

Language, Culture and Society

70:108 • Rutgers • Fall 2020 • Asynchronous Remote

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Virtual Office Hours: 5:30-6:30pm Thursdays



Optional Recitation Section Zoom Discussion Meetings

1 Wednesday	3:35-5:15pm EST
2 Thursday	3:55-5:15pm EST
3 Wednesday	2:15-3:35pm EST
4 Honors Tuesday	12:35-1:55pm EST

COURSE SUMMARY

We all engage and utilize language daily, whether through conversation, reading or writing. We also use it to define ourselves in relation to each other: our identities, social relations, and interpretations of our own and others' behavior. Long argued as one of the features unique to human species and meaning-making, language is a central project of human history. Yet we often take language for granted, despite its importance to all human societies.

This course offers an introduction to the foundational relationships between language, culture and society by examining **anthropological approaches** to the study of language. In this course, you will learn how language both **reflects** and **creates** thought, culture, and power relations. You will also learn how to apply the concepts we study to your own everyday experiences with language. How does language produce social realities? How does language construct us as individuals and mark us as members of groups? What role does language play in processes like socialization, globalization, racialization, and domination? These are some of the questions we will grapple with over the course of the term. The topics we will cover include semiotic theories of language, language and socialization, linguistic relativity, language diversity and inequality, and language change. We also consider language use in specific social contexts, such as courtrooms, medical and scientific settings, and political campaigns.

INTENDED LEARNING OUTCOMES

The key goals of this class are:

- to explore theories about the relationships between language and culture
- to acquaint students with the diversity and complexity of languages
- to introduce students to linguistic anthropology methods and theories: semiotics, language socialization, language ideologies
- to expand students' research, analysis, and writing skills

ASSIGNMENTS (see *Sakai* for details)

- Application activities *35 points*
- Interview Project *15 points*
- Midterm *15 points*
- Language Autobiography *20 points*
- Final Essay *15 points*

Grades will be based on grading rubrics distributed in advance and by dividing the total points earned by the total points possible.

- *Honors students* will submit two drafts of the language autobiography and develop a collaborative social life of language project (*45 points*: 5 points annotated bibliography, 10 points literature review, 5 pts communities of practice summary, 5 pts language ideologies summary, 10 points poster/presentation, 10 points final paper; see Sakai)

CORE CURRICULUM GOAL MET BY THIS COURSE

C: Arts and Humanities

q. Understand the nature of human languages and their speakers.

ANTHROPOLOGY DEPARTMENT LEARNING GOALS MET BY THIS COURSE

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- Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
- Students are able to demonstrate proficiency in the use critical thinking skills.

Required Texts:

- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. University of Arizona Press. (Can be accessed through the library website as an ebook or purchased online)
- All other required readings are PDFs or weblinks available on Sakai under resources.

TECHNOLOGY REQUIREMENTS:

- You will need a computer with a webcam and microphone and an internet connection for class.
- Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance.

FINANCIAL HARDSHIP

- If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

CLASS MEETINGS

- This class will be taught **Asynchronous Remote (AR)**.
- While this is an introductory course requiring no background, my expectations of you will be high. **Instruction** will be a mix of lecture, discussion, and application activities.
- **Assessments** (application activities, language projects, and the final essay) are designed to evaluate your knowledge and abilities to accomplish the intended learning outcomes. Please take advantage of all the assessment opportunities you will have in this course by using them to reflect on the depth and value of your learning. ***In cases where you cannot complete an assignment, email the professor or TA in advance to arrange an alternative.*** If this occurs for longer than one week, you will as per university policy be directed to see a Dean of Students for assistance *to help verify these circumstances*.
- All reading materials are available on **Sakai**. The required text, *Talking Indian*, is available as an **ebook** through the library website.
- **Lecture and section slides with a brief video narration** will be made available through **Sakai** on **Monday** evening of each week.
- As this is a **three-credit course**, ***you should plan up to two hours of reading and preparation before watching each recorded lecture and section videos.***
- We **encourage** you to **post questions** you have about the reading or class concepts, and respond to classmates' questions on Sakai under the appropriate Forum link. We will also respond to questions posted there.
- After viewing/listening to the video material, you will need to **complete a very short concept application activity and post to the appropriate Sakai Forum link**. You will be given instructions for each activity in the posted videos.
- **Optional zoom discussion meetings** will be held at the times previously assigned for in-class lecture or section meetings (see below). You can choose any of the zoom meetings you wish to join. We will send zoom meeting information to your university email at the beginning of the semester, as well as posting on Sakai announcements. We will try to post a recorded discussion meeting for those unable to attend.
- Please let us know if you prefer a different email for class correspondence. You will receive points by emailing me that you have read the syllabus.

