

Date: January 8, 2018

LING 236: Graduate Course: African-American Language and Culture

Prof. Anne H. Charity Hudley

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Winter 2018 (January 16th-March 16th, 2018)

Tuesday and Thursday from 12:30-1:45pm in South Hall 3605

Office hours to be determined during our first and second class meetings. I will have office hours from 12:30-1:45pm on 1/9/2018 and 1/11/2018.

This advanced sociolinguistics seminar examines the linguistic, literary, cultural, and communicative aspects of African-American Language across the African-American Diaspora. We will blend diachronic and synchronic methodologies in order to create community-based participatory research approaches to the study of African-Americans and their language.

Assignments are found on pages 9 and 10.

Week 1

Tuesday, January 16th: Introduction and Overview: Who are You?

Readings:

Ebony O. McGee & Lasana Kazembe (2015): Entertainers or education researchers? The challenges associated with presenting while black
Race Ethnicity and Education,

DOI: [10.1080/13613324.2015.1069263](https://doi.org/10.1080/13613324.2015.1069263)

Link to this article: <http://dx.doi.org/10.1080/13613324.2015.1069263>

<https://www.ling.upenn.edu/~wlabov/HowIgot.html>

Labov's contributions to the study of African American Vernacular English: Pursuing linguistic and social equity

<http://onlinelibrary.wiley.com/doi/10.1111/josl.12198/full>

Teaching Styles:

<https://www.edutopia.org/blog/warm-demander-equity-approach-matt-alexander>

<http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/The-Teacher-as-Warm-Demander.aspx>

<http://www.sjsu.edu/faculty/marachi/mle/Warm%20Demander%20Article.pdf>

<http://journals.sagepub.com/doi/abs/10.1177/0042085906289710>

Learning Styles:

<https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/>

Thursday, January 18th:

Introduction and Overview: Who are the African-Americans? How Does Language Inform the Definition and Analysis? What is African-American Language and Culture?

Rickford & Rickford: Chapter 1 “What’s Going On”

Language Use in African American Communities: An Introduction
Sonja L. Lanehart, Jennifer Bloomquist, and Ayesha M. Malik

Toward Heterogeneity: A Sociolinguistic Perspective on the Classification of Black People in the Twenty-First Century
Renée Blake, New York University

<http://www.miamiherald.com/2012/02/21/v-fullstory/2653580/facebook-page-challenges-how-blacks.html>

<https://www.dropbox.com/home/SecondBook/Supporting%20Materials%20and%20Notes/Chapter3draftandmaterials/AudraBurchMiamiHeraldStory>

especially:

<https://www.dropbox.com/home/SecondBook/Supporting%20Materials%20and%20Notes/Chapter3draftandmaterials/AudraBurchMiamiHeraldStory?preview=CharityHudley.MiamiHerald.AfricanAmerican.Black.naming.02.20.2012.docx>

Baldwin, James. 1979. <http://www.nytimes.com/books/98/03/29/specials/baldwin-english.html?mcubz=3>

Morrison, Toni. Nobel Prize Lecture.

https://www.nobelprize.org/nobel_prizes/literature/laureates/1993/morrison-lecture.html

For further study:

<https://global.oup.com/academic/product/raciolinguistics-9780190625696?q=john%20rickford&lang=en&cc=us#>

Week 2

Tuesday January 23rd: The Lexicon of African-American English

Rickford and Rickford Chapter 6—the vocabulary part

Chapter 3 West African Words in Gullah in Africanisms in the Gullah Dialect by Lorenzo Dow Turner With new introductions by Katherine Wyly Mille and Michael B. Montgomery

<https://www.sc.edu/uscpres/books/2001/3452.html>

For Further Study:

From Juba to Jive: <https://www.ucdavis.edu/news/juba-jive-dictionary-examines-african-american-slang/>

<http://english.ucdavis.edu/people/cmajor>

Geneva Smitherman Black Talk: Words and Phrases from the Hood to the Amen Corner. Boston & New York: Houghton Mifflin, 1994.

<https://msu.edu/~smither4/cv.html>

Latrice Seals:

<https://www.amazon.com/Vocabulary-Power-Level-Latrice-Seals/dp/1557669260>

http://www.huffingtonpost.com/entry/black-slang-white-people-ruined_us_55ccda07e4b064d5910ac8b3

Thursday January 25th: Prof. Charity Hudley possibly at UC Regents Video: Work on Ethics (will figure out makeup time if I am gone)

Taking this Knowledge and Making Something of it: The Ethics and Engaged Nature of the Study of African-American English

CITIES and Brown Ethics training preview

<https://www.brown.edu/research/research-ethics/Ethics-Health-Bibliographies-AfricanAmerican-Articles>

Spears, Arthur K. 1999. Race and Ideology: An Introduction. In *Race and Ideology: Language, Symbolism, and Popular Culture*, ed. by Arthur K. Spears, 11-58. 1999. Detroit:MI: Wayne State University Press.

