University of Florida, Gainesville
Department of Linguistics, 4131 Turlington Hall

IDS 2935 Linguistic Prejudice

Section 2SW2 Class Number 25727 Gen Ed S, D, Quest 2
MWF 4th period (10:40-11:30am) Fall 2021
CBD 220

Instructor

Professor Caroline Wiltshire   Turlington 4123
E-mail:wiltshir@ufl.edu   Phone: 294-7448
Web site: http://www.clas.ufl.edu/users/wiltshir/

Student/Office Hours:
   Tuesdays 3:00-4:15pm (in office or Zoom) & **Thursday 3:30-4:45pm** (Zoom only)
   Zoom link: https://ufl.zoom.us/j/93275263030?pwd=Q3RYaTYzcE5FeDI0am10MFI5TGRFdz09
        or   Meeting ID: 932 7526 3030   and   Passcode: 336624

   I'm also available by appointment at other times; to ask questions or make an
   appointment: please email me directly at wiltshir@ufl.edu anytime

I. Course Information

Course Description

This course addresses the pressing question "what we can do to mitigate the effects of
Linguistic Prejudice?" To do so, students will first explore what linguistic prejudice is and who it
affects. Linguistic Prejudice is directed against people who speak with a "nonstandard" accent or
grammar and is used to discriminate against groups based on race, ethnicity, gender
identity/orientation, geographic location, linguistic background, and socio-economic status. This
course explores the relationships between language varieties and prejudice and their real-world
consequences, such as discrimination in education, housing, careers, healthcare, interactions
with the justice system, etc. Readings on research and methodologies from linguistics,
sociology, and psychology provide students with the terms and tools to describe, analyze, and
respond to linguistic prejudice. We will examine the prevalence of linguistic prejudice and its
impacts, reflect on our own beliefs and behaviors, interview others about their attitudes, and
work together to develop potential techniques to reduce the pervasiveness of linguistic prejudice
and mitigate its effects.

E-learning site: https://elearning.ufl.edu/   Find IDS2935 Linguistic Prejudice

II. Coursework & Schedule

1. Required Course Materials (to purchase/rent)

Lippi-Green, Rosina. 2012. *English with an Accent.* (2nd edition) London/NY: Routledge.

[**Supplemental Readings** are all available in Canvas for free; see detailed course schedule for complete list.]

2. List of Graded Work

Assignment	Description	Points
Attendance	Attendance will be taken daily and recorded in Canvas. You are allowed 3 "personal days" for the semester, after which each absence that does not meet university criteria for "excused" results in a 2-point deduction.	60
Exercises (5)	Each exercise requires you to reflect on your own attitudes toward non-standard language or accents; some also require gathering information from other people and comparing their responses. Due in the evenings, they form the basis for a discussion in class the next day (250-300 words, 1-2 pages)	200 (@40)
Tests (2)	Each test will be one class period, the first covering Weeks 1-4 and the second covering weeks 5-10. Each will be composed of definitions, T/F, multiple choice questions, short answer or matching, and a short essay.	260 (120+140)
Reading Responses (2)	In the list of supplementary articles, 5 are marked RR; choose 2 of these to write Reading Responses on, due by midnight the day before we discuss the article. Responses should be about 2 pages (500-600 words), and a) summarize the main point(s) b) discuss how it relates to material in the textbook or from class & c) provide reactions to the article (both personal and professional). You are expected to use the terminology from the class to discuss the article.	120 (@60)
Discovering Examples (2)	You will find and document two examples of linguistic prejudice in the wild. These can be video/audio clips, articles from written media (newspapers, blogs), or a narrative video describing a personal experience. Examples should be posted to a discussion board on Canvas, one by Oct 1, the other by Nov 12. Each should be accompanied by a short (50-100 words) statement of how the example illustrates linguistic prejudice as discussed in the course.	80 (@40)
Group Project Presentation	Groups of 2-3 students will identify a set of speakers targeted by linguistic prejudice & some documented negative outcome of linguistic discrimination and propose steps towards mitigation. [I will provide a list of possible topics; you can request your preferred topics and I'll organize groups or you may propose your own topics/groups, with my approval]. Submit requests or proposed groups by Nov. 15nd. We have in-class prep time Nov 22nd & 29th, and group presentations (15-20 minutes) in the final two weeks (Dec 1st-Dec. 6th).	80
Final project paper	Each student will individually write up an expanded version of their group project providing (a) the background on a documented prejudice and/or discrimination towards some set of speakers (b) a proposal for reduction of prejudice or mitigation of its discriminatory effects and (c) a discussion of the relationship of the proposal to other proposals for mitigations and their ethical bases (9-12 pages, 2200-3000 words)	200

