

# IDS 2935: Language and Foreignness

## Quest 2

### I. General Information

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#### Class Meetings

- Spring 2025
- Time: Tuesday, Periods 8-9 (3-4:55) and Thursday, Period 8 (3-3:50)
- Location: LIT 127 on Tuesdays and MAEB 229 on Thursdays
- Course Format & Enrollment Capacity: 100% in person, no GTAs, 35 residential students

#### Instructor

- Name: Moodjalin “Mood” Sudcharoen
- Office location: Turlington Hall B133
- Office hours: Tuesday 1-2:30 and Thursday 1-2:30 **Set up a meeting time in advance on Calendly:** <https://calendly.com/m-sudcharoen/office-hours-2024-2025>
- Contact information: [m.sudcharoen@ufl.edu](mailto:m.sudcharoen@ufl.edu) (352)392-2253

#### Course Description for Undergrad Catalog

Explores the role of language in the production of foreignness. Draws on insights from linguistic anthropology, cultural anthropology, sociolinguistics, and semiotics. Discussion of diverse facets of language politics and the challenges faced by people with linguistically and culturally diverse experiences. Topics covered include language ideologies, linguistic variation, power, identity and social stratification, migration, and globalization of language in American and global contexts. Qualitative approaches to language will be learned and applied through class projects.

#### Course Description and Pressing Questions

How is foreignness created by ideologies about language? How do nation-states and institutions of power manage foreigners, foreignness, and foreign voices? How do such projects lead to social inequality, discrimination, and resistance? How does the focus on ideological aspects of language help social scientists identify, describe, and explain social institution, structures, or processes?

In this Quest 2 course, we will explore the roles of language in social inclusion and exclusion as well as the challenges faced by people with linguistically and culturally diverse experiences. Through the lenses of linguistic anthropology, as well as other relevant disciplines such as cultural anthropology, sociolinguistics, and semiotics, we take “language and foreignness” as the central subject of discussion. The guiding principles are that: 1) foreignness is not a state of being—but an act, an ongoing process of becoming, and imagining; and 2) language plays an essential role in the process of “othering.” We begin the course by exploring the idea that language is political. Special attention will be given to language

ideology, which refers to beliefs and knowledge about language and its users in context. Building on this foundation, we explore various themes in relation to national language politics, hierarchies of accents, linguistic colonialism, language learning and testing, names and identity, migration, and globalization of language. Through a close engagement with different ethnographic projects in global and American contexts, we consider how ideologies of language can shape collective imaginations about those who “belong” and who do not.

Students will be given opportunities to apply theoretical and methodological knowledge gained in the course to examine real world issues in their own immediate surroundings. Specifically, students will work in groups to develop a small-scale research project, using the campus landscape for inspiration. Each group will explore linguistic diversity and language attitudes on campus through qualitative research methods, including oral interviews and documentary analysis.

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences (S)
- Diversity (D)

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Required Readings and Works

- **Materials and Supplies Fees:** n/a
- **All required readings** are available on Canvas. Please look under “Modules” or “Course Reserves” for PDF files and links to additional sources. If you encounter **problems accessing course materials** through The University of Florida Library, please find more information at <https://accesssupport.uflib.ufl.edu/course-reserves/>.
- We will watch a few **films and videos** in class. You do **not** need to watch them before class, unless otherwise noted. Films are also available online and on Course Reserves.
- **You are expected to read the assigned materials prior to the class** date designated on the syllabus. Studying materials beforehand will prepare you for discussions and in-class activities. Some course materials might be more challenging than others, but **do not give up!** It is totally okay if you do not fully catch every single line of a text. The point is to understand the main ideas and the types of evidence that are used to support them. Take notes while reading, highlight important information and interesting quotes, and come to class with questions. If you need help with this, please come to see the instructor.

## II. Graded Work

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### Description of Graded Work

**1) Attendance (20 points):** Attendance and full participation in the course are expected because I believe it will lead to your success in the class. I do understand if you need to miss class due to family emergencies or health-related issues. Hopefully, such unfortunate situations will not happen to anyone, but should that be the case, please let me know as soon as possible. You are allowed one unexcused absence without penalty. After that, 2 points will be docked from the attendance grade for each absence with inexcusable reasons and prior notice. Arriving more than 10 minutes late will also count as an absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**2) Participation (30 points):** This is a collaborative, discussion-based course. Students are expected to attend class regularly and actively engage in class discussions and activities. If you struggle with public speaking, please come to talk with me. We will come up with strategies to improve your participation in class. Although I will not evaluate you based on how many times you speak up in class, I do value students' efforts and progress.

Rubric for participation is as follows:

	High quality	Average	Needs improvement
Preparedness (10 points)	8-10 points. Students show evidence of having done the assigned work and reading and thoughtfully prepare for class discussions and activities.	5-8 points. Students moderately prepare for class discussions and activities.	1-5 point(s). Students are unprepared and make no reference to class materials while engaging in class discussions and activities.
Professionalism and respect (10 points)	8-10 points. Students interact with peers and faculty in a courteous and respectful manner during discussions and activities.	5-8 points. Students are less considerate of others during discussions and activities.	1-5 point(s). Students are not considerate of others during discussions and activities.
Engagement (10 points)	8-10 points. Students regularly and actively participate in class discussions.	5-8 points. Students occasionally participate in class discussions.	1-5 point(s). Students rarely participate in class discussions.

