

ANTH 314: Race and Language in the U.S.

Professor Jennifer Roth-Gordon

University of Arizona

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My Contact Info: Email: jenrothg@email.arizona.edu
Office Phone: 626-0696
Office Hours: Tuesdays 10:00 – 11:00
Thursdays 2:00 – 4:00

Lecture Info: T/Th 12:30 – 1:45
CHVEZ 111

Section/TA Info:

1	Red	8:00	EDUC 441A	Jessica Nelson	jfnelson@email
2	Orange	9:00	EDUC 441A	Rodrigo Rentería	rodrigo@email
3	Yellow	10:00	EDUC 441A	Lori Labotka	labotka@email
4	Green	11:00	EDUC 441A	Dana Osborne	dosborne@email
5	Blue	12:00	HARV 107	Lauren Hayes	lahayes@email

Class Website: <http://d2l.arizona.edu>

📌 Course Description:

This course will examine the role of language in the social construction of race, racism, and racial identity in the U.S. Combining research and theory from anthropology and linguistics, this course emphasizes the important relationship between language and culture. We begin with a brief study of current theories on the social construction of race and the construction of standard language ideologies. This course then addresses the different language issues facing African Americans, Latinos/as, Asian Americans, Native Americans, and white “ethnics.”

Though this course will teach some basic linguistic concepts, the primary emphasis will be on exploring the connections between language and culture. Throughout the course, we will address questions of education, law, popular culture, and politics (including the Oakland Ebonics case, English-Only legislation, the use of stigmatized languages in mass media, racial epithets, and political correctness). As this class has a strong emphasis on a critical analysis of the language that surrounds you in daily life, examples taken from newspapers, TV, commercials, movies, songs, spontaneous conversation, etc. are welcome for analysis both in written assignments and class discussion.

Before taking this class, students must have completed a Tier 1 INDV, such as INDV 101: Race, Ethnicity, and The American Dream, and background in the study of

race or language is recommended. Please contact your TA or the professor if you have any questions about the level of this course.

📌 Course Goals:

This class fulfills a Tier 2 INDV requirement and is thus designed to develop general education skills that will help you throughout your academic career. In addition, you will be learning about a topic of deep personal relevance and global significance. By the end of this class, you should:

- 1) Understand basic concepts in linguistic anthropology, including how to identify aspects of linguistic structure, analyze conversational data, and discuss the role that language plays in identity construction.
- 2) Demonstrate a deeper understanding of how race and racism work – through language and linguistic policy – in American society.

📌 Course Requirements:

① Attendance and Daily Quizzes:

The class format includes both lecture and discussion, and your participation is vital to the success of this class. Attendance is mandatory and will be tracked through daily quizzes. To ensure that everyone is keeping up with the assigned readings, a daily quiz will be given at the start of each lecture. These quizzes count for 20% of your final grade. You will receive 6 points for attendance and 2 points for each of the 2 quiz questions (10 points each day, 200 points total). If you are late to lecture, you must check in with your TA and sign in up front, but you cannot make up the daily quiz. **You will lose 10 points for each section or class you miss. There is no distinction between “excused” and “unexcused” absences.** Please pay careful attention to your absences! Students who miss more than **six** classes (lectures or sections), without contacting their TA, will be automatically dropped from the class.

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

② Section and Participation:

All students will attend **required** weekly sections held on Fridays. An assignment will be due each week – check the syllabus carefully. If you come unprepared, you may

be marked absent. Attendance and participation in your weekly discussion section are worth 10% of your grade (100 points).

Remember: Students who miss more than **six** classes (lectures or sections), without contacting their TA, will be automatically dropped from the class. If you fail to turn in any assignment (for any reason) without contacting your TA **within one week** of the deadline, you may be dropped from the class.