A typical week would look like the following:

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Day	Monday	Tuesday	Wednesday	Thursday	Other days
Reading, listening, viewing assignment	Do assigned reading (see class schedule)	Watch lecture video loaded to Sakai	Do assigned reading (see class schedule)	Watch section video loaded to Sakai	Work on Language Projects (see class schedule for due dates)
Other assignments	Post question(s) the reading raised for you on Sakai Forum link (optional but encouraged)	Complete short application activity and post to Sakai Forum link	Post questions the reading raised for you on Sakai Forum link (optional but encouraged)	Complete short application activity and post to Sakai Forum link	
Optional zoom discussion meeting		Honors section 12:35-1:55pm EST	Option 1, 2:15-3:35pm EST Option 2, 3:55-5:15pm EST	Option 3, 3:55-5:15pm EST	
Virtual office hours		Schulthies: 2-3 pm (zoom)	Schulthies 2-3 pm (zoom)		

Please note also the following policies:

- **Late submission is not accepted** without prior permission of the instructor.
- *Online Assignment Submission:* For ease of reference and grading, include your name in the beginning of your document title when you submit on Sakai. For example: Schulthies Interview Project.doc
- *Incompletes* will not be permitted, except under extraordinary circumstances and with proper documentation.
- *Special arrangements* for students with documented needs or disabilities should be made well in advance of assignment due-dates. Follow the policies outlined here <http://disabilityservices.rutgers.edu/> and discuss this with me as soon as possible.

Rutgers Policies: Please make yourself aware of the student code of conduct, especially the academic code of conduct. <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

Plagiarism: In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography. *Citations and footnote references are required for all specific facts that are not common knowledge and about which there is not general agreement.* New discoveries or debatable opinions must be credited to the source, with specific references to edition and page even when the student restates the matter in his or her own words. Word-for-word inclusion of any part of someone else's written or oral sentence, even if only a phrase or sentence, requires citation in quotation marks and use of the appropriate conventions for attribution. Please follow the a recognized and standardized citation style guide in the bibliography and in-text referencing. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, and page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Students who have questions about accurate and proper citation methods are expected to consult Rutgers' policies on plagiarism.

Course Schedule			
August 31 Language and Social Life Readings: Sarkozi-Forfinski, Jason	September 1 What is an anthropological approach to language?	September 2 COVID Participant Frameworks	Sept 3 Multifunctionality and Multimodality Watch Section video

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<p>2019 Speak English or Else You'll be Put on Dish Duty! <i>Anthropology News</i>, July 19 weblink</p> <p>AND</p> <p>Babcock, Josh</p> <p>2018 Code-Switching and Standardized Singlish <i>Society for Linguistic Anthropology Blog</i>, weblink</p> <p>Optional: Macaulay, Ronald</p> <p>2006 <i>The Social Art: Language and Its Uses</i>. Oxford University Press, 11-19. (Sakai)</p>	<p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Honors students: discuss Social Life of Language projects in optional discussion section</i></p>	<p>Readings: Pay attention to page numbers</p> <p>Ahearn, Laura M.</p> <p>2017 <i>Living Language: An Introduction to Linguistic Anthropology</i>. 2nd Edition. Malden MA: Blackwell, 3-9, 17-20 (Sakai)</p> <p>AND</p> <p>Goodwin, Marjorie</p> <p>2000 Participation. <i>Journal of Linguistic Anthropology</i> 9(1-2):177-180. (Sakai)</p> <p>AND</p> <p>Fleming, Luke and James Slotta</p> <p>2020 Social Distancing and the Cultural Semiotics of Contact. <i>Society for Linguistic Anthropology Blog</i>, weblink</p>	<p>Complete Application Activity</p>
<p>September 7</p> <p>The Language Gap?</p> <p>Readings:</p> <p>Avineri, N., Johnson, E., Brice-Heath, S., McCarty, T., Ochs, E., Kremer-Sadlik, T., Blum, S., Zentella, A.C., Rosa, J., Flores, N. and Alim, H.S.,</p> <p>2015 Invited Forum: Bridging the "Language Gap". <i>Journal of Linguistic Anthropology</i> 25(1):74-79.</p> <p>AND</p> <p>Ahearn, Laura M.</p> <p>2017 <i>Living Language: An Introduction to Linguistic Anthropology</i>. 2nd Edition. Malden MA: Blackwell, 9-16, 23-28.</p>	<p>Sept 8</p> <p>Language as Coordinating System(s)</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Honors students: workshop project topics in optional discussion section.</i></p>	<p>Sept 9</p> <p>Iconicity, Indexicality, Semiotics</p> <p>Readings:</p> <p>Ahearn, Laura M.</p> <p>2017 <i>Living Language: An Introduction to Linguistic Anthropology</i>. 2nd Edition. Malden MA: Blackwell, 28-32. (Sakai)</p> <p>AND</p> <p>Kohn, Eduardo</p> <p>2013 <i>How Forests Think: Toward an Anthropology Beyond the Human</i>. Berkeley, University of California Press, 27-37. (Sakai)</p>	<p>Sept 10</p> <p>Semiotic Battles: Theories of Signs</p> <p>Watch Section video</p> <p>Complete Application Activity</p>
<p>Sept 14</p> <p>Creating an Immortal</p> <p>Readings</p> <p>Graham, Laura</p> <p>1995 <i>Performing Dreams: Discourses of Immortality Among the Xavante of Central Brazil</i>. Austin, TX:</p>	<p>Sept 15</p> <p>Grammatical Indexes</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Honors students: start working on SLL</i></p>	<p>Sept 16</p> <p>Talk Like an Egyptian; or a Shami/Halebi</p> <p>Readings:</p> <p>Peterson, Mark Allen</p> <p>2011 <i>Connected in Cairo: Growing Up Cosmopolitan in the Modern Middle East</i>. Bloomington IN: Indiana</p>	<p>Sept 17</p> <p>Everyday Social Indexicality</p> <p>Watch Section video</p> <p>Complete Application Activity</p>