**3) Short writing assignments (70 points; 10 points/assignment):** You will be expected to complete **seven** out of nine possible assignments over the course of the semester. **Only the first seven assignments that you submit will count towards your final grade.** These assignments include responses to videos and films, analyses of real-world problems, personal experience narratives, and reflections of class activities. Each response should be no less than 250 words long. Most assignments are due one week after the date they were assigned, but please double check the deadlines for each assignment on Canvas and in the scheduled below. Due dates for assignments are as follows:

Assignment	Title	Week assigned	Due date	Note
1	Personal language history and beliefs about language	1 (Thu 1/16)	<b>Thu 1/23</b>	
2	What is power?	3 (Thu 1/30)	<b>Thu 2/6</b>	
3	Standard language	5 (Thu 2/13)	<b>Thu 2/20</b>	
4	Accent variation and language choice	7 (Thu 2/27)	<b>Thu 3/6</b>	
5	Language, race, and ethnicity	9 (Thu 3/13)	<b>Thu 3/27</b>	
6	Language across modalities	10 (Thu 3/27)	<b>Thu 4/3</b>	
7	What's in a name?	11 (Thu 4/3)	<b>Thu 4/10</b>	
8	Language testing, immigrants, and citizenship	12 (Thu 4/10)	<b>Thu 4/17</b>	
9	Global English	13 (Tue 4/15)	<b>Tue 4/22</b>	

Descriptions for assignments are as follows. Detailed prompts and instructions will be available on Canvas under "Assignments."

Activity	Title	Description
1	Personal language history and beliefs about language	Students reflect on their experiences as language users and learners as well as their beliefs about language. Some of the prompt questions include: <i>Has anyone ever commented on the way that you speak? Have you ever thought about whether a stranger might be able to guess your race, ethnicity, gender, or age just from the sound of your speech?</i>
2	What is power?	Students explain the concepts of "power" and "ideology" from anthropology perspectives and analyze real-world examples that reflect ideologies about language.
3	Standard language	Students survey people's attitudes towards "standard language," and discuss what is perceived to be the difference between "standard" and "nonstandard language."
4	Accent variation and language choice	This assignment comprises two main components: 1) Students take a U.S. dialect quiz (NY Times) and discuss: <i>Are you surprised by the quiz result? Have you ever want/try to change your accent? Why or why not? Are you specifically attracted to specific accents? How would you explain that feeling?</i> 2) Students interview a multilingual speaker about their language choices and draw a decision tree based on the interview data.
5	Language, race, and ethnicity	Students watch and respond to John Baugh's lecture, "The significance of linguistic profiling." <a href="https://www.youtube.com/watch?v=GjFtlg-nLAA">https://www.youtube.com/watch?v=GjFtlg-nLAA</a>

6	Language across modalities	Students respond to the film, “#deaftravel: Deaf Tourism in Bali (1 hour 49 mins).”
7	What’s in a name?	Students reflect on these following questions. <ul style="list-style-type: none"> <li>• <i>Are names the same as who we are? How much of you changes when your name changes?</i></li> <li>• <i>How are names related to our personal, family, or national histories?</i></li> <li>• <i>How are names used as a criterion for belonging?</i></li> </ul> Students need to relate their answers to class materials. They are also welcomed to use their own experience as insights.
8	Language testing, immigrants, and citizenship	Students review requirements for the U.S. naturalization interviews and tests and discuss these requirements in relation to class readings on language testing in Europe and Australia.
9	Global English	Students explore English usage in non-U.S. contexts and discuss: <i>What are the pros and cons of having a universal language? Do you think the world needs a universal language? Why or why not? Should English be the world’s language? Why or why not? Do you think most of the world will speak English one day? What would happen as a result of language globalization?</i>

#### Rubric for short writing assignments

	High quality	Average	Needs improvement
Short writing assignments (10 points/assignment)	10 to >8.0 pts  The response engages substantively with assigned prompts and materials, using in-text citations where necessary. The response engages all parts of the prompts and responds to all questions thoroughly and thoughtfully.	8 to >5.0 pts  The response references assigned prompts and materials, but engagement is not substantive. The student responds to all parts of the prompt, but their writing is unclear, incomplete, or surface level.	5 to >0 pts  The response is significantly and unnecessarily outside allotted word count. The written response does not reference assigned prompts and materials and/or fails to cite sources where necessary. The student does not answer all parts of the prompt.

**4) Reading reflections (40 points; 20 points/reflection):** Each student will write two critical responses to two separate sets of readings. ***Your first reflection must include at least two readings from Week 1 to Week 7. Your second reflection must include at least two readings from Week 8 to Week 13.*** These are brief evaluative and integrative essays (500-600 words) on some aspect of the readings. Best strategy is to compare two or three of the readings for a particular session (or several), showing their relevant thematic or conceptual implications. You need to put the selected readings into dialogue with one another by comparing their key arguments, logical flaws, methodological challenges, etc. You may also incorporate relevant outside information and study cases which you might develop into your final

projects. **You choose the weeks on which you write this, but the first response is to be submitted on Friday of Week 7 (11:59 pm) and the second one on Friday of Week 13 (11:59 pm).**

**Rubric for reading reflections (20 points/reflection)**

	High quality	Average	Needs improvement
Critical thinking and analytical skills (6 points)	6 to > 4.0 points. Students demonstrate thorough command and critical thinking in their analysis of course materials. Students clearly identify the connection between the chosen texts.	4 to > 2.0 points. Reflection papers make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.	2 to > 0 point(s). Reflection papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. There is no evidence to support ideas and arguments.
Engagement with course materials (8 points)	8 to > 6 points. The content of course materials is addressed accurately and substantively. References include citations where appropriate, and citations are properly formatted.	6 to > 4 points. The content of course materials is discussed, but the discussion lacks relevance and/or contains inaccuracies. Direct quotations are used without citations, or citations are formatted incorrectly.	4 to > 0 point(s). No substantive engagement with course materials. Reference to course materials is too broad and vague.
Clarity, organization, and formatting (6 points)	6 to > 4.0 points. Ideas are clearly expressed throughout, and the writing is logically organized.	4 to > 2 points. The prose and organization are clear in some parts but unclear in others.	2 to > 0 point(s). Reflection papers lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

**5) Peer evaluation for group work (50 points):** Each student will be assigned to a permanent group during the first week of the semester. There will be 4-5 students per each group, depending on the total number of students we have in class. The group will be used for discussion leading and the final project (more below) as well as daily class activities.