3. Weekly Course Schedule

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 1	Topic	**Introduction, Why & How Does Language Vary?**	
Aug 23-27	Summary	An introduction to Linguistic Prejudice: what it is and why it matters, followed by an Introduction to some basic findings of the discipline of linguistics in understanding why and how languages and dialects vary.	
	Required Readings	Lippi-Green Introduction (pp. 1-4) and Chapter 1 "The Linguistic facts of life" (pp. 5-26)	
	Assignment	Exercise #1: Ask four people … (one page, 250-300 words).	8/26
Week 2	Topic	**Who has an Accent? Are some accents better than others?**	
Aug 30 – Sep 3	Summary	Provide description of accents and other variations in dialects based on race, ethnicity, geographical origin, linguistic background, gender & orientation; introduce terminology from linguistics for documentation and categorization of linguistic differences, and increase awareness of students' own accent and dialect features.	
	Required Readings	Lippi-Green Ch 3 "The myth of non-accent" (pp. 44-54) and Ch. 4 "The standard language myth" (pp. 55-65)	
	Assignment	Exercise #2: What accents do you … (1 page, 250-300 words)	9/2
Week 3	Topic	**Where does Linguistic Prejudice come from?**	
Sept 8-10 [Mon off]	Summary	Explore sources of linguistic prejudice, including the "Standard Language Myth" supported by the educational system and media, to understand some of its causes in both individuals and society	
	Required Readings	Lippi-Green Ch. 6 "The educational system" (pp. 78-100) and Ch. 7 "Teaching Children How to Discriminate" (pp. 101-129)	
	Assignment	Exercise #3: your own linguistic history… (one page, 250-300 words).	9/9
Week 4	Topic	**How do we document (linguistic) prejudice?**	
Sep 13-17	Summary	Preliminaries to the examinations of linguistics prejudice towards various groups. Introduce psychological, linguistic & sociological methods of documenting linguistic prejudice through articles explaining and evaluating methodologies including implicit attitude measures, sociolinguistic interviews, and language attitude studies.	
	Required Readings	Strangor (2009) "The Study of Stereotyping, Prejudice, and Discrimination Within Social Psychology", (1-13); Becker (2018) "The Sociolinguistic Interview" (99-107); Kibler (2018) "Language Attitude Surveys" (144-147); Clopper (2018) "Experiments" (154-162)	
	Assignment	Exercise #4: Implicit Attitude Test …(one page, 250-300 words).	9/16
Week 5	Topic	**Who is affected by linguistic prejudice? Racial/Ethnic groups**	
Sep 20-24	Summary	After Test 1 (Monday), we discuss categorizations we will use in weeks 5-10, including the question of what "race" and "ethnicity" are, and how they are socially and linguistically constructed. Begin to examine research on prejudicial attitudes towards African Americans' speech	
	Required Readings	Smedley & Smedley (2005) "Race as biology is fiction, racism as a social problem is real." (16-26); Lippi-Green Ch.10 "The real trouble with Black language" (182-196)	
	Assignment	Test 1	9/20
Week 6	Topic	**Who is affected by linguistic prejudice? Race/Ethnicity**	
Sep 27- Oct 1	Summary	Continue with research documenting prejudicial attitudes towards the speech of African-Americans and Hispanic Americans	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
	Required Readings	Lippi-Green Ch.10 "The real trouble with Black language" (196-213) and Ch. 14 "¡Ya basta!" (pp. 255-280)	