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University of Texas Press, 175-206. (<i>Sakai</i>) Intro to Graham's book: weblink	<i>annotated bibliography (scholarly articles/books)</i>	University Press, 97-134 (<i>Sakai</i>) AND Olmsted-Dean, Evelyn 2012 Syrian Jewish Mexicans and the Language of Everyday Orientalism SLA Blog weblink	
<p>Sept 21 Language Sits in Places</p> <p>Readings: Basso, Keith 1999 Wisdom Sits in Places. In <i>Senses of Place</i>, Keith Basso and Steven Feld, eds. Santa Fe, NM: School of American Research Press, 53-90. (<i>Sakai</i>) OR Smith, Andrea and Anna Eisenstein 2015 <i>Rebuilding Shattered Worlds: Creating Community by Voicing the Past</i>. Lincoln NB: University of Nebraska Press, 1-3, 63-87. (<i>Sakai</i>) OR Davis, Jenny L. 2018 <i>Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance</i>. University of Arizona Press, 100-127 (library ebook)</p>	<p>Sept 22 Linguistic Landscapes</p> <p>Lecture Video</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Honors students: continue SLL annotated bibliography</i></p>	<p>Sept 23 Talking Indian</p> <p>Readings Davis, Jenny L. 2018 <i>Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance</i>. University of Arizona Press, 3-30 (library ebook)</p>	<p>Sept 24 Linguistic Ethnography</p> <p>Watch Section video</p> <p>Complete Application Activity</p>
<p>Sept 28 Context and Method</p> <p>Readings: Davis, Jenny L. 2018 <i>Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance</i>. University of Arizona Press, 31-54 (library ebook) Optional: Perley, Bernard 2012 <i>Zombie Linguistics: Experts, Endangered Languages, and the Curse of Undead Voices</i>.</p>	<p>Sept 29 How we do it: data collection</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Honors students: report on SLL annotated bibliography, discuss difference between ann bib and lit review</i></p>	<p>Sept 30 Learning How to Ask</p> <p>Readings: Briggs, Charles 1986 <i>Learning How to Ask: A sociolinguistic appraisal of the role of the interview in social science research</i>. Cambridge: Cambridge University Press, 39-60. (<i>Sakai</i>)</p>	<p>Oct 1 Interviews as Interactional Events</p> <p>Watch Section video</p> <p>Complete Application Activity</p>

