

# LANGUAGE AND DISCRIMINATION

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[contact information]

## ABOUT THIS COURSE

[M]astering a complex and difficult craft gives you an inbuilt incentive to defend its practices. If I have invested time and effort learning how to write according to a particular set of prescriptions, it will take some convincing that those prescriptions are not necessary and desirable; to admit that the rules are both arbitrary and pointless is to devalue my own accomplishment in mastering them. (Cameron 1995: 14)

Marge, it takes two people to lie. One to lie, and one to listen.

"Colonel Homer" March 26, 1992

We will begin by examining misconceptions about the structure, function and history of English and language more generally. We will move on from that point to discuss the ideology behind the concept of 'standard language'. Our purpose is to understand how language — a basic tool by which we construct our social identities — is used to exclude and draw boundaries between self and other, and to justify such actions.

The Matsuda text (in your course pack) is very difficult, as it was written to be read by lawyers. Therefore, it has been digitized and footnoted for ease of reading. The text has been supplemented with additional explanations, a glossary, and examples.

In addition, there is a **computerized workbook to lead you through the article**, with assignments. You must have a username and password in order to participate in this part of the course. If you do not have a username and password already, please make sure to arrange for this immediately.

Evaluation will be based on two hourly exams (20% each), a final project (25%), assignments, including the computer application assignments (20%); the remaining 15% of your grade will be based on attendance and participation.

The final project: After week two I will provide a list of possible readings, none longer than a book chapter; most will be journal articles. You may take a week to sample the articles and then to choose something that interests you. You will read that article and write a one-page summary of the main points; you will also prepare a five minute oral presentation that you'll give to the class in which you'll explain how the topic of the article relates to the material we are covering in this class. This project will be discussed in detail during class, and a sample article summary will be provided.

## READINGS & SYLLABUS

There is one text for this class:

Lippi-Green, R. 2011. English with an Accent: Language, Ideology and Discrimination in the United States. Taylor and Francis.

Additional readings will be taken – in part -- from this list and assigned on a class by class basis. In many cases a single chapter from a book will be assigned; all additional readings will be made available through the library's online database.

- Alim, H. S. & J. Baugh (eds.) 2007. Talkin Black Talk : Language, Education, and Social Change Multicultural Education Series. New York: Teachers College Press.
- Anderson, K. 2007. Constructing Otherness: Ideologies and Differentiating Speech Style. International Journal of Applied Linguistics 17.2: 178-197.
- Ausdale, D. V. & J. R. Feagin. 2002. The First R: How Children Learn Race and Racism. Rowman & Littlefield.
- Baugh, J. 2006. It Ain't About Race: Some Lingering (Linguistic) Consequences of the African Slave Trade and Their Relevance to Your Personal Historical Hardship Index. Du Bois Review 3.1: 145-159.
- Bratt, K. R. 2007. Violence in the Curriculum: Compulsory Linguistic Discrimination in the Arizona-Sonora Borderlands. Journal for Critical Education Policy Studies 5.1: 7.
- Cutler, C. 2010. Hip-Hop, White Immigrant Youth, and African American Vernacular English: Accommodation as an Identity Choice. Journal of English Linguistics 38.3: 248-269.
- Dovidio, J. F., A. Gluszek, M. John, et al. 2010. Understanding Bias toward Latinos: Discrimination, Dimensions of Difference, and Experience of Exclusion. Journal of Social Issues 66.1: 59-78.
- Hartigan Jr, J. 2003. Who Are These White People?: "Rednecks," "Hillbillies," and "White Trash" as Marked Racial Subjects. In White Out: The Continuing Relevance of Racism. E. Bonilla-Silva & A. Doane (eds). New York: Routledge 95-112.
- Hill, J. H. 2008. The Everyday Language of White Racism. Malden: Wiley-Blackwell.
- Johnson, J., M. Rich & A. C. Cargile. 2008. "Why Are You Shoving This Stuff Down Our Throats?": Preparing Intercultural Educators to Challenge Performances of White Racism. Journal of International and Intercultural Communication 1.2: 113-135.
- Jones, S. 2006. Language with an Attitude: White Girls Performing Class. Language Arts 84.2: 114.
- Matsuda, M. J. 1991. Voices of America: Accent, Antidiscrimination Law, and a Jurisprudence for the Last Reconstruction. Yale Law Journal 100. 1329-2767.
- Ng, S. H. 2007. Language-Based Discrimination: Blatant and Subtle Forms. Journal of Language and Social Psychology 26.2: 106-122.
- Price, J. & J. Wolfers. 2007. Racial Discrimination among NBA Referees. NBER Working Paper No. w13206.
- Rickford, J. R. & R. J. Rickford. 2000. Spoken Soul : The Story of Black English. New York: John Wiley & Sons, Inc.
- Schiffrin, D. 2003. Discourse Markers: Language, Meaning And Context. In D. Schiffrin, D. Tannen and H.E. Hamilton (eds) The Handbook of Discourse Analysis. New York: Wiley-Blackwell.
- Schilling-Estes, N. 2004. Constructing Ethnicity in Interaction. Journal of Sociolinguistics 8.2: 163-195.
- Skutnabb-Kangas, T., R. Phillipson & M. Rannut. 1995. Linguistic Human Rights: Overcoming Linguistic Discrimination. Walter de Gruyter.
- Spears Brown, C. & R. S. Bigler. 2005. Children's Perceptions of Discrimination: A Developmental Model. Child Development 76.3: 533-553.
- Tamura, E. 2002. African American Vernacular English and Hawai'i Creole English: A Comparison of Two School Board Controversies. Journal of Negro Education 71.1: 17-30.

Week I Unit		Additional Reading/Notes
	Introduction: language ideology or science fiction?	Johnson et al 2008; Jill 2008 (Chapter 1)
1	The linguistic facts of life	Hartigan 2003, Jones 2006
2	Language in motion	Schilling-Estes 2004, Schiffrin 2003
3	The myth of non-accent	Anderson 2007
4	The standard language myth	tba
5	Language subordination	Ng 2007, Price 2007
6	The educational system: fixing the message in stone	tba
7	Teaching children how to discriminate: (what we learn from the Big Bad Wolf)	Spears Brown et al 2005
8	The information industry	tba
9	Real people with a real language: the workplace & judicial system	Matsuda 1991
10	The real trouble with Black language	Baugh 2006, Cutler 2010, Rickford 2000
11	Defying paradise: Hawai'i	Tamura 2002; Ausdale & Fagin 2002 (Ch 2)
12	The other in the mirror	tba
13	¡Ya basta!	Dovidio et al 2010, Bratt 2007
14	The unassimilable races: what it means to be Asian	tba
15	Case study 1: moral panic in Oakland	tba
16	Case study 2: linguistic profiling and fair housing	tba
18	Conclusion: civil (dis)obedience and the shadow of language	Skutnabb-Kangas et al 1995

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User's Guide  
Language & Discrimination Application

Note: YOU MUST HAVE YOUR STUDENT DISK AND A UNIQUENAME TO USE THIS APPLICATION

Table of Contents

1. Description and use of Language & Discrimination application
2. How to get to the book
  - unique name
  - diskette (supplied)
  - folder; how to access server
  - which files to open
  - how to open program; shut down to erase work
  - how to close the program
3. Reading the Book
4. Printing and saving

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## Description of Language & Discrimination Electronic Workbook

Language & Discrimination is composed of a number of Voyager Expanded Books; the primary book contains the text of the Yale Law Journal article included in your coursepacks. These books are HyperCard documents ("stacks") presented as a "book" on the Macintosh computer screen with appended graphics, audio and video material designed to help you read and understand the material. There are three main components to Language & Discrimination:

1. The text and multi-media annotations for  
Matsuda, Mari J. 1991. Voice of America: Accent, antidiscrimination law, and a jurisprudence for the last reconstruction. Yale Law Journal 100:1329-1407.

