

Linguistics 132: California Englishes

Syllabus – Summer 2022

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Office hours*: Tuesday 12 – 2pm or by appointment
Stevenson 237

*What are office hours?

Office hours are a time when students can drop in and chat about anything related to the course (or research, in general). During office hours, students can ask questions, clarify any expectations, or just chat. I encourage all students to come in to discuss any confusion or clarification, big or small! Also, if you have any questions about getting into research and/or grad school, I'm happy to help!

Lecture: MW 1:00-4:30pm
Engineer 2 192

Overview

We're all probably aware of the valley girl or surfer dude stereotypes of California, full of vocal fry, up talk, and "*chyeah brah*"s. We're also probably aware that the Bay Area is *hella* chill. However, not everyone from California, or that has been a resident for a long time, has a variety of English with these features. While it's true these features exist and are prevalent in California speech, these are by no means the only features present. So what are the other features of California English(es)? Which demographic of speakers use vocal fry, or *hella*, or show evidence of the California vowel shift? How might speakers of California Englishes either consciously or subconsciously use these language features to help define their own social or personal identity? This course will try to better understand how social categories such as race, gender, sexuality, and age relate to the linguistic variation found in California English varieties. We'll also seek to explain how linguistic features acquire social meanings, and how these features are adopted in the construction of identity.

The literature we'll be looking at will involve methods of data collection common to sociolinguistics, including surveys, interviews, corpora, and phonetic analysis. This course will teach us how to apply these same methods of data collection for our own research.

LEARNING OUTCOMES

In this class, students will learn how to...

1. Read and respond critically to primary literature in order to apply the knowledge from previous readings to others and make critical comparisons of the assumptions and methodologies.
2. Describe linguistic variation in California and its relation to social categories like race, gender, sexuality, and age to better understand the possible biases, beliefs, and power imbalances surrounding different varieties and languages
3. Explain how linguistic features acquire social meanings and are adopted by speakers in the construction of identity
4. Apply methods of data collection and analysis that are common in sociolinguistics, including surveys, interviews, corpora, and phonetic analysis

PREREQUISITE

LING 50: Introduction to Linguistics

REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY

Canvas: I will use Canvas to post slides, homework assignments, readings, and grades. Please make sure you have a working login and can access the site. Slides will be uploaded typically right before lecture to allow easy access to review material at your own pace.

Textbooks: There are no required textbooks for this course. All course materials (readings, homework assignments, supplementary materials) will be made available on [Canvas](#).

PRAAT: Homework 2 will require you to download and use the computer program [Praat](#). If you do not have access to a laptop, please email me as soon as possible so that we can arrange something.

Smart phone/laptop/tablet: I strongly recommend bringing a laptop, smartphone, or tablet to every lecture. We will occasionally use Jamboard (a collaborative digital whiteboard) to engage with discussion questions in lecture, so having a device to participate with is important. If you are unable to bring one of these devices to lecture, I will also provide notecards so that you may handwrite responses.

COMMUNICATION

Students are highly encouraged to keep in contact with the teaching team, both by attending office hours and emailing us with any questions. Please note that you cannot count on immediate responses to emails, but we will try our best. We will respond to all emails received on weekdays within 24 hours, and to all emails received on weekends within 48 hours.

Assessment at a glance

Attendance and participation	15%	
Reading responses	30%	(8 x 3.75%)
Homework assignments	45%	(3 x 15%)

Quizzes

10% (2 x 5%)

ASSESSMENT

Attendance and participation (15% total)

Because the summer session is so brief (only 5 weeks!), attending and participating in lecture and section is obligatory. This course will make heavy use of your contributions, insights, and questions to drive discussion of the material. It is important that you come to class having read the material and are prepared to ask any questions or clarifications that will help us engage more deeply with the material.

Participation will be graded based on self-report surveys and your ability to demonstrate progression towards self-assigned participation goals for the summer session. Each week you will fill out a self-report survey and provide a very brief description of how you're progressing on your goals. I will provide feedback on these weekly surveys, and at the end of the session will assign a grade based on your summary report (alongside your recommended grade for yourself).

Linguistic biography (5% of attendance and participation)

At the beginning of the course, you will write a short biography describing your own dialect/idiolect and any experience you have with California dialects. This will help you start to think about linguistic variation and the perception of dialects. You will also return to this biography at the end of the course to reflect on how what you've learned from the course has shaped your perception about dialects.

