

Class time, location: M 1:30-4;20, Room 460-127B

Office hours, location: W 3-5, bldg 460-107, preferably by appointment (to avoid overlaps)

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For sociolinguists/variationists, having a good data base—especially high quality recordings of informal, spontaneous conversational speech—is essential. Researchers who don't have such data are unlikely to rise to the top in the field, and will have a harder time competing for jobs and postdocs.

This introduction to sociolinguistic fieldwork is designed for graduate students and advanced undergraduates. It involves a judicious combination of reading, discussion, and fieldwork. There is a field assignment--and a write-up of that assignment--every week. Methods to be covered include: the use of questionnaires, with and without recorded stimuli, approaches that involve gathering samples of language in use with minimal or no observer impact (including anonymous interviews, mass media, & computerized corpora), ethnography, entering and observing the speech community, individual interviews, double and group interviews, using reading passages and more formal methods, eliciting and analyzing specific features via interviews (e.g. personal narratives, variation in *-ing* and *t, d* deletion). A recurrent theme will be the plusses and minuses of alternative approaches. Other topics we'll consider are: ethical issues, equipment, applying for institutional human subjects approval, and the complementarity (plusses and minuses) of different methods, especially the relation of sociolinguistic methods to introspection, the primary data-gathering method of "formal" or "theoretical" linguistics.

While this course has traditionally been oriented to linguists, it has always attracted students from Education, Anthropology, and other fields, with allowances being made for the somewhat different fieldwork foci of those disciplines. Regardless of field, the course provides excellent opportunities for students to consider the kind of data gathering they need to do for their term or qualifying papers, senior theses and dissertations, and to prepare for them via assignments, the works they choose to review, the scholars they choose to interview, and individual and group discussion.

Although the class is officially offered as Letter grade or "Credit/No Credit" basis (Cr/NC), I would actually prefer if you selected the Cr/NC option. In the past I have offered this as Instructor's Pass/No Credit (S/NC) only, to free up both you and me to be maximally honest/creative/commendatory/critical about the conduct and evaluation of each assignment. Requirements include weekly readings (via weekly reading sets), weekly assignments and write-ups, and responsibility for leading discussion on assigned readings from the first two texts on sociolinguistic fieldwork ever published:

- Natalie Schilling 2013 *Sociolinguistic Fieldwork* (CUP 2013), and
- Christine Mallinson, Becky Childs and Gerard Van Herk 2013, *Data Collection in Sociolinguistics: Methods and Applications* (Routledge 2013).

Here is a schedule of topics for each week. In general, each class will consist of:

- (1) *Discussion of assignment from previous week:* students' field experiences implementing the method(s) introduced in the previous week's class.
- (2) *Lecture/Discussion on current week's "new" method(s) and assignment.*
- (3) *Presentation on/Discussion of assigned chapters in Schilling or Mallinson et al texts.*

- 9/28 QUESTIONNAIRES with a RECORDED STIMULUS (e.g, Matched Guise) and without (e.g. dialect atlas approaches--the background from which Wolfram, Labov and others started--and elicitation of syntactic intuitions)
- 10/5 SAMPLE APPROACHES w minimal or no investigator effect (e.g., Anonymous observations, monitoring radio and/or TV, locating and searching computer corpora)
- 10/12 ETHNOGRAPHY
- 10/19 ENTERING THE SPEECH COMMUNITY (Observing behavior in public places, getting information on selected block, initial contacts with strangers)
- 10/26 CONSTRUCTING AN INTERVIEW SCHEDULE; DOING AND EVALUATING PRACTICE INTERVIEWS (and setting up appointments for real interviews in the community the next week)
- 11/2 INDIVIDUAL INTERVIEWS
- 11/9 READING PASSAGES AND MORE FORMAL METHODS
- 11/16 DOUBLE INTERVIEWS AND GROUP RECORDINGS
- 11/23 Thanksgiving Recess: No classes.
- 11/30 CLOSING DISCUSSION, including GIVING BACK TO THE COMMUNITY
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Ling 251 focus	Schilling 2013	Mallinson et al 2013	TOT pgs.
9/21: OVERVIEW OF METHODS & TYPES OF DATA	1. Introduction, 1-16 [15 pgs]	Chambers, Foreword, xi-xiv; Part I: Research Design, espec. Sections by Mallinson (3-6), Horvath (7-16), Wolfram (21---25), & Habib (29---32) [TOT=19 pgs]	34 pgs
9/28: QUESTIONNAIRES with (e.g. Matched Guise) and without a recorded stimulus (dialect atlas approaches--background from which Wolfram, Labov and others started--and elicitation of syntactic intuitions)	2. Designing the Study, 17-45 [28 pgs] <b>3. Data Collection Methods, 66-92 [30 pgs]</b>	Ch. 8, Charles Boberg "Surveys: The use of Written Questionnaires in Sociolx" 131---142 Vignette 8a Campbell---Kibler "Language Attitude Surveys" 142---6; Vignette 8b Baron "Cultural Challenges in Online Survey Data" 147---51 [Tot pgs=20]	78 pgs
10/5 SAMPLE APPROACHES w minimal or no investigator effect (e.g., Anonymous observations, monitoring radio and/or TV, locating and searching computer corpora)	2. Designing the Study 45--65 [20 pgs]	Part III: Working with and preserving existing data [esp. written sources, but also video and computer corpora & TV and movies and online sources], pp 163--249 [86 pgs]; And from part IV "Sharing Data and Findings," ch. 18, Scalfani "Sociolx in and for the Media" 292---303, and Vignette 18b 18b "Sociolx on BBC Radio" 308---13, and Vignette 18c "Media, Politics and Semantic Change" 314---17 [TOT=19 pgs]	39 pgs
10/12: ETHNOGRAPHY	3. Data Collection methods, sections on Ethnography & Participant Observation, 113--133 [20 pgs]	Ch. 5 Erez Levon "Ethnographic Fieldwork" 69--79 [10 pgs]	30 pgs
10/19: ENTERING THE SPEECH COMMUNITY (Observing behavior in public places, getting information on selected block, initial contacts with strangers)	5. In the Field: Finding contacts, Finding a Place, 177--215 [38 pgs.]		38 pgs
10/26: CONSTRUCTING AN INTERVIEW SCHEDULE; DOING AND EVALUATING PRACTICE INTERVIEWS (and setting up appointments for real inter-views in the community the next week)	3. Data Collection methods, section on The Sociolinguistic Interview, pp. 92-113 [21 pgs]	Ch. 6 Kara Becker "The Sociolinguistic Interview" 91---100 [9 pgs] Vignette 6d Boyd Davis, "Other Interviewing Techniques" 114---7 [3 pgs]	33 pgs
11/2: INDIVIDUAL INTERVIEWS	6. Recording and Record--Keeping, 216---267 [51 pgs]	Ch 7 De Decker and Nycz "The Technology of Conducting Sociolx Interviews" 118---126; Hall---Lew and Plichta "Technological Challenges in Sociolx Data Collection" 127---30 [Tot=11 pgs]. And be sure to look at Plichta's video on recording tech-niques in the on-line accompaniment to Mallinson et al 2013	62 pgs