

Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Linguistics 3601
Language, Race, and Ethnicity in the U.S.
[Term and year]
[Days, times and place of class meetings]

Instructor:

Email:

Office:

Mailbox:

Office Phone:

Office Hours:

or by appointment

Additional comments, questions, or concerns can be addressed to:

TA Coordinator: Dr. Hope Dawson

Email: dawson.165@osu.edu

Office: Oxley Hall 114

Office Phone: (614) 292-5420

Course Website

www.carmen.osu.edu

An electronic version of this syllabus can be found on the course website. PDF copies of assignments and other relevant materials will also be made available here.

Required Textbook:

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

The textbook can be found at Barnes and Noble Bookstore and also online. There are also electronic copies that can be found online.

Additional articles and book chapters will be made available on Carmen. See the attached course schedule to see when each reading is due.

Course Description:

This course examines the relationship between language and social constructs such as race and ethnicity, with particular emphasis on race relations in the United States. The main focus of the course will be the varieties of English used by members of minority ethnic and racial groups in the United States, and the general relationship between their languages and their place in American society.

The U.S. is a melting pot not only culturally, but also linguistically. During this course we will explore how racial and ethnic identity are expressed through the use of particular dialects or languages and how language is related to ethical issues of equality, social opportunity, and discrimination in the U.S. We will also discuss how race and ethnicity interact with other social categories, particularly gender. The following are just a few of the types of questions we will address:

- Who gets labeled as “ethnic” and who gets labeled as “white” in the U.S.?
- What are the linguistic features of the various English dialects spoken by minority groups? How did these dialects form?
- What are the social advantages and disadvantages of speaking different English dialects?
- What other languages are spoken in the U.S.?
- Is English losing ground to Spanish or other minority languages?

- What are the ethical implications of official language proposals?
- Is there such a thing as linguistic discrimination?
- What is the status of minority dialects or languages in the school system?

The goals of this course are to stimulate discussion about these types of issues and to introduce ways of examining them in an objective manner.

GEs covered by this course:

Historical and Cultural Studies B: Cultural Studies

Goals: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes:

1.1B Analyze and interpret selected major forms of human thought, culture, ideas or expression.

1.2B Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.

1.3B Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.

1.4B Evaluate social and ethical implications in cultural studies.

This course meets these outcomes through the social and linguistic analysis of literature, film, and other media, including discussion about how ideologies about language, race, ethnicity, and gender are formed and reinforced.

Race, Ethnicity and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes:

1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

This course meets these outcomes through the analysis of how language patterns help to construct race, ethnicity, and gender and by exploring the relationship between linguistic beliefs about these categories and other constructs like accent, correctness and place.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes:

- 2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course meets these outcomes in its discussion of linguistic stereotyping, language attitudes and language-based discrimination as they relate to race, ethnicity, and gender. We will also discuss how racialized communities experience and engage with language shift and language death and the power dynamics and cultural losses associated with these processes.

Grading and Course Policies:

Attendance and Participation	10%	
Homework	35%	5 x 7%
Reading Discussion Questions	5%	
Quizzes	35%	5 x 7%
Final Paper	15%	

The OSU standard grading scale will be used as seen below:

A	A-	B+	B	B-	C+	C	C-	D+	D	E
93.0-100.0	90.0-92.9	87.0-89.9	83.0-86.9	80.0-82.9	77.0-79.9	73.0-76.9	70.0-72.9	67.0-69.9	60.0-66.9	Below 60

Attendance and Participation

Regular and prompt attendance is necessary, both for learning, and for a full participation grade. If you must miss a class or part of a class, please let me know via email as soon as possible.

Homework

There will be 5 homework assignments, spread evenly throughout the semester. Each is worth 7% of your final grade. These assignments are a chance to apply what we’ve learned in class and think critically about various topics on language and ethnicity. Assignments must be submitted by the beginning of the class on the due date. Assignments can be submitted to me in class (in hard copy form), to my mailbox at Oxley Hall 121 before class begins, or on Carmen before class begins. They may be handwritten or typed, but they must be legible; otherwise they will be returned. Electronic submission is only permitted through Carmen. **Please do not** email me your homework, it will not be accepted. If you do submit your homework electronically via Carmen, please make sure it is a .pdf, .doc, or .docx file. No other file types will be accepted.

No late assignments will be accepted unless you make arrangements with me ahead of time. Extension will only be granted in exceptional circumstances and must be requested by the beginning of class on the day the homework is due (or within a reasonable amount of time if I deem the circumstances sufficient).

Reading Discussion Questions

Students must read each chapter/article before class on the date listed on the syllabus. Discussion of these readings is the main focus of this course, so coming to class prepared is extremely important. The class will be much more informative and enjoyable if everyone arrives having read and is ready to discuss the topics of the day. To facilitate discussion, you are required to post two (2) discussion questions on the Carmen for some of the assigned reading. The two questions must be posted by 11:59pm the night before the reading is due. This is worth 5% of your grade.

Quizzes

There will be five (5) quizzes, spread evenly throughout the semester. Each is worth 7% of the final grade. They will consist mainly of 2-3 short answer questions and some linguistic analysis. The quizzes are to be taken online on Carmen so that everyone can work at their own pace. These focus on the readings and in-class discussions. You may consult your notes and the readings, but you may not consult any of your classmates. See the schedule for the dates that the quizzes will be available on Carmen. They will be posted on Fridays right after class (3:30pm) and will close Wednesdays before class (2:00pm).

Final Paper

Each student will write a 5-7-page paper on any topic related to language, race, and ethnicity in the U.S. It will be due on **Dec 11th at 11:59pm**, the day of our scheduled final. A handout with more specific instructions and a list of topics to consider will be passed out later in the semester. To make sure that everyone makes timely progress on their projects, you will be required to choose a topic and submit a progress report by the dates listed on the course schedule. There will also be a short presentation/progress report on the last day of class. The final paper is worth 15% of your grade.

General Policies:

Classroom Policies

Please show respect for your instructor, fellow students, and the learning environment. Please turn off cell phones and refrain from using email, instant messaging, text messaging, social media sites, and other such methods of communication. If there is an urgent situation that requires you to leave your phone on, please set it to vibrate and leave the room before accepting the call. Keep snacking to a minimum (e.g. Please don't bring full meals to class. Snacks, coffee and other beverages are acceptable). Failure to follow classroom policies will be reflected in your participation grade.

Collaboration

Collaboration is allowed and encouraged. Linguists often collaborate on research projects and knowing how to work with other people is a good skill for everyone to have. You may discuss the course content with your classmates and work with others to figure out homework assignments, but you **MUST** tell me whom you worked with and include their names on the assignment, and the final product must be your own. You may not consult your classmates about the quizzes after they are available on Carmen. In other words, the final write-up must be done individually and express your own thoughts in your own words. Copying someone else's homework or allowing someone to copy your homework is academic misconduct. See below.

Academic Misconduct

Academic misconduct is a serious offense, and there are severe penalties for it. OSU's policy on academic honesty and plagiarism is available at http://studentaffairs.osu.edu/resource_csc.asp. You are responsible for knowing this code of conduct and adhering to it. I am required by the university to report any suspected case of academic misconduct to the Committee on Academic Misconduct.

Some forms of academic misconduct include: copying from another student's assignment; allowing another student to copy from your assignment; providing or receiving information during exams; copying text from the internet or a book without saying where it is from; paraphrasing someone else's ideas and pretending they are your own. Should you have any questions about this issue or are unsure as to whether a certain action constitutes a violation of this code, please consult me.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Land acknowledgement:

Ohio State University has begun to acknowledge the land that we occupy is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. In this course we will reflect on what it means to benefit from historic and ongoing harm done to others and what repair and amends might look like. This article offers more information about the special role that land grant institutions like Ohio State played in the forcible expulsion of people from the land they currently sit on:

<https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>

Student Needs:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know

immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Schedule

All homework assignments (**HW**), quizzes (**QZ**), and readings are due before class (2:00pm)
 All discussion questions (**DQ**) are due at midnight the day before class.

