

LING 2500 – Race, Ethnicity, and Language
Syllabus, Fall 2019

Instructor: Jeremy Calder
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Lecture: M W 12-12:50pm
Clare Small Arts & Sciences 207

Recitation: F 3-3:50pm, 4-4:50pm
Eaton Humanities 190

Office Hours: M 1:30-3:30pm
Hellems 164A

Office Hours: F 1-3pm
CLASP Lab (Hellems 296)

Course Description

This course serves as an undergraduate introduction to the study of race, ethnicity, and language. We explore the ways that speakers of different racial and ethnic groups use language differently, as well as the social implications of the use of different racialized linguistic varieties. How does speaking a racialized variety contribute to the construction of stereotypes and ideas of race and ethnicity more broadly? What are the social consequences of speaking in a racialized way, e.g. in matters of education, the media, access to capital, and the law?

Objectives

This course is designed to provide a foundational overview of the study of race, ethnicity, and language. We will view racialized linguistic stereotypes with a critical eye, and explore the roles of language varieties in constructing conceptualizations of racial and ethnic groups. What is the role of language in contributing to racial inequality?

Required Texts

Fought, Carmen. 2006. *Language and Ethnicity*. Cambridge University Press.

Alim, H. Samy, Rickford, John, and Ball, Arnetha. 2016. *Raciolinguistics*. Oxford University Press.

Lippi-Green, Rosina. 2012. *English with an Accent*. Routledge.

Additional readings will be provided on Canvas.

Grade Distribution

Lecture (attendance, participation, pop quizzes)	15%
Recitation (attendance, participation, assignments)	15%
5 written reading responses (1-page each)	30%
Mid-term exam	20%
Final exam	20%

Requirements

Participation in Lecture and Recitation. (15% lecture + 15% recitation = 30%)

This is a discussion-driven course. In order to get the most out of the material, students are expected to complete the readings for each course **prior to the start of class** and participate in discussions. Recitation sections will provide hands-on activities designed to supplement the lectures and discussions. Attendance in both lecture and recitation is mandatory, and attendance may be taken at a random point during each class meeting and recitation section. From time to time, the instructor may give short pop-quizzes on the readings, so make sure to keep up with the material!

Written reading responses. (6% each x 5 assignments = 30%)

There will be **five** short written reading responses throughout the semester, due every two or three weeks. These assignments should engage with the theoretical topics and readings for the weeks leading up to them. You should pick one of the readings and write **three paragraphs** that engage with the reading:

- The **first paragraph** should be a summary of the reading (the who, what, how, and why):
 - **Who** does this reading deal with?
 - **What** is the argument this reading makes? What is the main point?
 - **How** does the author argue the main point? How is the study conducted?
 - **Why** is the study important?
- The **second paragraph** should be a critique:
 - What could the reading do better? Do you agree with the methods? What does the argument / methods fail to capture?
- The **third paragraph** should go beyond the material in the reading:
 - Do you have a personal experience that relates to the topic? Have you seen the subject of the reading play out in a real life situation? Do you have something to add that the reading doesn't quite capture? What larger questions does this reading raise?

You do not need an introduction or conclusion paragraph, so don't feel like you need to pad. Just three paragraphs: (1) summary, (2) critique, (3) larger questions, personal experience, or something that goes beyond the reading.

Each assignment should be about **one page, single-spaced, Times New Roman 12 font, with 1 inch margins**. Your name should appear in the header. **These assignments should be e-mailed to both the instructor and TA by 11:59pm the Friday they are due.** Each assignment is worth 6%, for a total of 30% of your grade.

Exams (20% mid-term + 20% final = 40%)

There will be two exams, a mid-term and a final exam. Exams will consist of a mixture of multiple choice, short-answer, and free-response questions. The mid-term exam will be cumulative and cover the first eight weeks of material, worth 20% of your grade. The final exam will focus more heavily on the last seven weeks of material, but will also include questions relating to the first half of the course. Please see the course schedule for exam times. Note that we are **not** able to schedule other times for these exams unless you have a registered conflict that is communicated to the instructor well in advance.

E-Mail Policies

Please feel free to contact the TA and/or instructor via e-mail with any questions, concerns, or if you need to schedule a meeting outside of the regular office hours. We will respond to your e-mail by the following business day, but if e-mail is received before 7pm we will make every effort to respond the same day.

Late Assignments

Written assignments should be submitted by 11:59pm the day they are due. Late submission is discouraged, but late submissions will be accepted with a deduction of ten points per day late, unless accompanied by a valid and documented excuse. Pop quizzes cannot be made up, so make sure to come to class regularly, just in case a pop quiz is assigned.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in

the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. **Please let the instructor know at least two weeks in advance of a potential conflict to schedule alternative arrangements.**

See the [campus policy regarding religious observances](#) for full details.

Schedule

Week 1

- Monday 8/26: **Course introduction and syllabus**
- Wednesday 8/28: **Introduction to race and ethnicity**
 - Readings:
 - Fought Ch. 1: What is ethnicity?
 - Urciuoli 1996. Racializing and ethnicizing.

Week 2

- Monday 9/2: **NO CLASS! Labor day holiday**
- Wednesday 9/4: **Standard language**
 - Readings:
 - Lippi-Green Ch. 4: The standard language myth

Week 3

- Monday 9/9: **Language variation and ethnic identity**
 - Readings:
 - Fought Ch. 2: Language and the construction of ethnic identity
- Wednesday 9/11: **African-American English**
 - Readings:
 - Fought Ch. 3: African-American groups.
 - Lippi-Green Ch. 10: The real problem with Black English.
- Friday 9/13:
 - **Written assignment 1 due at 11:59pm**
 - Covering race, ethnicity, standard language, and ethnolinguistic variation

Week 4

- Monday 9/16: **African-American oral traditions**
 - Readings:
 - Rickford & Rickford 2000. Comedians and Actors.
- Wednesday 9/18: **African-American stereotypes and personae**
 - Readings:
 - Hill-Collins 1991. Controlling images and Black womens' oppression.
 - King forthcoming. Regional variation and the construction of hood identity.

Week 5

- Monday 9/23: **Latinx American English**
 - Readings:
 - Fought Ch. 4: Latino groups.

- Wednesday 9/25: **Latinx language varieties**
 - Readings:
 - Raciolinguistics: Mendoza-Denton 2016. Norteño and Sureño gangs, hip-hop, and Ethnicity on Youtube: Localism in California through Spanish accent variation.
- Friday 9/27:
 - **Written assignment 2 due at 11:59pm**
 - Covering African-American language and Latinx language

Week 6

- Monday 9/30: **Language and Asian-Americans**
 - Readings:
 - Raciolinguistics: Chun 2016. The meaning of Ching-Chong: language, racism, and response in new media.
 - Raciolinguistics: Reyes 2016. The voicing of Asian-American figures: Korean linguistic styles at an Asian-American cram school
- Wednesday 10/2: **Native Americans**
 - Readings:
 - Wolfram 2004. Lumbee English.
 - Raciolinguistics: Perez, Vasquez, and Burie 2016. Zapotec, Mixtec, and Purepecha youth: multilingualism and marginalization of indigenous immigrants in the United States.

Week 7

- Monday 10/7: **Whiteness**
 - Readings:
 - Fought Ch. 6: Are white people ethnic? Whiteness, dominance, and ethnicity.
- Wednesday 10/9: **White stereotypes**
 - Readings:
 - Lippi-Green Ch. 11: Hillbillies, hicks, & southern belles: the language rebels.

Week 8

- Monday 10/14: **Jewish Americans**
 - Readings:
 - Benor 2011. Mensch, bentsh, and balagan: variation in the American Jewish linguistic repertoire.
 - Raciolinguistics: Benor 2016. Jews of Color: performing Black Jewishness through the creative use of two ethnolinguistic repertoires.
- Wednesday 10/16: **Mid-term exam!!!**
- Friday 10/18
 - **Written assignment 3 due at 11:59pm**
 - Covering Asian-American language, Native-American language, Whiteness, and Jewish Americans

Week 9

- Monday 10/21: **Code-switching**
 - Readings:
 - Bailey 2000. Language and negotiation of ethnic and racial identity among Dominican Americans.
- Wednesday 10/23: **Mock language**
 - Readings:
 - Raciolinguistics: Rosa 2016. From mock Spanish to inverted Spanglish: language ideologies and the racialization of Mexican and Puerto Rican youth in the United States.
 - Slobe 2018. Style, stance, and social meaning in mock white girl.

Week 10

- Monday 10/28: **Crossing**
 - Readings:
 - Fought Ch. 10: Crossing: may I borrow your ethnicity?
- Wednesday 10/30: **Appropriation vs authenticity**
 - Readings:
 - Sweetland 2002. Unexpected but authentic use of an ethnically marked dialect.
 - Bucholtz 2011. Pretty fly for a white guy.

Week 11

- Monday 11/4: **Racial malleability**
 - Readings:
 - Raciolinguistics: Roth-Gordon 2016. From upstanding citizen to North American rapper and back again: the racial malleability of poor male Brazilian youth.
- Wednesday 11/6: **Transracialization**
 - Readings:
 - Raciolinguistics: Alim 2016. Who's afraid of the transracial subject?: Raciolinguistics and the political project of transracialization.
- Friday 11/8:
 - **Written assignment 4 due at 11:59pm**
 - Covering code-switching, mock language, crossing, appropriation, racial malleability, transracialization

Week 12

- Monday 11/11: **Race, language, and the media**
 - Readings:
 - Lippi-Green: Language ideology and the language subordination model.
- Wednesday 11/13: **Language prejudice and discrimination**
 - Readings:
 - Fought Ch. 9: Language prejudice.

Week 13

- Monday 11/18: **Race, language, and education**
 - Readings:
 - Barrett 2013. Be yourself somewhere else: what's wrong with keeping undervalued English out of the classroom?
- Wednesday 11/20: **Race, language, and education cont.**
 - Readings:
 - Rickford 1999. Using the vernacular to teach the standard.

Week 14 - No class (Thanksgiving break)**Week 15**

- Monday 12/2: **Moral panic**
 - Readings:
 - Lippi-Green: Moral Panic in Oakland
- Wednesday 12/4: **Profiling**
 - Readings:
 - Lippi-Green: Linguistic profiling and fair housing
 - Baugh 2003. Linguistic profiling.

Week 16

- Monday 12/9: **Language and the law**
 - Readings:
 - Lippi-Green: Real people with a real language: The workplace and the judicial system
 - Wiley 2004. Language planning, language policy, and the English-only movement.
- Wednesday 12/11: **Final Exam!!!**
- Friday 12/13
 - **Written assignment 5 due at 11:59pm**
 - Covering the media, discrimination, education, panic, profiling, and the law