③ Bonus Activities:

Because you will receive points for the amount of time you put into this class, you will lose points every time you miss class or section. You may make up absences by attending bonus activities (6 points each), to be arranged by Undergraduate Assistants. These activities will include movies and discussion, “meet the professor” events, and field trips to local high schools, and other events. They will take place in the afternoons, evenings, and on weekends to try and accommodate different schedules. Bonus activities can count towards your attendance, weekly posts, and/or daily quiz grades. They do not count towards late or missed assignments. Students who violate the academic code of conduct may forfeit these extra points. Please don’t wait until the end of the semester to take advantage of these extra credit opportunities! A schedule of these out-of-class activities will be available online and announced daily in class. You may also check our twitter site:

⇒ Join us on Twitter! We’ll send info on bonus activities, campus events, and breaking news! <http://twitter.com/RaceAndLanguage>

④ Online Discussion Board:

In classes that take race as their topic, students often learn as much from each other as they do from the professor, assignments, and readings. In order to extend our classroom discussions and to expand your opportunities to share your thoughts and experiences, you will be required to participate in online discussion boards, which will be organized by section. You **must** have computer access to participate in this class. (Computers are available for your use in the Library Information Commons as well as in several other locations on campus.) You will be asked to post almost every week, and your comments will be graded (6, 8, or 10 points) based on length and quality. **You must post at least 10 times over the course of the semester in 10 different weeks.** If you choose to post more often (and you are encouraged to do so), we will take your highest 10 grades. You may check your progress online on the d2I site.

Your weekly comments should be at least 200 words in length (a long paragraph). Your posts must address the **topic** and **readings** for that week – bringing in your own personal experiences and/or any relevant linguistic examples from politics or popular culture. You **MUST** keep up with reading your fellow section-mates’ posts every week, and you should feel free to build on things they have said. This forum is an extension of our in-class discussions. It is especially helpful for those students who do

not speak up often in class (for whatever reason) to contribute their ideas and experiences in this space.

This semester we will have five **Megapost** days. For these days, you must follow the prompts on the syllabus and online and craft a response of at least **300 words (1 double-spaced page) referencing at least 3 readings**. You are strongly encouraged to read fellow students' posts, and TAs may ask you to elaborate on the comments in section the next day. Megaposts will be worth twice as much as regular posts (20 points). Your contributions to your section's discussion board are worth 15% (150 points) of your grade. **Posts are due before your section each week.**

The online discussion boards are provided as an additional forum for students to talk to each other about class material. Professors and TAs will read and grade comments, but (with the exception of the "Talk to the Professor" group) this is designed as a student-only space. While students are often less formal in this online forum, there are certain rules that must be followed. Opinions expressed must be respectful of fellow students, TAs, and the professor. When a comment is perceived as offensive, disrespectful, or in any other way violates the safe space of the discussion board, students will be required to meet with the professor and/or TA to resolve the matter. Repeated offenses (online, in section, or in lecture) will be grounds for dismissal from this class. Students who fail to participate will be dropped from the class.

To access the discussion board: <http://d2l.arizona.edu>

To get help with the discussion board: <http://help.d2l.arizona.edu/forstudents.html>

⇒ **Your first Megapost is due by Friday, January 22nd – no exceptions.**

⑤ Group Projects:

During the first week of class, you will be assigned to a 3-5 person group. You will sit with this group both in lecture and section, and you will be responsible for meeting with them periodically outside of class. These groups will be changed three times over the course of the semester so that you get a chance to interact with different people in this class. Together, you will work on three different group projects; each one will be worth 5% (50 points) of your final grade.

While you will each contribute different parts to the group project, you will need to discuss your project together as a group. You should exchange information (email and phone numbers) and plan to meet well in anticipation of the project deadlines.

⑥ Papers:

The papers for this class will offer you opportunities to think about and analyze actual language use, to interview others about their experiences, and to critically reflect on your own positions on and experiences with language. You will receive more detailed guidelines on each assignment, and you should check the d2l site for how-to guides. **All**

writing assignments are due at the beginning of your section. If you are late to section that day, your paper is also late. Late papers will be downgraded at a rate of 5 points per day late.

Please be aware of your role in preserving academic honesty and fairness. You are responsible for presenting **your own** ideas, research, and writing. If you do not understand how to quote from readings and give proper credit to authors, please ask for help or consult: <http://www.library.arizona.edu/library/type1/tips/data/plagiarism>.

Plagiarism is a violation of academic integrity, and it will not be tolerated in this class. We will be using the Turnitin service to track plagiarism in class papers.

University policies allow for various penalties, including expulsion from this class. See the UA Code of Academic Integrity at: <http://web.arizona.edu/~dos/uapolicies/cai1.html>.

