

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

Professor Jennifer Roth-Gordon

University of Arizona

Fall 2015

My Contact Info: Email: jenrothg@email.arizona.edu
Office Phone: 626-0696 (email preferred)
Office Hours: Wednesdays 10-11 and by appointment
(please send email)

Class Info: T/Th 12:30-1:45; optional discussion section: W 10-11
CHVEZ 307

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, 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.

② 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!

③ 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>.

④ 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.

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, 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.

⑥ 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/>. **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>. 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:

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

Lippi-Green, Rosina. 2012. *English with an Accent: Language, Ideology, and Discrimination in the United States*. 2nd Edition. New York: Routledge.

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:

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.

Week 2: Race, Identity, and Power

T 9/1: Hill, Jane H. 2008. The Persistence of White Racism (chapter 1), in *The Everyday Language of White Racism*. 1-30. (class text, also a Core Concept Reading)

Th 9/3: 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.

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

Week 3: Racialization, Language Panics, and Linguistic Domination

T 9/8: 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.

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

T 9/15: 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 9/17: 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.

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 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).
- T 9/22: Mendoza-Denton, Norma. 2008. *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. Malden, MA: Blackwell. 31-43, 57-62.
- Th 9/24: 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.

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

- T 10/13: 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.

Th 10/15: 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 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)

Th 10/22: 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.

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

Section Three: Multilingualism in the U.S. Today

Week 10: Bilingualism

T 10/27: Valdés, Guadalupe. 1997. Bilinguals and Bilingualism: Language Policy in an Anti-Immigrant Age. *International Journal of the Sociology of Language* 127: 25-52.

Th 10/29: Zentella, Ana Celia. 1997. The Hows and Whys of “Spanglish” (chapter 5), in *Growing up Bilingual*. Oxford/Malden, MA: Blackwell Publishers. 80-96.

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

Week 11: Chicano English vs. Codeswitching

T 11/3: Fought, Carmen. 2003. *Chicano English in Context*. New York: Palgrave Macmillan. (1-10)

Th 11/5: 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.

Week 12: Bilingualism in Sociopolitical Context

T 11/10: DePalma, Renée. 2010. *Language Use in the Two-Way Classroom: Lessons from a Spanish-English Bilingual Kindergarten*. Buffalo, NY: Multilingual Matters. 1-10, 56-59.

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

T 11/17: 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.

Harrison, K. David. 2010. *The Last Speakers: The Quest to Save the World's Most Endangered Languages*. Washington, D.C.: National Geographic. 9-19.

Section Four: The Sociopolitical Context of Language Use

Week 14: English-Only Legislation

Th 11/19: 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

T 11/24: 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.

Th 11/26: Thanksgiving Break. No class.

Week 15: Everyday Speech

T 12/1: 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)

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

Th 12/3: 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.

Week 16: Where Do We Go From Here?

T 12/8: 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)

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

Have a great winter break!

CORE CONCEPT READINGS:

- 1) 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.
- 2) Graves, Joseph L. 2004. Introduction: The Problem, Simply Stated, in *The Race Myth: Why We Pretend Race Exists in America*. New York: Dutton. ix-xvi.
- 3) Tatum, Beverly Daniel. 1997. Defining Racism: "Can We Talk?" in *Why Are All Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race*. New York: Basic Books. 3-17.
- 4) Brown, Michael K. et al. 2003. Of Fish and Water: Perspectives on Racism and Privilege, in *Whitewashing Race: The Myth of a Color-Blind Society*. Berkeley: University of California Press. 44-53.
- 5) McIntosh, Peggy. 1998. White Privilege: Unpacking the Invisible Knapsack, in *Race, Class, and Gender in the United States: An Integrated Study*, ed. by Paula S. Rothenberg. New York: St. Martin's Press. 165-169.
- 6) Trask, Haunani-Kay. 2007. From a Native Daughter, in *Race, Class, and Gender: An Anthology*, ed. by Margaret L. Andersen and Patricia Hill Collins. Belmont, CA: Thomson Wadsworth. 45-52.
- 7) Hitchcock, Jeff. 2002. Colorblindness, Personified, in *Lifting The White Veil: An Exploration of White American Culture in a Multiracial Context*. Roselle, NJ: Crandall, Dostic and Douglass Books. 53-65.
- 8) Wise, Tim. 2010. Affirmative Action for Dummies: Explaining the Difference Between Oppression and Opportunity. www.timwise.org (Oct. 22, 2010)
- 9) Edgington, Amy. 2000. Moving Beyond White Guilt, in *Readings for Diversity and Social Justice*, ed. by Maurianne Adams, Warren J. Blumenfeld, Rosie Castañeda, Heather W. Hackman, Madeline L. Peters and Ximena Zúñiga. New York: Routledge. 127-129.
- 10) Hill, Jane H. 2008. The Persistence of White Racism (chapter 1), in *The Everyday Language of White Racism*. Malden, MA: Wiley-Blackwell. 1-30. (class text)