

---

Language and Ethnicity – COURSE SYLLABUS

Instructor:	Chaya Nove
Email:	chayarnove@gmail.com / cnove@gradcenter.cuny.edu
Office:	Hunter West 1436
Office Hours:	Monday 12:35-1:35, or by appointment
Class Times:	Monday and Thursday 11:10 – 12:25
Location:	Thomas Hunter 412

**WHAT THIS COURSE IS ABOUT:**

Welcome to ENGL / AFPRL 347. This course explores historical, cultural, and theoretical perspectives on the relationship between language and ethnicity (and related concepts such as race), with a special focus on the United States. The course is centered on class discussions based on readings that examine how language is understood to reflect and defy ethnic boundaries, and how ideas about ethnicity influence the ways in which people use and construe language. It covers topics such as ethnicization, racialization, authentication, repertoire, style shifting, mocking, ideology, and the listening subject. Course requirements include: attendance and participation; essays; class presentation; and a final paper.

**WHAT YOU WILL BE ABLE TO DO** when you complete this course successfully:

- Think critically and innovatively about the relationship between language and ethnicity
- Understand historical, cultural and theoretical perspectives on the relationship between language and ethnicity
- Discuss scholarship on language and ethnicity in your writing and in class discussions
- Write clear, argumentative essays using evidence from scholarly research
- Direct your own research in a final paper pursuing an original argument

**HOW YOU WILL ACCOMPLISH THESE GOALS:**

READ: To succeed in this course, you must come to each class prepared, having completed all of the required reading and assignments for that day. Articles/chapters are available on the course Blackboard site (see schedule below). Books are available at Shakespeare & Co. (939 Lexington Ave) and on Hunter library reserve. Please be sure to bring the assigned reading to class each day so we can all look at the excerpts during discussion. You can coordinate with a classmate so that at least one of you brings the reading to share during class.

- 
- REQUIRED TEXTS:** Alim, H. Samy and Geneva Smitherman (2012) *Articulate while black: Barack Obama, language, and race in the United States*. New York: Oxford University Press. ISBN: 9780199812981. Call number: PE3102 .N42 A43 2012
- Hill, Jane (2008) *The everyday language of white racism*. Malden, MA: Wiley-Blackwell. ISBN-10: 140518454X. Call number: P120 .R32 H55 2008
- SHOW UP:** Most of the learning in this course occurs during class discussions. Each person's insights, questions, and thoughts are extremely valuable. Therefore, regular attendance, punctuality and participation in activities and discussions is required. If you are repeatedly absent or late, your grade will be reduced accordingly. Excessive absence may result in a failing grade for this course.
- REACT:** Class discussions will be driven by questions, comments, and critical analysis based on the assigned reading. I will assess your participation based on your verbal and nonverbal participation, including thoughtful questions and responses. Ultimately your grade will be based on my perception of your contribution as a member of this class. Additionally, for the first 10 readings (articles) you will bring to class an index card with one thoughtful question based on the reading on one side, and your name on the other side. These questions will be shuffled and assigned to other students in the class.
- REFLECT:** You will write two reflection essays. Essay 1 (2-3 pages) is due September 15; Essay 2 (3-4 pages) is due October 27. See page 7 below for the essay topics. If you are absent when an essay is due, it is your responsibility to submit the essay on time.
- RESPECT:** This class touches upon sensitive issues regarding race, racism, ethnicity, culture, identity, and language, so please be respectful and patient with classmates. In discussing the use of taboo words or offensive language, we will observe the *meaning-use* distinction: While we may *mention* such language in class discussions to refer to how others use them, we will avoid *using* them for our own communicative purposes.
- RECALL:** Scheduled or pop quizzes may be given. These will contain questions based on the assigned reading and are designed to reinforce your knowledge of the concepts you read.
- RESEARCH:** You will conduct an original research study within the scope of language and ethnicity. For your project, you will collect and analyze data from media-based sources (e.g., film, television, music, advertisements, magazines, YouTube videos, blogs), or collect and analyze interviews or interactions with friends or family. Details about this project are on page 8 of the syllabus.
- PRESENT:** You will be divided into 10 groups of 2-3 students. Each group will lead a 15-minute class discussion on the reading for that day. In your presentation,

provide a brief summary of the reading, offer analyses and critiques of specific aspects of the reading, and suggest how the reading relates to prior readings and issues discussed in class. Be creative and keep things lively by doing an activity, playing a game, performing a skit, showing media clips, incorporating discussion questions, etc. (see page 13 of the syllabus for additional guidelines)