Week 3

Tuesday January 30th: The Phonetics & Phonology of African-American English

Rickford chapter 6—the pronunciation part of the chapter

African American Phonology in a Philadelphia Community
William Labov and Sabriya Fisher

Terry, Nicole Patton. (2012). Dialect variation and phonological knowledge: Phonological representations and metalinguistic awareness among beginning readers who speak nonmainstream American English. *Applied Psycholinguistics*. Available on CJO doi: 10.1017/S0142716412000276.

Nicole Holliday dissertation (skim so that you see what one looks like)

February 1st: No Class! Prof. Charity Hudley away!
Group Work on your first observation assignments (time to listen and practice analysis)

Week 4

Tuesday February 6th: The Morphosyntax of African-American English

The Syntax of African-American English

Rickford Chapter 6—the grammar part of the chapter

Syntax and Semantics
Lisa J. Green and Walter Sistru

The Morphology of African-American English

“Third singular *-s* and Event Marking in African American English.” *Linguistic Variation Yearbook*. (with Brandi Newkirk). 2016.

Carter, Phillip M. 2013. Shared spaces, shared structures: Latino social formation and African American English in the U.S. South. *Journal of Sociolinguistics* 17.1: 66-92.

For further study:

http://images.pearsonassessments.com/images/tmrs/tmrs_rg/DELV_TR.pdf?WT.mc_id=TMRS_DELV_Technical_Report

http://images.pearsonclinical.com/images/assets/DELVScreeningTest/DELV_NR_Case_Studies.pdf

Thursday February 8th: The Discourse of African-American English

<http://people.cas.sc.edu/dubinsk/LING240/readings/Morgan.2002.CUP.chapter.pdf>

Marcylenia Morgan More than a Mood or Attitude

<https://scholar.harvard.edu/mmorgan/publications/%E2%80%9Cmore-mood-or-attitude%E2%80%9D-discourse-and-verbal-genres-african-american-culture>

Pick one from the following:

Understanding African American Rhetoric Edited by [Ronald L. Jackson II](#), [Elaine B. Richardson](#)
Introduction <https://www.routledge.com/Understanding-African-American-Rhetoric-Classical-Origins-to-Contemporary/II-Richardson/p/book/9780415943871>

Rhetorics of Literacy: The Cultivation of American Dialect Poetry (The Ohio State University Press, 2013)

<http://english.jhu.edu/directory/nadia-nurhussein/>

Gilyard, Keith True to the Language Game: <https://www.amazon.com/True-Language-Game-American-Discourse/dp/0415887178>

Week 5

Tuesday February 13th: Black ASL

The Black American Sign Language Project: An Overview
Joseph Hill, Carolyn McCaskill, Robert Bayley, and Ceil Lucas

Video: The Black ASL Project Movie

<http://blackaslproject.gallaudet.edu/BlackASLProject/Welcome.html>

Thursday February 15th: A History (and future) of African-American Linguists

Reflections on Anthropology and the Black Experience

<http://onlinelibrary.wiley.com/doi/10.1525/aeq.1978.9.2.04x0741m/full?hootPostID=c645a8c4af1f5cc5a2284df7eda2a25b>

Rickford & Rickford Chapter 8 “History”

Lorenzo Dow Turner
Father of Gullah Studies

Margaret Wade-Lewis
Introductory Note by Lois Turner Williams
Foreword by Irma Aloyce Cunningham

<https://www.sc.edu/uscpres/books/2007/3628.html>

Select a linguist from the Representative Linguists list—research their lives and read their representative readings and integrate into your own work.

Week 6

Tuesday February 20th: The historical construction of African-American English

<http://anacostia.si.edu/resources/turner-exhibition-brochure.pdf>

The English Origins Hypothesis
Gerard Van Herk

The Creole Origins Hypothesis
John R. Rickford

Michel DeGraff:
http://lingphil.mit.edu/papers/degraff/degraff2009creole_exceptionalism_and_the_mis_education_of_the_creole_speaker.pdf

<https://www.facebook.com/michel.degraff/posts/10155024413328872>

<https://www.facebook.com/michel.degraff/posts/10155024407868872>

The Emergence of African American English: Monogenetic or Polygenetic? With or Without "Decreolization"? Under How Much Substrate Influence?
Salikoko S. Mufwene

