This sequence has two goals: first, to introduce you to fundamental humanistic themes regarding language, and second, to introduce you to college-level writing in the humanities. Each of the three quarters will focus on a different theme as it relates to language: power, identity, and thought. In the fall, we discuss language and power.

**Your responsibilities**
You have two major kinds of responsibilities in this course: the first pertains to your participation with the course material, and the second pertains to the writing of three short papers, which is your primary assignment over the course of the quarter.

- **Participation**

  - **Reading and attendance**
    Discussion section will occur in person, twice a week, on the listed days and times above. You’re expected to attend all meetings, which will take place on each week of the quarter, except for week 9 and finals week. You’re also expected to read the material for the meeting (listed in the schedule below) *prior to the discussion* for that day (except for our first meeting). Come to discussion ready to participate and contribute.

  - **Discussion comments**
    For each meeting after the first week, you must make a post on the course’s Canvas page, under ‘Discussions,’ pertaining to that week’s readings. Please select one passage from the readings that you would like to see discussed, because it puzzled you, you found it interesting, you took issue with it, etc. Quote it in full, and leave a brief response to them.
with your comments and questions (these don’t have to be long – a paragraph or two will do – but try to focus on something that you’re genuinely interested in talking about). Discussion comments should be in by the end of the day before discussion, so that everyone has a chance to read them. Please make an effort to read your classmates’ comments as well, and feel free to respond to each other to continue discussion outside of the meetings.

» Discussion leading
Once a quarter, you’ll be expected to lead one of the discussion sections. Your job will be to provide a brief summary of the week’s readings, and collect a series of questions for discussion, from your classmates’ comments or on your own, to present in order to spark and curate discussion. This should be an informal thing, not a big project in its own right, but it will help to prepare slides or a handout share with notes on the readings and questions. Feel free to meet with me to discuss ideas prior to your discussion if you’d like help or direction. Sign-ups for discussion leading will be hosted on the Canvas site.

» Papers

» Writing
You’ll write three short papers over the course of the quarter, each 1,000 - 1,500 words in length. They will pertain to a focused question based on the course readings. Prompts will be distributed with questions (according to the schedule below), and the paper will give a focused answer to one of those questions, supported by textual evidence and argumentation. You have the freedom to design your own prompt if you like, but please clear it with me first. Each paper will be written in two drafts. The first draft will be read and commented on by both George and me, and I’ll assign you a grade after you turn in the second draft. Drafts will be submitted via Canvas, under ‘Assignments.’ Due dates for all drafts are also on the schedule below.

» Seminars
You are also registered for a separate writing seminar course, which is assigned a separate Pass/Fail grade. There will be three writing seminars over the course of the quarter, to be taught by George. You must attend the writing seminars; they are required to pass the class, and so to graduate. Details on scheduling will follow.

