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—including 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
   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
7. Dick 2011: Language and migration to the United States
Clinical practice
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

Raciolinguistic ideologies in education
12. Bucholtz, Casillas & Lee 2017: Language and culture as sustenance
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

Raciolinguistic ideologies in the legal system

Cross-racial conversations
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*

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

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. Kroskrity 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

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
Bibliographic information


Bender, Emily M. 2019. English isn’t generic for language, despite what NLP papers might lead you to believe. Presented at the Symposium on data science & statistics, Bellevue, WA.