On the Origins of African American Vernacular English: Beginnings
Donald Winford

Video To Watch: The Language You Cry In

Thursday February 22nd: Taking this Knowledge and Making Something of it: Experiences from First Year Professors

Rickford & Rickford Chapter 12 “The Crucible of Identity”

Guest Speakers:

Brandy Gatlin & Nicole Holliday

African American Vernacular English In California: Four Plus Decades of Vibrant Variationist Research

John R. Rickford

Week 7

Tuesday February 27nd: Taking this Knowledge and Making Something of it: African-American Language, Culture, & Education

Rickford & Rickford Chapter 9 “Education”

Charity Hudley Mallinson (2010) Chapters 4 & 5

Delpit, Lisa. Other People’s Children Part I

<https://www.linkedin.com/in/wendy-sims-moten-85772156/>

"It Was a Black City": African American Language in California's Changing Urban Schools and Communities

Django Paris, Michigan State University

<https://global.oup.com/academic/product/raciolinguistics-9780190625696?q=john%20rickford&lang=en&cc=us#>

Thursday March 1st: African-American English & Gender & Sexuality:

Guest Speaker: Marcia Chatelain

African American Women's Language: Mother Tongues Untied
Marcyliena Morgan

Black Masculine Language
David E. Kirkland

<http://madamenoire.com/335721/straight-shade-straight-black-women-stealing-gay-black-male-language/>

<http://www.outwordmagazine.com/inside-outword/glb-news/779-getting-at-the-root-of-black-qhomophobic-speech>

Week 8

Tuesday March 6th: African-American English & Social Class

Anita Henderson: Is your money where your mouth is? Hiring managers' attitudes toward African -American Vernacular English

<http://repository.upenn.edu/dissertations/AAI3003635/>

African American Standard English
Arthur K. Spears

African American English in the Middle Class
Erica Britt and Tracey L. Weldon

Thursday March 8th: African-American English & Age

Language Acquisition in the African American Child: Prior to Age Four
Brandi L. Newkirk-Turner, RaMonda Horton, and Ida J. Stockman

Contemporary Approaches and Perspectives for Assessing Young and School-Age AAE Child Speakers
Toya A. Wyatt

[From the Blackhand Side: Twitter as a Cultural Conversation](#)

André Brock

[Journal of Broadcasting & Electronic Media](#) Vol. 56 , Iss. 4,2012

<http://www.tandfonline.com/doi/abs/10.1080/08838151.2012.732147>

Week 9

Tuesday March 13th: What African-American English Says about Race

Charity Hudley, Anne H. (2017). Language and racialization. In *The Oxford Handbook of Language and Society*, edited by Ofelia García, Nelson Flores, and Massimiliano Spotti. New York: Oxford University Press.

Rosa and Flores (2015) <http://hepgjournals.org/doi/10.17763/0017-8055.85.2.149?code=hepg-site>

Bonilla-Silva.2002. The Linguistics of Color Blind Racism: How to Talk Nasty about Blacks without Sounding “Racist”

<http://journals.sagepub.com/doi/abs/10.1177/08969205020280010501?journalCode=crsb>

For Further Study:

Introducing Raciolinguistics: Racing Language and Languageing Race in Hyperracial Times
H. Samy Alim, Stanford University

<https://global.oup.com/academic/product/raciolinguistics-9780190625696?q=john%20rickford&lang=en&cc=us#>

Thursday March 15th: Conclusions, Reflections, and Further Directions

Assignments:

Reflections: Reflection questions and paragraphs are due at the start of class each Tuesday. I expect at least 2-3 questions and 2-3 paragraphs.

Linguistic Autobiography: Due January 23

This assignment is designed to help you start thinking about the community contexts of language and language learning. **Write 3-5 pages** of your own linguistic autobiography and **create a short video of yourself of one minute** using any recording medium to share with the class and post it to Gauchospace.

Be creative! **Refer to all readings that were due until this point in class.** See resources on integrating readings into your papers:

<https://owl.english.purdue.edu/owl/resource/563/01/>

<https://owl.english.purdue.edu/owl/owlprint/930/>

and see my linguistic autobiography as an additional reading.

Write and record about anything that comes to mind, but here are some of the things you could include. **Please include items in bold. Please attach a digital photo if possible to the essay.**

What is your name, year, PhD program?

Where are you from? Where have you lived?

Who have you lived with?

What drew you to this course? (Be honest—this is community-based social science! ☺!)

Where are you from? Where have you lived? Who have you lived with?

Which of these social details do you think may have influenced the way you speak now? Are there other social details that you think are important/salient?

Is there a language you used to know as a small child that you don't speak so well anymore?