Other materials
Aside from the course readings, there will be some other asynchronous material hosted on the Canvas site, including lectures by the different Language and the Human instructors (including yours truly). These videos are recommended, but not required; the rest of the non-lecture, non-reading material is for your own interest, and may help with understanding some of the material, but it is also not obligatory.
## Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Assignments / seminars</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Tue., 9/28</td>
<td>• Rita Dove: “Parsley”</td>
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<td>Thu., 9/30</td>
<td>• Rosina Lippi-Green: <em>English with an Accent</em>&lt;br&gt;• Ch. 3: The myth of non-accent</td>
<td>Fri., 10/1: Paper 1 prompts distributed</td>
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<td>2</td>
<td>Tue., 10/5</td>
<td>• Rosina Lippi-Green: <em>English with an Accent</em>&lt;br&gt;• Ch. 4: The standard language myth</td>
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<td>Thu., 10/7</td>
<td>• George Bernard Shaw: <em>Pygmalion</em>, Acts I-II&lt;br&gt;• Patricia Smith: “Keepers of the second throat”</td>
<td>Fri., 10/8: Paper 1 draft 1 due (midnight)</td>
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<td>3</td>
<td>Tue., 10/12</td>
<td>• George Bernard Shaw: <em>Pygmalion</em>, Acts III-V</td>
<td>Writing seminar 1</td>
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<td>Thu., 10/14</td>
<td>• Pierre Bordieu: The economics of linguistic exchanges&lt;br&gt;• Mona Eltahawy: “Civility will not overturn the patriarchy”</td>
<td>Fri., 10/15: Paper 1 final draft due (midnight)&lt;br&gt;Paper 2 prompts distributed</td>
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<td>4</td>
<td>Tue., 10/19</td>
<td>• Jane Hill: Mock Spanish</td>
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<td>Thu., 10/21</td>
<td>• Jonathan Rosa: <em>Looking Like a Language, Sounding Like a Race</em>&lt;br&gt;• Ch. 4: They're bilingual…</td>
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<td>5</td>
<td>Tue., 10/26</td>
<td>• Jonathan Rosa: <em>Looking Like a Language, Sounding Like a Race</em>&lt;br&gt;• Ch. 5: Pink cheese, green ghosts, cool arrows</td>
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<td>Thu., 10/28</td>
<td>• John Rickford &amp; Sharese King: Language and linguistics on trial</td>
<td>Fri., 10/29: Paper 2 draft 1 due (midnight)</td>
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<td>6</td>
<td>Tue., 11/2</td>
<td>• Bill Shakespeare: <em>The Tempest</em></td>
<td>Writing Seminar 2</td>
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<td>Thu., 11/4</td>
<td>• Stephen Greenblatt: <em>Learning to Curse</em>&lt;br&gt;• Ch. 2: Learning to curse</td>
<td>Fri., 11/5: Paper 2 final draft due (midnight)&lt;br&gt;Paper 3 prompts distributed</td>
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<td>7</td>
<td>Tue., 11/9</td>
<td>• Franz Fanon: <em>Black Skin, White Masks</em>&lt;br&gt;• Ch. 1: The negro and language</td>
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<td></td>
<td>Thu., 11/11</td>
<td>• Bernardo de Sahagún: Author’s account worthy of being noted</td>
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Grade breakdown
Your grade will be weighted as follows:
- Discussion posts: 15%
- Other participation: 10%
- Paper 1: 20%
- Paper 2: 25%
- Paper 3: 30%

The letter grade is assigned on an ordinary scale: 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+, 60-69% = D, below 60% = F.1

Texts
The course will make use of the following texts:


These are also available for purchase at the Seminary Co-op Bookstore. All readings are available through Canvas, but it will be helpful to buy a copy of the major three works listed above. If you do, please purchase the editions listed here, using the provided ISBN, so that we can cite page numbers in common.

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1 Scores are rounded to the nearest percentage point, rounded up at the half. The college doesn’t make use of A+ or D-.
**Special accommodations**
If you have need of any special accommodations, please talk to me as soon as possible so we can make arrangements. It’s my job to make sure you’re able to participate fully in the course, and I want all of you to do well. It is entirely up to you whether you want to disclose a disability status to me.

**Etiquette and technology**
Please don’t use electronic devices in class, unless they’re being used for the discussion (to present a slide show, take notes, etc.), or if they’re needed for a special accommodation.

**Academic integrity**
Please read and take to heart the statement on academic honesty found here:

http://collegecatalog.uchicago.edu/thecollege/academicintegrity/

Cite the work of others when you appeal to it, and don’t pass off another’s work as your own. If you have any doubts, ask me. Suspicions of plagiarism or other forms of cheating will be taken very seriously.

**Miscellaneous**
You should feel free to contact me at any time with any other worries you have about the course: forms of address (name / pronoun), worries about an assignment, questions about participation, and things of that nature, or if you just want to discuss some of the material.

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2 If you haven’t already, you may register with SDS as well: https://disabilities.uchicago.edu/.