

**Universidad de Puerto Rico**  
**Recinto de Río Piedras**  
**Facultad de Humanidades**  
**Departamento de Inglés**  
**Programa de Doctorado en la Lingüística del Caribe Anglófono**

## COURSE OUTLINE

<b>TITLE OF THE COURSE:</b>	:	THE CARIBBEAN AND GLOBAL ISSUES OF FORM THEORY AND ANALYSIS <b>SUBTITLE: Language and the Construction of Race</b>  Seminar on Caribbean Literatures and Languages in a Global Context: Language and the Construction of Race
<b>CODIFICATION:</b>	:	INGL 8080
<b>NUMBER OF HOURS/CREDITS:</b>	:	45 hours / 3 credits
<b>PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:</b>	:	none
<p><b>Durante el primer semestre del año académico 2021-2022, este curso se ofrecerá en línea, por medio de reuniones sincrónicas.</b></p>		
<b>COURSE DESCRIPTION:</b>		
<p>EXPLORACION DE DIFERENTES TEMAS (GLOBALES) CONTEMPORANEOS DE FORMAS LITERARIAS, TEORIA CULTURAL, ANALISIS LINGUISTICO SEGUN AFECTAN EL ESTUDIO DE LA LITERATURA, LA LINGUISTICA Y LA CULTURA CARIBENA ANGLOFONA. SE PUEDE REPETIR UN MAXIMO DE TRES VECES BAJO SUBTEMAS DIFERENTES.</p> <p><b>CURSO PRESENCIAL, HIBRIDO Y EN LINEA. EFECTIVO AGOSTO 2020.</b></p> <p>Study of language and the construction of race through language in light of recent theoretical and investigative work.</p> <p>Estudio de la construcción del concepto de ‘raza’ a través del lenguaje, a la luz de los más recientes avances investigativos y teóricos.</p> <p>This is a face-to-face, hybrid, distance learning and online course.</p> <p><b>Curso presencial, híbrido, a distancia y en línea.</b></p>		

## LEARNING OBJECTIVES:

At the end of this course, the student will be able:

- 1) To deconstruct the inter-relationships and intersectionalities between language and systems of domination in general and between language and ethnocentrism in particular.
- 2) To critically question common popular assumptions about the coincidence of phenotypical features and socially constructed racial categories.
- 3) To describe the different discursive processes involved in relating language to race and race to language.
- 4) To use new perspectives opened up by the study of language and race to problematize principal theoretical assumptions made by linguists and other social scientists.
- 5) To begin to put into practice new ways of doing ethnicity, doing linguistics, and doing science by incorporating pluri-/trans-ethnic and pluri-/trans-identified perspectives.
- 6) To participate in academic discourse in the field of language and race studies (read academic publications, take part in debates, conferences, etc.)
- 7) To conduct theoretical and descriptive research into how race is articulated through language and how language is articulated through race.
- 8) To contribute in an effective way to the integration of fellow students with special challenges and needs into the learning environment.
- 9) To participate in team-work designed to make necessary adjustments for the inclusion of students with special challenges and needs.

## Textbook and principal text: (All made available online and with Powerpoint summaries):

H. Samy Alim, Angela Reyes, and Paul V. Kroskrity, eds. (2020) *The Oxford Handbook of Language and Race*. New York: Oxford University Press.  
Supplemental texts.

## OUTLINE OF CONTENT AND TIME DISTRIBUTION:

Theme	Time Distribution		
	Face-to-face	Hybrid	Online
<b>Foundations and Formations of Raciolinguistics I.</b> , Chapters 1-6, Alim et al. and supplemental texts. Slides part A.	6 hours (3 hrs per week)	6 hours (face-to-face)	6 hours
<b>Foundations and Formations of Raciolinguistics II.</b> , Chapters 1-6, Alim et al. and supplemental texts. Slides part A.	6 hours (3 hrs per week)	6 hours (online)	6 hours
<b>Coloniality, Migration, Race and Language I.</b> , Chapters 7-11, Alim et al. and supplemental texts. Slides part B.	6 hours (3 hrs per week)	6 hours (3 face-to-face and 3 online)	6 hours
<b>Coloniality, Migration, Race and Language II.</b> , Chapters 7-11, Alim et al. and supplemental texts. Slides part B.	6 hours (3 hrs per week)	6 hours (online)	6 hours

<b>Embodiment, Intersectionality, Race and Language I:</b> Chapters 12-16, Alim et al. and supplemental texts. Slides part C.	6 hours (3 hrs per week)	6 hours (3 face-to-face and 3 online)	6 hours
<b>Embodiment, Intersectionality, Race and Language II:</b> Chapters 12-16, Alim et al. and supplemental texts. Slides part C.	6 hours (3 hrs per week)	6 hours (online)	6 hours
<b>Racisms, Representations and Language I:</b> Chapters 17-21, Alim et al. and supplemental texts. Slides part D.	6 hours (3 hrs per week)	6 hours (3 face-to-face and 3 online)	6 hours
<b>Racisms, Representations and Language II:</b> Chapters 17-21, Alim et al. and supplemental texts. Slides part D.	3 hours	3 hours (face-to-face)	3 hours
<b>Total contact hours</b>	<b>45 hours</b>	<b>45 hours</b> (18 face-to-face = 40% and 27 hours online = 60%)	<b>45 hours</b>

