

Race, Ethnicity, Language
Virtual Discussion Times: T/TH 1:00-2:20/central

Instructor: Professor Sharese King; sharesek@uchicago.edu, Office Hours: TH 2:30-4
Teaching Assistant:

Course Description

This course begins with an overview on the importance of studying the relationship between race and language, attending to the social and political consequences of racializing language. Following this introduction, we explore different definitions of race and ethnicity and the approaches linguists have historically used to study it. In doing so, we ask how either gets socially constructed through structures and institutions and how that construction impacts its development on the racialization of language. After grounding ourselves in background literature on race, we will explore how the field has situated the study of languages and varieties alongside different racialized groups and explore the costs and benefits of their methods. The class will end on a general discussion of popular themes in public discourse related to authenticity, ownership, and activism around racialized language.

The nature of this course is different, given the ensuing COVID-19 pandemic. In acknowledging its difference, we understand that everything may not translate in the virtual classroom as it would in the physical classroom. That said, we will exercise patience in our interactions with you all and ask that you do the same. Further, please reach out if you suspect you will be unable to complete or participate in any assignments or discussions.

Learning Objectives:

- Become familiar with broader discourses surrounding the nature of race
- Learn about different racialized varieties of English, including the features associated with them
- Evaluate approaches used to study language varieties and racialized groups through critical discussion
- Engage peers in thoughtful and respectful discussions about race and language
- Learn to lead and moderate discussions with classmates on class topics

Required Texts:

Readings provided through *Canvas*.

Requirements & Grading:

Virtual Lectures

This class will have synchronous lectures, meaning students are expected to join class lectures and discussions at the posted lecture time. Every class will be recorded such that if you are unable to attend, the recording will be posted for your review. There is an expectation that students in this course will be actively engaged while on Zoom, but it will not be mandatory to have cameras on.

Recording and Deletion Policies for Academic Year 2020-1

The Recording and Deletion Policies for the current academic year can be found in the Student Manual under Petitions, Audio & Video Recording on Campus:

- Do not record, share, or disseminate any course sessions, videos, transcripts, audio, or
- Do not share links for the course to those not currently enrolled.
- Any Zoom cloud recordings will be automatically deleted 90 days after the completion of the recording.

Syllabus Quiz (5%) 5 points

The Syllabus Quiz will be administered in the first week of class online and is “open book.”

Participation (25%) 25 points

Everyone will be asked to co-lead *one* discussion on the week’s topic with a group of 3-4 peers. Discussions may include a brief overview of the material, as well as a set of poignant discussion questions. The discussion should be moderated collectively by group members.

Discussion Post Responses (50%, 1 each worth 10 points) 50 points

Students are also expected to engage in discussion of the materials via discussion forums on *Canvas*. You will be graded on your contribution of a comment/question under the discussion topic for that week. Please be respectful in your responses to your peers.

****Each response is due on Saturday before midnight****

Reflection Final (20%) 20 points

The goal of this assignment is for students to self-reflect on their own experiences with raciolinguistic biases and what the material has taught them about the relationship between race and language. More details will follow as we approach the assignment due date.

Incompletes are available should a medical emergency arise and proper documentation has been provided.

Class Policies:

Email

Please allow up to 2 days for email responses. Questions regarding grades should always include Professor King on the email.

Late Assignments

It is important that responses be submitted by midnight on Sunday. Given the nature of this *new* learning environment, we anticipate that extenuating circumstances might arise. In the event that they do and you are unable to submit the assignment, please contact the TA or Professor ASAP, preferably before the due date if possible.

Academic Integrity

I do not anticipate any problems with academic integrity, but, to avoid academic dishonesty, consult with your TA or Professor before completing assignments if you have concerns about the correct way to reference the work of others. More generally, please familiarize yourself with the [University's policy on academic honesty](#), which applies to this course. In the unlikely event that any concerns do arise regarding this matter, I will forward all related materials to the Office of the Provost for further review and action.

Documented Disabilities

Having an inclusive and accessible classroom environment for all students is a top priority in this classroom, so students who need disability accommodations should present the necessary paperwork to your professor at the beginning of the quarter, or as soon as such paperwork can be arranged. For further information, visit the University's [Student Disability Services Office](#) website.

| Week | Date | Topic | Readings | Assignment |
|-------------|-------------|--|--|---------------------|
| 1 | 9/29 | The importance of discussing race & language | Lippi-Green (2012): <i>Ch. 4: Standard Language Myth</i> | Discussion Post Due |
| | 10/1 | | Baugh (2003): <i>Linguistic Profiling</i> Rickford & King (2016): <i>Linguistics on Trial</i> | |
| 2 | 10/6 | How to talk about race & racialization | Golash Boza (2016): <i>Sociological Theory of Race and Racism</i> | |

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| | 10/8 | | Omi & Winant (2012): <i>Racial Formation</i> Fanon (1967): <i>The Fact of Blackness</i> | |
| 3 | 10/13 | How to talk about race & ethnicity | Urciuoli (1996): <i>Racializing and Ethnicizing</i> | Discussion Post Due |
| | 10/15 | | Fought (2006): <i>Ethnicity</i> Alim & Reyes (2011): <i>Complicating Race</i> | |
| 4 | 10/20 | Raciolinguistics | Flores & Rosa (2015): <i>Undoing Appropriateness</i> Hudley et al. (2014): <i>LSA Statement on Race</i> King (2020): <i>From AAVE to AAL</i> | |
| | 10/22 | | | |
| 5 | 10/27 | Chicano & Latinx identity and language | Mendoza-Denton (1996): <i>Muy Macha</i> | Discussion Post Due |
| | 10/29 | | Rosa (2019): TBD | |
| 6 | 11/3 | Asian identity (in The States and Abroad) and language | Inoue (2006): <i>Introduction: Women's Language and Capitalist Modernity in Japan</i> Lo & Reyes (2009): <i>On Yellow English and Other Perilous Terms.</i> Donofrio 2018 <i>Complicating Categories</i> | |
| | 11/5 | | | |
| 7 | 11/10 | Native American identity and language | Wolfram 2004: <i>Lumbee English.</i> Perez, Vasquez, and Burie (2016): <i>Zapotec, Mixtec, and Purepecha youth</i> | Discussion Post Due |
| | 11/12 | | | |

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| 8 | 11/17 | Whiteness, language and identity | <p>Bucholtz (2011): <i>"It's different for guys"</i></p> <p>Slobe (2018): <i>Style, Stance, and Social meaning in Mock White Girl.</i></p> <p>Lippi-Green(2012): Ch. 11: <i>Hillbillies, hicks, & southern belles: the language rebels.</i></p> | |
| | 11/19 | | | |
| 9 | 11/24 | Crossing/Styleshifting/Code-Switching | <p>Eberhardt & Freeman (2015): 'First things first, I'm the realest'</p> <p>Alim & Smitherman (2012): Opinion, Obama's English</p> <p>Bailey (2000): Language and negotiation of ethnic and racial identity among Dominican Americans</p> | Discussion Post Due |
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| 10 | 12/1 | Race, Language, & Media | <p>Bonilla & Rosa (2015): #Ferguson</p> <p>Degen, Leigh, Waldon, & Mengesha (2020): The harmful effects of responding 'All lives matter'</p> | |
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