Week	Date	Topics	Readings / Assignments / Activities
<u>Week 1</u>	8/21 (W)	Introduction	Syllabus Activity: Perceiving race and ethnicity in accents
	8/23 (F)	Race and ethnicity	Fought Ch. 1: "What is ethnicity?" Activity: Reflecting on our linguistic privilege
<u>Week 2</u>	8/28 (W)	Standard language, mainstream dialects	Fought Ch. 2: "Language and the construction of ethnic identity" DUE: DQ
	8/30 (F)	Language policing: Race and gender	
<u>Week 3</u>	9/4 (W)	Ethnic slurs, <i>Talking Black in America</i>	DUE: QZ 1
	9/6 (F)	<i>Talking Black in America</i>	Roediger 2005: "Popular language, social practice, and the messiness of race" DUE: DQ
<u>Week 4</u>	9/11 (W)	Methods of Sociolinguistic Variation: African-American English	Fought Ch. 3: "African-American groups" DUE: DQ Activity: Compare features of African American English, Southern White Vernacular English and idealized Standard English
	9/13 (F)	Gender and intersectionality	Mallison & Childs "Analyzing language and identity practices among black women in Appalachia" DUE: HW 1 Reflection on Talking Black in America

<u>Week 5</u>	9/18 (W)	Analyzing primary sources: African-American written/oral literature	Rickford & Rickford 2000: "Writers" DUE: DQ Activity: African American Vernacular English grammar
	9/20 (F)	Latino dialects	Fought Ch. 4: "Latino groups" DUE: DQ
<u>Week 6</u>	9/25 (W)	Latino dialects, Codeswitching	DUE: QZ 2
	9/27 (F)	Theories of Language contact: Codeswitching	Bailey 2000: "Language and negotiation of ethnic/racial identity among Dominican Americans" DUE: DQ
<u>Week 7</u>	10/2 (W)	Cajun, ethnic Southern dialects	Fought Ch. 7: "Dialect contact" DUE: HW 2 Analyzing AAVE & Chicano English in music lyrics
	10/4 (F)	Italian, Jewish dialects; Whiteness	Fought Ch. 6: "Whiteness" DUE: QZ 3
<u>Week 8</u>	10/9 (W)	Native American issues	Wolfram 2004: "Lumbee Vernacular English" DUE: DQ
	10/11 (F)	No Class – Fall Break	
<u>Week 9</u>	10/16 (W)	Nonbinary gender and race	Steele 2019 "Nonbinary speech, race, and non-normative gender" DUE: HW 3 Ethnic language varieties in literature
	10/18 (F)	Asian American issues	Hinton 2009: "Trading Tongues" DUE: DQ
<u>Week 10</u>	10/23 (W)	<i>Pidgin: The voice of Hawaii</i>	DUE: Final Paper Topic
	10/25 (F)	Analyzing primary sources: Media representation of race and gender	Lippi-Green 2012: "Language Subordination" DUE: DQ
<u>Week 11</u>	10/30 (W)	Experimental methods: Reverse Linguistic Stereotyping	Rubin (1992)
	11/1 (F)	Theorizing mock language and ethnic humor	Hill 1999: "Language, race, and white public space" DUE: QZ 4
<u>Week 12</u>	11/6 (W)	Language appropriation and the ethics of crossing	Fought Ch. 10: "Crossing (sections 10.0-10.4 only)" DUE: DQ

	11/8 (F)	Appropriation and white masculinity	Bucholtz 2011: "Pretty fly for a white guy" DUE: HW 4 Interpreting language, race, and ethnicity in the media
<u>Week 13</u>	11/13 (W)	Legal and ethical issues of linguistic discrimination	Baugh 2003: "Linguistic profiling" DUE: Final Paper Progress Report
	11/15 (F)	Legal and ethical issues in language planning	Wiley 2004: "Language planning, language policy, and the English-only Movement" DUE: QZ 5
<u>Week 14</u>	11/20 (W)	Language and education, pragmatic differences	Fought Ch. 9: "Language prejudice" DUE: DQ
	11/22 (F)	Ethics of nonstandard varieties in the classroom	Rickford 1999: "Using the vernacular to teach the standard" DUE: HW 5 Reflection on official language legislation
Week 15	11/27 (W)	No Class – Thanksgiving	
	11/29 (F)	No Class - Thanksgiving	
Week 16	12/4 (W)		Mini presentations on Final Papers
Final paper due on Wed Dec 11th at 11:59pm			