**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, structural racism, racial identity 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 its sociopolitical context. 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 popular culture, 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 the news, TV shows, commercials, movies, songs, spontaneous conversation, and social media 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 ANTH 150: Race, Ethnicity, and The American Dream, and background in the study of race or language is recommended. Please contact me 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 more advanced 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 be able to demonstrate your understanding of:

1) Basic concepts in linguistic anthropology, including how to identify aspects of linguistic structure, analyze conversational data, and discuss the role that language plays in daily life.

2) How race and racism work – through language and linguistic policy – in American society by analyzing real-world examples.

**Course Requirements:**

1) **Attendance and Daily Quizzes:**

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 class. These quizzes count for 25% 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, 250 points total). If you are late to class, you must check in with me, but you cannot make up the daily quiz. You will lose 10 points for each class that you miss. For these attendance points, there is no distinction between “excused” and “unexcused” absences. Please pay careful attention to your absences! Students who miss six classes 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 during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.
Bonus Points:

Because you will receive points for the amount of time that you put into this class, you will lose points every time you miss class. You may make up absences by participating in optional section discussions (6 points each), which will be announced in class. Additional bonus points will be given to students who email me useful new material for the class. Bonus points can count towards your attendance and 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!

Preparation and Participation:

This class will be an active learning experience! We are fortunate to have this new space to try out new learning strategies. Please help the class maximize the potential of this space: This is not the place for reading, sleeping, or checking your cell phone. Disruptive and/or distracting behavior will result in the loss of participation points (50 points or 5% of your final grade). Students who fail to participate actively will be dropped from the class.

Because this class draws on key concepts from ANTH 150, there will be a review in the first few class sessions of core readings and concepts. All students will take a D2L quiz on these Core Concepts Readings that will be worth 50 points or 5% of your final grade.

The material in this class can bring up lots of opinions and different emotions. Ideas expressed by students, whether in class or in assignments, must be respectful of fellow students and the professor. When a comment is perceived as offensive, disrespectful, or in any other way violates the safe space of this class, students will be required to meet with the professor to resolve the matter. Repeated offenses will be grounds for dismissal from this class. Please see the university policy on discrimination and harassment at: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Everyday Examples:

To demonstrate how you are processing course readings and concepts, you will be required to write up five “Everyday Examples,” which can be submitted on topics of your choosing (with the exception of the first required one). If you choose to write up additional Everyday Examples, I will take your highest 5 grades. Together, these short examples are worth 10% (100 points) of your final grade.

Each Everyday Example will be submitted as a written document (through the class Dropbox) and should be 2-3 pages in length. In each, you must cite course
readings and concepts, bringing them to bear on your own personal experiences and/or any relevant linguistic examples from daily life, politics, or popular culture. Please provide a link if you are discussing an online example (youtube, facebook post, etc.). **Everyday Examples that do not cite from course readings will not be graded. You must turn in every assignment in order to pass this class.** Excellent and especially interesting examples will be read to the class. It is especially helpful for those students who do not speak up often in class (for whatever reason) to contribute their ideas and experiences through these short examples.

**Group Projects:**

During the first week of class, you will be assigned to a 3-5 person group. You will sit with this group, 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 group projects; each one will be worth 5% (50 points) of your final grade. While you will each contribute different parts to the project, you will need to work together as a group. You should exchange information (email and phone numbers) and plan to meet well in anticipation of the project deadlines.

**Papers:**

The papers for this class will offer you opportunities to think about and analyze actual language use in relation to course themes. You will receive more detailed guidelines on each assignment, and you should check the D2L site for how-to guides. **All writing assignments should be submitted to the Dropbox in D2L.** Late papers will be downgraded.

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/help/tutorials/plagiarism/](http://www.library.arizona.edu/help/tutorials/plagiarism/). **Plagiarism is a violation of academic integrity, and it will not be tolerated in this class.** University policies allow for various penalties, including expulsion from this class. See the UA Code of Academic Integrity at: [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity). Citations should be taken from course readings, and you are welcome to cut and paste the references from the syllabus to format your bibliography.

**Grading:**

- Daily Quizzes: 25% 10 points each 250 total
- Participation/Preparation: 10% 50 points each 100 total
- Everyday Examples: 10% 20 points each 100 total
- Group Projects: 15% 50 points each 150 total
Papers: 40% 200 points each 400 total
Total: 100% 1000 points

Course Readings:

Required Texts:


In addition to these textbooks (which are also available to you online through our library subscription, as ebooks), we will be working with articles and chapters that are available to you through the class D2L site. It is recommended that you highlight and take careful notes on these to help you on daily quizzes and assignments. Readings may change over the semester; check the class website. All students will be required to purchase a Turning Point clicker to participate in this class.

Class Schedule:

Section One: Power, Ideology, and Identity

Week 1: Introduction: Race and Language

T 8/25: Welcome!

Th 8/27: Start on Core Concepts Readings (last page of syllabus), quiz on:


Week 2: Race, Identity, and Power


→ 9/6: Last day to drop this course (deleting it from your record)

**Week 3: Racialization, Language Panics, and Linguistic Domination**


W 9/9: D2L Core Concepts Preparation Quiz must be completed by midnight

Th 9/10: 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.

**Week 4: Representing Language and Language Ideologies**


F 9/18: D2L Core Concepts Retake must be completed by midnight
Week 5: Language and Identity

Su 9/20: Your first Everyday Example must be uploaded by today (with citations of at least 3 of our core concepts and/or course readings).


Section Two: Language, Dialect, and Accent

Week 6: Language, Dialect, and Accent

T 9/29: Lippi-Green, Rosina. 2012. The Linguistic Facts of Life (chapter 1), pages 1-26 in English with an Accent. (class text)

W 9/30: Language in Popular Culture Group Project (50 points)

Th 10/1: Lippi-Green, Rosina. 2012. The Myth of Non-Accent (chapter 3), pages 44-54 in English with an Accent. (class text)

Week 7: Investigating Standard English

T 10/6: Lippi-Green, Rosina. 2012. The Standard Language Myth and Language Subordination (chapters 4 and 5), pages 55-77 in English with an Accent (class text)

Th 10/8: Lippi-Green, Rosina. 2012. The Educational System: Fixing the Message in Stone (chapter 6), pages 78-100 in English with an Accent. (class text)

F 10/9: Second Everyday Example due.

Week 8: African American English: Sounds and Structure


F 10/16: ⇨First Paper: Why Study Language?

Week 9: African American English: Politics and Popular Opinion

T 10/20: Lippi-Green, Rosina. 2012. The Real Trouble with Black Language (chapter 10), pages 182-213 in English with an Accent. (class text)


M 10/26: ⇨African American English Group Project (50 points)

Section Three: Multilingualism in the U.S. Today

Week 10: Bilingualism


⇨11/1: Last day to drop this class with a grade of “W”

Week 11: Chicano English vs. Codeswitching


Week 12: Bilingualism in Sociopolitical Context

Th 11/12:  Lippi-Green, Rosina. 2012. ¡Ya Basta! (part of chapter 14), pages 264-274 in *English with an Accent* (class text)

**Week 13: Language Loss and Revitalization**


**Section Four: The Sociopolitical Context of Language Use**

**Week 14: English-Only Legislation**


Th 11/26:  Thanksgiving Break. No class.

**Week 15: Everyday Speech**


W 12/2:  ⇢ English-Only Group Project (50 points)


**Week 16: Where Do We Go From Here?**


Th 12/10: ⇨*Analyzing Language* Final Paper due

*Have a great winter break!*
CORE CONCEPT READINGS:


