

Stanford University
Graduate School of Education
EDUC 389A/LING 253/ANTHRO 320A/CSRE 389A

**Race, Ethnicity, and Language:
Racial, Ethnic, and Linguistic Formations**

Autumn 2023

Instructor: Dr. Jonathan Rosa (jdrosa@stanford.edu)
Seminar Meetings: Tuesdays, 3:00pm-5:50pm
Location: Lathrop 299
Office Hours: [By appointment](#)

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Office Hours: By appointment

Course Description

This course examines the joint emergence of racial, ethnic, and linguistic power formations, as well as the implications of this relationship across a range of historical, societal, and institutional contexts. We will approach schools as key institutional sites in which racial, ethnic, and linguistic borders are learned, naturalized, contested, and reconfigured. Drawing inspiration from Black feminist approaches and women of color feminisms more broadly, we will also consider how race, ethnicity, and language co-articulate intersectionally within various matrices of power associated with the governance of differences including gender, sexuality, labor, religion, and ability. This approach to denaturalizing racial, ethnic, and linguistic borders is connected to broader projects of unsettling deeply embedded societal hierarchies and uprooting the institutions through which they are continually reproduced.

Guidelines and Requirements

1. Conceptual Genealogies & Discussion Facilitations

Each week a group of students will sign up to create conceptual genealogies and contribute to facilitating discussion; each student will participate in this exercise once during the quarter. For the week in which you sign up, you are expected to create a conceptual genealogy related to a concept in the readings for the week in which you sign up (one concept per person selected from a curated list of options that appears with each week's readings below) and to collaborate with fellow course participants to create one discussion question (3-5 sentences maximum) that collectively synthesizes your group's insights and serves as a creative way in which to guide the dialogue. You will compile these materials in a [course Google Doc](#) by Friday at 5pm in the week for which you have signed up; each conceptual genealogy should be 1000 words at most and include 12-20 references to key writings related to the concept that you select. In class, each person will have the opportunity to discuss their concept and its analytical application using an example related to their research interests for approximately 8-10 minutes. I will demonstrate this exercise during Week 1.

2. Conceptual Syntheses

Throughout the quarter you will build on the conceptual genealogies that are created each week to compose two short (300-400 word) responses to the readings.

The first synthesis should identify and examine two course concepts that sit in tension with one another. How do these concepts offer different frames for and interpretations of racial, ethnic, and linguistic phenomena? How do they bring into focus particular questions, analyses, and insights while obscuring others? This response is due via Canvas by Friday, October 27 at 5pm.

The second synthesis should extend the previous analysis by locating this conceptual tension in a specific context related to your racial, ethnic, and linguistic research interests. What dimensions of this context do these concepts foreground and background? What are the benefits and limitations of thinking with these concepts in this context? This response is due via Canvas by Friday, December 1 at 5pm.

3. Conceptual Applications and Innovations

The final assignment will expand on the conceptual genealogies and syntheses created throughout the quarter. The goal is to examine a specific racial, ethnic, and/or linguistic formation by expanding on and applying the conceptual syntheses. While the conceptual syntheses focus on two concepts and a specific context, this exercise is an opportunity to make an argument about race, ethnicity, and language by introducing additional concepts into the discussion and putting additional patterns, practices, and dynamics into dialogue with one another. For most students, this will consist of a 2,500-3,000-word paper related to your particular research foci; please include a title, page numbers, bibliography, and citations in the convention of your choice so long as the format is consistent throughout the paper. However, I am also open to alternative assignment formats and approaches based on your areas of study. This assignment is due via Canvas by Tuesday, December 12 at 5pm.

Land Acknowledgment

Throughout the quarter, we will be participating in this course from the unceded territories of the Muwekma Ohlone Tribe. Land acknowledgments can participate in disrupting the notion that colonialism was a distant historical event and drawing attention to ongoing processes of Indigenous dispossession. Importantly, land acknowledgments are not ends in themselves, but rather strategies for recognizing, honoring, and sustaining Indigenous peoples, ecologies, and lifeways. I encourage you to identify and continually engage with Indigenous lands, ecologies, and lifeways that structure your participation in this course and your broader lived experiences as we seek to develop solidarity with broader efforts toward decolonization.

Students with Disabilities:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY). **I am also committed to working with**

students to address accessibility concerns that do not fit into the category of “documented disabilities”; please contact me as soon as possible to address any such concerns should they arise.

Course Schedule

Readings have been uploaded to the Canvas site for this course unless otherwise noted; students are expected to come to class having engaged meaningfully with the required readings assigned for a given week.

Week 1 (September 26): Introducing the Politics of Race, Ethnicity, & Language

Key Concepts: raciolinguistics, raciolinguistic ideologies, raciolinguistic perspective, raciolinguistic enregisterment, linguistic profiling, linguistic relativity, salvage anthropology, racial ontologies, overdetermination

Anzaldúa, Gloria. 1987. How to Tame a Wild Tongue. In *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books. Pp. 75-86.

Fanon, Frantz. 1967. Introduction, The Negro & Language, & The Fact of Blackness. In *Black Skin, White Masks*. New York: Grove. Pp. 9-40, 109-140.

Rosa, Jonathan, & Trivedi, Sunny. 2021. Language & Race/Ethnicity. In James Stanlaw (ed.), *The International Encyclopedia of Linguistic Anthropology*. Malden, MA: Wiley. Pp. 1-10.

Shankar, Shalini. 2023. Language & Race: Settler Colonial Consequences & Epistemic Disruptions. *Annual Review of Anthropology*, 52, 381-397.

Week 2 (October 3): Foundational Problems & Analytical Approaches

Key Concepts: racialization, dispossession, language ideologies, racial essentialization, racial naturalization, metadiscursive regime, census ideology, codeswitching, linguistic competence, language shift, indexicality, rhematization, axis of differentiation, fractal recursivity, erasure, Herderian ideology, citizenship for empire, heterosexual neocolonial state, homonationalism, military-industrial-prison complex, differential/oppositional consciousness

Wolfe, Patrick. 2016. Introduction. In *Traces of History: Elementary Structures of Race*. London: Verso. Pp. 1-30.

Makoni, Sinfrey, & Pennycook, Alastair. 2005. Disinventing & (Re)Constituting Languages. *Critical Inquiry in Language Studies*. 2(3):137-156.

Urciuoli, Bonnie. 1995. Language & Borders. *Annual Review of Anthropology*, 24:525-546.

Gal, Susan, & Irvine, Judith T. 2019. Introduction. In *Signs of Difference: Language & Ideology in Social Life*. Cambridge: Cambridge University Press. Pp. 1-25.

Alexander, M. Jacqui. 2005. Introduction. In *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, & the Sacred*. Durham, NC: Duke University Press. Pp. 1-18.

Week 3 (October 10): Expanding Antagonisms & Contestations

Key Concepts: coloniality, late liberalism/capitalism, modernity, liberal humanism, sociogeny, ontogeny, overrepresentation, descriptive statement, politics of truth, syncretism, Otherness, biopower, geontopower, structural racism, social tense, Third Event, Homo Sapiens/Narrans, carbon imaginary, anthropocene

Alagraa, Bedour, & Wynter, Sylvia. 2021. What Will Be the Cure? A Conversation with Sylvia Wynter. *Offshoot*. <https://offshootjournal.org/what-will-be-the-cure-a-conversation-with-sylvia-wynter/>. [Optional: Listen to Millennials Are Killing Capitalism podcast episode based on this interview; <https://millennialsarekillingcapitalism.libsyn.com/the-third-event-bedoura-alagraa-on-sylvia-wynter-and-black-radical-thought>]

Wynter, Sylvia. 2003. Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation--An Argument. *CR: The New Centennial Review*, 3(3):257-337.

Povinelli, Elizabeth. 2021. Introduction. In *Between Gaia & Ground: Four Axioms of Existence & the Ancestral Catastrophe of Late Liberalism*. Durham: Duke University Press. Pp. 1-11.

Gumbs, Alexis Pauline. 2020. a note. In *Dub: Finding Ceremony*. Durham, NC: Duke University Press. Pp. ix-xiii.

Week 4 (October 17): Pasts Present, Bounded Progress

Key Concepts: orientalism, abolition, discourse, civil/political society, hegemony, modern humanism, intimacies of empire, political unconscious, emancipation/freedom, political subjectivity, postcolonialism, overseas/settler/internal colonialism, scientific/evolutionary racism, abolition, carceral progressivism, afterlife of slavery, antiblackness, sovereignty, concrete dystopia, state violence, willful defiance, pedagogy of coalition, enclosure

Said, Edward. 1978. Introduction. In *Orientalism*. New York: Pantheon. Pp. 1-28.

Lowe, Lisa. 2006. The Intimacies of Four Continents. In Ann Laura Stoler (ed.), *Haunted by Empire: Geographies of Intimacy in North American History*. Durham, NC: Duke University Press. Pp. 191-212.

McElhinny, Bonnie, & Heller, Monica. 2020. The Linguistic Intimacy of Five Continents: Racializing Language in Empire. In S. Samy Alim, A. Reyes, & P. Kroskrity (eds.), *The Oxford Handbook of Language & Race*. New York: Oxford University Press. Pp. 130-152.

