

# NEW COURSE FORM

<b>1. General Information.</b>					
a.	Submitted by the College of: A&S	Today's Date:	January 31, 2011		
b.	Department/Division: Linguistics Program				
c.	Contact person name: Rusty Barrett	Email: erbarr2@uky.edu	Phone:	257-3114	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Prefix and Number: LIN 331				
b.	Full Title: Language in U.S. Society				
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
	<u>2</u> Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	1 Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	<u>This course is an introduction to the linguistic diversity of the United States and the role of language in the production and negotiation of various forms of social difference (e.g. ethnicity, gender, region, etc). Topics include, the role of language is the formation of social identity categories, social issues related to non-standard English dialects, and multilingualism in American society. Emphasis will be given to questions of power and resistance related to language use in the contexts of government, education and business.</u>			
j.	Prerequisites, if any:	None			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>4.</b>	<b>Frequency of Course Offering.</b>			
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If NO, explain:	Course will be offered in alternate years		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>			
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	30		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
a.	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	The course has been approved for fulfilling the new General Education requirement in US Citizenship		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
b.	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number:      LIN 331 (with UkCore area US Citizenship)

Proposal Contact Person Name:      Rusty Barrett      Phone: 257-3114      Email: erbarr2@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics program	8.19.2011	Barrett / 7-3114 / erbarrett@uky.edu	
Linguistics Program Director	8.19.2011	Hippisley / 7-6989 / andrew.hippisley@uky.edu	
College of A&S	11/08/11	Anna Bosch, Assoc. Dean / 7-6689 / bosch@uky.edu	
		/      /	
		/      /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	12/5/12	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

This course has been approved to fulfill the "US Citizenship" under the new General Education requirements.

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# NEW COURSE FORM

# General Education Course Approval Cover Sheet

Date of Submission     /     /

## 1. Check which area(s) this course applies to

- |                                  |                          |  |                                     |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity      | <input type="checkbox"/> | Composition & Communications - II      | <input type="checkbox"/>            |
| Inquiry – Humanities             | <input type="checkbox"/> | Quantitative Foundations               | <input type="checkbox"/>            |
| Inquiry – Nat/Math/Phys Sci      | <input type="checkbox"/> | Statistical Inferential Reasoning      | <input type="checkbox"/>            |
| Inquiry – Social Sciences        | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input checked="" type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics                        | <input type="checkbox"/>            |

## 2. Provide Course and Department Information.

Department:                      English/Linguistics

Course Prefix and Number:     LIN ~~311~~ 331                      Credit hours:     3

Course Title:                      Language in U.S. Society

Expected # of Students per Calendar Yr:     30                      Course Required for Majors in your Program (check one)?     Yes      No

Prerequisite(s) for Course?

This request is for (check one)     A New Course      An Existing Course

Departmental Contact Information

Name:     Rusty Barrett                      Email:     erbarrett@uky.edu

Office Address:     1215 POT                      Phone:     257-3114

## 3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

## 4. Signatures

Department Chair:                       Date: 8.19.11

Dean:                       Date: 11/8/11

All proposals are to be submitted from the College Dean's Office  
Submission is by way of the General Education website <http://www.uky.edu/gened>

LIN 331 (Section 001): Language in U.S. Society, Fall 2010, University of Kentucky  
Tues/Thurs 9:30-10:45 Bingham Davis House

**Rusty Barrett**

1367 Patterson Office Tower

erbarrett@uky.edu

(859) 257-3114

OFFICE HOURS: Wednesday 11-1 (other times by appointment)

**Bulletin Description**

This course is an introduction to the linguistic diversity of the United States and the role of language in the production and negotiation of various forms of social difference (e.g. ethnicity, gender, region, etc). Topics include, the role of language in the formation of social identity categories, social issues related to non-standard English dialects, and multilingualism in American society. Emphasis will be given to questions of power and resistance related to language use in the contexts of government, education and business.

**Course description:** This course is an introduction to the linguistic diversity of the United States and the role of language in the production and negotiation of various forms of social difference (e.g. ethnicity, gender, region, etc). The course examines the ways in which language serves to construct social categories and the relationship between language and identity, emphasizing the ways in which individuals use language to present themselves as a specific type of person. The course also outlines linguistic and social implications of non-standard English dialects and multilingualism in American society. Emphasis will be given to questions of power and resistance related to language use in the contexts of government, education and business. Students will learn how to collect information about language use and analyze it to develop informed opinions about situations in which linguistic differences have implications for issues of social equality and justice.