In addition to graphics, video and audio annotations, the text is supplemented by instructor's notes, and glossary entries.

2. A workbook, which is accessed by icons embedded in the text, and which contains assignments. The workbook is contained on a diskette; each student will have their own copy of the workbook, which can be added to, written on, saved and printed out. Printouts will be collected in class.

3. A Law Library, which contains various texts relevant to understanding the text and completing the workbook assignments.

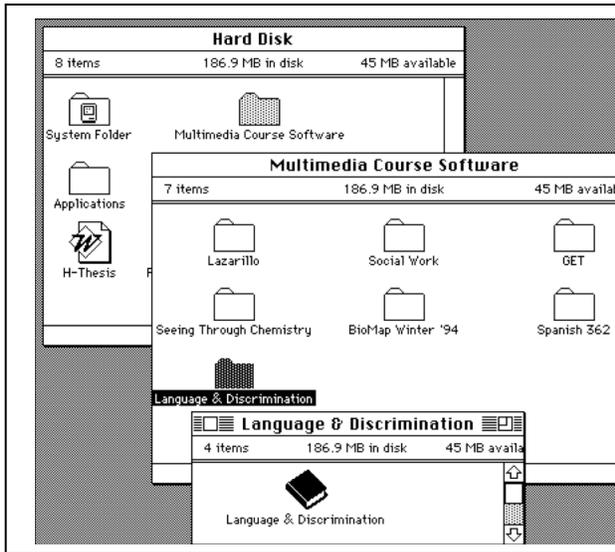
--Where to find the application

This information is not yet available and will be distributed in class.

--How to launch the application

- 1) after turning on the computer, you will be prompted for your uniqueness and password
- 2) to launch the application, double click

—on the Hard Disk



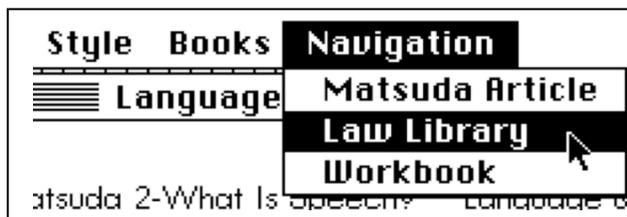
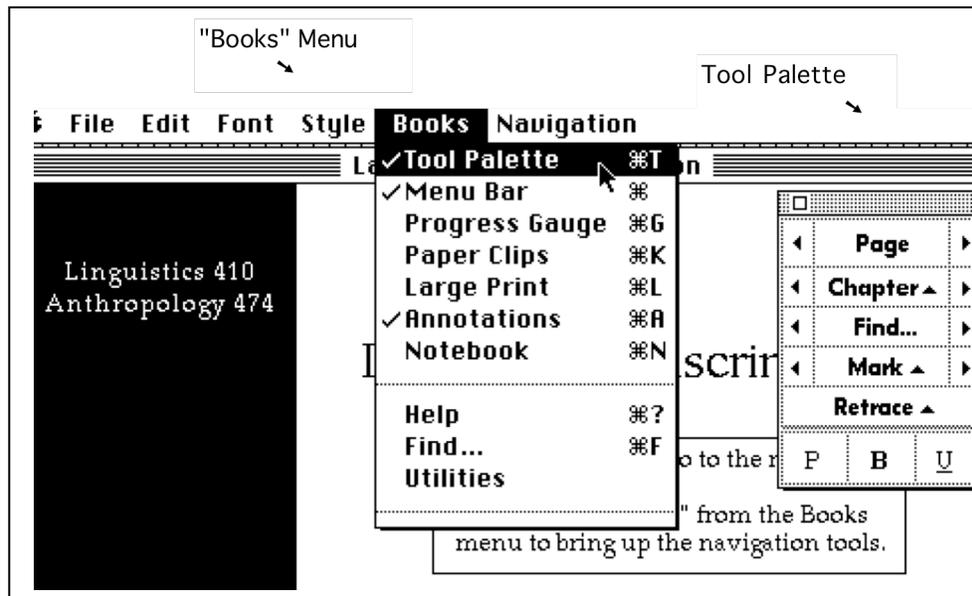
—then on the Multimedia Course Software folder  
—then on the Language & Discrimination folder  
—finally, on the Language & Discrimination book icon

3) Insert your Student Disk into the floppy drive.