Shange, Savannah. 2019. Chapter 1: #OurLivesMatter: Mapping an Abolitionist Anthropology & Chapter 3: "Why Can't We Learn African?": Academic Pathways, Coalition Pedagogy, & the Demands of Abolition. *Progressive Dystopia: Abolition, Antiblackness, & Schooling in San Francisco*. Durham, NC: Duke University Press. Pp. 1-21; 44-65.

Week 5 (October 24): (Un)Theorizing Racial Formations

***First critical conceptual synthesis due via Canvas by Friday, October 27 at 5pm**

Key Concepts: social construction of race, racial formation, racial project, racial dictatorship, racial democracy, racism, colonial constitution of race, bio-racism/race science, racecraft, comparative/relational racial analysis, racial states, racial naturalism, racial historicism, racial subjection, governmentality

Omi, Michael, & Winant, Howard. 2002. Racial Formation. In P. Essed & D. T. Goldberg (eds.), *Race Critical Theories: Text & Context*. Malden, MA: Blackwell. Pp. 123-145.

Hesse, Barnor. 2016. Counter-Racial Formation Theory. In P. Khalil Saucier & Tryon P. Woods (eds.), *Conceptual Aphasia in Black: Displacing Racial Formation*. Lanham, MA: Lexington Books. Pp. vii-xi.

Goldberg, David Theo. 2002. Racial States. In D. T. Goldberg & J. Solomos (eds.), *A Companion to Racial & Ethnic Studies*. Malden, MA: Blackwell. Pp. 233-258.

Fields, Karen E., & Fields, Barbara J. 2012. Introduction. *Racecraft: The Soul of Inequality in American Life*. London: Verso. Pp. 1-24.

Martinez HoSang, Daniel, & Molina, Natalia. 2019. Introduction: Toward a Relational Consciousness of Race. In *Relational Formations of Race: Theory, Method, & Practice*, edited by Natalia Molina, Daniel Martinez HoSang, & Ramón A. Gutiérrez. University of California Press. Pp. 1-18.

Week 6 (October 31): Ethnic Investments

Key Concepts: ethnicization, assimilation, ethnolect, cultural capital, nationalism, xenophobia, ethnocentrism, ethnicization of labor, crossing, new ethnicities, ethnolinguistic identity, heritage language politics, difference model, ethnic commodification, minoritization, locality, language community, diaspora, chronotope, globalization

Reyes, Angela. 2010. Language & Ethnicity. In N. Hornberger & S. Lee McKay (eds.), *Sociolinguistics & Language Education*. Bristol, UK: Multilingual Matters. Pp. 398-426.

Anderson, Benedict. 2006[1983]. Introduction & The Origins of National Consciousness, *Imagined Communities: Reflections on the Origin & Spread of Nationalism*, pp. 1-7, 38-46. New York, NY: Verso.

Silverstein, Michael. 2003. The Whens & Wheres – As Well As Hows – of Ethnolinguistic Recognition. *Public Culture*, 15(3):531-557.

Chow, Rey. 2002. Chapter 1: The Protestant Ethnic & the Spirit of Capitalism. In *The Protestant Ethnic & the Spirit of Capitalism*. Columbia University Press. Pp. 19-49.

Williams, Brackette. 1989. A Class Act: Anthropology & the Race to Nation Across Ethnic Terrain. *Annual Review of Anthropology*. 18:401-444.

Week 7 (November 7): Recognition & Refusal

WE WILL NOT MEET IN CLASS THIS WEEK DUE TO THE OBSERVANCE OF DEMOCRACY DAY; WE WILL DISCUSS THIS WEEK'S ASSIGNED READINGS & CONCEPTS DURING WEEK 8

Key Concepts: politics of recognition, politics of refusal, disidentification, listening subject, perceiving subject, interpellation, image economy, occularcentrism, voice/voicing, dialogism, heteroglossia, subject formation, identity, agency, stance, style, biopolitics, episteme

Bucholtz, Mary, & Hall, Kira. 2005. Identity & Interaction: A Sociocultural Linguistic Approach. *Discourse Studies*, 7(4-5):585-614.

Babcock, Joshua. 2023. Seeing (or Perceiving) Difference in Multiracial Singapore: Habits of Looking in a Raciolinguistic Image Economy. *American Anthropologist*.
<https://doi.org/10.1111/aman.13901>.

Nishiyama, Hidefumi. 2015. Toward a Global Genealogy of Biopolitics: Race, Colonialism, & Biometrics Beyond Europe. *Environment & Planning D: Society & Space*, 33:331-346.

Simpson, Audra. 2014. Chapter 4: Ethnographic Refusal: Anthropological Need. In *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham, NC: Duke University Press. Pp. 95-114.