The course has five sections:

The first section examines the ways in which language serves to construct social categories, such as racial categories. We will look at the ways in which languages categorize human experience and apply that knowledge to categories of ethnicity and race in U.S. society.

The second section examines the relationship between language and identity, emphasizing the ways in which individuals use language to present themselves as a specific type of person.

The third section examines dialectal variation in the U.S., emphasizing the rule-based nature of all dialects of English. In this section, you will learn about the grammar of non-standard varieties of English, focusing on African American English (often called Ebonics). We will also examine the issues involved in the education of children who speak non-standard dialects of English.

The fourth section examines multilingualism in the U.S. We will learn about bilingualism and the issues that arise in contexts where multiple languages are used. This section will also examine U.S. language policy and language rights. We will look at political organizations working to make English the official language of the U.S. and their impact on speakers of other languages. In this section of the course, you will also learn about laws involving the use of languages other than English in the workplace, in courts, and in schools.

The final section of the course examines the ways in which language serves to enact forms of power and resistance both in broad forms of social inequality and in interactions between individuals of different social backgrounds. We will examine gender differences in language as they relate to differences in power between men and women and the ways in which power relationships are established between speakers of different languages or different dialects of English.

#### COURSE GOALS/OBJECTIVES:

- Demonstrate an understanding of historical changes in the language diversity and shifts in the linguistic categories related to racial and ethnic categorizations in the United States
- Teach sociolinguistic approaches to analyzing forms of social and linguistic difference
- Demonstrate the equality of different dialects and the rule-based nature of all forms of language and be familiar with the basic grammar of non-standard dialects of American English.
- Develop an understanding of bilingualism and the cultural and historical significance of languages other than English in the United States
- Learn the basic laws related to language rights and be able to apply them to contexts associated with education, business and civic participation
- Learn to critically analyze language use in literary and media representations of identity and to analyze rhetorical and linguistic strategies typically found in discussions related to social difference and diversity

#### STUDENT LEARNING OUTCOMES:

After completing this course, students will be able to

- Demonstrate knowledge of the legal issues related to language differences, including laws concerning the use of languages other than English in courts and in the workplace, through detailed analysis of hypothetical situations involving language conflict.
- Analyze arguments for and against bilingual education programs through the analysis and discussion of proposals made by political organizations supporting and opposing bilingual education.
- Analyze forms of social difference based on knowledge of historical, cultural and linguistic differences by conducting independent research on sociolinguistic issues in the United States.
- Identify the ways in which linguistic differences relate to questions of social justice and civic participation through the analysis of documents related to linguistic diversity
- Demonstrate the ability to find information related to proposed legislation concerning language policy at the state and national level and to compare language policy in different states by conducting independent research on government documents
- Analyze the language used in writing about (or discussion of) social difference in order to recognize forms of prejudice including stereotyped representations as demonstrated through the analysis of primary texts.

## REQUIRED MATERIALS:

Textbook: *Spoken Soul: The Story of Black English* by John R. Rickford and Russell J. Rickford. New York: Wiley. 2000.

All other materials will be available on Blackboard

GRADING: Grading will be based on the following:

Five assignments @ 5% each	25%
Midterm exam	20%
Final exam	30%
Final paper	25%

Assignments: The assignments involve short (~ 1 page) analyses of language data using the methods discussed in class. The final exam is cumulative. There will be details about how each assignment is graded distributed with the assignments. The final take-home exam is due on the date when the final exam is scheduled.

Exams: There will be two in-class exams: a midterm and a final. The final exam will be cumulative.

The final paper may be on any topic related to the course but may not be based entirely on secondary sources (i.e. you must do some sort of independent research). The paper should present an analysis of naturally-occurring language that demonstrates an understanding of the issues discussed in class and an ability to apply what you have learned to language in actual use. A short abstract describing your project is due on November 4. You should discuss your topic with me sometime before then. The paper should be about roughly 10-12 pages. Papers are due on the day of the scheduled final exam.

Grades are based on the standard scale (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, < 60 = E).

Midterm Grades will be posted on October 15<sup>th</sup> in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## COURSE POLICIES:

Course Policy on Attendance: Attendance is mandatory. Having more than three unexcused absences will result in losing a point from your final grade for each additional absence. Coming to class more than 15 minutes late will count as an absence. If you must miss class because of illness, a family emergency, a religious holiday or a university-sponsored event, let me know as soon as possible so that we can make arrangements for making up any missed work.

READINGS listed on the syllabus should be read BEFORE the class on a given date. We will be discussion the readings in class, so reading them beforehand is imperative.

