

Course Outline for Linguistics 521: Dialectology

Possible impact of the COVID-19 pandemic: The current public health situation has allowed McGill to plan for on-campus, in-person instruction in the Winter of 2024. This course outline reflects that plan with a return to the pre-pandemic format of LING 521, including in-class lectures and on-campus, closed-book exams. Students are advised, however, that should a change in the public health situation make this delivery and assessment model impractical or impossible, the delivery and assessment methods presented in this course outline may change.

Content: This course will provide you with an intensive, advanced-level survey of **DIALECTOLOGY** -- the study of regional variation in language. The course will focus on both theory and practice. A wide selection of readings will trace the evolution of dialectological theory and methodology from the 19th century to the present, while a research project will give you hands-on experience in the design, implementation and quantitative analysis of dialectological research. The readings will explore the dialect atlas and dialect dictionary traditions; the relation of dialectology to structural phonology; quantitative methods for the measurement of dialect differences; and the processes of geolinguistic diffusion and dialect leveling. Most of them focus on dialect variation in English, especially North American English, but some examine data from dialects of Danish, Dutch and German, as well. The course will emphasize Dialectology as a branch of Linguistics, but will also examine issues related to several allied disciplines across the humanities and social sciences, especially geography and history.

Instructional method and technology policy: This class involves traditional teaching methods, including lectures (without PowerPoint) and class discussion. **The course will not involve any online content or materials:** submission of written work and all non-classroom communication between students and the instructor will be exclusively by **email** (*not* myCourses). Emails will be sent to the addresses on the official class list; it is the student's responsibility to make sure that they are received. Regular attendance in class and good note-taking are therefore encouraged, as is doing assigned readings before the class in which they will be discussed. Laptops and voice recorders are permitted in the classroom, but photography is not. Use of laptops and other electronic devices must be appropriate to and respectful of the classroom environment: recreational use of the internet during class is inappropriate and distracting for other students. Cell phones should be turned off and put away during class. If you do not think you can function well in this environment, you are strongly encouraged to choose a different course.

Time/Place: Tuesday/Thursday, 08:35-09:55 a.m., in PE1085 002 (the Linguistics Building).

Instructor: Prof. Charles Boberg. E-mail: charles.boberg@mcgill.ca. Office: 1085 Dr. Penfield, #223.

NB: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). Also note that, in accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Access to the instructor: Please e-mail me if you have questions or concerns about the course or about other advising matters. If desired, an in-person meeting can be scheduled by e-mail. If you have brief comments or questions, you are encouraged to talk to me after class.

Prerequisites: LING 330 (Phonetics) and LING 320 (Sociolinguistics 1), or permission of instructor.

Level of difficulty: As a 500-level course, Dialectology assumes a solid knowledge of linguistic theory and analysis, and especially of phonemic analysis and phonetic transcription, which will help in understanding the material we will read. Students without this background may face significant difficulties in this course. Prospective students are also advised that the course involves a large amount of fairly difficult reading, as well as a major independent research project (see below). Success in the course therefore requires a high level of dedication and discipline, as well as academic ability and an enthusiastic interest in dialects. If you feel your interest in the subject is only casual and you have doubts about your motivation to keep up with the readings and work, or if are looking for an upper-level course to fulfill your program requirements but have no background in language variation and change, you are strongly encouraged to choose a different course. If you have concerns about your level of preparation, consult the instructor.

Required readings are available in a course pack sold by the McGill Bookstore:

Dialect geography and the Atlas tradition:

- Petyt, K.M. 1980. The development of dialectology 1800-1950. In K.M. Petyt, *The Study of Dialect: An Introduction to Dialectology* (London: Andre Deutsch): 37-67.
- Petyt, K.M. 1980. The study of regional dialect in Britain. In K.M. Petyt, *The Study of Dialect: An Introduction to Dialectology* (London: Andre Deutsch): 68-100.
- Atwood, E.B. 1971. The methods of American dialectology. In H. Allen and G. Underwood (eds.), *Readings in American Dialectology*, New York: Appleton-Century-Crofts, 5-35.
- Cassidy, F.G. 1993. Area lexicon: The making of *DARE*. In D.R. Preston (ed.), *American Dialect Research* (Amsterdam/Philadelphia; John Benjamins), 93-105.

