FALL 2017 LINGUISTICS 2070: LANGUAGE AND DISCRIMINATION

DR. PATRICIA CUKOR-AVILA
MAIN CAMPUS: 407L LANG. BLDG.; DISCOVERY PARK B201
EMAIL: PATRICIA.CUKOR-AVILA@UNT.EDU
OFFICE HOURS: TTH 9:30-10:30 407L LANG. AND BY APPOINTMENT

Course Description:

This course examines the ways language plays a role in social and political issues, particularly with respect to questions of gender, race, ethnicity, and social identity. We’ll investigate ideologies about language and language variation, issues surrounding regionally and ethnically linked dialects, hate speech and political correctness, and language-based discrimination locally and globally.

The following questions will be addressed throughout the semester:

• How are people discriminated against based on their language variety?
• Can a person’s language affect access to employment, education, housing, medical care?
• What is the media’s role in shaping our views of language?
• How are we socialized into language discrimination?
• What does it mean to speak a standard variety of a language?
• Who/what determines the standard form of a language?
• What are the consequences of hate speech?
• Can you sound gay, white, rich, poor, uneducated?
• What is linguistic profiling?
• What is the relationship between gender and language?

Course Objectives:

By the end of the course students will be able to:

• explain what it means to read and write in Standard English.
• identify bias related to dialects of English.
• differentiate between accent and dialect.
• identify sources of bias.
• analyze the reasons for language bias.
• identify their own biases related to different dialects.
• recommend potential solutions to ethical issues related to linguistic bias and discrimination.
• investigate the possible consequences to their solutions.
• present their arguments in a structured and organized style.
• investigate gender bias in language.
• recognize the multi-faceted nature of hate speech.
• collect and share samples of hate speech.
• analyze the repercussions of hate speech.
• integrate multiple perspectives related to language and discrimination.
• discuss and evaluate solutions, conclusions, and their implications
• explore and examine linguistic profiling.

Required Texts and Materials:


Blackboard: You will need to access Blackboard (https://learn.unt.edu/webapps/login/) to receive announcements, view course readings and assignments, and submit your projects.

Assessment

Performance in the course will be assessed based on the following categories, which are assigned the corresponding point values.

<table>
<thead>
<tr>
<th>Assessment type</th>
<th>Breakdown</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation: In-class discussion</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Online discussion posts/responses</td>
<td>10 @ 10 points each</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5 @ 20 points each</td>
<td>100</td>
</tr>
<tr>
<td>Projects/Poster Presentations</td>
<td>3 @ 250 points each</td>
<td>750</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

900-1000 A   800-899 B   700-799 C   600-699 D   0-599 F

Participation:

This class is a linguistic laboratory, a place where we will share, analyze, and evaluate language and discrimination. Most of what you will learn in this class will come from class interactions, discussions, and oral presentations. To do this effectively, regular attendance and active participation is essential. If you know of any circumstance that will cause you to miss class you must let me know in advance so we can make arrangements for you to get the material you will miss. If you are too ill to come to class you must email me before class to let me know and provide a medical excuse written on official letterhead the day you return to class. Students with 6 or more unexcused absences will have their final grade lowered by a letter grade. Late assignments will be graded down 5 points each day they are late and will not be accepted after calendar 5 days.

Online Discussion Posts/Responses:

You will collect samples of language bias, hate speech, linguistic profiling, and more. You will post your findings and samples in an online discussion board in Blackboard. Besides posting your findings, you will respond to those of your classmates.
**Quizzes:**

Besides assigned reading from the texts, you will also read articles and blog posts. There will be short, in-class quizzes related to assigned readings. These quizzes are not on the weekly schedule; however, I will inform you at least one class period before a quiz. Assigned readings outside of the texts will be in a folder in Blackboard labeled “articles.”

**Projects/Poster Presentations:**

There will be three projects throughout the semester. Details on each project will be posted on Blackboard and discussed in class.