STUDENTS WITH DISABILITIES or special needs (including learning disabilities) should contact me as soon as possible with certification from the Disability Resource Center so that I can arrange for proper accommodations. If you need certification, contact the center (room 2 Alumni gym). Questions about



accommodations or disability resources should be directed to James Karnes (257-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)).

**Course Policy for Submission of Assignments: All assignments should be submitted in class on the due date listed in the syllabus. Late assignments will not be accepted.**

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Course Policy on Academic Integrity:**

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. The Ombud site (<http://www.uky.edu/Ombud>) also has information on plagiarism. Misrepresenting others’ work as one’s own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2)

[http://www.uky.edu/Faculty/Senate/rules\\_regulations/index.htm](http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm) . The minimum penalty for plagiarism or cheating is a zero on the assignment for a first, “minor offence”; more severe penalties may be recommended and are mandated by the faculty senate for “major” and subsequent offences. Students should also be aware that according to faculty senate rules, those charged with plagiarism may not withdraw for any reason from the course in which the offense occurred.

**Course Policy on Classroom civility and decorum:**

The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students

clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

**Contacting me outside of class:** The easiest way to contact me is by e-mail. If you are unable to visit during office hours, but would like to meet with me, we can arrange an appointment at another time.

**Course schedule:**

THU Aug 26 Introduction: Common misunderstandings about language

SECTION 1: Language and the categorization of social difference

TUE Aug 31 Linguistic categorization and social categories

Reading: Charles Hirschman, Richard Alba, and Reynolds Farley, "The meaning and measurement of race in the U.S. Census: Glimpsed into the future" *Demography* 37(3) August 2000:381-393.

THU Sep 2 Census categories and social equality

Reading: Nadine Naber, "Ambiguous insiders: An investigation of Arab American invisibility" *Ethnic and racial studies* 23(1) January 2000: 37-61.

TUE Sep 7 The ethics of characterizing difference: guiding principles on using racial categories in human genetics, by Sandra Lee, Joanna Mountain, Barbara Koenig, Russ Altman, Melissa Brown, Albert Camarillo, Luca Cavalli-Sforza, Mildred Cho, Jennifer Eberhardt, Marcus Feldman, Richard Ford, Henry Greely, Roy King, Hazel Markus, Debra Satz, Matthew Snipp, Claude Steele, Peter Underhill *Genome Biology* 2008, 9:404 (15 July 2008)

Assignment One: Categorizing humanity (due September 21)

SECTION 2: Language and identity

THU Sep 9 Language and personal identity

Reading: Andrew Solomon, "Defiantly Deaf" *New York Times Magazine*, Aug 28, 1994

TUE Sep 14 Negotiating identity through language

Reading: Mary Bucholtz, "Styles and stereotypes: Laotian American girls' linguistic negotiation of identity" from *Beyond yellow English: Toward a linguistic anthropology of Asian Pacific America* ed by Angela Reyes and Adrienne Lo. Oxford University Press. 2009: 21-42.

THU Sep 16 Linguistic construction of whiteness

Reading: Mary Bucholtz, "The whiteness of nerds: Superstandard English and racial markedness" *Journal of Linguistic Anthropology* 2001, 11(1): 84-101.

SECTION 3: Dialectal Diversity in US Society

TUE Sep 21 Appalachian English

Reading: Rosina Lippi-Green, "Hillbillies, rednecks, and southern belles: the language rebels. *English with an accent*: 202-216.

THU Sep 23 AAE grammar

Reading: Rickford and Rickford, *Spoken Soul*, chapter 6-7

TUE Sep 28 AAE grammar and history

Reading, Rickford and Rickford, *Spoken Soul*, chapter 8-9

THU Sep 30 Dialects in education

Reading: Rickford and Rickford, *Spoken Soul*

Assignment two: Dialect awareness (due October 12)

TUE Oct 5 MIDTERM EXAM

SECTION 4: Multilingualism in US Society

THU Oct 7 Multilingualism in the US

Reading: Gillian Stevens, "A Century of U.S. censuses and the language characteristics of immigrants" *Demography* 36(3) 1999: 387-397

TUE Oct 12 Ideology of monolingualism and language endangerment

Reading: Nancy Dorian, "Western language ideologies and small language prospects" from Lenore A. Grenoble and Lindsay J. Whaley *Endangered Languages: Current issues and future prospects*. Cambridge University Press. 1998

Assignment Three: Analysis of English Only organizations (due October 21)

THU Oct 14 Bilingualism

Reading, Shirley Brice Heath, "Why no official language?" from James Crawford, ed *Language Loyalties*.1992. 20-31. **AND** Gloria Anzaldúa, "How to Tame a Wild Tongue" from *Borderlands/La Frontera: The New Mestiza* (Aunt Lute Books 1987).