4) When you are finished, simply pull down the file menu and select "Quit HyperCard". If you do not quit, your work might be copied onto the next user's diskette!

The most important tool available to you as you read the Matsuda text is the tool palette. The Tool Palette is available by 1) choosing "Tool Palette" from the "Books" menu, 2) by holding down the COMMAND key and typing T, or 3) by clicking anywhere in the gray region to the right of the book page (not on the desk top). You can click on the "Page" area to go to a specific page, or use the right or left arrows to move one page at a time. If you hold the mouse down on the "Chapter" area it will reveal a menu of all chapters; pulling the mouse down to the chapter you wish to access will take you there. If you click on "Find" you can type one or more words into the dialog box to obtain a list of all the pages on which those words appear. (Do not 'save' your searches, although the program asks you if you want to). You can return to your last location by using the pulldown menu under "Retrace".

Note that you can move the tool palette off to the right so that it is out of your way by using the mouse to drag it from the shaded area at the top.



non-oral world of the deaf. School public facilities are required to make accommodation of the non-hearin

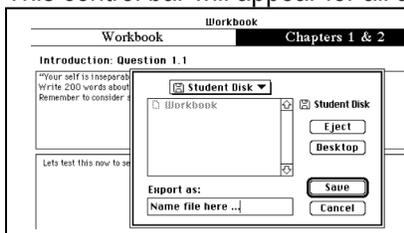
To open up the Workbook or the Law Library without clicking on an icon, pull down "Navigation" from the menu and release the mouse when the book of your choice is highlighted.

NOTE: an underscored word in the text indicates that a glossary entry is attached; clicking the word will take you to the entry; close the entry by clicking on the box in the upper left hand corner.

The icons you will find in the expanded book are of six types. For each icon there will be some explanatory comment in the left hand margin.

What you will see in the left hand margin	What it means	Icon
WB 8.2: Your reactions	This icon will take you to the Workbook, specifically to Chapter 8, Question 2	
Law Library: Xieng	This icon will take you to the Law Library, specifically, to the <u>Xieng</u> case	
2/1 Note overgeneralization	Italicized text in the left margin indicates an instructor's comment	
GRAPHIC: Hawai'i	This icon will show you a graph, photo, or map	
AUDIO: Kahakua	This icon will play an audio tape	 <div data-bbox="1146 1096 1269 1201" style="border: 1px solid black; padding: 5px; display: inline-block;">Volume control</div> 

This control bar will appear for all audio and video/film clips.



PLEASE note that sometimes icons are repeated: once in the expanded book proper, and once in the workbook. This doubling of icons is meant to relieve of the necessity of switching many times between the workbook and the expanded book.

To close any box window, click on the small box in the upper left hand corner of the box frame.

#### PRINTING

To print the responses you have made in the Workbook, select "Print..." from the File menu. You will be asked whether you wish to print your responses for just that question or for all of the questions for that assignment.

#### SAVING

The responses you make in the Workbook are automatically saved in the Workbook. If you wish to export your responses to a file (which you can open with a word processor, like Microsoft Word), select "Save/Export" from the File menu.

#### EXPORTING

You might want to export the answers to your workbook questions to a word processing document for formatting, etc. To do this, go to the File menu and choose "Export". Decide if you would like to export the question currently on the screen, or all questions in the assignment. Make sure that the path to your student disk appears in the pulldown menu at the top of the dialog box. Name the new file; hit save, and the new file will be exported to your Student Disk.

#### QUITTING

When you are finished, simply pull down the file menu and select "Quit HyperCard". If you do not quit, your work might be copied onto the next user's diskette!