

Instructor: Marjorie Pak, Program in Linguistics. Call me **Dr. Pak** [pak]; pronouns *she/her*.

Preferred contact: mgpak@emory.edu. You can expect a response within 24 hours during the semester. If you don't get one, please email again and/or leave a voicemail at 404-727-8077.

Class meetings: MW 2:30-3:45pm, Callaway Center S101, 8/23–12/4 (no class 9/4, 10/9 or 11/22)

Occasional classes may be held on Zoom; relevant information will be posted on Canvas.

Office hours: See Canvas Announcements for up-to-date information.

Course description: Race plays a central role in understanding past and present life in Atlanta. This course looks at the history of our city through a linguistic lens: linguistic categories, language use, language variation and change, and how they reflect race dynamics here. We'll begin by learning about indigenous languages that were once spoken in this region (Mvskoke and Cherokee); discuss African American language (AAL) and white southern U.S. English in Atlanta over time; conduct first-hand observations of contemporary variation and change within both of these varieties; and learn about Atlanta's newer linguistic communities. You'll learn to identify phonological, morphological and syntactic features of languages and dialects; apply sociolinguistic methods to study language variation and change; and apply theories of categorization, framing and speech acts to the way we talk about our racial and ethnic identities, our neighborhoods, and our political and social interactions. We'll ask, 'What does Atlanta sound like?' as we watch the local TV news, talking about Atlanta with Atlantans, do site studies and observe local government meetings. By the end of the semester you'll have gained basic knowledge of linguistics and will be a more grounded, aware and engaged citizen of Atlanta.

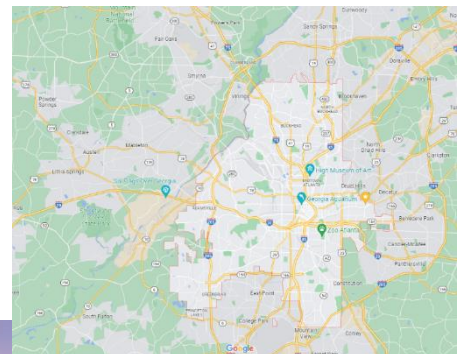
Course goals: My primary goal in *all* of my classes is to help students fall a little more in love with a life of intellectual curiosity! In this class, you will simultaneously work toward two kinds of goals: (i) **linguistic analysis** (structural, sociolinguistic, psycholinguistic and philosophical); and (ii) **civic awareness** (Atlanta's racialized history, neighborhoods and geography, local government and democratic processes).

In terms of content-specific learning outcomes, I hope that by December you'll be able to:

- identify structural features of languages and language varieties of the Atlanta area
- fluently navigate Atlanta maps, timelines, historical facts and figures, and government structures
- make careful, on-the-fly observations of fine-grained details of speech (word choices, phonetic variants), and use precise technical terms to classify these patterns
- read, with increased nuance and attention, texts on language, psychology, history and politics

Because this is a first-year seminar, you'll also develop skills in:

- contributing to oral discussion of texts and materials
- adapting to multiple speaking situations and audiences



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And as participants in a ETHN (Race & Ethnicity) GER course, we will also:

- develop a critical awareness of how racial and ethnic antagonisms and inequality have developed
- see how inquiry in linguistics is shaped by racial and ethnic power dynamics
- recognize how race and ethnicity intersect with *language* and *socioeconomic class*

This is a LINC (Learning Through Inclusive Collaboration) course. The purpose of LINC courses is to highlight connections among ways of knowing and doing across disciplines and to create inclusive intellectual learning communities. Our course is linked with POLS 100 National Politics/United States, taught by Dr. Alex Bolton. We'll have three joint classes with POLS 100, in which we explore issues of language, race, political participation and local government decision-making in Atlanta through an examination of the current 'Cop City' debate. **We'll meet in a different room on these days; see Canvas!**

Required materials:

- You should have the recommended hardware and software for an Emory class (access to a computer with speakers, mic and webcam, reliable internet, Canvas, Zoom, etc.).
- Bring **paper and pencils** for note-taking to each class. We'll be sketching lots of maps and diagrams and writing IPA characters in class—keyboards don't work well for this!
- There may be some days when I ask you to bring a **laptop** to class so that we can work on data spreadsheets together. If you don't have a laptop with Excel, let me know ASAP.
- Readings will be available for free online. On days when we discuss assigned readings (see Canvas syllabus), you'll need to **bring the reading to class**. I strongly recommend hard copies. If you prefer to read on-screen, the device you bring to class needs to be at least tablet-sized ($\geq 10''$), and you need a way to annotate the file (highlighting, notes, etc.) so you can find important passages and comments during our discussion.