Grading:

Daily Quizzes:	20%	10 points each	200 total
Section Participation:	10%	100 points max.	100 total
Online Comments:	15%	10-20 points each	150 total
Group Projects:	15%	50 points each	150 total
Papers:	40%	125-150 points each	400 total
Total:	100%		1000 points

Honors Students:

There is a special honors section for this class. Honors students will be working on a more in-depth final paper, including recording, transcribing, and analyzing linguistic data.

Undergraduate Assistants:

Returning students who have been nominated by their TA are eligible to join our Undergraduate Assistant Program, receiving 1 unit of academic credit and student leadership experience. Undergraduate Assistants will help run all bonus activities and coordinate field trips and other class projects.

Course Readings:

Recommended Texts:

Hill, Jane H. 2008. *The Everyday Language of White Racism*. Malden, MA: Wiley-Blackwell.

Lippi-Green, Rosina. 1997. *English with an Accent: Language Ideology, and Discrimination in the United States*. New York: Routledge.

In addition to these textbooks, we will be working with articles and chapters that are available to you through the class d2l site. It is recommended that you print these out to help you on daily quizzes and writing assignments. Readings may change over the semester; check the class website. **All students will be required to purchase a Turning Tech responder to participate in this class.**

📌 **Class Schedule:**

Section One: Race, Language and Power
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Week 1: Introductions

Th 1/14: Welcome!

F 1/15: ⇒ *Read the syllabus – carefully!*

Week 2: Race, Identity and Power

T 1/19: Haney López, Ian F. 1998. Chance, Context, and Choice in the Social Construction of Race, in *The Latino/a Condition: A Critical Reader*, ed. by Richard Delgado and Jean Stefancic. New York: New York University Press. 9-16.

Hill, Jane H. 2008. The Persistence of White Racism (chapter 1), in *The Everyday Language of White Racism*. 1-30. (class text)

→ There is a \$25 fee for dropping this class after Thursday, January 21st.

Th 1/21: Yamanaka, Lois-Ann. 1996. *Wild Meat and The Bully Burgers: A Novel* (excerpt). New York: Farrer, Straud, Giroux. 9-13.

Tan, Amy. 1995. Mother Tongue, in *Under Western Eyes: Personal Essays from Asian America*, ed. by Garrett Hongo. New York: Anchor Books/Doubleday. 313-320.

Perea, Juan F. 1998. Death by English, in *The Latino/a Condition: A Critical Reader*, ed. by Richard Delgado and Jean Stefancic. New York: New York University Press. 583-595.

F 1/22: ⇒ **Megapost #1 due before section!** All students must submit a 300-word post (1 double-spaced page) to your online section board. This post must discuss the readings and core concepts from INDV 101 (such as the social construction of race, the folk theory of racism, active/passive

racism, institutional racism, white privilege, colorblindness, etc.), citing no fewer than **three readings** (and or films). This post will be worth 20 points.

Week 3: Racialization, Language Panics, and Linguistic Domination

T 1/26: Hill, Jane H. 2001. The Racializing Function of Language Panics, in *Language Ideologies: Critical Perspectives on the Official English Movement, volume 2, History, Theory, and Policy*, ed. by Roseanne Dueñas Gonzalez with Ildiko Melis. New York: National Council of Teachers of English. 245-267.

Th 1/28: hooks, bell. 1995. "this is the oppressor's language / yet I need it to talk to you": Language, a place of struggle, in *Between Languages and Cultures: Translation and Cross-Cultural Texts*, ed. by Anuradha Dingwaney and Carol Maier. Pittsburgh: University of Pittsburgh Press. 295-301.

F 1/29: ⇒ *Continue posting to your section's online discussion board.*

Section Two: Language, Dialect, and Accent

Week 4: Language, Dialect, and Accent

T 2/2: Lippi-Green, Rosina. 1997. The Linguistic Facts of Life (introduction and chapter 1), in *English with an Accent*. 3-29. (class text)

Th 2/4: Lippi-Green, Rosina. 1997. The Myth of Non-Accent (chapter 2), in *English with an Accent*. 41-52. (class text)

F 2/5: ⇒ **Megapost #2 due before section!** Tell us about your personal experiences with race and language. What are the connections between your language(s) and your identity? Growing up, what did you learn or experience about the connections between racism and language? What kinds of linguistic environments (family, community, school, etc.) did you grow up in? Include personal experiences and references to at least **three** readings.