One of the most significant concerns with working in a group and receiving team grades is that some members of the group may work harder than others or “free ride” off those in the group willing to put in more effort. Therefore, at the end of the semester, each student will be given a chance to evaluate your group members. These evaluations are anonymous and give you a chance to reward or punish your teammates based upon their team efforts. **40 points from your team members will be counted towards**

**your final grade. Additionally, each student will receive additional 10 points for completing the peer evaluation for their team members.** More information about the evaluation processes will be provided in class.

### Criteria for peer evaluation

	Do you agree with this statement? (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1= strongly disagree)
Contributions (10 points)	This team member contributed to the discussion leading assignment and carried out tasks without overly depending on other team members.
	This team member contributed to the final project and carried out tasks without overly depending on other team members.
Attitude and cooperation with others (15 points)	This team member displayed positive approach in working towards a collective goal.
	This team member did the work that was assigned by the group and assumed leadership role as necessary.
	This team member regularly participated in in-class activities and attended meetings scheduled outside of class time.
Accuracy and preparedness (10 points)	This team member closely engaged with class materials and routinely offered useful, productive ideas.
	Work was complete, well-organized, error-free, and done on time or early.
Ability to communicate (5 points)	This team member made respectful, constructive comments during group discussions and always listened to, shared with, and supported the efforts of others.

**6) Discussion leading (40 points):** At the beginning of the course, each group will sign up to serve as a discussion leader for **a particular assigned reading**. Group members will collaboratively prepare a 6-8-minute presentation. *As discussion leaders, you will 1) identify one or two interesting (or difficult and puzzling) points based on the day's readings, 2) offer critiques on the theoretical framing and methodological approaches of the reading, and/or 3) discuss how the theory/framework proposed by the author useful for understanding your own linguistic and sociocultural environments. **More importantly, you will need to facilitate each session's discussion by asking 2-3 critical questions to the class based on the assigned reading.***

The goal of this assignment is to help us start a conversation and to ensure that everyone has opportunities to talk in class. I do not expect you to summarize the whole readings or to cover all key arguments. Discussion leaders may prepare a (simple) PowerPoint presentation with key quotes, questions, or brief talking points to help everyone in class follow your presentation more easily. You may also bring in contemporary issues, videos, and photographs relevant to the readings to stimulate class discussions. (These are optional; Good discussion questions should be your priority.)

### Rubric for leading discussion

	Excellent	Average	Needs improvement
Knowledgeable (15 points)	12-15 points. Students fully prepared for the discussion. They identify clearly main ideas and arguments in assigned readings and engages	8-12 points. Students moderately prepared for the discussion. Students do not identify some main ideas and arguments in assigned readings and/or do	0-8 point(s). Students are unprepared or minimally prepared for the discussion. The presentation does not reference main ideas in

	closely with course concepts.	not engage with course concepts.	assigned readings and concepts from the course.
Thoughtful (15 points)	12-15 points. Students evaluate carefully issues raised in assigned readings and ask thought-provoking questions to the class.	8-12 points. Students ask questions that are close-ended, unclear, or surface level.	0-8 point(s). Students do not prepare questions for the discussion or ask questions that are irrelevant to assigned readings.
Considerate (10 points)	8-10 points. Students takes the perspective of others into account and listens attentively. They interact with peers and faculty in a courteous and respectful manner during the discussion.	5-8 points. Students are less considerate of others during the discussion.	0-5 point(s). Students are not considerate of others during the discussion.

**7) Final project (50 points):** In this project, each group will use the campus landscape for inspiration. Broadly, you will conduct research to gain a better understanding of linguistic diversity and language attitudes on UF campus. You may interview linguistically diverse members of the university and/or use library resources to gain a deeper understanding of the social and historical context of UF and Gainesville. I will let you decide which specific topic or sociolinguistic phenomenon you want to study, but you need to relate it to theories, concepts, and methodologies that you learn from the course. You need to cite at least four academic texts, including two class readings and two outside sources (peer-reviewed). Course materials, discussions, and guest speakers will help you develop ideas for the project, and you will be given time in class to work with your teammates.

Steps to complete the project:

- In the middle of the semester, each group will brainstorm ideas for the project and submit **their research proposal**. The proposal template will be provided.
- In the last two weeks of the semester, **each group will present their project background and preliminary findings during the last two weeks of the semester**. Each presentation will be about 15-20 minutes (including Q&A).
- **The group's final product is to be submitted on Monday, April 28<sup>th</sup>**. You may submit a written report (10-12 pages, double-spaced), or you may use any online platform for combining text and other media which you are comfortable (e.g., blogging, YouTubing, podcasting). Feel free to use your creativity!

#### **Rubric for the final project**

**The research proposal (10 points) and the in-class presentation (10 points)** will be evaluated as completion grades. Either the deliverable is complete and receives full credit or is incomplete/missing and receives no credit. **The project outcome (30 points)** will be assessed by the following rubric:



	Excellent (8-10 points)	Satisfactory (6-8 points)	Unsatisfactory (4-6 points)	Poor (0-4 points)
Focus and details	There is one clear, well-focused topic, question, or argument. Students offer detailed description of the project background, methodology, and collected data.	The project has a clear focus. Students leave out some relevant details about the project background, methodology, and collected data.	The project is not driven by a clear question and argument. Students do not incorporate an appropriate level of detail that would be useful for an anthropological analysis.	The project lacks a focus. The description of the project background, methodology, and collected data lacks sufficient depth and detail across the board.
Analysis of social importance and power dynamics	Students demonstrate thorough command and critical thinking in their treatment of the social importance and power dynamics surrounding language practices.	Students display good command of the social importance and power dynamics surrounding language practices.	Students demonstrate a general understanding of the social importance and power dynamics surrounding language practices.	Students' analysis of the social importance and power dynamics surrounding language practices is inaccurate, incomplete, or surface level.
Engagement with academic texts	Materials are addressed accurately and substantively. Students cite at least four sources, including at two readings from the class and two outside sources. References include citations where appropriate.	Materials are discussed, but the discussion lacks relevance and/or contains inaccuracies. 1-2 sources are cited.	No substantive engagement with course materials and outside sources. Anthropological knowledge mentioned is too broad and vague.	No discernible reference to course materials.