Structural dialectology:

- Weinreich, U. 1954. Is a structural dialectology possible? *Word* 10: 388-400.
- Moulton, W. 1960. The short vowel systems of Northern Switzerland: A study in structural dialectology. *Word* 16: 155-182.
- Moulton, W. 1962. Dialect geography and the concept of phonological space. *Word* 18: 23-32.
- Labov, W. 1991. The three dialects of English. In P. Eckert (ed.), *New Ways of Analyzing Sound Change*, New York: Academic Press, 1-44.
- Clarke, S., F. Elms and A. Youssef. 1995. The third dialect of English: Some Canadian evidence. *Language Variation and Change* 7: 209-228.

Generative dialectology:

Chambers, J.K. 1973. Canadian raising. *Canadian Journal of Linguistics* 18: 113-35.

Perceptual dialectology:

Preston, D.R. 2010. Mapping the geolinguistic spaces of the brain. In A. Lameli, R. Kehrein and S. Rabanus (eds.), *Language and Space, Vol. 2: Language Mapping* (Berlin: De Gruyter Mouton), 121-141. [Note: this reading is optional and not tested on the exam.]

Quantitative methods and dialectometry:

Kretzschmar, W. 1996. Quantitative areal analysis of dialect features. *Language Variation and Change* 8: 13-39.

Wikle, T. 1997. Quantitative mapping techniques for displaying language variation and change. In C. Bernstein, T. Nunnally and R. Sabino (eds.), *Language Variety in the South Revisited*, Tuscaloosa, Ala.: University of Alabama Press, 417-433.

Heeringa, W., and J. Nerbonne. 2001. Dialect Areas and Dialect Continua. *Language Variation and Change* 13: 375-400.

Boberg, C. 2005. The North American Regional Vocabulary Survey: Renewing the study of lexical variation in North American English. *American Speech* 80/1: 22-60.

Nerbonne, J. 2009. Data-driven dialectology. *Language and Linguistics Compass* 3/1: 175-198. DOI: 10.1111/j.1749-818x.2008.00114.x

Geolinguistic spatial diffusion:

Trudgill, P. 1974. Linguistic change and diffusion: Description and explanation in sociolinguistic dialect geography. *Language in Society* 3: 215-246.

Callary, R. 1975. Phonological change and the development of an urban dialect in Illinois. *Language in Society* 4: 155-169.

Bailey, G., et al. 1993. Some patterns of linguistic diffusion. *Language Variation and Change* 5: 359-390.

Labov, William. 2007. Transmission and diffusion. *Language* 83/2: 344-387.

Leveling, convergence and standardization:

Kristiansen, T. 1998. The role of standard ideology in the disappearance of the traditional Danish dialects. *Folia Linguistica* 32/1-2: 115-129.

Kerswill, P., and A. Williams. 2005. New towns and koineization: Linguistic and social correlates. *Linguistics* 43/5: 1023-1048.

Optional/suggested reading (also available through the McGill Bookstore or as an ebook through McGill Library):

Charles Boberg, John Nerbonne and Dominic Watt (eds.). 2018. *The Handbook of Dialectology*. Hoboken, NJ, and Oxford, UK: Wiley Blackwell.

This is an up-to-date survey of the whole field of dialectology, with 30 chapters on a wide range of topics. It is written at a fairly advanced level (aimed at upper-level undergraduate or graduate students) by an international team of experts in each area. Reading it is entirely optional and its contents will not be directly tested on exams, but apart from finding it interesting, you may find it helps to deepen and expand your knowledge of many of the topics covered in this course, as well as introducing you to several other topics that we don't have time to cover. The introductory chapter provides a good overview of the field. A copy of the book has been placed on reserve at the McGill Library, which also gives you free access to an e-book version. If you wish to purchase a copy you can do so from the McGill Bookstore, indigo.ca, amazon.ca, etc.

Evaluation:	First midterm exam	20%	Research project proposal	5%
	Second midterm exam	20%	Research project (oral)	5%
	Research project (written)	50%		

Midterm exams: to be written in class on the day indicated below. Absences on the exam day (anticipated or unanticipated) should be discussed with the instructor as soon as possible. At the instructor's discretion, following discussion of the reason for the absence, a grade adjustment may be possible. In the case of absence on medical grounds, proper documentation of a suitably serious and unanticipated condition is required. Where the absence is not deemed excusable, a grade of zero will be awarded.

Research project: this is an original investigation of regional variation in English or another language, involving at least one linguistic variable in at least two regionally differentiated groups (with at least 20 participants in each group), which you conceive, carry out, analyze and write up yourself, in consultation with the instructor. A short written **proposal** for the project must be submitted for approval on the date indicated below. In separate handouts you will be given guidelines for topic selection and proposal format. In addition to a **written report of 15-20 pages**, for which you will be given detailed guidelines later in the term, you must **present** your project **orally** to the class.

Prospective students are advised that the research project for this class typically requires a **substantial effort and time commitment**. Unlike some term papers for other courses, it cannot be effectively carried out during the final weeks of class. It requires good time management skills; for example, many students use the study break to collect their data, which means having a topic selected, elicitation materials prepared and participants identified before the break. If you think you may not have the time, resources or inclination to carry out a research project on this scale, or if you have difficulty coming up with a proposal for what you expect will be an effective project, you are advised not to take this class.

Group work: You may work on your project either alone or with other students in a group. You should not feel pressured to work with others if you prefer working alone, but working with one or more classmates can have significant advantages: for example, the ability to collect more data than you can collect on your own; or pooling complementary skills in research and writing; or simply motivational reinforcement. Group work can be limited to data collection, with each member writing a separate report on a common set of data, or may involve joint analysis and/or write-up as well: it is up to you to negotiate the nature and extent of your collaboration with the other member(s) of your group. If a group report is submitted, all group members will receive the same grade.

Policy on submission of written assignments (research project report): either individual or **group work** and submissions are acceptable. For group submissions, names of all members should be clearly indicated and all members will receive the same grade.

Your report should be **submitted by email** (to charles.boberg@mcgill.ca) as a **Word or pdf attachment**, by 11:59 pm (23h59) on the date indicated in the schedule below. It is the **student's responsibility** to ensure timely and effective submission of all written work; any irregularities in this respect, including late submissions, should be communicated clearly to the instructor. It is best not to wait until the last minute to submit your work, as unanticipated delays can occur: you should plan to submit your work at least an hour before the deadline.

Late submissions will be penalized at a rate of 10% of the paper grade per day, including weekends and starting at midnight of the due date (a minute after 11:59 pm). **Extensions** of submission deadlines will not be granted except in cases of legitimate, unanticipated and properly documented medical emergency or other serious incapacity. Requests for extension should be made as soon as possible and it is the student's responsibility to mitigate as much as possible any delays arising from unexpected obstacles. The instructor reserves the right to reject extension requests that do not appear to be adequately justified.

In writing and **formatting** your text, you should observe the following guidelines:

- All written assignments should be **neatly** presented, beginning with a **title page** stating the student's name and McGill ID number, the title of the submission, the course (LING 521) and the date. For group assignments, ID numbers may be omitted on privacy grounds.
- **Page numbers** and a header containing the student's or group's name should be included on every page of text (following the title page) except, if you prefer, the first page; page numbering should count the first page of text, not the title page, as page 1.
- The main text of the paper should be in **12-point font, double-spaced**.
- The text should be free of typographical, stylistic and grammatical errors, so **edit** your work carefully before submitting it. Care in this regard shows respect both for your own work and for your reader. If you have difficulties in this respect, or you are not a native-speaker of English, you are encouraged to seek help in checking over your text before you submit it.
- **In-text citation** should follow the normal practice in Linguistics, which is to identify the author's last name and the year and, if possible, page number of the citation in parentheses after the quotation or cited idea, e.g., "quoted text" (Smith 1975:12).
- Students are reminded that all ideas, facts and spoken or written passages taken from other sources or authors must be properly attributed to their original sources and/or authors, and that failure to do so may constitute **plagiarism**, which could result in a failing grade on the paper or, potentially, more serious disciplinary measures. If you have questions or concerns about citation, consult the instructor.
- Papers should conclude with a **list of references** to all works cited in the text, in a consistent format, with entries listed alphabetically by author's last name. Beyond that, the particular reference format you use is up to you (if in doubt, use the reference list in the course textbook or one of the assigned articles as a model).
- **Tables and figures** (graphs or illustrations), if used, should be sequentially numbered for easy reference and accompanied by brief captions explaining their content.
- **Appendices** of extra material may be included after the list of references but will not be read unless specifically referred to in the body of the paper; appendices do not count towards the page-length of the paper.

If you have any additional questions or concerns about written assignments, you are encouraged to consult the instructor as early as possible.

Policy on attendance: attendance in classes is not mandatory but is strongly encouraged, as students who do not attend regularly will miss important material, which may have a significant negative impact on their performance in the course. This includes classes in which exam results are reviewed. If you must be absent for medical or other serious and unavoidable reasons, upon presenting documentation of those reasons you may request an individual meeting in which the material you missed can be reviewed and discussed. If your absence is not sufficiently justified, no accommodation will be offered, but students who were absent for an exam review may ask to see their exams briefly after a subsequent class.

Policy on grades: the grades assigned to assignments, papers and exams in this class are **not negotiable**. Students are encouraged to point out mathematical errors in grade calculation and are also welcome to request explanations of grades in cases where they do not understand the basis of the assessment, but requests for review and explanation aimed principally at negotiating for a higher grade (also known as “grade-grubbing”) will not be well received. Students should keep in mind that such requests reflect very poorly on the student making them and are disrespectful of both the instructor and the other students in the class.

Policy on fairness and accommodations: it is crucially important that all students in this class be assessed and evaluated according to the same standard, as set forth in this course outline. Requests that special circumstances be taken into consideration in individual cases must therefore be assessed very carefully, as granting them may give one student an unfair advantage over others: without proper justification, a request for advantageous treatment of one student, such as a deadline extension, amounts to asking that all other students be put at an unfair disadvantage. Students with professionally diagnosed and ongoing medical or psychological conditions that require accommodation have recourse to the Student Accessibility and Achievement service (<https://www.mcgill.ca/access-achieve/>). In all other cases, any accommodations that are granted shall have the goal of restoring fairness in situations where it has been compromised by serious and unavoidable barriers or challenges faced by an individual student, such as an unanticipated medical condition or family trauma. Even in these situations, students are expected to act responsibly to mitigate the impact of the setback, as well as to communicate promptly, clearly and honestly with the instructor about their situation. Only requests judged by the instructor to be both valid and properly documented shall be granted and the nature of any accommodation offered shall be at the instructor’s discretion.

Policy on cell phones and other electronic devices in relation to exams: further to the general technology policy stated above, students are reminded of McGill’s policy, stated in its University Regulations and Resources, that, “As per the Code of Conduct and Disciplinary Procedures, Article 17, cheating in any examination is considered a serious offence that could lead to expulsion from the University. Students are not permitted to have in their possession, or to use, any unauthorized materials during an examination. This includes electronic devices such as cell phones, iPods, MP3 players, PDAs, smart watches, and other web-access devices. Unauthorized items used during an exam will be reported to the Disciplinary Officer.” In this class, any student who consults a cell phone or other device during an exam will receive a grade of zero on

the exam and be reported to the university authorities. Exams in this class are confidential. Any student who photographs an exam or is suspected of sharing copies or images of an exam with other students, or of receiving such copies or images, will be reported to the authorities.

Tentative schedule of lectures, readings, assignments and exams:

<i>Date</i>	<i>Day</i>	<i>Lecture topic/Exam</i>	<i>Readings due, etc.</i>
01.04	TH	Introduction; project planning	Handout
01.09	TU	Project planning, continued	
01.11	TH	Traditional dialectology: Germany, France, etc.	Petyt (1980) Ch. 2
01.16	TU	Traditional dialectology: Britain	Petyt (1980) Ch. 3 Research Project Proposal
01.18	TH	Traditional dialectology: United States	Atwood (1971); Cassidy (1993)
01.23	TU	Structural dialectology	Weinreich (1954); Moulton (1960, 1962)
01.25	TH	Structural dialectology, continued	Labov (1991)
01.30	TU	Structural dialectology, continued	Clarke <i>et al.</i> (1995)
02.01	TH	Generative dialectology	Chambers (1973)
02.06	TU	FIRST MIDTERM EXAM	EXAM
02.08	TH	Quantitative methods and dialectometry	Kretzschmar (1996); Wikle (1997)
02.13	TU	Quantitative methods, continued	Heeringa & Nerbonne (2001)
02.15	TH	Quantitative methods, continued	Boberg (2005)
02.20	TU	Quantitative methods, continued	Nerbonne (2009)
02.22	TH	Geolinguistic spatial diffusion	Trudgill (1974)
02.27	TU	Geolinguistic diffusion, continued	Callary (1975)
02.29	TH	Geolinguistic diffusion, continued	Bailey <i>et al.</i> (1993)
03.04- 03.08	M-F	No class: STUDY BREAK	BREAK
03.12	TU	Geolinguistic diffusion, continued	Labov (2007)
03.14	TH	Leveling, convergence and standardization	Kristiansen (1998)
03.19	TU	Leveling, convergence and standardization, continued	Kerswill & Williams (2005)
03.21	TH	SECOND MIDTERM EXAM	EXAM
03.26	TU	Oral presentations	
03.28	TH	Oral presentations, continued	
04.02	TU	Oral presentations, continued	
04.04	TH	Oral presentations, continued	
04.09	TU	Oral presentations, continued	RESEARCH PROJECTS DUE