Week 5: Investigating Standard English

T 2/9: Lippi-Green, Rosina. 1997. The Standard Language Myth; Language Ideology and The Language Subordination Model (chapters 3 and 4), in *English with an Accent*. 53-73. (class text)

→Last day to drop this course (deleting it from your record)

Th 2/11: Lippi-Green, Rosina. 1997. The Educational System: Fixing the Message in Stone (chapter 6), in *English with an Accent*. 104-132. (class text)

F 2/12: ⇒ **Megapost #3 due before section!** Find an example of linguistic prescriptivism or verbal hygiene to analyze. Whose language is being targeted and by whom? What kind of linguistic hierarchy does this example illustrate? How does this example reveal hidden assumptions about language? You must tie your example back to the readings.

Week 6: African American English: Sounds and Structure

T 2/16: Rickford, John Russell and Russell John Rickford. 2000. What's Going On; Vocabulary and Pronunciation (chapters 1 and 6), in *Spoken Soul: The Story of Black English*. New York: John Wiley and Sons Inc. 3-10, 91-108.

⇒ *Plan for your African American English Group Project (actual text of example) due to your TA by the end of the day.*

Th 2/18: Rickford, John Russell and Russell John Rickford. 2000. Grammar (chapter 7), in *Spoken Soul: The Story of Black English*. New York: John Wiley and Sons Inc. 109-128.

F 2/19: ⇒ *African American English Group Project (50 points) due in section.*

Week 7: African American English: Politics and Popular Opinion

T 2/23: Lippi-Green, Rosina. 1997. The Real Trouble with Black English (chapter 9), in *English with an Accent*. 176-201. (class text)

Th 2/25: Perry, Theresa and Lisa Delpit. 1998. *The Real Ebonics Debate: Power, Language, and the Education of African-American Children*. Boston: Beacon Press. 3-15, 17-26, 67-70, 79-88, 163-171.

F 2/26: ⇒ *Teaching African American English Paper (4-5 pages, 125 points) due in section.*

Section Three: Multilingualism in the U.S. Today

Week 8: Bilingualism

T 3/2: Valdés, Guadalupe. 1997. Bilinguals and Bilingualism: Language Policy in an Anti-Immigrant Age. *International Journal of the Sociology of Language* 127: 25-52.

Th 3/4: Zentella, Ana Celia. 1997. The Hows and Whys of “Spanglish” (chapter 5), in *Growing up Bilingual*. Oxford/Malden, MA: Blackwell Publishers. 80-96.

F 3/5: ⇒ *Research plan and interview questions for your Bilingual Experiences Paper due in section (1 page, 5 points).*

Week 9: Multilingualism and Identity

T 3/9: Aparicio, Frances R. 2000. Of Spanish Dispossessed, in *Language Ideologies: Critical Perspectives on the Official English Movement, volume 1, Education and the Social Implications of Official Language*, ed. by Roseann Dueñas González with Ildikó Melis. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. 259-275.

→ Last day to drop this class with a grade of “W” (if passing)

Th 3/11: Anzaldúa, Gloria. 1987. The Homeland, Aztlán / El Otro México; How to Tame a Wild Tongue (chapters 1 & 5), in *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books Company. Preface, 1-13, 53-64.

⇒ *Detailed plan for your English-Only Group Project due to your TA by the end of the day.*

F 3/12: ⇒ **Megapost #4 due before section!** Find an example of multilingualism in your daily life: a conversation you participated in or overheard, public signs or documents, or tell us about a situation of multilingualism that you have experienced outside of the United States. How are the different languages treated? How are they mixed or kept apart? What is the sociopolitical context of this example of multilingualism? Don’t forget to reference at least **three** readings in your post.

Vacation Week:

M 3/15 – F 3/19: Have a fun and safe spring break!

Week 10: Language Loss and Revitalization

T 3/23: Abley, Mark. 2003. The Words that Come Before All Else, in *Spoken Here: Travels among Threatened Languages*. New York: Houghton Mifflin Company. 163-189.

Watahomigie, Lucille J. (and others). 1998. Short Native Language Autobiographies. *International Journal of the Sociology of Language*. Volume 132. 5-7, 23-25, 79-81.

Th 3/25: Maka'ai, Iokepa et al. 1998. Four Hawaiian Language Autobiographies. *International Journal of the Sociology of Language*. 132: 115-121.