## Summary of Graded Work

### Individual work

Attendance	20 points (7%)
Participation	30 points (10%)
Short writing assignments	70 points (23%) [10 points/post]

### Group work

Peer evaluation	50 points (17%) [40 points assigned by team members; 10 points for completion]
Discussion leading	40 points (13%)
Reading reflections	40 points (13%) [20 points/reflection]

Final project

50 points (17%) [10 points for the proposal, 10 points for the presentation, 30 points for the final product]

Total

300 points (100%)

### Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

III.

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

## Annotated Weekly Schedule

Week	Topics, Readings, Assignments
Week 1	<ul style="list-style-type: none"> <li>• <b>Topic: Introduction/Facts and fiction about language</b></li> <li>• <b>Summary:</b> Introduction to course policies, requirements, and activities. We will also discuss and reflect on our own beliefs about language, communication, and speakers.</li> <li>• <b>Required Readings/Works:</b></li> <li>• <b>Week 1.1 (Tue, 1/14)</b></li> <li>• Course overview and syllabus</li> <li>• <b>Week 1.2 (Thu, 1/16)</b></li> <li>• Lippi-Green, Rosina. 2012. "Chapter 1: The Linguistic Facts of Life." <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. New York: Routledge. (pp. 5-26)</li> <li>• <b>Assignment:</b> "Personal language history and beliefs about language" (due Thu, 1/23)</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b>Topic: Rethinking language and communication</b></li> <li>• <b>Summary:</b> Overview of linguistic anthropology and relevant concepts and theories. How does linguistic anthropologists think about language? What does it mean to view language as a set of socio-politically embedded practices? How is language, with other semiotic practices, used to index (or indicate, point to) different social identities?</li> <li>• <b>Required Readings/Works:</b></li> <li>• <b>Week 2.1 (Tue, 1/21)</b></li> </ul>

Week	Topics, Readings, Assignments
	<ul style="list-style-type: none"> <li>Ahearn, Laura. 2021. "The Socially Charged Life of Language." In <i>Living Language: An Introduction to Linguistic Anthropology</i>. Third edition. Hoboken, NJ: John Wiley &amp; Sons. (pp. 3-34)</li> <li><b>Week 2.2 (Thu, 1/23)</b></li> <li>Mooney, Annabelle and Betsy Evans. 2023. "Chapter 1: Language?." In <i>Language, Society, and Power: An Introduction</i>. Sixth edition. London and New York: Routledge. (pp.1-22)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li><b>Topic: Ideology, power, and social differentiation</b></li> <li><b>Summary:</b> What analytic concepts have anthropologists used to theorize the ways power relations are enacted in and through language? How does language serve as a tool of social differentiation and stratification? What is "language ideology," and why does it matter?</li> <li><b>Required Readings/Works:</b></li> <li><b>Week 3.1 (Tue, 1/28)</b></li> <li>Woolard, Kathryn A. 1998. "Introduction: Language Ideology as a Field of Inquiry." In <i>Language Ideologies: Practice and Theory</i>, edited by Kathryn A. Woolard, and Paul V. Kroskrity. New York: Oxford University Press. (pp. 3-47) [focus on pp.4-11; 16-23]</li> <li><b>Week 3.2 (Thu, 1/30)</b></li> <li>Gal, Susan and Judith Irvine. 2000. "Language Ideology and Linguistic Differentiation." In <i>Regimes of Language: Ideologies, Politics, and Identities</i>, edited by Paul Kroskrity. Santa Fe: Press. (Focus on pp. 35-39 and 47-59 and skim the rest if you have time)*Each student will be assigned one concept from Gal and Irvine's reading. Prepare to explain and discuss it in class.</li> <li><b>Assignment:</b> "What is power?" (due Thu, 2/6)</li> </ul>
Week 4	<ul style="list-style-type: none"> <li><b>Topic: Colonial Imagination</b></li> <li><b>Summary:</b> What are the roles of language in colonial projects? What are the effects of European colonialism on the languages of the colonized? How does language shape social hierarchies in colonial worlds?</li> <li><b>Required Readings/Works:</b></li> <li><b>Week 4.1 (Tue, 2/4)</b></li> <li>Lippi-Green, Rosina. 2012. "Chapter 5: Language Subordination." <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. New York: Routledge. (pp. 66-76)</li> <li>Errington, Joseph. 2008. "Chapter 1." In <i>Linguistics in a colonial world: A Story of Language, Meaning, and Power</i>. Blackwell Publishing. (Focus on 1-6 and skim the rest)</li> <li><b>Week 4.2 (Thu, 2/6)</b></li> <li>Irvine, Judith. 2001. "The family romance of colonial linguistics: Gender and family in Nineteenth Century Representations of African Languages." <i>Pragmatics</i> 5(2): 139-153.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li><b>Topic: Standardization and legitimization</b></li> </ul>

