University of Essex
Department of Language and Linguistics
LG532 – Approaches to Language in Society (MA module)
Autumn 2018

Seminar: Tuesday 16:00-18:00 in 3.407
Instructor: Dr Uri Horesh
Office: 4.203
Office hours: Tuesday 13:00-15:00 or by email appointment
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*Please email me **only** from your @essex.ac.uk email accounts.*

Outline of module:
Week 2: 9 October – Overview
- This first class session is devoted to gauging what you already know about sociolinguistics, and to me explaining what our approach to the field at Essex (and many other universities) is.
- We will engage in a discussion regarding our expectations from the module (both yours and mine).
- I will also devote time to explain the structure of the module and some basic concepts of sociolinguistic variation.
- One thing I will emphasise is that the approach we will take is that Sociolinguistics is *a way of doing Linguistics*.

From here on, each class session will include readings (articles and/or chapters), which are *required* of you to have read *prior* to our class discussion. The readings are mostly available on Moodle as PDFs. A small number are only available in our library in print form.

If you are auditing the module and don't have access to the LG532 Moodle site, please let me know and I'll add you to the list of users.

Week 3: 16 October – Variationist Sociolinguistics: The classics
- Labov, William. 1963. The social motivation of a sound change, *WORD* 19(3): 273-309, DOI: 10.1080/00437956.1963.11659799
- Trudgill, Peter. Trudgill, Peter. 1974. *The social differentiation of English in Norwich*. Cambridge: Cambridge University Press. **(Selected chapters).**

Week 4: 23 October – Age as a sociolinguistic variable; change in progress; apparent vs real-time studies

- Eckert, Penelope. 1998. Age as a sociolinguistic variable. In: Coulmas, Florian (ed.). *Handbook of sociolinguistics.* Malden, Mass.: Blackwell. 151-167. https://encore.essex.ac.uk/iii/encore/record/C__Rb1720814
- Cukor-Avila, Patricia and Guy Bailey. 2013. Real time and apparent time. In: Chambers, J.K. and Natalie Schilling (eds.). *Handbook of language variation and change*, 2nd edition. Malden, Mass.: Wiley. 239-262. **In the library.**
- Wagner, Suzanne Evans. 2012. Age grading in sociolinguistic theory. *Language and Linguistic Compass* 6: 371-382. DOI: 10.1002/lnc3.343

Week 5: 30 October – Internal linguistic factors

- Milroy, Leslie and Matthew Gordon. 2003. Investigating phonological variation (Chapter 6). In: *Sociolinguistics: Method and interpretation*. Malden, Mass: Blackwell. 136-168. http://0-search.ebscohost.com.serlib0.essex.ac.uk/login.aspx?direct=true&db=nlebk&AN=231485&site=ehost-live
- King, Ruth. 2013. Morphosyntactic variation. In: Bayley, Robert et al. (eds.). *The Oxford handbook of sociolinguistics*. Oxford: Oxford University Press. 445-463. DOI: 10.1093/oxfordhb/9780199744084.013.0022

Week 6: 6 November – Sex, gender and sexuality as sociolinguistic variables

- Cheshire, Jenny. 2002. Sex and gender in variationist research. In: Chambers, J.K. et al. (eds.). *Handbook of language variation and change* (1st edition). Malden, Mass.: Blackwell. 423-443.
- Queen, Robin. 2014. Language and Sexual Identities. In: Susan Ehrlich, Miriam Meyerhoff, and Janet Holmes (eds.). *The Handbook of Language, Gender, and Sexuality*. Chichester: Wiley. 203-219.

Week 7: 13 November – Social class, social networks
- Ash, Sharon. Social class. In: Chambers, J.K. and Natalie Schilling. (eds.). *Handbook of language variation and change*, 2nd edition. Malden, Mass.: Wiley. 250-367. **In the library.**
- Milroy, Leslie and James Milroy. 1992. Social network and social class: Toward an integrated sociolinguistic model. *Language in Society* 21(1): 1-26. http://www.jstor.org/stable/4168309
- Meyerhoff, Miriam. 2011. Social networks and communities of practice (Chapter 9). In: *Introducing sociolinguistics*. 2nd edition. Oxford: Routledge. 194-211.

Week 8: 20 November – Accommodation, audience design, style and identity
- Bell, Allan. 1984. Language style as audience design. *Language in Society* 13: 145-204. http://dx.doi.org/10.1017/S004740450001037X
- Sharma, Devyani. 2011. Style repertoire and social change in British Asian English. *Journal of Sociolinguistics* 15: 464-492.

Week 9: 27 November – Interaction and discourse
- Goffman, Erving. 1979 Footing. *Semiotica* 25: 1-29.
- Schiffrin, Deborah. 2001. Discourse markers: Language, meaning, and context. In: Deborah Schiffrin, Deborah Tannen and Heidi E. Hamilton (eds.). *The handbook of discourse analysis* (1st edition). Malden, Mass.: Blackwell.

Week 10: 4 December – Third Wave Sociolinguistics; language change across the lifespan
- Eckert, Penelope and Sally McConnell-Ginet. 1992. Think practically and look locally: Language and gender as community-based practice. *Annual Review of Anthropology* 21: 461-490.
- Sankoff, Gillian. 2004. Adolescents, young adults, and the critical period: Two case studies from "Seven Up." In: Fought, Carmen (ed.). *Sociolinguistic variation: Critical reflections*. Oxford: Oxford University Press. 121-139. https://www.ling.upenn.edu/~gillian/PAPERS/Macaulay/MacaulayFINAL.t3.pdf

Week 11: 11 December – Language contact, language change; historical sociolinguistics; new dialect formation
- Kerswill, Paul and Ann Williams. 2000. Creating a new town koine: Children and language change in Milton Keynes. *Language in Society* 29(1): 65-115. http://www.jstor.org/stable/4168984
- Thomason, Sarah G. 2008. Social and linguistic factors as predictors of contact-induced change. *Journal of Language Contact – THEMA* 2: 42-56.
- Al-Wer, Enam. 2003. New dialect formation: The focusing of *-kum* in Amman. In: Britain, David and Jenny Cheshire (eds.). *Social dialectology: In honour of Peter Trudgill*. Amsterdam: John Benjamins. 59-67.

Assessment:

35% — Midterm essay (ca. 1,500 words) **due 9 November 2018**
65% — Final essay (ca. 3,000 words) **due 9 January 2019**

Midterm essay:
Please reflect on **two** of the articles/chapters we read and discussed in weeks 2-5. Offer a *critical* review of these two readings, indicating what you have learned from them and what is yet to be desired.
Please note: A mere <u>summary</u> *of the two readings is insufficient. There must be a* <u>critical</u> *element in your essay.*

Final Essay:
Please choose **one** of the following essay prompts:

1. Please read the following article by Penelope Eckert:
    https://web.stanford.edu/~eckert/PDF/ThreeWaves.pdf

    Refer to **three** of the topics we discussed in this module, and discuss how the treatment of them within sociolinguistics fits into the model presented by Eckert. You should begin with the studies we read throughout the module, but you also must identify additional published research to which you will refer in your analysis.

2. What is the relation between language variation and language change? How can sociolinguistics contribute to the study of historical linguistics, and how do issues of language contact reflect on the study of language variation and change? You may refer to such issues as language change across the lifespan, different approaches to investigating language change over time, changes from above vs. changes from below (these are merely suggestions; please feel free to address other related issues if you so please).

3. What are the advantages of considering both internal (linguistic) and external (social) factors in the study of language variation and change? Please consider the *social* components of language variation in a broad sense, and elaborate on two or three different approaches to the social evaluation of language.

    For all essay topics:

    Cite your sources both in-text and in a references section at the end of the essay. Consult the postgraduate taught student handbook for guidance on how to avoid plagiarism and how to properly cite academic works. Be appropriately critical of your sources. Be sure to cite at least 2 or 3 linguistic arguments or findings to support your views, referring to phonological and/or other grammatical features (in other words, do not make purely social arguments without citing linguistic data). Do not reproduce tables, graphs, etc. from readings or lectures unless absolutely essential, and do not quote often or extensively. Make sure to attribute arguments to their original author even when you merely paraphrase them.