Reading Responses (30%)

To promote your proactive engagement with the material in class, you will hand in 8 *brief* reading responses. A reading response consists of a short summary of the main points of the reading (one paragraph, no more!) and three questions or comments that you have about it. The reading response should be no more than one page. Half a page should be sufficient.

Reading responses are due at the beginning of the lecture in which the reading is discussed, as indicated in the schedule (see below). Reading responses will be submitted on Canvas.

Note that there are 8 required reading responses, but more than 8 readings on the schedule. This means that you do not have to do a response for every reading; you will complete a reading response for every class meeting, choosing one of the two readings for that day to respond to. It is important to stay on top of the reading responses. If you run into obstacles completing a reading response for the day, please let me know; we'll work out a schedule to try and get all 8 responses completed.

Homeworks (45% total; 15% each)

There will be three homework assignments. Each of these will be a mini research project where you will collect and/or analyze linguistic data. The first assignment will involve

original data collection of people’s perceptions of California Englishes. The second assignment will involve plotting your vowel space. The third assignment will give you a chance to examine in a bit more depth some of the ideas and questions from the course: you will pick a topic of interest to you, complete a brief literature review, and propose an extension of previous work. More details will be provided later in the quarter. These assignments provide the opportunity to apply sociolinguistic research methods, describe linguistic variation, and explore the relationship between language and social identity.

Quizzes (10% total; 5% each)

There will be two quizzes testing comprehension of the readings and lecture material. The first quiz will cover material from the first half of the course, while the second quiz will cover material from the second half. The quizzes will be administered on Canvas.

GRADING POLICY

I will accept late quiz submissions and written homework assignments up to 48 hours past the deadline. Assignments submitted over 48 hours past the deadline will be penalized by 5% for each day that they are late, so it is definitely to your advantage to turn in all work on time or within the 2 day late window. Every assignment must be turned in by the last day of the term. The reading responses cannot be turned in late, as these are important for facilitating our discussion of the material for the day.

INSTRUCTOR FEEDBACK

I will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](#)

STUDENT FEEDBACK

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help us consider modifications to the course that will help future students learn more effectively.

COURSE SCHEDULE (subject to change)

Week	Day	Topic	Readings	Assignments Due
One	M	Introduction / Perceptual Dialectology	Bucholtz et al. (2007). Hella Nor Cal or Totally So Cal?*	Linguistic auto biography due
			Fought (2002). California Students’ Perceptions of, You Know, Regions and Dialects?*	HW1 assigned
	W	Theory & Foundations	Wolfram & Schilling-Estes (1998). The Reality of Dialects	Reading response due (choose one)

			Eckert (2012). Three Waves of Variation Study: The Emergence of Meaning in the Study of Sociolinguistic Variation	
Two	M	California Vowel Shift	Kennedy & Grama (2012). Chain shifting and centralization in California vowels Podesva et al. (2015). Country ideology and the California Vowel Shift	Reading response due (choose one)
	W	California Vowel Shift	Pratt & D'Onofrio (2017). Jaw setting and the California Vowel Shift in parodic performance. Villarreal (2018). The Construction of Social Meaning: A Matched-Guise Investigation of the California Vowel Shift	HW1 due Friday at noon Reading response due (choose one)
Three	M	Gender & Sexuality	Yuasa (2010). Creaky voice: A new feminine voice quality for young urban-oriented upwardly mobile American women? Podesva. (2011). The California vowel shift and gay identity	Reading response due (choose one) HW2 assigned
	W	Gender & Sexuality	Podesva & Van Hofwegen. (2014). How Conservatism and Normative Gender Constrain Variation in Inland California: The Case of /s/ Willis (2021). Bisexuality and /s/ production	Reading response due (choose one)
Four	M	Race & Ethnicity	King (2016). On Negotiating Racial and Regional Identities: Vocalic Variation Among African Americans in Bakersfield, California Rickford (2005). Using the vernacular to teach the standard	HW2 due Reading response due (choose one) HW3 assigned
	W	Race & Ethnicity	Hall-Lew (2009). Ethnicity and Sound Change in San Francisco English	Reading response due (choose one)

			Fought (1999). A majority sound change in a minority community: /u/-fronting in Chicano English	
Five	M	Race & Ethnicity	Mendoza-Denton (2011). The Semiotic Hitchhiker's Guide to Creaky Voice: Circulation and Gendered Hardcore in a Chicana/o Gang Persona Cheng and Cho (2021). The Effect of Ethnicity on Identification of Korean American Speech	Reading response due (choose one)
	W	Flex Spot		HW3 due Friday 11:59pm

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I

have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring](#) and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/[Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.