Wilson, William H. 1998. I ka 'olelo Hawai'i ke ola, 'Life is found in the Hawaiian Language.' *International Journal of the Sociology of Language*. 132: 123-137.

F 3/26: ⇒ *Bilingual Experiences Paper (4-5 pages, 125 points) due in section.*

Week 11: English-Only Legislation

T 3/30: Crawford, James. 1998. Anatomy of the English-Only Movement: Social and Ideological Sources of Language Restrictionism in the United States, in *Language, Legislation, and Linguistic Rights*, ed. by Douglas A. Kibbee. Philadelphia: John Benjamins Publishing Company. 96-122.

Baron, Dennis. The Tongue that Would be King. *Science & Spirit*.
http://www.science-spirit.org/printerfriendly.php?article_id=450

Th 4/1: Crawford, James. 1992. *Language Loyalties: A Source Book on the Official English Controversy*. Chicago: University of Chicago Press. 18-24, 47-51, 84-85, 127-131.

Schildkraut, Deborah J. 2005. *Press One for English: Language Policy, Public Opinion, and American Identity*. Princeton, NJ: Princeton University Press. 1-5, 10-16.

F 4/2: ⇒ *English-Only Group Project (50 points) due in section.*

Section Four: Language in Politics and Popular Culture

Week 12: Race, Language, and Popular Culture

T 4/6: Meek, Barbra A. 2006. And the Injun Goes "How!": Representations of American Indian English in White Public Space. *Language in Society*. 35: 93-110.

Th 4/8: Hill, Jane H. 2008. Covert Racist Discourse: Metaphors, Mocking, and the Racialization of Historically Spanish-Speaking Populations in the United States (*first half* of chapter 5), in *The Everyday Language of White Racism*. 119-142. (class text)

F 4/9: ⇒ *Proposal for your Final Paper due in section (1 page, 5 points).*

Week 13: Language “Borrowing”

- T 4/13: Smitherman, Geneva. 2000. “I-Own Know what Dem White Folk Talkin Bout – We Never Did Git Our Forty Acres,” (selection from the introduction) in *Black Talk: Words and Phrases from the Hood to the Amen Corner*. New York: Houghton Mifflin Company. 25-38.
- Th 4/15: Hill, Jane H. 2008. Linguistic Appropriation: The History of White Racism is Embedded in American English (chapter 6), in *The Everyday Language of White Racism*. 158-174. (class text)
- F 4/16: ⇒ *Plan for your Language in Popular Culture Group Project due in section (1 page).*

Week 14: Hate Speech vs. Free Speech

- T 4/20: Kennedy, Randall. 2002. The Protean N-Word (chapter 1), in *Nigger: The Strange Career of a Troublesome Word*. New York: Pantheon Books. 3-44.
- Th 4/22: Delgado, Richard and Jean Stefancic. 2004. Words that Wound: The Harms of Hate Speech; College and University Students: The Case of Campus Hate Speech (and Conduct) Codes (chapters 1 and 6), in *Understanding Words that Wound*. Boulder, CO: Westview Press. 11-20, 111-122.
- F 4/23: ⇒ *Language in Popular Culture Group Project (50 points) due in section.*

Week 15: Political Correctness and Anti-Racist Activism

- T 4/27: Plotnik, Arthur. 2006. Strive to be Bias-Free. *Writer*. 119: 4: 15-17.
- Allan, Keith and Kate Burridge. 2006. The Language of Political Correctness (chapter 4), in *Forbidden Words: Taboo and the Censoring of Language*. New York: Cambridge University Press. 90-111.
- Th 4/29: Hill, Jane H. 2008. Everyday Language, White Racist Culture, Respect, and Civility (chapter 7), in *The Everyday Language of White Racism*. 175-182. (class text)
- Lippi-Green, Rosina. 1997. Conclusions: Civil (Dis)Obedience and the Shadow of Language (conclusion), in *English with an Accent*. 240-243. (class text)
- F 4/30: ⇒ **Megapost #5 due before section!** In your last post, reflect on what you have learned this semester about race and language and what kinds of

anti-racist actions you will take – in your daily conversations, in how you teach your children about language, in your future job. What can you do to promote linguistic tolerance and respect for all? As always, you must reference at least **three** course readings.

Week 16: Where do we go from here?

T 5/4: Last day of class!

⇒ *Final Paper (5-7 pages, 150 points) due in class.*

Have a great summer break!