Schedule (to be updated; see Canvas for current version. **RD** = reading discussion)

Getting situated: Introductions, orientation and training

- W 8/23: Intro and background
- M 8/28: Census data about language & race in Atlanta
- W 8/30: Phonetic features and IPA
- W 9/6: Timeline; Atlanta history, government and politics

Indigenous people and languages of North Georgia

- M 9/11: Research ethics. Cherokee and Mvskoke in Georgia. Concepts of race.
- W 9/13: Linguistic features of Mvskoke and Cherokee; Cherokee writing.
- M 9/18: **RD** Hausman 2011 ch4, Kinzler 2020 pp. 90-117
- W 9/20: **LINC** session 1
- M 9/25: Land acknowledgments and linguistic speech acts; visit from Sarah Bekele
- W 9/27: **RD** Lowery 2019, Deloria 2022

Black and white Atlanta, 1800-present

- M 10/2: Atlanta's early history; creating a city as a linguistic act; framing and boosterism
- W 10/4: **Test 1**. Intro to sociolinguistic variable analysis
- W 10/11: **RD** Charity Hudley et al. 2022 pp. 52-78.

M 10/16: The three governors controversy. Southern U.S. English
W 10/18: **RD** Wolfram et al. Variation in AAL: speech(es) of Civil Rights leaders of Atlanta
M 10/23: **LINC** session 2
W 10/25: How people talk about segregation, desegregation, gentrification
M 10/30: **RD** Saul 2018

Atlanta's 'others': languages, races, ethnicities

W 11/1: Contemporary metro Atlanta
M 11/6: Interview data workshop
W 11/8: **RD** Aguilar 2022. Visit from Dr. Yami Rodriguez
M 11/13: **RD** TBA. Visit from Abby Stamper
W 11/15: **Test 2**
M 11/20: **LINC** session 3

Student presentations and wrap-up

M 11/27-M 12/4: Schedule TBA

Assignments and grading

Preparatory assignments (13%). You'll have several short assignments during the first two weeks of class. See Canvas for descriptions and due dates. Note: **If you join our class after the first day**, email Dr. Pak immediately to find out how to make up any missed assignments. You'll be expected to make them up within 48 hours of enrolling.

Reading quizzes and discussions (21%). On seven pre-announced days (see Canvas), we'll discuss one or two assigned readings or videos. There will be either an in-class quiz from 2:30-2:35 or a short take-home assignment due at the beginning of class, worth 2 pts. Then we'll spend the class discussing the readings or videos, and you'll earn up to 1 pt. for attendance and participation. No makeup quizzes, but there will be bonus questions on each quiz to help you compensate for an absence or off-day. (Depending on the circumstances, you *may* be able to earn partial credit by submitting a write-up in lieu of the quiz, but you must email me about this possibility in advance.)

LINC assignments (9%). On three days (see schedule), we'll be joining with Dr. Alex Bolton's POLS 100 students to discuss the ongoing 'Cop City' controversy in Atlanta. There will be specific topics and in-class activities each day; you'll earn the full 3 points as long as you attend and complete them. If you must miss one of these days, email me ASAP and I'll give you a make-up assignment to complete independently.

Exploring Atlanta (12%). Over the course of the semester you'll gradually build up a set of observations of various Atlanta spaces, the people who interact in them, and the kinds of language they use. In addition to submitting brief reports, you'll be asked to talk informally about your experiences in class.

- *Local TV news* (2 pts). On a date that you sign up for, you'll watch the reporting of a local event on one of the main Atlanta TV news stations and write a brief report of your observations.
- *Observation of a government meeting* (3 pts). On a date that you sign up for, you'll observe an online or in-person meeting of a local school board, city council, county board of commissioners

or county board of elections, and write a brief report of your observations. If you attend the meeting in person, you can combine this assignment with your Site Study assignment.

- *Site study* (7 pts). You'll visit a public space approved ahead of time where you can overhear the speech of a wide assortment of passers-by without being conspicuous, and write a short report on the location, the people you observed and their language use.

Interview and data submission (10%). You'll identify and conduct a ~20-minute interview with a long-time Atlanta resident, asking about their experiences in Atlanta as well as some language-related topics. You'll record the interview (after informed consent) and then transcribe and code instances of /aj/ for our class database. I expect some of you will use this database for your final projects; see below.

Tests (25%). There will be two in-class 35-minute tests consisting of short-answer, multiple-choice, multiple-response, fill-in-the-blank and map-labeling questions about Atlanta history, geography and demographics as well as linguistic features, concepts and terms. No make-ups available unless (i) we have made prior arrangements or (ii) you have a genuine, last-minute personal or medical emergency (in which case you must let me know as soon as possible).

Final project (10%): Each student will develop a final project that builds on a topic we studied. I will suggest some research questions, but you can also work on an original idea with my approval. This project will be broken down into stages, including a mandatory meeting with me (2 pts.) and an oral presentation during the last two weeks of class (8 pts.).

General grading procedures:

- *Feedback.* You can expect grades for on-time submissions to be posted in Canvas within one week of the due date. (Work submitted late may take longer.) Feedback will be written directly on the assignment, provided in the Canvas SpeedGrader, announced in class, and/or posted on Canvas as an answer key or video.
- *Late work.* If you start falling behind in this class, please **email me for help right away!** No need for a doctor's note or lengthy excuse (but do feel free to share what you want). For Exploring Atlanta assignments, I will grant a 48-hour extension with no penalty, as long as you request it before the deadline. If you don't reach out, late work is lowered up to 20% a day. Late work generally cannot be accepted once I have graded and returned the assignment to the rest of the class.
- *Extra-credit* questions will be included on some assignments. There may also be some events, videos or readings announced to the class that you can write about for extra credit. Special extra-credit assignments are not created *ad hoc* for individual students.
- *Final grades* are assigned as follows: 93+ **A**, 90-92 **A-**, 87-89 **B+**, 83-86 **B**, 80-82 **B-**, 77-79 **C+**, 73-76 **C**, 70-72 **C-**, 67-69 **D+**, 60-66 **D**, 0-59 **F**.

For anyone who needs to hear this: Grades in my classes are *not* a reflection of how much I like you as a person, or of how smart, interesting or competent I think you are generally. They simply reflect the completeness, quality and timeliness of the assignments you do for this class. If you'd like to improve your grades and don't know how, or if you're having trouble getting your work done for personal reasons, email me and we'll meet to discuss your situation. No need for embarrassment!

Classroom expectations, policies, etc.

I expect people to **attend regularly, participate appropriately** in activities and discussions, stay focused and allow others to stay focused to the best of your ability.

Given the focus of this class, we will be reading and talking about difficult topics, including slavery, violence, racism and racist language. We'll also be discussing current political controversies. I expect that we will all be pushed beyond our comfort zones sometimes. If you ever feel yourself being pushed too far, please let me know and we'll discuss strategies. Above all, **be respectful, honest and clear in your interactions with other students, me, our texts, and the people you interact with for assignments**. I will strive to model this kind of behavior myself. We *can* challenge one another's ideas—but let's do so thoughtfully and sensitively, after *careful* listening and reading.

Stay safe. Don't do Site Studies after dark. Plan your transportation and walking route *before* you leave, and don't enter a car, residence or other private space that you haven't entered before. If you have concerns about your ability to do any of our assignments safely, let me know—we'll figure something out!

If you are not feeling well or test positive for Covid, stay at home and follow the advice on [this page](#).

If you must miss part or all of a class for any reason, please let me know. You don't have to share details (although you're welcome to). I will let you know what to do about any missed assignments. To help everyone stay caught up, I'll be posting slides and other class materials on Canvas. See also *Late Work* above. Ultimately it's your responsibility to keep up, but I'm always willing to answer your specific questions about class material that you've reviewed.

Be aware that audio, video and Chat contributions are included in Zoom recordings. Recordings and Canvas materials are for the sole purpose of educating students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless I state otherwise. Doing so without my permission will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

The **Honor Code** is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. catalog.college.emory.edu/academic/policies-regulations/honor-code.html

Unless I explicitly state otherwise, using an artificial intelligence program to generate any content for any assignment in this course constitutes plagiarism and is a violation of the Honor Code. The use of an artificial intelligence program in this course without my permission may also constitute seeking unauthorized assistance or violate other parts of the Honor Code. Any suspicion of academic misconduct will be reported to the Honor Council.

Resources

Voting. It's important to participate in every election if you're eligible! **Email me** or visit [Emory Votes](#) if you need help with the logistics of voting. You can also get reminders and information at emory.turbovote.org.



Important dates:

- ASAP: Register to vote or update your registration. If you want to vote in Georgia this year, the registration deadline is **Oct. 10**; see [this info sheet](#), also in Woodruff library near the fax machine.
- ASAP: If you need to vote by mail, you may need to request a ballot from your state. See emory.turbovote.org/vote-by-mail
- Oct 16–Nov 3: Early voting in Georgia. If you're registered in DeKalb County, you can vote at 1599 Clifton Rd.; more info TBA.
- Nov 7: Election Day. Polls open 7am-7pm in Georgia; find your polling location at mvp.sos.ga.gov
- Dec 5: Georgia Runoff Election Day (TBA)

Accommodations. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. To receive consideration, you must register with DAS at <http://accessibility.emory.edu/students/>. Accommodations cannot be retroactively applied, so you need to contact both DAS and your instructor as early as possible. For more information, contact DAS at (404) 727-9877 or accessibility@emory.edu.

Stress management and mental health. If you are struggling with this class, please email me! If you think you might benefit from additional support, please visit <http://campuslife.emory.edu/support/index.html> for a list of resources available on campus, including [Counseling & Psychological Services](#), [Student Case Management and Interventions Services](#) and the 24/7 resource [Emory Anytime Student Health Services](#).

Funded by the Howard Hughes Medical Institute. LINC'd courses are designed to help faculty and students who are engaged in thematically related courses across different disciplines to create points of intersection, or links, between the two courses.