Week	Topics, Readings, Assignments
	<ul style="list-style-type: none"> <li>• <b>Summary:</b> How does a set of linguistic practices become standardized? How do ideas around <i>standard language</i> and “one nation/one language” shape the ways speakers are understood and evaluated (and with what consequences)?</li> <li>• <b>Required Readings/Works:</b></li> <li>• <b>Week 5.1 (Tue, 2/11)</b></li> <li>• Haugen, Einar. 1966. “Dialect, Language, Nation.” <i>American Anthropologist New Series</i> 68 (4): 922-935.</li> <li>• Lippi-Green, Rosina. 2012. “Chapter 4: The Standard Language Myth.” In <i>English with an Accent: Language, Ideology and Discrimination in the United States</i>. New York: Routledge. (pp. 55-65).</li> <li>• Mooney, Annabelle and Betsy Evans. 2023. “Chapter 9: Language, Class, and Symbolic Capital.” In <i>Language, Society, and Power: An Introduction</i>. Sixth edition. London and New York: Routledge. (focus on pp.200-210 and skim the rest)</li> <li>• <b>Week 5.2 (Thu, 2/13)</b></li> <li>• Gal, Susan. 2006. “Contradictions of standard language in Europe: Implications for the study of practices and publics.” <i>Social Anthropology</i> 14(2): 163–181.</li> <li>• <b>Assignment:</b> “Standard language” (due Thu, 2/20)</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>Topic: Politics of language education</b></li> <li>• <b>Summary:</b> How do standardized linguistics practices and language ideologies affect how multilingual students navigate schooling?</li> <li>• <b>Required Readings/Works:</b></li> <li>• <b>Week 6.1 (Tue, 2/18)</b></li> <li>• Young, Vershawn Ashanti. 2010. “Should Writers Use They Own English?” <i>Iowa Journal of Cultural Studies</i> 12(1). (pp. 110-117) *<i>Reade Young’s article and prepare to debate in class</i></li> <li>• <i>Watch in class:</i> “Writing Across Borders Part I &amp; II” (YouTube 16:55 + 13:09 mins)</li> <li>• <b>Week 6.2 (Thu, 2/20)</b></li> <li>• Zentz, Lauren. 2014. “Love” the Local, “Use” the National, “Study” the Foreign: Shifting Javanese Language Ecologies in (Post-)Modernity, Postcoloniality, and Globalization.” <i>Journal of Linguistic Anthropology</i> 24(3): 339-359.</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• <b>Topic: Accents and prejudice</b></li> <li>• <b>Summary:</b> How are different accents fetishized, evaluated, and understood? What are the consequences of accent-based stereotyping and discrimination?</li> <li>• <b>Required Readings/Works:</b></li> <li>• <b>Week 7.1 (Tue, 2/25)</b></li> <li>• Lippi-Green, Rosina. 2012. “Chapter 3: The myth of non-accent.” In <i>English with an Accent: Language, Ideology and Discrimination in the United States</i>. London and New York: Routledge. (pp. 44-54)</li> <li>• “Why do people have accent? LSA” <a href="https://www.linguisticsociety.org/content/why-do-some-people-have-accent">https://www.linguisticsociety.org/content/why-do-some-people-have-accent</a></li> <li>• Lavelle, Daniel. 2019. The rise of ‘accent softening’: Why more and more people are changing their voices.” <i>The Guardian</i>.</li> </ul>

Week	Topics, Readings, Assignments
	<p><a href="https://www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices">https://www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices</a></p> <ul style="list-style-type: none"> <li>• <b>Week 7.2 (Thu, 2/27)</b></li> <li>• Jones, Katharine W. 2001. <i>Accent on privilege: English identities and anglophilia in the U.S.</i> Philadelphia: Temple University Press. (Chapter 1 and 4; pp.1-16 and 108-140)</li> <li>• <b>Assignment:</b> “Accent variation and language choice” (due Thu, 3/6)</li> <li>• <b>In-class activity:</b> Students develop a research topic and design with their team members.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>First reading reflection due Friday, 2/28 by 11:59 pm</b></li> </ul>	
Week 8	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Ethnographic approaches to language</li> <li>• <b>Summary:</b> What approaches might linguistic anthropologists use to analyze language and communication? We will explore different methods of data collection, including interviewing and archival studies, and learn how to use library resources.</li> <li>• <b>Required Readings/Works:</b></li> <li>• <b>Week 8.1 (Tue, 3/4)</b></li> <li>• DeWalt, Kathleen M. and Bille R. DeWalt. 2011. “Chapter 8: Informal Interviewing in Participant Observation.” In <i>Participant Observation: A Guide for Fieldworkers</i>. Second Edition. Lanham, Md.: Rowman &amp; Littlefield. (pp.137-156)</li> <li>• <i>Guest speaker</i> and possible tour of International Ethnography Lab [Details to be determined]</li> <li>• <b>Week 8.2 (Thu, 3/6)</b></li> <li>• <i>Guest speaker:</i> Ginessa J. Mahar, Anthropology Librarian.</li> <li>• <b>Assignment (due in class):</b> Students work on their group project proposal. The proposal template will be given in class.</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Language, race, and ethnicity</li> <li>• <b>Summary:</b> How have anthropologists examined “race,” ethnicity, and its relationship to linguistic variation? In what different ways do racism and discrimination manifest linguistically?</li> <li>• <b>Required Readings/Works:</b></li> <li>• <b>Week 9.1 (Tue, 3/11)</b></li> <li>• Ro, Christine. 2021. “The Pervasive Problem of Linguistic Racism.” <i>BBC article</i></li> <li>• <a href="https://www.bbc.com/worklife/article/20210528-the-pervasive-problem-of-linguistic-racism">https://www.bbc.com/worklife/article/20210528-the-pervasive-problem-of-linguistic-racism</a></li> <li>• Baugh, John. 2003. “Linguistic Profiling.” In <i>Black Linguistics: Language, Society, and Politics in Africa and the Americas</i>, edited by Sinfree Makoni, Geneva Smitherman, Arnetha F. Ball, and Arthur K. Spears. London: Routledge. (pp.155-168)</li> <li>• Hill, Jane. 1998. “Language, Race, and White Public Space.” <i>American Anthropologist</i> 100 (3): 680-689.</li> <li>• <b>Week 9.2 (Thu, 3/13)</b></li> </ul>