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<p><i>Anthropological Forum</i> 22(2):133-149 (Sakai)</p>			
<p>Oct 5 How Tyisha Became a Principled Dissenter</p> <p>Reading: Worthham, Stanton and Angela Reyes 2015 <i>Discourse Analysis Beyond the Speech Event</i>. New York: Routledge, 1-15, 24-39. (Sakai)</p>	<p>Oct 6 Narrating and Narrated Events</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Assignment to prepare for next week: interview essay</i></p> <p><i>Honors students: interviews should be connected to SLL project</i></p>	<p>Oct 7 Language Socialization</p> <p>Readings: Ochs, Elinor and Bambi Schieffelin 1984 "Language Acquisition and Socialization: Three Developmental Stories and Their Implications." In <i>Culture Theory: Essays on Mind, Self, and Emotion</i>, Richard A. Shweder and R.A. LeVine (eds.). Cambridge: Cambridge University Press, 276-282 (just those pages). (Sakai) OR Lo, Adrienne and Heidi Fung 2012 Language Socialization and Shaming. In <i>Handbook of Language Socialization</i>, Alessandro Duranti, Elinor Ochs, and Bambi Schieffelin, eds. Malden MA: Wiley-Blackwell, 169-189. (Sakai)</p>	<p>Oct 8 Caregiver-Child Socialization Frameworks</p> <p>Watch Section video</p> <p>Complete Application Activity</p>
<p>Oct 12 Kisizi: a Pidgin for Two</p> <p>Readings: 2011 We Call It "Our Language": A Children's Swahili Pidgin Transforms Social and Symbolic Order on a Remote Hillside in Up-Country Kenya. <i>Anthropology and Education Quarterly</i> 42(4):370-392</p>	<p>Oct 13 Peer Language Socialization</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Interview Essay Due by 12pm</i></p> <p><i>Honors students: submit a literature review draft (not the annotated bib) of SLL project</i></p>	<p>Oct 14 Chickasaw Speaker Style</p> <p>Readings: Davis, Jenny L. 2018 <i>Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance</i>. University of Arizona Press, 55-75 (library ebook)</p>	<p>Oct 15 Adult Socialization and Linguistic Capital</p> <p>Watch Section video</p> <p>Complete Application Activity</p>
<p>Oct 19 Norteña/Sureña Style</p> <p>Readings: Mendoza-Denton, Norma 2008 Hemispheric Localism: Language, Racialized</p>	<p>Oct 20 Communities of Practice</p> <p>Watch Lecture Video</p>	<p>Oct 21 Semiotics of Chickasaw Identity</p> <p>Readings: Davis, Jenny L.</p>	<p>Oct 22 Take Midterm Online</p>

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<p>Nationalism and the Politicization of Youth. In <i>Homegirls: Language and Cultural Practice among Latina Youth Gangs</i>. Malden, MA: Blackwell, 101-147. (Sakai)</p> <p>Optional: Labov, William 1972 The Social Stratification of ® in New York City Department Stores. In <i>Sociolinguistic Patterns</i>, Philadelphia, PA: University of Pennsylvania Press, 43-69. (Sakai)</p>	<p>Complete Application Activity</p> <p><i>Honors students: identify communities of practice for SLL project</i></p> <p>Review midterm study guide</p>	<p>2018 <i>Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance</i>. University of Arizona Press, 76-99 (library ebook)</p>	
<p>Oct 26 Singing for the Dead</p> <p>Readings: Faudree, Paja 2013 <i>Singing for the Dead: The Politics of Indigenous Revival in Mexico</i>. Durham, NC: Duke University Press, 104-140. (Sakai)</p>	<p>Oct 27 Language Shift</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Honors students: identify lg ideologies in SLL project</i></p>	<p>Oct 28 There's an App for That</p> <p>Readings: Davis, Jenny L. 2018 <i>Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance</i>. University of Arizona Press, 128-150 (library ebook)</p>	<p>Oct 29 Media and Language Change</p> <p>Watch Section video</p> <p>Complete Application Activity</p>
<p>Nov 2 Flying Language</p> <p>Readings: McIntosh, Janet 2010 "Mobile Phones and Mipoho's Prophecy: The Powers and Dangers of Flying Language," <i>American Ethnologist</i>, 37(2): 337-353. (Sakai)</p>	<p>Nov 3 Registers</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Honors: Draft one of Language Autobiography due by 12pm</i></p>	<p>Nov 4 To Be a Bay</p> <p>Readings: Kimmerer, Robin Wall. 2017 Learning the Grammar of Animacy <i>Anthropology of Consciousness</i> 28(2): 128-134. Optional: Whorf, Benjamin 1941 The relation of habitual thought and behavior to language. In <i>Language, Culture and Society: A Book of Readings</i>, Ben G. Blount, ed. Prospect Heights, IL: Waveland Press, 64-84. (Sakai)</p>	<p>Nov 5 Linguistic Relativity</p> <p>Watch Section video</p> <p>Complete Application Activity</p> <p>Readings:</p>
<p>Nov 9 Learning to Think Like a Lawyer</p> <p>Readings: Mertz, Elizabeth</p>	<p>Nov 10 Language Patterns ↔ Thought ↔ Culture</p> <p>Watch Lecture Video</p>	<p>Nov 11 Asylum Shibboleths: Patterns of Speaking as Truth Index</p> <p>Readings:</p>	<p>Nov 12 Speaking Like a State</p> <p>Watch Section video</p>

