

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

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Office hours: Tuesdays 1:00-3:00 Pacific, via Zoom

Format

- Asynchronous discussion on Perusall
- Followed by weekly meeting via Zoom, **Fridays 12:35-1:50 PM** (or 1:00-1:50 in weeks with a dept. colloquium—I will send out an announcement, since I know some participants are coming from other departments)

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 (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.

Procedural stuff—includes some changes from last quarter

- Every week, I'll ask you to go to CCLE and answer a poll to pick the next reading
 - This will give you more time to really look at the options before choosing
- The top **two** readings will be set up as Perusall assignments
 - You can each choose which one you want to read
 - Like last quarter, you'll use Perusall to collaboratively annotate the reading
- In our synchronous meeting, we'll have smaller breakout rooms than last quarter to allow for more in-depth discussion
- Meetings will also be 75 minutes instead of 50 (except in weeks with a colloquium) to allow discussion to go deeper
- I'd like to save Week 10 for some reflection time, and instead of a reading we can collaborate to put together a document with new things we learned or good ideas we had from over the two quarters

Fall quarter recap

Our focus in fall quarter was on racial justice within the field of linguistics. We ended up reading and discussing...

- Charity Hudley, Mallinson & Bucholtz's (2020): Toward racial justice in linguistics

- Solórzano, Ceja & Yosso 2000: Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students
- Lanehart 2019: Can you hear (and see) me now? Race-ing American language variationist/change and sociolinguistic research methodologies
- Morgan 1994: The African American speech community: reality and sociolinguistics
- Errington 2001: Colonial linguistics
- Leonard & Haynes 2010: Making “collaboration” collaborative: an examination of perspectives that frame linguistic field research
- Speas 2009: Someone else's language: on the role of linguists in language revitalization
- Rosa & Flores 2017: Unsettling race and language: toward a raciolinguistic perspective
- Charity Hudley 2017: Language and racialization
- Charity Hudley 2020: Black language matters (video of Duocon talk)
- Mallinson & Hudley 2018: Turning the lens onto our own language: engaging in critical reflexivity in the pursuit of social change

Winter topics

In winter we'll focus on what the field of linguistics can contribute to racial justice in the world. Readings we can choose from (feel free to suggest others too):

Critical Race Studies background

1. Delgado & Stefancic 1984: Critical race theory: an introduction (selected portions? This is a whole book)
2. Salter & Haugen 2017: Critical race studies in psychology

More on raciolinguistic ideologies

3. 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/or **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
4. Bucholtz 2019: The public life of white affects
5. Chun & Lo 2015: Language and racialization
6. Trechter & Bucholtz 2001: White noise: bringing language into whiteness studies
7. Dick 2011: Language and migration to the United States

Clinical practice

8. Hendricks & Adlof 2017: Language assessment with children who speak nonmainstream dialects: examining the effects of scoring modifications in norm-referenced assessment
9. Oetting, Gregory & Rivière 2016: Changing how speech-language pathologists think and talk about dialect variation
10. 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
11. Morgan et al. 2017: Are Black children over-represented in special education? A best-evidence synthesis.

Raciolinguistic ideologies in education

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

The “language gap”

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

Situational code-switching

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

Raciolinguistic ideologies in the legal system

23. Haviland 2003: Ideologies of language: some reflections on language and U.S. law

Cross-racial conversations

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

Econolinguistics

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

Natural language processing

28. Bender & Friedman 2018: Data statements for natural language processing: toward mitigating system bias and enabling better science
29. Bender 2019: English isn't generic for language, despite what NLP papers might lead you to believe *slides from talk*
30. Bert Huang, "Fairness in machine learning". **video**, <https://youtu.be/hTHDY2lr5x4>

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)

Appendix: readings we didn't get to last quarter—we might still want to consider some of them

We might consider resurrecting some of these for this quarter. Also, we can always form small groups to discuss additional readings. Use Questionsly to see who wants to read with you!

Racism in the academy, racism in linguistics

31. Spears 2012: Negotiating racism in the academy
32. Martinez-Cola 2018: Collectors, nightlights, and allies, oh my! White mentors in the academy
33. Lanehart 2009: Diversity and intersectionality
34. Kubota 2002: (Un)Raveling racism in a nice field like TESOL
35. Mufwene 2008: Race, racialism, and the study of language evolution in America

36. Wolfram 2007: Sociolinguistic folklore in the study of African American English

Eurocentric standards, colonialism

37. Rickford 2006: Down for the count? The Creole Origins Hypothesis of AAVE at the hands of the Ottawa Circle, and their supporters

38. Degraff 2005: Linguists' most dangerous myth: The fallacy of Creole Exceptionalism

39. Irvine & Gal 2000: Language ideology and linguistic differentiation

40. Bolton & Hutton 2000: Orientalism, linguistics and postcolonial studies

41. Kroskirty 2013: Discursive discriminations in the representation of Western Mono and Yokuts stories: confronting narrative inequality and listening to indigenous voices in Central California

42. Zentella 2017: "Limpia, fija, y da splendor": challenging the symbolic violence of the Royal Spanish Academy

Language endangerment

43. Davis 2017: Resisting rhetorics of language endangerment: reclamation through Indigenous language survivance

44. Leonard 2011: Challenging "extinction" through modern Miami language practices

45. Meek 2011: Failing American Indian languages

Race in fieldwork ethics

46. Chew, Greendeer & Keliiaa 2015: Claiming space: an autoethnographic study of Indigenous graduate students engaged in language reclamation

47. Leonard 2020: Producing language reclamation by decolonising 'language'

48. Zepeda & Hill 1998: Collaborative sociolinguistic research among the Tohono O'odham

49. Dobrin & Schwartz 2016: Collaboration or participant observation? Rethinking models of 'linguistic social work'

What counts as linguistics, what counts as research?

50. Ellison & Eatman 2008: Scholarship in public: knowledge creation and tenure policy in the engaged university

51. Bucholtz et al. 2014: Sociolinguistic justice in the schools: student researchers as linguistic experts

52. Bucholtz 2018: White affects and sociolinguistic activism

53. Hudley 2013: Sociolinguistics and social activism

Who is a speaker?

54. Bucholtz 2003: Sociolinguistic nostalgia and the authentication of identity

55. Davis 2016: Language affiliation and ethnolinguistic identity in Chickasaw language revitalization

56. Sorace 2020: The ‘native monolingual standard’ in language research (and why it’s a problem) *video of talk*

Clinical practice (older articles, maybe less relevant than the ones listed above for this quarter)

57. Artiles & Trent 1994: Overrepresentation of minority students in special education: a continuing debate

58. Harry & Anderson 1994: The disproportionate placement of African American males in special education programs: a critique of the process

Pedagogical practice

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

Materials useful for teaching

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

Changing the field

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

62. Bucholtz 2019b: Sociolinguists trying to make a difference

63. Charity Hudley & Mallinson 2018: Dismantling “the master’s tools”: moving students’ rights to their own language from theory to practice

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, we can discuss taking the seminar for 4 units

Learning outcomes

- Be oriented to the literature on racial justice in linguistics and racial justice from linguistics, and ready to draw on this literature in your own future courses
- Become sufficiently familiar with concepts related to race and language used in other fields (e.g., anthropology) that you can access literature using those concepts
- For each reading, take away at least one actionable point you can use in your research, teaching, service, or life

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