Week	Topics, Readings, Assignments
	<ul style="list-style-type: none"> <li>Vail, Peter. 2007. "Thailand's Khmer as Invisible Minority: Language, Ethnicity and Cultural Politics in North-Eastern Thailand." <i>Asian Ethnicity</i> 8(2): 111–130.</li> <li><b>Assignment:</b> "Language, race, and ethnicity" (due Thu, 3/27)</li> </ul>
<ul style="list-style-type: none"> <li><b>Spring break 3/15-3/22</b></li> </ul>	
Week 10	<ul style="list-style-type: none"> <li><b>Topic:</b> Language across modalities</li> <li><b>Summary:</b> In what ways language is "multimodal"? How do we consider deaf communities as linguistic minorities, and what are the challenges faced by them?</li> <li><b>Required Readings/Works:</b></li> <li><b>Week 10.1 (Tue, 3/25)</b></li> <li>Keating, Elizabeth and Gene Mirus. 2008. "Examining Interactions across Language Modalities: Deaf Children and Hearing Peers at School." <i>Anthropology &amp; Education Quarterly</i> 34(2): 115-135.</li> <li>"Deafblind communities may be creating a new language of touch"</li> <li><a href="https://www.newyorker.com/culture/annals-of-inquiry/deafblind-communities-may-be-creating-a-new-language-of-touch">https://www.newyorker.com/culture/annals-of-inquiry/deafblind-communities-may-be-creating-a-new-language-of-touch</a></li> <li><b>Week 10.2 (Thu, 3/27)</b></li> <li>Watch in class: "#deaftravel: Deaf Tourism in Bali" (1 hour 49 mins)</li> <li><b>Assignment:</b> "Language across modalities" (due Thu, 4/3)</li> </ul>
Week 11	<ul style="list-style-type: none"> <li><b>Topic:</b> Names and labels</li> <li><b>Summary:</b> What is the significance of naming and labelling? How do names affect one's sense of self? What does it mean when marginalized people are named or not assigned any names?</li> <li><b>Required Readings/Works:</b></li> <li><b>Week 11.1 (Tue, 4/1)</b></li> <li>Watson, Rubin. 1986. "The Named and the Nameless: Gender and Person in Chinese society." <i>American Ethnologist</i> 13 (4): pp. 619-631.</li> <li>"American immigrants and the Dilemma of 'White-Sounding' Names." <a href="https://www.theatlantic.com/family/archive/2019/01/immigrants-american-sounding-first-names/579367/">https://www.theatlantic.com/family/archive/2019/01/immigrants-american-sounding-first-names/579367/</a></li> <li><b>Week 11.2 (Thu, 4/3)</b></li> <li>Sudcharoen, Moodjalin. 2024. "Recognition in liminality: Migrant Schooling, bureaucracy and the surname 'Without-A-Surname.'" <i>Political and Legal Anthropology Review</i>, 2024. <a href="https://doi.org/10.1111/plar.12577">https://doi.org/10.1111/plar.12577</a>.</li> <li><b>Assignment:</b> "What's in a name?" (due Thu, 4/10)</li> </ul>
Week 12	<ul style="list-style-type: none"> <li><b>Topic:</b> Language testing, immigrants, and citizenship</li> <li><b>Summary:</b> How do language skills serve as a basis of citizenship? How do immigrants navigate language and cultural barriers in different social settings?</li> <li><b>Required Readings/Works:</b></li> <li><b>Week 12.1 (Tue, 4/8)</b></li> <li>Blommaert, Jan. 2009. "Language, Asylum, and the National Order." <i>Current Anthropology</i> 50(4): 415-441.</li> <li>Chapter 2: English and Civics Testing</li> </ul>

Week	Topics, Readings, Assignments
	<ul style="list-style-type: none"> <li>• <a href="https://www.uscis.gov/policy-manual/volume-12-part-e-chapter-2">https://www.uscis.gov/policy-manual/volume-12-part-e-chapter-2</a></li> <li>• <i>Watch in class</i>: “Norway’s Muslim Immigrants Attend Classes on Western Attitudes to Women”</li> <li>• <a href="https://www.youtube.com/watch?v=oKY600o3CXw&amp;t=359s">https://www.youtube.com/watch?v=oKY600o3CXw&amp;t=359s</a></li> <li>• <b>Week 12.2 (Thu, 4/10)</b></li> <li>• Piller, Ingrid and Loy Lising. 2014. “Language, employment, and settlement: Temporary meat workers in Australia.” <i>Multilingua</i> 33(1-2): 35-59.</li> <li>• <b>Assignment</b>: “Language testing, immigrants, and citizenship” (due Thu, 4/17)</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• <b>Topic: Globalization of Language and Linguistic Insecurity/Student Presentations</b></li> <li>• <b>Summary</b>: What is “linguistic insecurity”? How is the feeling of insecurity and anxiety surrounding language shaped by neoliberal conditions?</li> <li>• Students also present their research proposal and preliminary findings in class.</li> <li>• <b>Required Readings/Works</b>:</li> <li>• <b>Week 13.1 (Tue, 4/15)</b></li> <li>• Park, Joseph Sung-Yul. 2014. “You say ouch and I say aya”: Linguistic insecurity in a narrative of transnational work.” <i>Journal of Asian Pacific Communication</i> 24 (2): 241-260.</li> <li>• Duchêne, Alexandre. 2009. “Marketing, Management, and Performance: Multilingualism as a Commodity in a tourism call centre.” <i>Language Policy</i> 8(1):27–50.</li> <li>• “Tower of Babble: Nonnative Speakers Navigate the World of ‘Good’ and ‘Bad’ English” [podcast] <a href="https://www.npr.org/sections/goatsandsoda/2021/04/25/989765565/tower-of-babble-non-native-speakers-navigate-the-world-of-good-and-bad-english?fbclid=IwAR0HC9bhLjuGjZV4rA6IZdNAA-L0eyU2pitN8HCONCVhWWH3f6JIZTpu4PA">https://www.npr.org/sections/goatsandsoda/2021/04/25/989765565/tower-of-babble-non-native-speakers-navigate-the-world-of-good-and-bad-english?fbclid=IwAR0HC9bhLjuGjZV4rA6IZdNAA-L0eyU2pitN8HCONCVhWWH3f6JIZTpu4PA</a></li> <li>• <b>Assignment</b>: “Global English” (due Tue, 4/22)</li> <li>• <b>Week 13.2 (Thu, 4/17)</b></li> <li>• <b>Topic</b>: Student presentations</li> <li>• <b>Summary</b>: Students present their research proposal and preliminary findings in class.</li> <li>• <b>Peer evaluation begins*</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Second reflection due Friday 4/18 by 11.59 pm</b></li> </ul>	
Week 14	<ul style="list-style-type: none"> <li>• <b>Topic</b>: Student presentations and reflections (<b>Tue, 4/22</b>)</li> <li>• <b>Summary</b>: Students present their research proposal and preliminary findings in class.</li> <li>• <i>Conclusion</i>: Students discuss what they have learned in the course and continue working on their final project.</li> <li>• <b>Assignment</b>: Peer evaluations completed by Friday, 4/25</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Reading days 4/24-4/25</b></li> <li>• <b>Final project due Monday 4/28</b></li> </ul>	

**Other readings and resources:** *The following materials are optional. They may be particularly useful for discussion leading and the final project.*

Ahearn, Laura. 2021. "Language, Power, and Agency." In *Living Language: An Introduction to Linguistic Anthropology*. Third edition. Hoboken, NJ: John Wiley & Sons. (pp. 281-312; focus on pp.283-302) \*The book is available on the course reserves shelf in Library West **[Week 2]**

Netta Avineri, Patricia Baquedano-López. 2024. "Chapter 1: Applied Linguistic Anthropology and Social Justice," and "Chapter 2: Centering Language A Lexicon for Language and Social Justice Issues." In *An Introduction to Language and Social Justice: What Is, What Has Been, and What Could Be*. New York: Routledge. (pp.1-27; 28-48 [focus on 29-32 and skim the rest of chapter 2] **[Week 2]**

Fanon, Frantz. 2008 [1952]. "Foreword" and "Chapter 1." In *Black Skin, White Masks*. Trans. by R. Philcox. New York: Grove Press. (pp. vii-x; 1-23) [Skim "Foreword" for context] **[Week 4]**

Bourdieu, Pierre. 1991. "The Production and Reproduction of Legitimate Language." In *Language and Symbolic Power*. Cambridge, MA: Harvard University Press. (pp. 43-65) **[Week 5]**

Bucholtz, Mary. 2001. "The Whiteness of Nerds: Superstandard English and Racial Markedness." *Journal of Linguistic Anthropology* 11 (1): 84-100. **[Week 5]**

Romaine, Suzanne. 2001. "Multilingualism." In *The Handbook of Linguistics*, edited by M. Aronoff and J. Rees-Miller. Blackwell Publishers. (pp. 512-532) **[Week 5]**

Rosa, Jonathan Daniel. 2016. "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts." *Journal of Linguistic Anthropology* 26(2): 162-183. **[Week 6]**

Heath, Shirley B. 1982. "What no bedtime story means: Narrative skills at home and school." *Language in Society* 11(1): 49-76. **[Week 6]**

Monzo, Lilia and Robert Rueda. 2009. "Passing for English Fluent: Latino Immigrant Children Masking Language Proficiency." *Anthropology & Education Quarterly* 40 (1): 20-40. **[Week 6]**

Valdes, Guadalupe, et al. 2003. "Language Ideology: The Case of Spanish in Departments of Foreign Languages." *Anthropology & Education Quarterly* 34 (1): 3-26. **[Week 6]**

Lippi-Green, Rosina. 2012. "Chapter 11: Hillbillies, hicks, and southern Belles." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. **[Week 7]**

Cooke-Jackson and Hansen. 2008. "Appalachian Culture and Reality TV: The Ethical Dilemma of Stereotyping Others." *Journal of Mass Media Ethics* 23(3): 183-200. (skim pp.190-200) **[Week 7]**

McWhorter, John. 2018. "There's Nothing Wrong With Black English." *The Atlantic*, August **[Week 9]**  
6. <https://www.theatlantic.com/ideas/archive/2018/08/who-gets-to-use-black-english/566867/>

Lippi-Green, Rosina. 2012. "Chapter 12: Defying paradise Hawai'i." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. (pp. 235-247) **[Week 9]**

Lippi-Green, Rosina. 2012. "Chapter 15 The unassimilable races: What it means to be Asian." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. (pp. 281-302) **[week 9]**



Lo, Adrienne. 2016. "Suddenly faced with a 'Chinese Village': The linguistic racialization of Asian Americans." In *Raciolinguistics: How Language Shapes Our Ideas about Race*, edited by H. Samy Alim, Arnetta Ball, and John Rickford. New York: Oxford University Press. (pp.97-111) [week 9]

Fjord, Laura Lakshmi. 1996. "Images of Difference: Deaf and Hearing in the United States." *Anthropology and Humanism* 21(1): 55-69. [Week 10]

Benson, Susan. 2006. "Injurious Names: Naming, Disavowal, and Recuperation in Contexts of Slavery and Emancipation." In *An Anthropology of Names and Naming*, edited by Gabriele vom Bruck and Barbara Bodenhorn, 177–99. Cambridge: Cambridge University Press. [Week 11]

Piller, Ingrid. 2001. "Naturalization language testing and its basis in ideologies of national identity and citizenship." *International Journal of Bilingualism* 5(3): 259–277. [Week 12]

Gjelten, Tom. 2015. "Should immigration require assimilation?" *The Atlantic*. [Week 12]

"How immigration changes language." [Week 12]

<https://www.theatlantic.com/international/archive/2015/12/language-immigrants-multiethnolect/420285/>

Cho, Jinhyun. 2015. "Sleepless in Seoul: Neoliberalism, English fever, and linguistic insecurity among Korean interpreters." *Multilingua* 34(5): 687-710. [Week 13]

Hiramoto, Mie, and Joseph Park. 2014. "Anxiety, insecurity, and border crossing: Language contact in a globalizing world." *Special issue of Journal of Asian Pacific Communication* 24(2): 141-151. [Week 13]

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, summarize, and explain linguistic anthropological concepts, cross-disciplinary discussions, and social scientific approaches that are relevant to the study of language and foreignness (**Quest 2, S**). **Assessment:** Discussion leading and participation, Writing assignments, Reading reflections, Final project.
- Explain the relationship between language and different aspects of social identity, such as ethnicity, nationality, citizenship status, class, and physical disabilities (**S, D**). **Assessment:** Discussion leading and participation, Writing assignments, Reading reflections, Final project.
- Describe how language politics and ideological processes at local, national, and global levels contribute to social differentiation, inequality, and marginalization (**S, D**). **Assessment:** Discussion leading and participation, Writing assignments, Reading reflections, Final project.

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Evaluate arguments, ideas, and information presented in academic texts, popular press articles, and documentaries (**Quest 2, S**). **Assessment:** Discussion leading and participation, Writing assignments, Reading reflections.
- Integrate different sources and types of knowledge into holistic perspectives on sociolinguistic phenomena that contribute to the construction of foreignness (**Quest 2, S**). **Assessment:** Writing assignments, Reading reflections, Final project.
- Discuss critically how certain language policies and practices affect the lives of people with diverse socioeconomic, cultural, and linguistic experiences (**D**). **Assessment:** Discussion leading and participation, Writing assignments, Reading reflections, Final project.
- Analyze qualitative data collected for the final project using relevant theoretical concepts and perspectives (**Quest 2, S**). **Assessment:** Final project.

**Communication:** *Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Communicate orally and in writing their knowledge, thoughts, and positions related to social, political, and ideological aspects of language (**Quest 2, S**). **Assessment:** Discussion leading and participation, Writing assignments, Reading reflections, and Final Project
- Participate effectively in academic discussions, showing ability to express, listen, and adapt ideas and messages based on others' perspectives (**Quest 2**). **Assessment:** Discussion leading and participation.
- Clearly convey theoretical knowledge, research findings, and proposed solutions to pressing social problems by choosing a format, language, or other visual representation to connect content and form, demonstrating awareness of purpose and audience (**S**). **Assessment:** Discussion leading and participation, Writing assignments, Reading reflections, and Final Project

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Select and develop examples of life experiences and real-life situations to illuminate concepts and theoretical discussions in the course (**Quest 2**). **Assessment:** Discussion leading and participation, Writing assignments, Final project.
- Connect with others, both within and beyond the classroom, in ways that challenge their own beliefs and attitudes about language (**Quest 2**). **Assessment:** Discussion leading and participation, Final project.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

The collaborative research project is the experiential-learning component of this course. Students will conduct qualitative research to learn more about language attitudes on campus as well as the

experiences of linguistically diverse members of the UF community. Throughout the semester students will be guided through the research process in linguistic anthropology and social sciences. Through explicit discussions on research methodologies, students will be introduced to different methods of data collection in anthropology and relevant disciplines, including documentary studies, archival research, as well as unstructured and semi-structured interviews. Students will explore campus resources, including International Ethnography Lab and UF Libraries, and engage with guest speakers who have experience in conducting social scientific research on issues related to the course themes. Students will also be given opportunities to share their research ideas and proposals to the class and receive constructive feedback from others. While written reports are welcomed, students are encouraged to present the final product of their research in creative and visual formats, combining text and other media, such as blogging, podcasting, and YouTube.

## **2. Details of Self-Reflection Component**

Throughout this semester, students will be given various opportunities to reflect on what they have learnt, in relation to contemporary problems and real-life experiences. Structured discussions and in-class activities will expose students to different ideas and challenge their assumptions about the power of language in constructing social differences. In addition, students will provide critical reflection in written form. Specifically, they will be asked to submit short writing assignments and responses to class readings. In collaboration with their team members, students will also engage in social scientific research which allows them to use knowledge gained in the course to examine other people's ideas, attitudes, and life experiences.

## **VI. Required Policies**

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### **Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the

publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## VII. Diversity and Inclusivity

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I strive to create an accessible classroom environment for all students, regardless of your lived experiences and identities (including race, gender, class, sexuality, religion, linguistic background, national origin, etc.) To help accomplish this:

- Please let me know if you have preferences for **a name and a set of pronouns** you want to use in class (that differ from those appearing in your official records). Feel free to correct us if I pronounce your name inaccurately.
- Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.
- ***Please do not hesitate to talk with the instructor*** about your discomfort and insecurity that stem from your specific experience in class. I will find ways to improve the classroom environment.

Inclusive of all above, **communication is key**. If for whatever reason attending classes or submitting assignments on time is not possible, please let me know and we will figure out how to make this work. Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with me so that I can best support you.