Muñoz, José Esteban. 1999. Introduction. In *Disidentifications: Queers of Color & the Performance of Politics*. Minneapolis, MN: University of Minnesota Press. Pp. 1-36.

Week 8 (November 14): Markedness, Overdetermination, Underdetermination

Key Concepts: linguistic markedness, neoliberalism, distinctiveness paradigm, language revitalization, standard language ideology, linguistic appropriation, whiteness, interdiscursivity, metapragmatics, indexical ordering, language endangerment, indirect indexicality, covert racist discourse

Urciuoli, Bonnie. 2020. Racializing, Ethnicizing, & Diversity Discourses: The Forms May Change But the Pragmatics Stay Remarkably the Same. In S. Samy Alim, A. Reyes, & P. Kroskrity (eds.), *The Oxford Handbook of Language & Race*. New York: Oxford University Press. Pp. 108-127.

Hill, Jane. 1998. Language, Race, & White Public Space. *American Anthropologist*, 100(3):680-689.

Lo, Adrienne, & Reyes, Angela. 2009. On Yellow English & Other Perilous Terms. In A. Reyes & A. Lo (eds.), *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America*. New York: Oxford University Press. Pp. 1-17.

Perley, Bernard C. 2012. Zombie Linguistics: Experts, Endangered Languages, & the Curse of Undead Voices. *Anthropological Forum* 22(2):133-149.

Week 9 (November 28): Multiculturalisms & Their Discontents

***Second conceptual synthesis due via canvas by Friday, December 1 at 5pm**

Key Concepts: state antiracism, translanguaging, deficit/asset-based perspectives, (neo)liberal multiculturalism, mestizaje, hybridity, multiracialism, colorblind ideology, global white supremacy, racial capitalism, racial liberalism, race radicalism, cultural citizenship, possessive individualism, creole exceptionalism, colonial recursivity, diaspora

Melamed, Jodi. 2011. Introduction: Producing Discourses of Certainty with Official Antiracisms. In *Represent & Destroy: Rationalizing Violence in the New Racial Capitalism*. Minneapolis, MN: University of Minnesota Press. Pp. 1-50.

Flores, Nelson, & Garcia, Ofelia. 2017. A Critical Review of Bilingual Education in the United States: From Basements & Pride to Boutiques & Profit. *Annual Review of Applied Linguistics* 37:14-29.

Canagarajah, Suresh. 2022. Challenges in Decolonizing Linguistics: The Politics of Enregisterment & the Divergent Uptakes of Translingualism. *Educational Linguistics*, 1(1): 25-55.

Reyes, Angela. 2020. Coloniality of Mixed Race & Mixed Language. In H. Samy Alim, A. Reyes, & P. Kroskrity (eds.), *The Oxford Handbook of Language & Race*. New York: Oxford University Press. Pp. 186-206.

Gilroy, Paul. 1994. Diaspora. *Paragraph*, 17(3), 207-212.

Week 10 (December 5): Otherwise Possibilities

Key Concepts: decolonization, decolonial thought, linguistic reclamation, translanguaging, abyssal thinking, subtractive/additive bilingualism, plurilingualism, translanguaging pedagogy, culturally sustaining pedagogy, monoglossic/heteroglossic ideologies, language architecture, epistemological racism, Radical Indigenism, hegemonic whiteness, intersectionality, raciolinguistic intersectionalities, semiotics of commensuration/(in)commensurability, pluriversal politics, praxis of the Sacred

Heller, Monica, & McElhinny, Bonnie. 2017. Language in Late Capitalism: Intensifications, Unruly Desires, & Alternative Worlds, in *Language, Capitalism, Colonialism: Toward a Critical History*. Toronto, CA: University of Toronto Press. Pp. 227-260.

García, Ofelia, Flores, Nelson, Seltzer, Kate, Wei, Li, Otheguy, Ricardo, & Rosa, Jonathan. 2021. Rejecting Abyssal Thinking in the Language & Education of Racialized Bilinguals: A Manifesto. *Critical Inquiry in Language Studies*. 18(3):203-228.

Leonard, Wesley Y. 2021. Toward an Anti-Racist Linguistic Anthropology: An Indigenous Response to White Supremacy. *Journal of Linguistic Anthropology*, 31(2):218-237.

Ke-Schutte, Jay, & Babcock, Joshua. 2023. Toward a Non-Binary Semiotics of Intersectionality: Linguistic Anthropology in the Wake of Coloniality. *Journal of Linguistic Anthropology*.

<https://doi.org/10.1111/jola.12397>.

Alexander, M. Jacqui. 2005. Chapter 7: Pedagogies of the Sacred: Making the Invisible Tangible. In *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, & the Sacred*. Durham, NC: Duke University Press. Pp. 287-332.