**Weekly Schedule (tentative)** Due dates for additional readings will be posted to Blackboard

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assigned readings / Projects / Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Course Introduction; The linguistic facts of life</td>
<td>Lippi-Green Introduction; Chap. 1</td>
</tr>
<tr>
<td>Week 2:</td>
<td>The myth of non-accent</td>
<td>Lippi-Green Chap. 3; Project 1 assigned</td>
</tr>
<tr>
<td>Week 3:</td>
<td>The standard language myth</td>
<td>Lippi-Green Chap. 4</td>
</tr>
<tr>
<td>Week 4:</td>
<td>Language subordination</td>
<td>Lippi-Green Chap. 5</td>
</tr>
<tr>
<td>Week 5:</td>
<td>The educational system: fixing the message in stone</td>
<td>Lippi-Green Chap. 6</td>
</tr>
<tr>
<td>Week 6:</td>
<td>Teaching children how to discriminate: (what we learn from the Bid Bad Wolf)</td>
<td>Lippi-Green Chap. 7; Project 1 due; poster presentations in class</td>
</tr>
<tr>
<td>Week 7:</td>
<td>Gender issues in animated film; hate speech</td>
<td>Project 2 (mini-project) assigned; this project has two options.</td>
</tr>
<tr>
<td>Week 8:</td>
<td>The information industry</td>
<td>Lippi-Green Chap. 8</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Raciolinguistics and the Political Project of Transracialization</td>
<td><em>Raciolinguistics</em> Chap. 1</td>
</tr>
<tr>
<td>Week 10:</td>
<td>Language, Racism, and Response in New Media</td>
<td><em>Raciolinguistics</em> Chap. 4; Project 2 due; poster presentations in class</td>
</tr>
<tr>
<td>Week 11:</td>
<td>The real trouble with Black language: A Sociolinguistic Perspective on the Classification of Black People in the 21st Century</td>
<td>Lippi-Green Chap. 10; <em>Raciolinguistics</em> Chap. 8; Project 3 assigned</td>
</tr>
<tr>
<td>Week 12:</td>
<td>The Linguistic Racialization of Asian Americans; The unassimilable races: what it means to be Asian</td>
<td><em>Raciolinguistics</em> Chap. 5; Lippi-Green Chap. 15</td>
</tr>
<tr>
<td>Week 13:</td>
<td>Hillbillies, hicks, and Southern belles: the language rebels</td>
<td>Lippi-Green Chap. 11</td>
</tr>
<tr>
<td>Week 14:</td>
<td>Case studies: moral panic in Oakland &amp; linguistic profiling and fair housing</td>
<td>Lippi-Green Chaps. 16 &amp; 17</td>
</tr>
<tr>
<td>Week 15:</td>
<td>Workshop and wrap-up</td>
<td>Project 3 rough draft presentations in class</td>
</tr>
<tr>
<td>Week 16:</td>
<td></td>
<td>Project 3 due</td>
</tr>
</tbody>
</table>
Assignment Submission and Grading Academic Dishonesty and Integrity

It is your responsibility to become familiar with UNT’s Policy of Academic Dishonesty. The full policy can be found at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

This policy defines the following forms of academic dishonesty:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** The deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of F, and the student may receive a failing grade for the entire course; appropriate judicial action will be filed. This action includes a report of academic misconduct to the Office of Academic Integrity and possible dismissal from The University of North Texas. **There are no first-offense warnings regarding plagiarism.**

**Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. Information about The Code of Student Conduct can be found at http://deanofstudents.unt.edu/conduct

Cell phone use is not allowed in class. Students must silence their phones and put them away during class time. Any student found using a phone in class for non-class related use will be asked to leave the class. If there is a reason to have your phone out during class you must clear this with the professor before the start of class.

Laptops and tablets may only be used for class-related purposes. Recent research has shown that students retain material much better if they take notes with a pen and paper and not on their computers http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away

I encourage you to follow this practice. Students who are using their laptops or tablets to check email, Facebook, surf the web, send text messages, or other non-class activities will be asked to leave the class.
Essential Competencies

ODA policy – The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, we will cooperate with the Office of Disability Accommodation to accommodate reasonably qualified students with disabilities. If you have a disability for which you will require accommodation, please advise the professor of your needs in writing no later than the end of the second week of the semester. Essential competencies for this course include the ability to:

• read and synthesize research articles.
• interact with subjects in a professional and ethical manner.
• use an audio and/or video recorder.
• use a computer with various word processing, e-mail, transcription, and graphics software applications.
• speak in front of the class and use multimedia to support the presentation.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.