### **HOW YOU CAN ASSESS YOUR PROGRESS:**

GRADING SYSTEM: Grades will be assigned according to the CUNY grading system, which is available at:

<http://catalog.hunter.cuny.edu/content.php?catoid=15&navoid=1433>

EVALUATION:	Attendance, participation	20%
	Reading questions	10%
	Reflection essays, short assignments and quizzes	30%
	Class presentation	10%
	Final paper	30%

### **PRACTICES AND POLICIES TO HELP YOU SUCCEED:**

#### ACADEMIC INTEGRITY:

Plagiarism is presenting somebody else's work as your own. Plagiarism will be dealt with most severely. When in doubt, cite your sources! Hunter College regards acts of academic dishonesty as serious offenses against values of intellectual honesty. You are expected to adhere to CUNY's standards of academic integrity, which is outlined here:

<http://qcpages.qc.cuny.edu/provost/policies/index.html>

#### COLLABORATION:

I encourage you to read and study together if you want to. Linguists often collaborate on research projects, and knowing how to work with other people is a good skill to have. However, each student is required to write their assignments individually.

#### LATE OR MISSED ASSIGNMENTS:

Late work will be accepted for partial credit only. Written assignments will receive one full grade penalty for being one day late (e.g. from A to B). Written assignments that are submitted more than one week late will not be accepted. All written assignments must be submitted in hard copy format unless permission is given to submit an electronic copy. Quizzes cannot be made up.

#### EXTRA CREDIT

There is no extra credit offered in this course.

#### DIGITAL DEVICES:

Modern digital devices are great tools, but they have limited (if any) use within a classroom. Use of devices such as cell phones, iPads and laptops at inappropriate times is both disruptive and rude.

Please no reading on your phone during class. If you do not have a larger electronic reading device (e.g., iPad, Kindle), please bring the physical book or print out the reading and bring to class. Cell phone use is not permitted at any time in the classroom, in either text or audible mode (unless they are required for a class activity, as specified by your instructor). Your phone should be out of sight and turned OFF (not set to vibrate) while you are in class. iPhones have an automatic DO NOT DISTURB function you can use for this purpose. If you are expecting an emergency phone call, please let me know before class begins. You can then set your phone on vibrate and sit close to the door so that you can leave quickly and quietly if necessary.

Students seen using cell phones or laptops inappropriately will be reminded once of this policy. Continued cell phone use will result in a grade penalty and/or my holding of cell phones until the end of class. Use of laptops for note taking during class lectures is permissible for those who have grown to rely on them, but strongly discouraged, as it interferes with eye contact and is potentially distracting to both its users and to other students sitting nearby. They should NOT be used for Internet access unrelated to class activity.

#### ADA STATEMENT:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of AccessABILITY located in Room E1214; (2) bring a letter to the instructor indicating what kind of accommodation is needed. This should be done during the **first week of class**. For more information about services available to Hunter College students, contact the Office of AccessABILITY at 212-772-4857; [AccessABILITY@hunter.cuny.edu](mailto:AccessABILITY@hunter.cuny.edu); or in person in Room 1214B East Building.

#### BLACKBOARD:

Course materials will be posted on Blackboard, managed using CUNY's Blackboard server. The Blackboard site for this class will be used to distribute supplementary materials, important course-related announcements, homework assignments, and student grades. To access the Blackboard server:

- If you already have a CUNY Portal ID, log in at <https://blackboard-doorway.cuny.edu>
- If you don't have a CUNY Portal ID, go to the CUNY Portal, <http://www.cuny.edu>, and register.
- Check your Blackboard profile to ensure that the email address listed is one you check regularly. If you need to update it, go to <http://esims.cuny.edu> and make the changes there.

**COURSE CALENDAR**

*The following course calendar is subject to change.*

	DATE	TOPIC	READING
1	8/25	Introduction	
<b>Part I: CONCEPTUALIZING LANGUAGE AND ETHNICITY</b>			
2	8/29	Ethnicization and Racialization	Urciuoli, Bonnie (1996) Racializing and ethnicizing. In <i>Exposing prejudice: Puerto Rican experiences of language, race, and class</i> , pp. 15-18. New York: Routledge.
	9/1	Authentication and Strategic Essentialism	Bucholtz, Mary (2003) Sociolinguistic nostalgia and the authentication of identity. <i>Journal of Sociolinguistics</i> 7(3):398-416.
3	9/5	Labor Day <b>NO CLASSES</b>	
	9/8	Ethnolinguistic Repertoire and The Speaking Subject	Benor, Sarah Bunin (2010) Ethnolinguistic repertoire: Shifting the analytic focus in language and ethnicity. <i>Journal of Sociolinguistics</i> 14(2):159-183.
4	9/12	Raciolinguistic Ideology and The Listening Subject	Flores, Nelson and Rosa, Jonathan (2015) Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i> 85(2):149-171.
	9/15	Wrap-up of Part 1	<i>Reflection Essay 1 due (2-3 pages)</i>
<b>Part II: PERFORMANCE &amp; PROTEST</b>			
5	9/19	Mocking	Basso, Keith (1979) Joking imitations of Anglo-Americans: Interpretive functions. In <i>Portraits of "the Whiteman": Linguistic play and cultural symbols among the Western Apache</i> , pp. 36-64. New York: Cambridge University Press.
	9/22	Mocking, cont.	Chun, Elaine (2004) Ideologies of legitimate mockery: Margaret Cho's revoicings of Mock Asian. <i>Pragmatics</i> 14(2/3):263-289.
6	9/26	Media	Lippi-Green, Rosina (2012) Teaching children how to discriminate: (what we learn from the Big Bad Wolf). In <i>English with an accent: Language, ideology, and discrimination in the United States</i> , pp. 101-129. New York: Routledge.
	9/29	Media, cont.	Bonilla, Yarimar and Rosa, Jonathan (2015) #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. <i>American Ethnologist</i> 42(1):4-17.
7	10/3	<b>NO CLASSES</b>	
	10/6	Mixing	Zentella, Ana Celia (2003) Jose can you see: Latin@ responses to racist discourse. In Doris Sommer (ed) <i>Bilingual aesthetics</i> , pp. 51-66. NYC: Palgrave Press. <i>Reflection Essay 2 due (3-4 pages)</i>
8	10/10	<b>NO CLASSES</b>	COLUMBUS DAY

<b>Part III: BLACK LANGUAGE</b>			
	10/13	Mixing, cont.	Fader, Ayala (2007) Reclaiming sacred sparks: Linguistic syncretism and gendered language shift among Hasidic Jews in New York. <i>Journal of Linguistic Anthropology</i> 17(1):1-22.
9	10/17	Showin Love	Alim and Smitherman, Showin Love (xv-xviii)
	10/20	Black Language and America's First Black President	Alim and Smitherman, Chapter 1 <i>Group 1 class presentation</i>
10	10/24	TBA	
	10/27	Articulate While Black: Language and Racial Politics in the United States	Alim and Smitherman, Chapter 2 <i>Group 2 class presentation</i>
11	10/31	The "Race Speech" and Obama's Rhetorical Remix	Alim and Smitherman, Chapter 3 <i>Group 3 class presentation</i>
	11/3	How Black Communication Becomes Controversial	Alim and Smitherman, Chapter 4 <i>Group 4 class presentation</i> <i>Final paper proposal due</i>
12	11/7	Hip Hop, Race, and the Culture Wars	Alim and Smitherman, Chapter 5 <i>Group 5 class presentation</i>
	11/10	Language, Education, and the Cruel Fallout of Racism	Alim and Smitherman, Chapter 6 <i>Short assignment 1 due (1-2 paragraphs)</i>
<b>Part IV: WHITE LANGUAGE</b>			
13	11/14	The Persistence of White Racism	Hill, Preface (vi-ix) Hill, Chapter 1 <i>Group 6 class presentation</i>
	11/17	Language in White Racism	Hill, Chapter 2 <i>Group 7 class presentation</i>
14	11/21	Social Life of Slurs	Hill, Chapter 3
	11/24	<b>Thanksgiving NO CLASSES</b>	
15	11/28	Gaffes	Hill, Chapter 4 <i>Group 8 class presentation</i>
	12/1	Covert Racist discourse	Hill, Chapter 5 <i>Group 9 class presentation</i>
16	12/5	Linguistic Appropriation	Hill, Chapter 6 <i>Group 10 class presentation</i>
	12/8	Everyday Language, White Racist Culture	Hill, Chapter 7 <i>Short assignment 2 due (1-2 paragraphs)</i>
<b>PART V: RECONCEPTUALIZING LANGUAGE AND ETHNICITY</b>			
17	12/12	Conclusions	<i>Final paper due</i>

## ASSIGNMENT DETAILS

### READING QUESTION GUIDELINES

For the first ten readings (the articles), you will bring to class an index card with one thoughtful question based on the reading on one side, and your name on the other. At the outset of class, I will collect, shuffle, and randomly redistribute all the cards. We will then form small groups of three or four. After some discussion, each group will take turns responding to one or two of the questions they were assigned. They will start by saying, "I have \_\_\_\_'s card, and the question is..." If for some reason you do not have a question, you must still turn in a card with your name on it. I will re-collect these cards after the discussion period. If you are absent, they are asked to bring an index card based on the assignment for the class period missed. These reading questions are worth 10% of your grade.

### GUIDELINES FOR WRITING ASSIGNMENTS

Each written assignment must be typed, in 12-point Times New Roman font, double-spaced, on 8 1/2 x 11" paper with 1" margins. Please make sure to include your name, a title and page numbers. Staple all pages.

### REFLECTION ESSAY 1: LANGUAGE AND ETHNICITY

Length: 2-3 pages

Content: Focusing on at least two concepts from the readings in PART I, address the following questions:

- What is ethnicity?
- How does it relate to language?

Draw on at least two readings as you define the concepts and relate them to each other.

Support your points with examples (e.g., from the readings, from your life).

Be prepared to share with a classmate.

**Due: September 15**

### REFLECTION ESSAY 2: CURRENT EVENTS ANALYSIS

Length: 3-4 pages

Content: Choose an article from a credible news source that discusses an issue pertaining to language and gender, sexuality, class, ethnicity, or race.

Critique this article from a linguistic standpoint by writing an essay discussing whether the author is biased in his/her understanding of language and identity, and providing an alternative

explanation of the current event.

**Due: October 13**

The first two essays will be graded using the following rubric:

<b>30 points</b>	Discussion of ethnicity and language demonstrates understanding of early class concepts
<b>20 points</b>	Structure, including unifying argument or concept Logical organization Appropriate transitions
<b>20 points</b>	Writing style: clarity, conciseness, word choice, no repetition or unnecessary words
<b>20 points</b>	Mechanics: grammar, tense, punctuation, spelling, title, name, page numbers
<b>10 points</b>	Creativity and engaging writing

**SHORT ASSIGNMENTS 1 & 2**

In 1-2 paragraphs, discuss what you found to be the most important things you learned from each book. Mention concepts and specific chapters.

Be prepared to share your impressions with the class.

**Short assignment 1 due: November 10**

**Short assignment 2 due: December 8**

*The writing assignments described above, collectively, are worth 30% of your grade.*

**FINAL PAPER**

You will conduct an original research study within the scope of language and ethnicity. For your project, you will collect and analyze data from media-based sources (e.g., film, television, music, advertisements, magazines, YouTube videos, blogs), or collect and analyze interviews or interactions with friends or family.

By **November 3**, you must submit a one-page proposal for approval by me before carrying out the project. Your proposal must include three elements: the topic you will explore, the data you will use to explore the topic, and the scholarly sources upon which your study builds. I strongly encourage you to come to my office hours to discuss possible topics for your research paper in advance of this date.

You will write a final paper based on your findings. Your paper must be 8-10 pages, typed, in 12- point Times New Roman font, double-spaced, on 8 1/2 x 11" paper with 1" margins. Cite at least three scholarly sources. You may use course readings for some or all of your scholarly sources. Below is a suggested format for your paper:

Suggested format:

1. **Title**
2. **Introduction** – states main argument in a way that grabs the reader’s attention (1/2 page)
3. **Literature review** – situates your study in relation to the research literature (2 pages)
4. **Description of data and methods** – explains how you designed your project (1/2 page)
5. **Data analysis** – interweaves your data with your framing and analysis (4 pages)
6. **Conclusion** – summarizes your analysis in an interesting way (1/2 page)

You should select a topic you are excited about. Your level of interest in the topic is likely to come through in your writing, and every professor prefers to read an interesting paper 😊.

**Due: December 12**

This paper is worth 30% of your grade.