TUE Oct 19 English only movement and language rights

Reading, Valerie Barker, Howard Giles, Kimberly Noels, Julie Duck, Michael Hecht, and Richard Clément, "The English-Only movement: A communication analysis of changing perceptions of language vitality" *Journal of Communication* 51(1), 2001: 3-37.

Assignment four: Mock Trials on language rights (class presentation on October 28)

THU Oct 21 Bilingual education

Reading, Kenji Hakuta "Improving education for all children: Meeting the needs of language minority children" from *Education and the development of American Youth*. Washington DC: The Aspen Institute. 1999.

TUE Oct 26 Language and the courts

Reading: John Haviland, "Ideologies of language: Some reflections on language and U.S. Law" *American Anthropologist* 2003

THU Oct 28 Assignment Four: MOCK TRIALS

SECTION 5: Language and the representation of social difference

TUE Nov 2 Language and media representations of ethnicity

Reading, Otto Santa Ana, "Like an animal I was treated": Anti-immigrant metaphor in US public discourse" *Discourse & Society* 10(2), 1999: 191-224.

THU Nov 4 Appropriation

Reading, Mary Bucholtz, "Ya Da Man: Narrating the Racial Other in the Production of White Masculinity" *Journal of Sociolinguistics* 3(4): 443-460. 1999.

ABSTRACT OF FINAL PAPER DUE

TUE Nov 9 Media representations of language

Reading, Rosina Lippi-Green, "Teaching children how to discriminate: what we learn from the Big Bad Wolf" *English with an accent*. 79-103.

THU Nov 11 Mocking

Reading, Jane H. Hill, 1998 "Language, race, and white public space" *American Anthropologist* 100(3). 680-689 **AND** *Spoken Soul* chapter 11

TUE Nov 16 Mocking

Reading, Elaine Chun, "Ideologies of legitimate mockery: Margaret Cho's revoicings of Mock Asian" from *Beyond yellow English: Toward a linguistic anthropology of Asian Pacific America* ed by Angela Reyes and Adrienne Lo. Oxford University Press. 2009: 261-287.

Assignment five: Analysis of language in film/television (group presentations on November 23)

SECTION 6: Social difference and power in interaction

THU Nov 18 Language ideologies and inequality in interaction

Reading: Lindeman, Stephanie.(2002). Listening with an attitude: A model of native-speaker comprehension of non-native speakers in the United States. *Language in Society* 31: 419-41.

TUE Nov 23 Group presentations: Film analysis

THU Nov 25 - THANKSGIVING

TUE Nov 30 Language ideologies and inequality in interaction

Reading, Rusty Barrett, "Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant" *Language in Society*

THU Dec 2 Language, power and gender

Reading: Susan Ehrlich, "The discursive reconstruction of sexual consent" *Discourse & Society* 9(2), 1998: 149-171.

TUE Dec 7 Linguistic profiling

Reading: John Baugh: "Linguistic profiling" from *Black linguistics: Language, society and politics in Africa and the Americas* ed by Sinfree Makoni, Geneva Smitherman, Arnetta F. Ball and Arthur K. Spears. New York: Routledge, 2003: 155-168.

THU Dec 9 Color-blind racism

Reading: Eduardo Bonilla-Silva and Tyrone A. Foman, "I am not a racist but...": Mapping white college students' racial ideology in the USA" *Discourse & Society* 11(1), 2000: 50-85.

FINAL EXAM: Tuesday December 14

FINAL PAPERS DUE: Tuesday December 14

## Assignments for LIN 331: Language in US Society

In addition to the two exams and the final research paper, LIN 331 students must complete five assignments related to the course material. These five assignments are as follows:

### 1. Racial and ethnic categorization in the U.S. Census

This assignment asks students to retrieve demographic data from census reports. Students must search the census website and answer specific questions about the responses to the race/ethnicity questions in the census. Sample questions include:

- A. In what ways did the ethnic/racial make-up of the U.S. change between 2000 and 2010? (You don't need to note each and every change, but outline the major changes)
- B. For individuals who marked more than one racial category, what combinations are the most common? Of the racial categories, which ones were most likely to occur in combination with some other race?
- C. Describe the range of answers to the "race" question among individuals who identified as Hispanic/Latino.
- D. For individuals who indicated that they were white *and* some other race, how do the patterns of racial categories differ between those who also said that they were Hispanic/Latino and those who did not identify as Hispanic/Latino?

