

**Linguistics 303.**  
**Language Race and Ethnicity**  
**Department of Linguistics.**

**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. It is concerned with the ways in which language serves as a basis for inter-ethnic conflict, discrimination and lack of social opportunity.

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.

We will explore issues relating to processes of language standardization and their consequence for the status of non-standard varieties. We will examine ideologies of language and their interaction with group identity at both local and national community levels. We will discuss the ways in which ideology creates grounds for negative stereotypes of others' language. We will see how language is used to construct and evaluate social identities and group boundaries, setting the stage for language to be used as a tool for division and conflict.

There is a long history of language diversity in the United States, much of it characterized by linguistic intolerance and prejudice, from the negative view of Native American culture and language, to the hostility to German in the earlier 20<sup>th</sup> century, to the current stigma attached to minority languages in general, both non-standard English, and foreign languages. The decade-old controversy over the status of Ebonics, and the furor of reaction it created, is evidence that linguistic prejudice is alive and well in the USA.

**Objectives:**

- To provide an objective assessment of the relationship between language and race in the United States, to counteract the misinformation and misunderstanding that are characteristic of these aspects of social life.
- With regard to social and educational opportunity, to show that Black and other minority persons should be judged, not by stereotypes of the language they use, but by the true content of their knowledge and intelligence.
- To dispel various myths surrounding differences in language and cultural practice and to teach positive appreciation of the language and culture of all racial and ethnic groups.
- To help eliminate the potential for misunderstanding and conflict that might arise from uninformed judgments about language differences.

## Course Texts:

Lippi-Green, Rosina. English with an accent: Language, ideology and discrimination in the United States. Routledge. ISBN 0-415-11477-2 (pb).

Johnson, Fern L. 2000. Speaking culturally. Language diversity in the United States. Thousand Oaks/London: Sage Publications. ISBN 0-8039-5912-5 (pb)??

## Requirements:

Several short assignments, including journal entries, will be given throughout the semester to determine whether students understand the material covered. In addition, there will be three exams and a final project. Students will submit project proposals early in the semester and discuss their findings at the end of the term.

*\*\*\*Students are expected to turn in all assignments on specified due dates. Any late assignments will have 5 points deducted from the grade for every day that they are late, unless they are accompanied by a documented excuse. Make-up exams will only be given in cases of documented emergencies\*\*\**

## Grading:

Assignments	20%
Exams (3 @ 15% each)	45%
Project proposal	10%
Final project	25%

## Grading Scale:

A	90-100	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64
C+	75-79	F	59 & below

## Class Schedule:

### Schedule of classes and readings:

Readings marked by an asterisk will be the subject of the panel discussions.

NB. Some of the readings are not included in the reading packet because they are available online, through the library's electronic subscription service. These are indicated by (ONLINE) below.

### Week 1.

Introduction. Basic concepts.  
Language in the US.

Johnson, F. 2000. Chap 1, pp 3-23.

Dialects and accents

Lippi-Green, Chap 2, pp. 41 – 62.

Week 2.

Language and identity  
Language, Race and ethnicity.

Mendoza-Denton, Norma. 2002.(ONLINE)  
\*Ashcroft, Bill. 2003. Language and Race.  
Spears 1999 ...pp 61 - 82

Week 3.

Class and language differences.  
Standardization and language authority  
Accent and discrimination.

\*Lippi-Green, Chap. 1, pp. 7-40.  
Lippi-Green, Chaps. 3-4, pp. 53-62.  
Lippi-Green. Chap. 5, pp. 79 – 103.

Week 4.

Language ideology  
Language attitudes.  
Stereotypes and language

Lippi Green, Chap. 4, pp. 63-73.  
\*Hewstone & Giles1997.

Week 5.

African American English

Lippi-Green. Chap. 9, pp. 176-201  
\*Baugh, John. 2003.  
Winford, D. 2003.

Week 6

Language among Hispanics

Johnson text, Chap. 6, pp. 160-196.  
\*Mendoza-Denton 1999 (ONLINE)  
Zentella, Ana Celia. 1995.  
Bailey, Benjamin. 2002.  
Penfield & Orstein-Gallicia 1998.

Week 7.

Language among Native Americans.

McCarthy & Zepeda 1999  
\*Craig, B. 1998.

Asian Americans

Johnson text, Chap. 7, pp. 197-242

Week 8.

Language and education.  
Bilingual education  
Education and African Americans.

Garcia. 1997.  
Baugh. 2000, Chaps 1-4, pp 1-48.  
\*Rickford, J. 1999, Chap. 16, pp. 329-347.

### Week 9.

Language and the law.  
Language and social opportunity.  
Language in the workplace.

Baugh 2000. Chaps. 5-6, pp 49-71.  
Adams & Brink 1990, Sect. V, pp 257-299  
\*Labov, W. 1982. (pp 165-201)

### Week 10.

Unfinished business.  
Conclusion.  
Informal presentations of research papers (optional).

### **Select bibliography.**

- Adams, Karen L., & Daniel T. Brink (eds.) 1990. Perspectives on official English: The campaign for English as the official language of the USA. Berlin/NY: Mouton de Gruyter.
- Ashcroft, Bill. 2003. Language and Race. In Roxy Harris & Ben Rampton (eds.). The language, ethnicity and race reader, Chap. 3. London: Taylor & Francis/Routledge.
- Bailey, Benjamin. 2002. Language, race and negotiation of identity: A study of Dominican Americans. NY? LFB Scholarly Publishing.
- Bauer, Laurie & Peter Trudgill. 1998. Language myths.
- Baugh, John. 1983. *Black Street Speech: Its history, structure and survival*. Austin: University of Texas Press.
- Baugh, John. 2000. Beyond Ebonics: Linguistic pride and racial prejudice. NY/Oxford: Oxford University Press.
- Baugh, John. 2003. Linguistic profiling. In Makoni, Sinfree, G. Smitherman, A. F. Ball & A.K. Spears (eds.) Black Linguistics. Language, society and politics in Africa and the Americas, pp155-168. London: Routledge.
- Bonfiglio, Thomas Paul. Race and the rise of Standard American. Mouton de Gruyter.
- Craig, Beth. 1998. American Indian English. In Michael D. Linn (ed.) Handbook of dialects and language variation, second edition. New York: Academic Press, pp. 573-605.
- Dillard, J. L. 1977. *Lexicon of Black English*.

- Fishman, Joshua (ed.). 1999. *Handbook of language and ethnic identity*. Oxford University Press.
- Garcia, Ofelia. 1997. Bilingual Education. In F. Coulmas (Ed), *The Handbook of Sociolinguistics*, pp.405-420. Oxford: Blackwell.
- Goodwin, Marjorie. 1990. *He-said-She said-: Talk as social organization among Black children*. Bloomington, Indiana: Indiana University Press.
- Hewstone, Miles & Howard Giles. 1997. Social groups and social stereotypes. In Coupland, Nikolas & Adam Jaworski (eds.). *Sociolinguistics: A Reader*, pp. 270-283. NY: St. Martin's Press.
- Johnson, Fern L. 2000. *Speaking culturally: Language diversity in the United States*. London: Sage Publications.
- Kochman, Thomas (ed.) 1972. *Rappin' and stylin' out: Communication in urban Black America*. Urbana: University of Illinois Press.
- Kochman, Thomas. 1981. *Black and white styles in conflict*. Chicago: University of Chicago Press.
- Koskrity, Paul V. 2000. *Regimes of language: Ideologies, politics and identities: Practice and theory*. NY: Oxford University Press.
- Labov, William. 1972a. *Language in the inner city: studies in the Black English Vernacular*. Philadelphia: University of Pennsylvania Press.
- Labov, William. 1982. Objectivity and commitment in linguistic science: The case of the Black English trial in Ann Arbor. *Language in Society* 11: 165-201.
- Lippi-Green, Rosina. *English with an accent: Language, ideology and discrimination in the United States*. Routledge.
- McCarthy, Teresa L. & Ofelia Zepeda. 1999. Amerindians. In Joshua Fishman (ed.) *Handbook of language and ethnic identity*. pp. 197-210. Oxford: Oxford University Press.
- Mendoza-Denton, Norma 1999. (online) *Sociolinguistics and linguistic anthropology of US Latinos*.
- Mendoza-Denton, Norma. 2002. Language and identity. In Chambers, J.K., Peter Trudgill and Natalie Schilling-Estes (eds.) *The Handbook of language variation and change*, pp. 475 – 499. Oxford: Blackwell.
- Ogbu, John. 1999. Beyond language: Ebonics, proper English and identity in a Black-American speech community. *American Educational Research Journal* 36(2), 147-184.
- Penfield, Joyce & Jacob Orstein-Gallicia 1998. Speech aspects of Chicano English. In Michael D. Linn (ed.) *Handbook of dialects and language variation*, second edition. New York: Academic Press, pp. 529-553.
- Rickford, John. 1999. *African American Vernacular English*. Oxford: Blackwell.
- Rickford, John & Russell Rickford. 2000. *Spoken Soul: The story of Black English*. John Wiley and Sons.
- Roberts, Celia, E Davies & Tom Jupp 1992. *Language and discrimination (in multi-ethnic workplaces)*.
- Schieffelin, Bambi, K. Wollard and P. Kroskity (eds.) 1998. *Language ideologies: Practice and theory*.
- Schneider, Edgar. 1989. *American Earlier Black English: Morphological and syntactic variables*. Tuscaloosa: University of Alabama Press..

- Smitherman, Geneva. 1986 <1977>. *Talking and testifyin: the language of Black America*. Detroit: Wayne State University Press.
- Smitherman, Geneva. 1994. *Black Talk: Words and phrases from the Hood to the Amen corner*. Boston: Houghton Mifflin.
- Smitherman, Geneva (ed.) 1981. *Black English and the education of Black children and youth. Proceedings of the national invitational symposium on the King decision*. Detroit: Harpo press.
- Spears, Arthur. 1999. Teaching "Minorities" about Language and Culture. In Arthur K. Spears (ed) *Race and ideology: Language symbolism and popular culture*. Detroit: Wayne State University Press, pp 61-82
- Tabouret-Keller, Andrée. 1997. Language and identity. In Florian Coulmas (Ed), *The Handbook of Sociolinguistics*, pp. 315-326. Oxford: Blackwell.
- Van Dijk. 1993. Language and racism??? Holland??
- Williams, Robert (ed.) 1975. *Ebonics: the true language of Black folks*. St. Louis: Institute of Black Studies.
- Winford, Donald. 2003. Ideologies of language and socially realistic linguistics. In Makoni, Sinfree, G. Smitherman, A. F. Ball & A.K. Spears (eds.) *Black Linguistics. Language, society and politics in Africa and the Americas*, pp. 21-39. London: Routledge.
- Wolfram, Walt & Donna Christian. 1989. *Dialects and education: Issues and answers*. Englewood cliffs, NJ., Prentice-Hall.
- Zentella, Ana Celia. 1995. The chiquitification of US Latinos and their language. SALSA III. Proceedings of the 3<sup>rd</sup> annual symposium about language and society. Austin, Texas. Linguistic Forum 35, 1-18.