Did you ever pass (even for a short time) as a native speaker of some other language? Is that one of your goals for language learning?

Have you noticed any differences between the way you speak and the way your parent/guardian speaks?

What did your parents/guardians have to say about your use of language and did it have any effect on you?

Who was most likely to correct your language, your parent/guardian? Anyone else?

Do you remember particular comments or instances where your speech was commented on?

Did you ever try to learn non-standard forms in a second language, and if so, how did you go about doing it?

Have you ever experienced linguistic prejudice?

Has anyone ever told you to talk in a certain way?

Was there a grammar rule that gave (gives) you trouble in English or in learning another language? What is it? Do you remember finally being able to get the grammar rule right (at least some of the time)? How long did it take? How did you go about trying to fix or fixing the issue?

Have you ever gone to another country and struggled with the language?

Have you ever been praised for your Standard English fluency?

Have you ever heard an offensive comment or joke about someone's language use?

Ethics Certification: Due January 30th

Please use the following format as the name of the document AND subject line and submit your completed forms to Gauchospace

[YourLastMame.LING236.S18.01.25.18.doc]

If you haven't taken them in the past three years, you must take the CITI trainings listed below. If you've taken all the modules below already, please send me your certificates and complete the NIH training. The college prefers CITI over NIH, so I'm going to require my teaching assistants,

research assistants, and research scholars to do both, so that I can update all of our PHSC human subject forms without delay when it's time to renew.

Go to:

<https://www.research.ucsb.edu/compliance/animal-subjects/training/log-in-instructions-for-citiprogram.aspx>

Register and add in UCSB as your affiliate from the search menu- that's very important so that you get the right modules in the system.

Once you register with UCSB, be sure to select the following 4 courses:

AREA II Disciplines- Research Ethics

AREA II- Social & Behavioral Research Investigators-PHSC

CITI Good clinical practice course

Conflicts of Interest- ALL

If you have done the above before this course, do: <https://phrp.nihtraining.com/users/login.php>

Observations (2 over the course of the quarter): Due February 6th & 27th

Observe, interview, or speak with a speaker of African-American English for at least 30 minutes. I prefer the engagement to be live. You will **not** have research permissions for the assignment so you cannot share your observations with others outside of the class.

In a 3-5-page paper, address:

- 1.) **The setting of your observation.** Include specific details including details about the people and place, how you went about doing the research and the type of social environment were you in, any important changes that happened during your observation in linguistic features that you hear and see, particularly lexicon, grammar, and phonology as we have covered them in class so far.
- 2.) **The sociocultural elements of your observation.** Be sure to refer to class readings and discussion.
- 3.) **Did any of the observations surprise you?** If so, would you do anything differently if you were to re-do the study in the future?

You can give a broad overview or focus on specific aspects of your observation. The assignment is meant to get you listening!

Midterm for justice with video: Planning for engagement and the final: Due February 12th

Prepare a five-minute video presentation designed to get your classmates interested in learning more about your research ideas! Do not go under and do not go over time.

Final paper or product with peer evaluation, revision, and public 1-page summary: Due March 19; final version due March 23rd.

The final paper is meant to be a cumulative experience, so you may draw on and revise writing from your previous assignments and the midterm. If you have successfully completed the previous assignments, you should be almost done! Incorporate all 3 of the following:

1. Carefully integrate themes from class discussions, readings, and presentations using paraphrasing and direct quotations into your final paper in APA format. Show that in addition to designing a great project plan, you were in class and that you did the reading.
2. Directly describe the role of language and culture, especially insights from the study of African-American English and culture, in your plans. Integrate the themes from class into your own work.
3. Explain modes of evaluation for your project. How will you know that you are doing the right thing? Draw from your own specific research design and research in fields related to your project and discipline.

Your final paper draft will list your draft grade. I will average the draft grade and the final paper grade for the final grade.

Final paper revisions are due **March 23rd 2018**. You do not have to turn in a final paper. If I do not receive a final paper from you on **March 19th**, your draft grade will stand as your final grade.

Bear in mind that final participation grades will be posted when the final is turned in. Participation still matters during finals!

I have given point guidelines on your draft. You **MUST** work the point guidelines **in order**. For example, higher-level organization and comment responses in a paper that still has incorrect APA citations will **NOT** yield a higher grade. You may, however, attempt all suggestions.

Add a cover letter to your paper (in the same document) in which you address what revisions you are undertaking and what questions and/or suggestions that I have posed you are answering. Include paragraph and page numbers for substantial revisions.

Highlight all major revisions in yellow using the Microsoft Word highlighting feature. Be sure to highlight changes so that I can easily find them.