The assignment is graded solely in terms of accuracy of the answers. In addition to having students demonstrate their ability to use reference materials (as per the GenEd guidelines), the assignment is intended to lead students to think critically about the process of racial/ethnic categorization by analyzing the effects of having separate questions for race and ethnicity in census data (specifically counting Hispanic/Latino as the only "ethnic" category and not as a "race" category).

### 2. Linguistic make-up of the U.S.

This assignment is similar to assignment one but focuses instead on census data related to language use. For this assignment, students return to the census website and answer questions about linguistic diversity and language use. Sample questions include:

- A. Between 1980 and 2007, which three languages had the largest increases in their number of speakers?
- B. In 2007, which three languages (or language groups) had the highest percent of speakers who reported not speaking English at all?
- C. In 2007, which three languages (or language groups) had the highest percent of speakers who reported speaking English very well?

- D. In 2007, which THREE states had the highest percentage of individuals who spoke a language other than English at home?

As with assignment one, this assignment is graded solely on the basis of whether or not the answers are accurate. The assignment is intended to reinforce the use of reference materials and the interpretation of statistical data from assignment one while leading the student to gain an appreciation for the range of linguistic diversity in the United States.

3. The third assignment asks students to analyze and compare bills proposing that English be made the official language of the United States. Students are asked to compare House and Senate versions of the bill and discuss the potential effects of each bill. The assignment is graded based on students' ability to recognize the differences in the two versions of the bill and demonstrate knowledge of current laws and regulations regarding the use of languages other than English by government agencies and organizations receiving federal funds. The assignment also asks students to write a brief summary of their opinion regarding whether or not the bill would violate the 14<sup>th</sup> amendment of the Constitution. The opinion question is graded based on whether or not the answer reflects an awareness of the legal questions involved (regardless of a student's actual opinion).
4. The fourth assignment is the Mock Trial assignment included in the original proposal. Students must outline the arguments on either side of a case and discuss their opinion in the case. The assignment includes group work (developing arguments for one side in one of the cases) and an individual writing assignment (analyzing the arguments and giving an opinion for each of the cases). The assignment is graded based on how well a student understands the legal issues involved in each case. Students must demonstrate that they understand the EEOC regulations regarding accent discrimination and language use in the workplace (which requires using the EEOC website and determining which regulations apply in specific situations).
5. The fifth assignment is the film analysis group assignment included in the original proposal. This assignment requires students to analyze the use of accent/dialect in a specific film (usually an animated film marketed to children). Each student writes an analysis of language use by a particular character in the film and the students combine these analyses into a group paper. The assignment is graded on a student's ability to recognize dialects and accents and link them to social stereotypes. Students are expected to explain exactly which linguistic features serve as markers for a specific social identity and discuss how the stereotypes conveyed by linking a particular character with a given dialect or accent.

**Course Review Form  
U.S. Citizenship/Diversity/Community**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** LIN 331

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:  
Beginning of course through mid-October

Brief description or example:

This first part of the course examines the ways in which social categories and social identities are constructed through language. This includes looking at the history of ethnic and racial categories in the US census and the history of linguistic diversity in the US. The second section of the course looks at the sociolinguistic construction of identity, focusing on axes of social difference.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:  
October 14-26th

Brief description or example:

This section of the course considers language policy, bilingual education, and laws related to language use in government and business. Students learn the EEOC guidelines related to language/dialect/accent discrimination and apply them in mock trials.

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Section 3: Dialectal diversity and Section, Section 5: Language and the representation of social difference, and Section 6: Language and power in interaction

Brief description or example:

Section 3 presents a historical overview of sociolinguistics as a discipline, focusing on different approaches to studying African American English. Sections 5 and 6 present the social and cultural contexts of current research in sociolinguistics

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance



Date/location on syllabus of such evidence:

Assignment one: Categorizing humanities (change over time)

Assignment Three: Analysis of English Only organizations (civic engagement)

Brief description or example:

The first assignment involves analyzing categories in the US census and examine changes over time in both populations and categorizations. The third assignment involves analyzing the platforms of PACs related to making English the official languages, including looking at proposed legislation.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Assignment four: Mock trials

Assignment five: Analysis of dialect in film

Brief description or example:

Both assignments are individual responses to group projects. The mock trials examine cases of accent and/or language discrimination in the workplace and are designed so that there is no easy resolution to the conflict. The film assignment has students analyze the dialect choices in animated films for children and discuss the social implications of stereotyped linguistic representations.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Assignment one, assignment four

Brief description or example:

Assignment one requires students to find information in the US Census database. Assignment four requires students to search EEOC regulations and legal databases (Lexis-Nexis).

Reviewer Comments: