

**Ling 266: Seminar in sociolinguistics**  
**Fall 2020/Winter 2021 topic: Racial Justice in Linguistics**

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**Office hours:** TBA, via Zoom

**Format**

- Asynchronous discussion on Perusall
- Followed by weekly meeting via Zoom, **Fridays 1-2 PM**

**Grading basis:** S/U, 2 units or 4

**Description**

Our topic for these two quarters comes from the title of Charity Hudley, Mallinson & Bucholtz's upcoming 2020 Perspectives article in *Language*, "Toward Racial Justice in Linguistics: Interdisciplinary Insights into Theorizing Race in the Discipline and Diversifying the Profession", which many of you read and discussed in this summer's reading group. The authors invite readers to treat their bibliography as a syllabus, and I've essentially done so below, selecting a subset of their references as readings, with just a few additions.

**We will spend our first meeting....**

- establishing our (initial) norms and procedures for discussion
  - including specific points to address in our pre-meeting asynchronous discussion
- (re-)discussing Charity Hudley, Mallinson & Bucholtz (2020), especially the conclusion
- deciding exactly what to read for the following couple of weeks
- considering activities we might want to incorporate besides discussing readings

**Perusall instructions**

- Go to perusall.com and create a free account
- Log in to CCLE to get course access code (if not enrolled, ask me to add you as guest to CCLE)
- *In the first class we'll go over this, demo it, elaborate and negotiate:* before class, annotate the week's reading(s)
  - leave at least 5 comments/notes/questions
  - at least one comment should be an "actionable": something you could bring into your teaching, research, service, life...

**Zoom instructions**

- Log in to CCLE to get Zoom link (if not enrolled, ask me to add you as guest to CCLE)

**Proposed topics and readings** (a lot of which could have gone under multiple topics) are given below, but without a week-by-week timeline. We will move at our own pace, and work collectively to add, subtract, and possibly rearrange topics, readings, and activities.

#### Racism in the academy, racism in linguistics

1. Spears 2012: Negotiating racism in the academy
2. Solórzano, Ceja & Yosso 2000: Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students
3. Martinez-Cola 2018: Collectors, nightlights, and allies, oh my! White mentors in the academy
4. Lanehart 2019: Can you hear (and see) me now? Race-ing American language variationist/change and sociolinguistic research methodologies
5. Lanehart 2009: Diversity and intersectionality
6. Kubota 2002: (Un)Raveling racism in a nice field like TESOL
7. Morgan 1994: The African American speech community: reality and sociolinguistics—**not available online**
8. Mufwene 2008: Race, racialism, and the study of language evolution in America
9. Wolfram 2007: Sociolinguistic folklore in the study of African American English

#### Eurocentric standards, colonialism

10. Rickford 2006: Down for the count? The Creole Origins Hypothesis of AAVE at the hands of the Ottawa Circle, and their supporters
11. Degraff 2005: Linguists' most dangerous myth: The fallacy of Creole Exceptionalism
12. Irvine & Gal 2000: Language ideology and linguistic differentiation
13. Bolton & Hutton 2000: Orientalism, linguistics and postcolonial studies
14. Errington 2001: Colonial linguistics
15. Kroskrity 2013: Discursive discriminations in the representation of Western Mono and Yokuts stories: confronting narrative inequality and listening to indigenous voices in Central California
16. Zentella 2017: “Limpia, fija, y da splendor”: challenging the symbolic violence of the Royal Spanish Academy

#### Language endangerment

17. Davis 2017: Resisting rhetorics of language endangerment: reclamation through Indigenous language survivance
18. Leonard 2011: Challenging “extinction” through modern Miami language practices
19. Meek 2011: Failing American Indian languages

### Race in fieldwork ethics

20. Leonard & Haynes 2010: Making “collaboration” collaborative: an examination of perspectives that frame linguistic field research
21. Chew, Greendeer & Keliiaa 2015: Claiming space: an autoethnographic study of Indigenous graduate students engaged in language reclamation
22. Leonard 2020: Producing language reclamation by decolonising ‘language’
23. Zepeda & Hill 1998: Collaborative sociolinguistic research among the Tohono O'odham
24. Dobrin & Schwartz 2016: Collaboration or participant observation? Rethinking models of ‘linguistic social work’
25. Speas 2009: Someone else's language: on the role of linguists in language revitalization

### Linguistics and Critical Race Studies

26. Delgado & Stefancic 1984: Critical race theory: an introduction (selected portions)
27. Salter & Haugen 2017: Critical race studies in psychology
28. Rosa & Flores 2017: Unsettling race and language: toward a raciolinguistic perspective

### Raciolinguistic ideologies

29. Hill 2008: *The everyday language of white racism*. I propose chapter 2 (“Language in white racism: an overview”), chapter 5 (“Covert Racist Discourse: Metaphors, Mocking, and the Racialization of Historically Spanish-Speaking Populations in the United States”), and chapter 7 (“Linguistic Appropriation: The History of White Racism is Embedded in American English”)  
*available as e-book on through library.ucla.edu—requires a fair amount of clicking and then installing some software*
30. Bucholtz 2019: The public life of white affects
31. Charity Hudley 2017: Language and racialization
32. Chun & Lo 2015: Language and racialization
33. Trechter & Bucholtz 2001: White noise: bringing language into whiteness studies

### Who is a speaker?

34. Bucholtz 2003: Sociolinguistic nostalgia and the authentication of identity
35. Davis 2016: Language affiliation and ethnolinguistic identity in Chickasaw language revitalization
36. Sorace 2020: The ‘native monolingual standard’ in language research (and why it’s a problem) **video of talk**

### Changing the field

37. Zentella 2018: LatinUs\* and linguistics: Complaints, conflicts, and contradictions – The anthro-political linguistics solution

38. Bucholtz 2019b: Sociolinguists trying to make a difference
39. Charity Hudley & Mallinson 2018: Dismantling “the master’s tools”: moving students’ rights to their own language from theory to practice
40. Mallinson & Hudley 2018: Turning the lens onto our own language: engaging in critical reflexivity in the pursuit of social change

#### *Pedagogical practice*

41. Arnold 2019: Accompanying as accomplices: pedagogies for community engaged learning in sociocultural linguistics

#### *Materials useful for teaching*

42. Jones 2000: Levels of racism: a theoretical framework and a gardener’s tale

#### *Clinical practice*

43. Artiles & Trent 1994: Overrepresentation of minority students in special education: a continuing debate
44. Harry & Anderson 1994: The disproportionate placement of African American males in special education programs: a critique of the process
45. Hendricks & Adlof 2017: Language assessment with children who speak nonmainstream dialects: examining the effects of scoring modifications in norm-referenced assessment
46. Oetting, Gregory & Rivière 2016: Changing how speech-language pathologists think and talk about dialect variation
47. Robinson & Norton 2019: A Decade of disproportionality: a state-level analysis of African American students enrolled in the primary disability category of speech or language impairment

#### *Some relevant areas of language research*

##### *Raciolinguistic ideologies in education*

48. Bucholtz, Casillas & Lee 2017: Language and culture as sustenance
49. Valdes 1997: Dual-language immersion programs: a cautionary note concerning the education of language-minority students
50. Rubin 1992: Nonlanguage factors affecting undergraduates' judgments of nonnative English-speaking teaching assistants
51. Flores, Kleyn & Menken 2015: Looking holistically in a climate of partiality: identities of students labeled long-term English language learners

##### *Raciolinguistic ideologies in the legal system*

52. Haviland 2003: Ideologies of Language: Some Reflections on Language and U.S. Law

### *Raciolinguistic ideologies and migration*

53. Dick 2011: Language and migration to the United States

### *The “language gap”*

54. Avineri et al. 2015: Invited forum: bridging the “language gap”
55. Johnson & Zentella 2017: Introducing the language gap
56. Arnold & Faudree 2019: Language and social justice: teaching about the “word gap”
57. Aggarwal 2016: The ideological architecture of whiteness as property in educational policy (*uses “word gap” as extended case study*)

### *Situational code-switching*

58. Flores & Rosa 2015: Undoing appropriateness: raciolinguistic ideologies and language diversity in education
59. Hankerson 2017: Black voices matter
60. Smitherman 2017: Raciolinguistics, “mis-education,” and language arts teaching in the 21st century

### *Cross-racial conversations*

61. Brondolo & Jean-Pierre 2014: “You Said, I Heard”: Speaking the Subtext in Interracial Conversations

### *Econolinguistics*

62. Baugh 1995: Dimensions of a theory of econolinguistics
63. Harbert 2008: Language and poverty
64. Zentella 2014: TWB (Talking while Bilingual): Linguistic profiling of Latina/os, and other linguistic *torquemadas*

### *Natural language processing*

65. Bender & Friedman 2018: Data statements for natural language processing: toward mitigating system bias and enabling better science
66. Bender 2019: English isn't generic for language, despite what NLP papers might lead you to believe ***slides from talk***
67. Bert Huang, “Fairness in machine learning”. **video**, <https://youtu.be/hTHDY2Ir5x4>

### *What counts as linguistics, what counts as research?*

68. Ellison & Eatman 2008: Scholarship in public: knowledge creation and tenure policy in the engaged university
69. Bucholtz et al. 2014: Sociolinguistic justice in the schools: student researchers as linguistic experts
70. Bucholtz 2018: White affects and sociolinguistic activism
71. Hudley 2013: Sociolinguistics and social activism

## Course requirements

- **For 0 units:** As much or as little participation and attendance as you want
- **For 2 units:** Attend and participate in presenting and discussing readings, and other class activities
- **For 4 units:** If you have in mind some original research to present, or some project you'd like to carry out, let's discuss taking the seminar for 4 units

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