Your final paper will be graded using the following rubric (don’t forget to read the writing tips below):

<b>40 points</b>	Examines identity and language Shows deep understanding of class concepts
<b>20 points</b>	Analysis
<b>20 points</b>	Structure, including unifying thesis Logical organization Appropriate transitions
<b>10 points</b>	Writing style: clarity, concision, word choice, no repetition or unnecessary words
<b>10 points</b>	Mechanics: grammar, tense, punctuation, spelling, title, name, page numbers

You should select a topic you are excited about. Your level of interest in the topic is likely to shine through in your writing, and any professor prefers to read an interesting paper.

**WRITING TIPS\***

**OUTLINE:** Make a detailed outline before you write your first draft and another outline after you're done. This will help you create a coherent structure.

**AVOID** extraneous words that don't enhance your writing. Avoid repetition. Avoid repeating yourself!

**AVOID** run-on sentences and fragments. Read each sentence to make sure it's a full, clear sentence.

**USE** commas and semicolons appropriately. If you combine 2 sentences with "and" – and both have subjects and verbs – then they should be separated by a comma. Consider using dashes (–) and colons (:).

**CHOOSE** a tense, and stick with it.

**MAKE SURE** your persons agree. Avoid this: "The two things that are most important to me for the coming year is ..."

**MAKE SURE** each paragraph conveys one major point and is an appropriate length. A page is probably too long, and one sentence is probably too short.

**AIM FOR CLARITY OVER BIG WORDS:** If you have a choice between high-falutin' language (using big words and complicated constructions just to sound more academic) and everyday (adult-oriented) language, choose the latter. Really? Yes, if you're trying too hard to sound smart it often comes across that way. At the same time, an essay is a formal genre, and you should generally sound relatively formal (avoid contractions, slang, etc.).

**READER'S INTEREST:** Try your best to keep the reader's interest, incorporating interesting writing or humor.

**EDIT & PROOFREAD:** Don't rely on spellcheck. Plan to finish your paper 2 days before it's due. That gives you time to set it aside for a day and then spend time the next day editing and then another half hour proofreading.

Checklist to improve clarity and succinctness:

1. Does the introductory paragraph explain what you discuss in the rest of the paper? Does it pique the interest of the reader?
2. Does every word add something to your essay?
3. Is every sentence complete and not too rambling?
4. Does every paragraph include just one topic or sub-topic?
5. Does the concluding paragraph sum up the paper in an intriguing way that makes the reader feel a sense of completion, but also a desire to read more of your writing?

\*Writing tips adapted from Sarah Benor, Hebrew Union College

### **Guidelines for Group Presenters**

1. Read the assigned chapter carefully, possibly more than once, until you are confident that you understand the main thesis and the arguments being made.
2. Prepare a short summary of the main points of the chapter, including key terms and concepts.
3. Think: What part of this chapter (or angle on this theme) would make for an interesting class discussion? Assuming that everyone in the class has read the chapter, what might they want to talk about?
  - a. Is there something in the chapter that is very abstract or difficult to understand? Would a guided discussion help clarify those abstract points?
  - b. Is there a particular idea or point of view that is new and/or interesting?
  - c. Is there a controversial side to the author's argument, something people might disagree strongly on?
  - d. Are there particular stories and/or examples in the chapter that are worth talking about?
4. Think of any outside sources (e.g., a video) that might illuminate the topic. Consider showing those to the class. Handouts or slides are welcome, too.
5. Devise a discussion activity based on these topics. You can bring in additional material, come up with a list of thought-provoking questions, prepare a game based on the topic, divide the class into smaller groups and give them a little project – the goal is to get people involved and talking about the article or topic.
6. Think of yourselves as the teachers/guides for the group and consider how you might help increase the group's knowledge of this topic through facilitating discussion. Plan ways to include ALL students in the conversation.
7. You should plan to engage the class for 15-20 minutes. Prepare enough follow-up questions in case the conversation falters.