**INSTRUCTIONAL TECHNIQUES** (any of the following can be used):

Face-to-face	Hybrid	Online
<ul style="list-style-type: none"> <li>• Professor's lectures</li> <li>• Readings</li> <li>• Group work</li> <li>• Field work</li> <li>• Individual assignments</li> <li>• Evaluation activities</li> <li>• Practical activities</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Online instructional modules</li> <li>• Readings of professional articles online</li> <li>• Instructional videos</li> <li>• Group work</li> <li>• Field work</li> <li>• Individual assignments</li> <li>• Evaluation activities</li> <li>• Practical activities</li> <li>• Oral presentations <ul style="list-style-type: none"> <li>• Synchronic and asynchronous videoconferences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interactive instructional modules</li> <li>• Readings of professional articles online</li> <li>• Instructional videos</li> <li>• Group work</li> <li>• Field work</li> <li>• Individual assignments</li> <li>• Evaluation activities</li> <li>• Practical activities</li> <li>• Oral presentations <ul style="list-style-type: none"> <li>• Synchronic and asynchronous videoconferences</li> </ul> </li> </ul>

**MINIMAL RESOURCES AVAILABLE OR REQUIRED:**

Resource	Face-to-face	Hybrid	Online
Institutional learning platform account (Ex. Moodle)	Institution	Institution	Institution
Institutional email account	Institution	Institution	Institution
Computer with high speed access to the Internet or mobile device with data service	Student	Student	Student

Programs or applications: word processor, spreadsheet, presentation software	Student	Student	Student
Internal or external speakers	N/A	Student	Student
Webcam or mobile device with camera and microphone	N/A	Student	Student

**EVALUATION TECHNIQUES:**

Face-to-face	Hybrid	Online
Assignments 40%	Assignments and Asynchronous activities..... 40%	Assignments and Asynchronous activities..... 40%
Projects..... 40%	Projects..... 40%	Projects..... 40%
Class Participation ..... 20%	Class Participation/ Participation in online forums .... .20%	Participation in online forums 20%
<b>Total..... 100%</b>	<b>Total.....100%</b>	<b>Total.....100%</b>

**REASONABLE ACCOMMODATION:**

According to the Law on Integral Educational Services for Persons with Disabilities, all students who require reasonable accommodation should notify the professor to that effect on the first day of class. Students with access to Vocational Rehabilitation Services should contact the professor at the beginning of the semester in order to plan any special arrangements and equipment necessary in accordance with the recommendations of the Office of Disabled Students' Affairs (OSEI) in the office of the Dean of Students. In addition, any students with special needs or who require any type of assistance or special arrangements should contact the professor. If a student has a documented disability (whether a physical, psychological, learning or other type of disability that could affect her/his academic performance) and she/he would like to request special academic arrangements, this should be communicated to the Office of Disabled Students' Affairs (OSEI) in the office of the Dean of Students, in order to make an appointment to initiate the appropriate services.

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios

a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

### **ACADEMIC INTEGRITY:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person's answers to the questions of an oral or written exam; taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws. To assure the integrity and security of the users' data, all hybrid and online courses should be offered via the institutional learning platform, which uses secure connection and authentication protocols. The system authenticates the identity of the user, using the username and password assigned to the user's institutional account. The user is responsible for securing and protecting her/his password and for not sharing her/his password with others.

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que "la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta". Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

**Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.**

### **SEXUAL HARASSMENT AND DISCRIMINATION ON THE BASIS OF SEX AND GENDER:**

The University of Puerto Rico prohibits discrimination on the basis of sex and gender in all of its aspects, including sexual harassment. According to the Policy Against Sexual Harassment at the University of Puerto Rico, Cert. # 130 2014-2015 of the Junta de Gobierno, if a student is being sexually harassed or is being affected by any conduct related to sexual harassment, they can appeal to the Office of the

Ombudsperson, to the Dean of Students' Affairs, or to the Coordinator in charge of Compliance with Title IV for orientation and/or to lodge a complaint.

“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

### **GRADING SYSTEM:**

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

### **BIBLIOGRAPHY:**

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- Alim, H. Samy, Awad Ibrahim and Alastair Pennycook, eds. 2009. *Global linguistic flows: Hip hop cultures, youth identities, and the politics of language*. London: Routledge.
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- Alim, H. Samy, John R. Rickford and Arnetta F. Ball, eds. 2016. *Raciolinguistics: How language shapes our ideas about race*. New York: Oxford University Press.
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Online resources:

1619 Project: <https://www.nytimes.com/interactive/2019/12/20/magazine/1619-intro.html>

Anti-Racist Alliances: <https://www.theguardian.com/world/2015/jun/26/how-white-americans-can-fight-racism>

*Apartheid* in the U.S.: <https://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos>

Video, Slaves to Mass Incarceration: [https://www.youtube.com/watch?v=r4e\\_djVSag4](https://www.youtube.com/watch?v=r4e_djVSag4)

White Fragility: <https://goodmenproject.com/featured-content/white-fragility-why-its-so-hard-to-talk-to-white-people-about-racism-twlm/>

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