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<p>2007 <i>The Language of Law School: Learning to Think Like a Lawyer</i>. New York: Oxford University Press, 7-11. (Sakai)</p> <p>AND</p> <p>Rosa, Jonathan</p> <p>2019 Drop the “I”-Word Campaign. In <i>Language and Social Justice in Practice</i>, Netta Avineri et al, eds. New York: Routledge, 35-41.</p>	<p>Complete Application Activity</p> <p><i>Assignment to prepare for next week: Language Autobiography</i></p> <p><i>Honors students: prepare poster presentation of SLL project</i></p>	<p>Blommaert, Jan</p> <p>2009 Language, Asylum, and the National Order. <i>Current Anthropology</i> (50)4:415-441 (Sakai)</p>	<p>Complete Application Activity</p>
<p>Nov 16</p> <p>Voicing/Violencing a Confession</p> <p>Readings:</p> <p>Briggs, Charles</p> <p>1997 Notes on a Confession: On the Construction of Gender, Sexuality, and Violence in an Infanticide Case. <i>Pragmatics</i> 7(4):519-546 (Sakai)</p>	<p>Nov 17</p> <p>Speaking Like a State: Institutions and Inequities</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Language Autobiography Due by 12pm</i></p> <p><i>Honors students: share posters of SLL projects</i></p>	<p>Nov 18</p> <p>Mock Spanish</p> <p>Readings:</p> <p>Hill, Jane H</p> <p>2007 Mock Spanish: A Site for the Indexical Reproduction of Racism in American English. In <i>Race, Ethnicity, and Gender: Selected Readings</i>, Joseph F. Healey, Eileen O'Brien, eds. Thousand Oaks, CA: Pine Forge Press, 270-285. (Sakai)</p> <p>Optional:</p> <p>Rosa, Jonathan</p> <p>2016 From Mock Spanish to Inverted Spanglish. In <i>Raciolinguistics: How language shapes our ideas about race</i>, H. Sami Alim, ed. New York: Oxford University Press, 65-80.</p>	<p>Nov 19</p> <p>Language Inequities</p> <p>Watch Section video</p> <p>Complete Application Activity</p>
<p>Nov 23-26 Thanksgiving, no class, work on language autobiography)</p>			
<p>Nov 30</p> <p>Ethnolinguistic Enracing</p> <p>Readings:</p> <p>Hiramoto, Mie</p> <p>2011 Is Dat Dog You're Eating?: Mock Filipino, Hawai'i Creole, and Local Elitism. <i>Pragmatics</i> 21(3):341-371 (Sakai)</p> <p>OR</p> <p>Nuhrat Yağmur, Marcie Patton, Donna Lee Bowen, and Becky Schulthies</p>	<p>Dec 1</p> <p>Raciolinguistics of Legitimacy</p> <p>Watch Lecture Video</p> <p>Complete Application Activity</p> <p><i>Honors Revised Language Autobiography Due by 12pm</i></p>	<p>Dec 2</p> <p>Transracialization</p> <p>Readings:</p> <p>Roth-Gordon, Jennifer</p> <p>2016 From Upstanding Citizen to North American Rapper and Back Again: The Racial Malleability of Poor Male Brazilian Youth. In <i>Raciolinguistics</i>, H. Sami Alim, ed. New York: Oxford University Press, 51-64. (Sakai)</p>	<p>Dec 3</p> <p>Raciolinguistic Malleability</p> <p>Watch Section video</p> <p>Complete Application Activity</p>

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<p>2014 Reinserting Race as a Relevant Social Category in Turkish Football. In <i>Everyday Life in the Muslim Middle East</i>, 3rd edition, Donna Lee Bowen, Evelyn Early, and Becky Schulthies, eds. Bloomington, IN: Indiana University Press, 420-431 (<i>Sakai</i>)</p>	<p><i>Honors students: work on final paper for SLL project</i></p>	<p>AND Alim, H. Samy 2016 Who's Afraid of the Transracial Subject: Raciolinguistics and the Political Project of Transracialization. In <i>Raciolinguistics</i>, H. Samy Alim, ed. New York: Oxford University Press, 33-50 (<i>Sakai</i>)</p>	
<p>Dec 7 Language Change Readings: TBD</p>	<p>Dec 8 My Hope: The Take Away Watch Lecture Video Complete Application Activity</p>	<p>Dec 9 University Reading Days</p>	<p>Dec 10 Final Essay Due on Sakai by 12pm <i>Honors students: final paper for SLL project due by 11pm</i></p>