See rubric on the following page

### Group Presentation Rubric

	<b>Exceeds Standards 23 – 25 points</b>	<b>Meets Standards 20 – 22 points</b>	<b>Partially meet standards 15 – 19 points</b>	<b>Does not meet standards 0 – 14 points</b>
<b>Understands the Topic</b>	Thorough understanding of the topic; presenters show particular depth of insight	Solid understanding of the topic; may miss some nuances of meaning.	Demonstrates general understanding of the topic; may show evidence of some gaps in comprehension.	Presenters show some significant gaps and/or inaccuracies in understanding the topic.
<b>Facilitates Discussion</b>	Presenters effectively engage students in discussion of topic. Listen well and respond appropriately. Use follow-up questions to expand the discussion. Encourage all students to participate	Presenters lead discussion well. May need more follow-up questions to engage students more or to engage more students.	Presenters have some difficulty leading the discussion but show at least some skill as facilitators.	Presentation fails to engage students effectively. Discussion fails or falters due to presenter difficulties.
<b>Quality of Questions / Activity</b>	Insightful, appropriate, and in-depth questions which lead to a thorough and useful discussion of the topic.	Very good choice of questions and activities. Key points are highlighted; topic is covered well.	Some good questions, but may need more in-depth questions and/or an increase in the number of questions/activities to effectively cover the topic.	Questions/activities need more work; topic covered inadequately.
<b>Overall Impression</b>	Presenters did an outstanding job. May have shown particular originality, creativity, pedagogical skill, and/or insight.	Presenters did a fine job. Students clearly benefitted from the discussion.	Presenters did a fair job overall, but may have some inaccuracies, omissions, or other difficulties in the presentation.	Presentation clearly needs more work. Presenters did not complete task effectively.

---

**SUGGESTIONS FOR FURTHER READING**

- Alim, H. Samy (2006) *Roc the mic right: The language of hip hop culture*. New York: Routledge.
- Baugh, John (1983). *Black street speech: Its history, structure and survival*. Austin: University of Texas Press.
- Baugh, John (2000) *Beyond Ebonics: Linguistic Pride and Racial Prejudice*. New York: Oxford.
- Baugh, John (2003) Linguistic profiling. In Sinfree Makoni, Geneva Smitherman, Arnetta F. Ball and Arthur K. Spears (eds) *Black linguistics: Language, society, and politics in Africa and the Americas*, 155-168. New York: Routledge.
- Benor, Sarah (2012) *Becoming Frum: How newcomers learn the language and culture of Orthodox Judaism*. New York: Routledge.
- Bucholtz, Mary (1995) From Mulatta to Mestiza: Passing and the linguistic reshaping of ethnic identity. In Kira Hall and Mary Bucholtz (eds) *Gender articulated: Language and the socially constructed self*, 351-374. New York: Routledge.
- Bucholtz, Mary and Qiana Lopez (2011) Performing blackness, forming whiteness: Linguistic minstrelsy in Hollywood film. *Journal of Sociolinguistics* 15(5):680-706.
- Cutler, Cecilia A. (1999) Yorkville crossing: White teens, hip-hop and African American English. *Journal of Sociolinguistics* 3(4):428-442.
- Fader, Ayala. (2009). *Mitzvah Girls: Bringing up the Next Generation of Hasidic Jews in Brooklyn*. Princeton, NJ: Princeton University Press ISBN: 9780691139166.
- Fishman, Joshua (1989) Language, ethnicity and racism. In Nikolas Coupland and Adam Jaworski (eds) *Sociolinguistics: A reader*, 329-340. NY: St. Martin's.
- Fordham, Signithia (1999) Dissin' "the standard": Ebonics as guerrilla warfare at Capital High. *Anthropology and Education Quarterly* 30(3):272-293.
- Foster, Michèle (1995) "Are you with me?": Power and solidarity in the discourse of African American women. In Kira Hall and Mary Bucholtz (eds), *Gender articulated: Language and the socially constructed self*, 329-350. New York: Routledge.
- Fought, Carmen (2003) *Chicano English in context*. New York: Palgrave Macmillan.
- Gumperz, John J. (1982) Conversational codeswitching. In *Discourse strategies*, 59-99. New York: Cambridge University Press.
- Hall, Kira (1995) Lip service on the fantasy lines. In Kira Hall and Mary Bucholtz (eds) *Gender articulated: Language and the socially constructed self*, 183-216. New York: Routledge.
- hooks, bell (1995) "This is the oppressor's language/Yet I need it to talk to you": Language, a place of struggle. In Anuradha Dingwaney and Carol Maier (eds) *Between languages and cultures: Translation and cross-cultural texts*, 295-301. Pittsburgh, PA: University of Pittsburgh Press.
- Jacobs-Huey, Lanita (2004) Remembering Chrissy: EnGendering knowledge, difference, and power in women's hair-care narratives. *Transforming Anthropology* 11(2):30-42.
- Kang, Agnes and Adrienne Lo (2004) Two ways of articulating heterogeneity in Korean American narratives of ethnic identity. *Journal of Asian American Studies* 7(2):93-116.
- Kiesling, Scott (2001) Stances of whiteness and hegemony in fraternity men's discourse. *Journal of Linguistic Anthropology* 11(1):101-115.
- Labov, William (1972) *Language in the inner city: Studies in the Black English Vernacular*. Philadelphia: University of Pennsylvania Press.
- Le Page, Robert B. and Andree Tabouret-Keller (1985) *Acts of identity: Creole-based approaches to language and ethnicity*. Cambridge: Cambridge University Press.
- Lipsitz, George (1998) *The possessive investment in whiteness: How white people profit from identity politics*. Philadelphia, PA: Temple University Press.

- Lo, Adrienne (1999) Codeswitching, speech community membership, and the construction of ethnic identity. *Journal of Sociolinguistics* 3(4):461-479.
- Manalansan, Martin (1995) "Performing" Filipino gay experiences in America: Linguistic strategies in a transnational context. In William Leap (ed), *Beyond the lavender lexicon: Authenticity, imagination, and appropriation in lesbian and gay languages*, 249-266. Amsterdam: Overseas Publishers Association.
- McCarty, Teresa L. and Ofelia Zepeda (2010) Native Americans. In Joshua A. Fishman and Ofelia Garcia (eds), *Handbook of language and ethnic identity*, 323-339. New York: Oxford University Press.
- Meek, Barbra (2006) And the Injun goes "how": Representations of American Indian English in white public space. *Language in Society* 35:83-128.
- Mendoza-Denton, Norma (1996) "Muy macha": Gender and ideology in gang-girls' discourse about makeup. *Ethnos* 61(1-2):47- 63.
- Mendoza-Denton, Norma (1999) Sociolinguistics and linguistic anthropology of US Latinos. *Annual Review of Anthropology* 28:375-395.
- Mendoza-Denton, Norma (2008) *Homegirls: Language and cultural practice among Latina youth gangs*. Blackwell.
- Morgan, Marcyliena (1994) Theories and politics in African American English. *Annual Review of Anthropology* 23:325-345.
- Mufwene, Salkiko S., John R. Rickford, Guy Bailey and John Baugh (eds) (1998) *African-American English: Structure, history, and use*. New York: Routledge.
- Philips, Susan (1972) Participant structures and communicative competence: Warm Springs children in community and classroom. In Courtney B. Cazden, Vera P. John and Dell Hymes (eds), *Functions of language in the classroom*, 370-394. New York: Teachers College Press.
- Rampton, B. (1995) *Crossing: Language and ethnicity among adolescents*. London: Longman.
- Reyes, Angela (2005) Appropriation of African American slang by Asian American youth. *Journal of Sociolinguistics* 9(4):509- 532.
- Reyes, Angela (2007) *Language, identity, and stereotype among Southeast Asian American youth: The other Asian*. Mahwah, NJ: Lawrence Erlbaum.
- Reyes, Angela (2011) "Racist": Metapragmatic regimentation of racist discourse by Asian American youth. *Discourse and Society* 22(4):458-473.
- Reyes, Angela and Adrienne Lo (eds) (2009) *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America*. New York: Oxford University Press.
- Schilling-Estes, Natalie (2004) Constructing ethnicity in interaction. *Journal of Sociolinguistics* 8(2):163-195.
- Shankar, Shalini (2004) Reel to real: Desi teens' linguistic engagements with Bollywood. *Pragmatics* 14(2/3):317-336.
- Smitherman, Geneva (2000) *Talkin that talk: Language, culture and education in African America*. New York: Routledge.
- Sweetland, Julie (2002) Unexpected but authentic use of an ethnically-marked dialect. *Journal of Sociolinguistics* 6(4):514-536.
- Tannen, Deborah (1981) New York Jewish conversational style. *International Journal of the Sociology of Language* 30:133-149.
- Trechter, Sara and Mary Bucholtz (2001) White noise: Bringing language into whiteness studies. *Journal of Linguistic Anthropology* 11(1):3-21.
- Zentella, Ana Celia (1997) *Growing up bilingual: Puerto Rican children in New York*. Malden, MA: Blackwell.