and social class		
	Apr. 20	Variation and ethnicity		
	Apr. 22	African-American English	Chapter 7	
12	Apr. 25	African-American English		2nd project due
	Apr. 27	African-American English		
	Apr. 29	Language and age		
13	May. 2	Youth culture and language		Quiz 5
	May 4	Slang		
	May 6	Language and social media		
14	May 9	Language, gender, and sexual orientation		Quiz 6 (general)
	May 11	Language, gender, and sexual orientation		
	May 13			Test 2