An examination of sociolinguistic research on Deaf communities throughout the world, including: socio-historical contexts for phonological, lexical and syntactic variation, contact between languages, multilingualism, language policies and planning, second language learning, language attitudes, and discourse analysis of specific social contexts. Course will be conducted in ASL. Prerequisite: LISL 1C/1CX or consent of instructor.

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Hours: Wednesdays 11 a.m. to 1 p.m or by appointment
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Course Objectives

At the end of the course, you should be able to:

1) read and summarize sociolinguistic research articles on sign languages;
2) view, analyze, and compare videos of various sociolinguistic varieties of signing;
3) write an original sociolinguistic research proposal to investigate an aspect of a sign language as it naturally occurs within a particular social context;
4) present the main points of your research proposal to the class; and
5) demonstrate your knowledge of existing research on sociolinguistics of Deaf communities by completing a midterm exam.

Student Responsibilities

1) complete all READING ASSIGNMENTS for each week, bring discussion questions to class (NOTE: “reading” includes viewing corresponding sections on the “What’s Your Sign for Pizza?” DVD when available)
2) actively participate in class discussions about all readings and lectures
3) participate in PROJECTS as assigned, i.e. locating and summarizing research articles, discussing in small groups in class, interviewing signers outside class, presenting a summary of main points to the class

4) be present to view VIDEO SAMPLES shown in class and actively participate in discussions about them

5) complete a midterm exam (Week 6)

6) complete homework as assigned

7) write a 10-15 page research proposal

8) present your proposal at our assigned meeting time during Finals Week

Grading

Participation, Homework and Projects  20%
Midterm Exam  30%
Research Proposal (written)  40%
Research Proposal (brief presentation)  10%

Required Reading


2) other readings as assigned (on WebCT, online, or on reserve in the Language Lab)

Required Viewing

“What’s Your Sign for Pizza?” DVD as assigned. Additional video samples will be shown and discussed in class. Some samples may be assigned for viewing in the Language Lab or online.
Course structure, requirements and policies

Using readings, viewing of video samples, small group projects, lectures and in-class discussions, the course will examine sociolinguistic research on Deaf communities throughout the world. Readings must be completed each week according to the attached schedule. Homework and projects will be assigned and must be completed by the due date listed on the assignment. No late homework will be accepted.

Cheating on an exam or any other assignment will result in no credit for the exam/assignment in question and you will be referred to your dean for disciplinary action. This is a university policy and there will be no exceptions. Note: if you hand in a paper that closely resembles a paper handed in by anyone else in this class or in previous classes like this one, that constitutes cheating. Therefore, all written work must be your own and no one else’s.

Class communication guidelines

There should be only one person signing at a time. ASL use in all class discussions is strongly encouraged. If you don’t understand something that is signed, please ask for clarification. Sign clearly and take responsibility for making sure that you can be seen and understood by all others in the class. Come to class prepared to participate. Some signs may be created for use during the course and should not be assumed to be “standard ASL.” Check WebCT regularly and read email from your instructor sent to your UCSD email address. Class notes used in lectures will be available at the end of each week on WebCT.

Schedule

<table>
<thead>
<tr>
<th>Week 1 (3/28, 3/30, 4.1)</th>
<th>Required Reading Assignments</th>
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<tbody>
<tr>
<td>Introduction to Sociolinguistics</td>
<td>WYS Intro &amp; Ch. 1-3 (pp. 1-22)</td>
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<tr>
<td>Basic Concepts in Variation</td>
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</tbody>
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Week 2: 4/4, 4/6, 4/8
Phonological Variation in ASL and other signed languages

Week 3: 4/11, 4/13, 4/15
Syntactic Variation in ASL and other signed languages

Week 4: 4/18, 4/20, 4/22
Lexical Variation in ASL and other signed languages

Week 5: 4/25, 4/27, 4/29
Data Collection and Analysis of a Corpus

Week 6: 5/2, 5/4, 5/6
Review and Midterm

Week 7: 5/9, 5/11, 5/13
Language Contact, Pidgins, Creoles & Historical Change

Week 8: 5/16, 5/18, 5/20
Bilingualism, Multilingualism & International Sign

WYS Ch. 4 (pp. 23-40)
WebCT van der Kooij, “Weak Drop in SL of the Netherlands” (In Dively et al, 2001)

WYS Ch. 5 (pp. 41-45)
WebCT Schenbr i & Johnston, “Sociolinguistic Variation in Use of Fingerspelling in Australian Sign Language: A Pilot Study” (in Sign Language Studies)

WYS Ch. 6 (pp. 46-53)
WYS “Lexical Variation in African American & White Signing” (pp. 83-110)

WYS Ch. 7 (pp. 54-56)

WYS Ch. 8 (pp. 57-60)
WYS “Sociolinguistic Variation” (pp. 111-179)

WebCT Quinto-Pozos, “Sign Language Contact and Interference: ASL & LSM”
WebCT Battison, excerpt from “Lexical Borrowing in ASL”
WebCT Senghas & Ozyurek, “Children creating core properties of language: Evidence from an Emerging SL in Nicaragua” (In Lindgren et al., 2008)

WebCT Davis & Supalla, “A Sociolinguistic Description of Sign Language Use in a Navajo Family” (In Lucas, 1995)
Week 8, continued...


Week 9 (5/23, 5/25, 5/27)

WebCT Nover, “Politics & Language: ASL and English in Deaf Education” (In Lucas, 1995)

WebCT Oviedo, “Bilingual Deaf Education in Venezuela” (In Lucas 1996)

Week 10 (Holiday, 6/1, 6/3)

WebCT Jacobs, “Just how hard is it to learn ASL? The Case for ASL as a Truly Foreign Language” (In Lucas, 1996)


Finals Week

Research Proposals Due

References:


