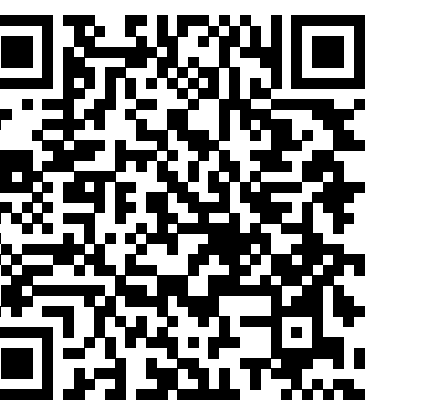


# AN INCLUSIVE COURSE ON THE HISTORY OF PHONETICS



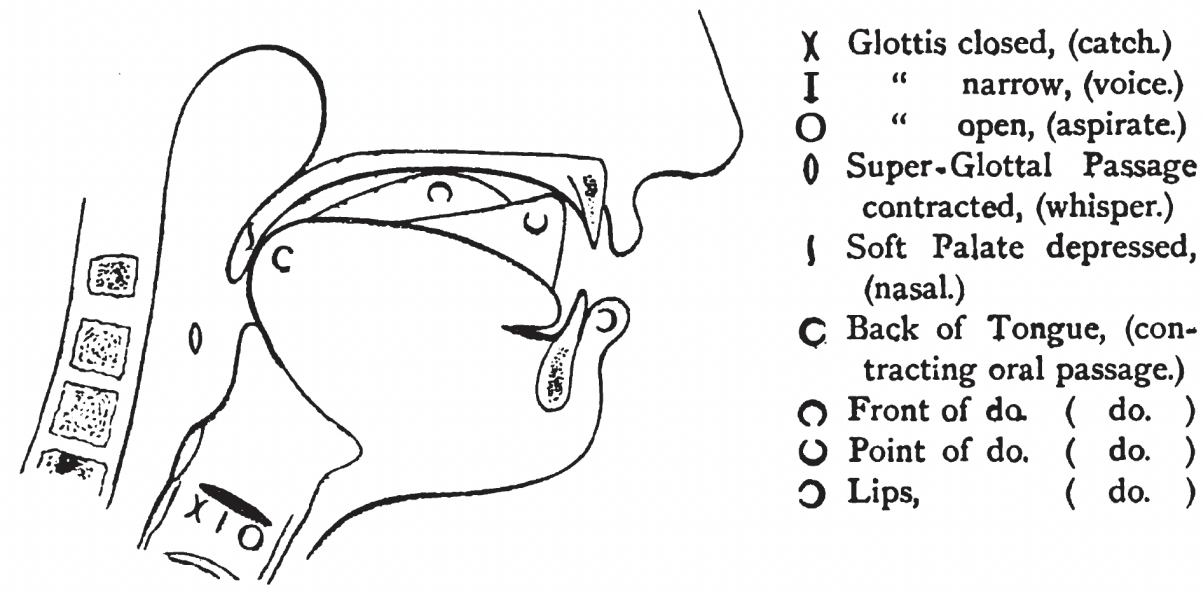
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## WHY LEARN ABOUT THE INCLUSIVE HISTORY OF PHONETICS?

How and when do our ideas start out?  
E.g. Two iterations of *Visible Speech*



Bell 1867 (p. 38)

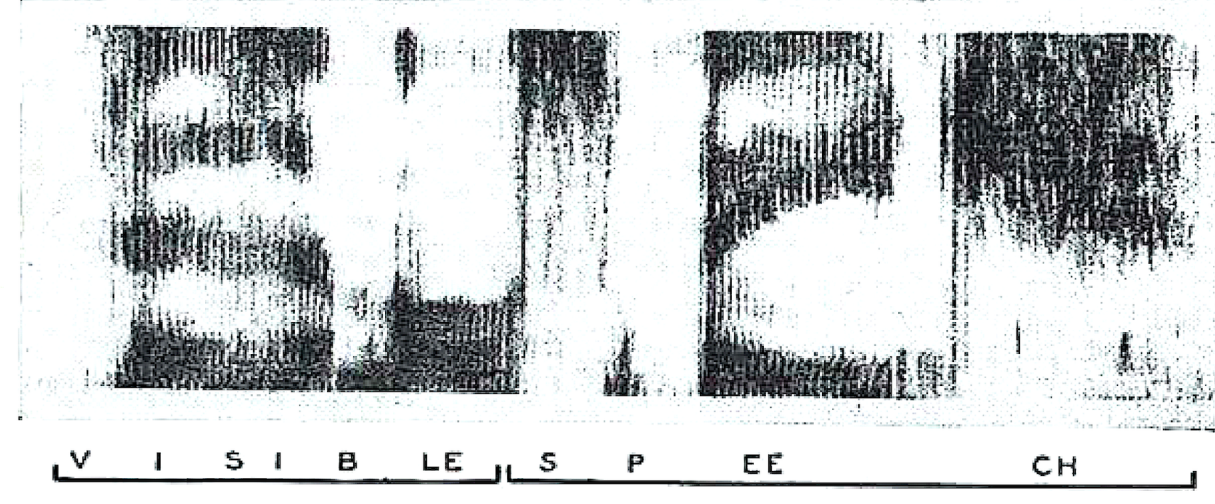


Fig. 3 — The words "Visible Speech" as recorded by the sound spectrograph.

Potter et al. 1947 (p. 4)

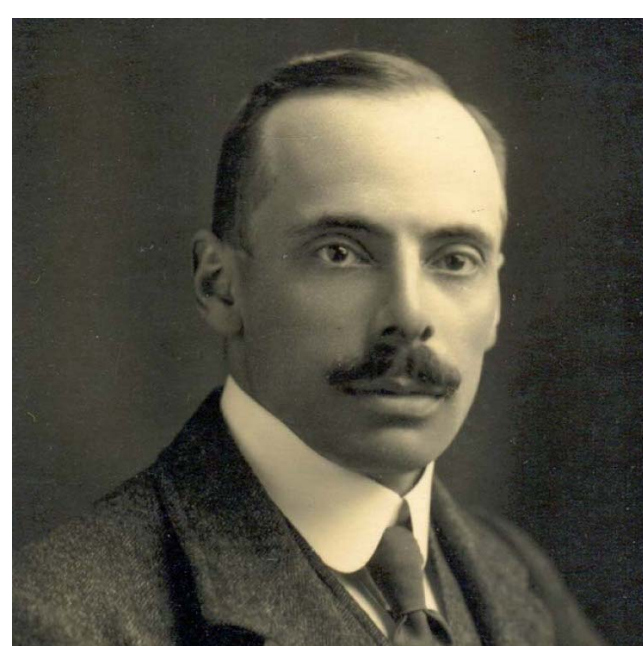
How can we be more moral practitioners of phonetics?  
E.g. Why are some of these phoneticians more recognizable than others?



Henry Sweet  
(1845-1912)

mis Soames  
No det av mis Soames (soames) vil av sin det leveli ha ut det sige av passivitet, noens av sin sige vil probabli bi glad to see sundig miss about his tressi r'monakali w'ant, an vil h'ndu' right with outst. his f'ncy lippe from a brighten (rain) paper.  
• mis Soames was born in Brighton (Britain) in 1845, an one more was his best av an mind would but in his tressi det for bi i' h'kam sup'ntentent av his ant more g'rali w'ant s'ant, and for his lip' g'rali av tressi f'ny g'rali bi h'ndu' his responsi' s'nt, g'rali to be w'ant bi h'ndu' s'nt s'nt.  
later on i' h'ndu' was av his s'ntentent av s'ntent s'nt h'ndu' under his s'ntent, and in d'nt s'ntent w'ant h'ndu' s'ntent av.  
• how to always (s'ntent) s'ntent for g'rali, O'ndent, Brighton,

Laura Soames  
(1840-1895)



Daniel Jones  
(1881-1967)

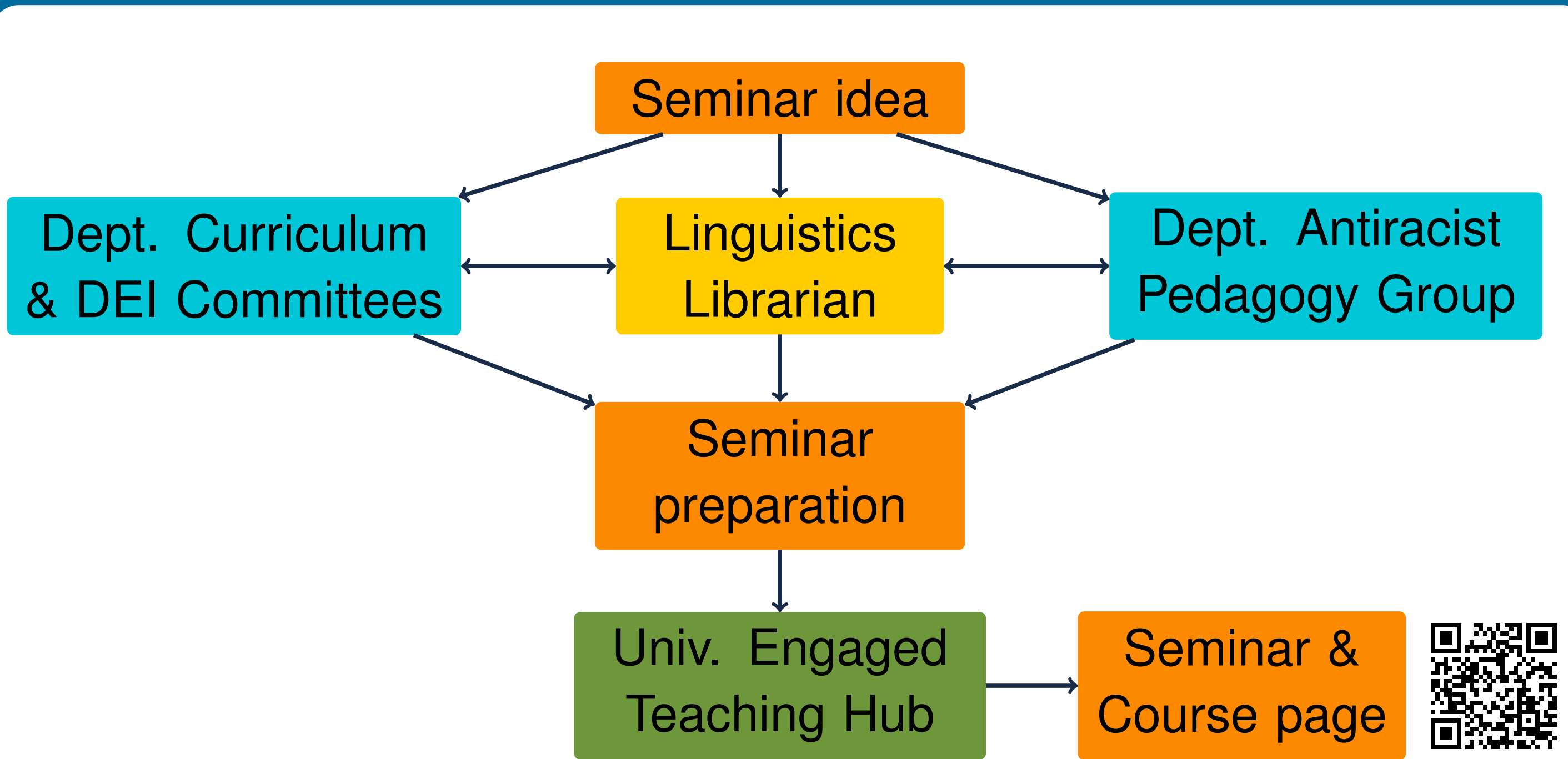


Sol Plaatje  
(1876-1932)

## DESIGNING AN INCLUSIVE COURSE ON HISTORY OF PHONETICS

- Determine topical coverage
- Incorporate antiracist and inclusive pedagogical strategies
- Curate materials, design a repository for them

### Planning for the course



## COURSE PAGE (WINTER QUARTER 2022)

<https://pages.ucsd.edu/~mgarellek/History/>

Syllabus included, among others:

- Course description, learning outcomes
- Information motivating and describing the pedagogical framework
- Shared glossary for discussing issues related to social justice, DEI
- Links to antiracist pedagogical resources at UCSD and beyond

What else made course more inclusive?

- Social justice & EDI topics incorporated throughout the course
- Reflections on positionality
- Universal Design for Learning approach: flexibility in final assignment content & form

## ORGANIZATION

Seminar met once per week. Prior to meeting:

- Weekly assigned readings
- Completion of short essay assignments (with prompts) based on readings

During the meeting:

- Digital handout was made available in advance
- Discussion-based: not everything we covered appears on handout; not everything on handout was ultimately covered

Additional readings on course page (with links):

- References (for and beyond what was covered in class)
- Biographies of authors and historical figures
- "Perspectives" tab with additional discussion

## TOPICAL COVERAGE: MID 1800S – MID 1900S

Roughly: from the development of modern phonetics to the acoustic theory of speech production

### Weekly topical coverage

Weekly topic	Perspectives (sample)
Overview, history prior to c. 1850	Phonetics in Ancient India & the Middle East
Phonetic notation before the IPA	Notation of signed languages
Pronunciation & dialectology	Dialectology & the documentation of slavery in US
Experimental phonetics	Phonetics in Japan
The IPA	Eurocentrism & inclusivity in the IPA
Acoustic phonetics	Women in speech acoustics
The spectrograph	Phonetics & Deaf communities
Field phonetics	Colonial & missionary fieldwork
Sound change & the phoneme	Chinese phonetic tradition
Conclusion	A more diverse & inclusive phonetics

## IN SUM

We hope the legacy course page and its links and materials can help others design their own courses on field's history!