	Assignment	First Discovered Example due by Friday	10/1
Week 7	Topic	**Who is affected by linguistic prejudice? Race/Ethnicity**	
Oct 4-6	Summary	Continue with research documenting prejudicial attitudes towards the speech of Asian Americans	
[Fri off]	Required Readings	Lippi-Green Ch. 15 "The unassimilable races: what it means to be Asian" (281-303); Lo (2016) "Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans" (97-112) [RR]	
	Optional	Newman & Wu (2011: 152-178, Asian)	
	Assignment	(Optional RR to Lo (2016): 500-600 words))	(10/6)
Week 8	Topic	**Who is affected by linguistic prejudice? Geographic origins in the US**	
Oct 11-15	Summary	Examine and discuss research documenting prejudicial attitudes towards the speech of Americans based on geographic origins such as rural vs. urban or Southern vs Northern	
	Required Readings	Lippi-Green Ch. 11 "Hillbillies, Hicks, and Southern Belles" (214-234) Kinzler & DeJesus (2013) "Northern=smart and Southern=nice" (pp. 1146-1158) [RR]	
	Optional	Luhman (1990: 331-348, Appalachian)	
	Assignment	(Optional RR to Kinzler & DeJesus (2013): 500=600 words)	(10/15)
Week 9	Topic	**Who is affected by linguistic prejudice? Geographic & linguistic origins**	
Oct 18-22	Summary	Examine and discuss research documenting prejudicial attitudes towards the speech of US-born and foreign-born Americans based on their linguistic origins; examine the categories "native speaker" vs. bilingual vs. ESL speakers	
	Required Readings	Lippi-Green Ch. 13 "The other in the Mirror" (pp. 248-255); Ruben & Smith (1990) "Effects of accent, ethnicity, and lecture topic on undergraduates' perceptions of nonnative English-speaking teaching assistants" (pp. 337-353). [RR]	
	Optional	Yi & Chandrasekaran (2014: 1-12, foreign, neuro)	
	Assignment	(Optional RR to Ruben & Smith (1990): 500-600 words)	(10/21)
Week 10	Topic	**Who is affected by linguistic prejudice? Gender & LGBTQ (and intersections with race ethnicity/geography/class)**	
Oct 25-29	Summary	Examine and discuss research documenting prejudicial attitudes towards speech based on gender, LGBTQ status, and/or combinations of gender identity/orientation and other factors	
	Required Readings	Ko, Judd & Stapel (2009) "Stereotyping based on voice in the presence of individuating information" (198-211) [RR]; Campbell-Kibler (2007) "Accent, (ING), and the social logic of listener perceptions." (32-64).	
	Assignment	(Optional RR to Ko et al (2009): 500-600 words)	(10/24)
Week 11	Topic	**How does linguistic prejudice reflect and reinforce prejudice in the world? workplace & judicial system**	
Nov 1-5	Summary	After Exam 2 (Monday), we begin to examine the discriminatory effects of linguistic prejudice applied in real-world contexts, including in the workplace and the judicial system, and discuss the ethical implications of such discrimination.	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
	Required Readings	Lippi-Green Ch 9 "Real people with a real language: the workplace and the judicial system" (149-181); Anderson et al (2014) "Vocal fry may undermine the success of young women in the labor market." (1-8).	
	Optional	Rickford & King (2016: 948-988, AAVE in court).	
	Assignment	Test 2	11/1
Week 12	Topic	**How does linguistic prejudice reflect and reinforce prejudice in the world? housing & health care**	
Nov 8-12	Summary	Continue the examination of the discriminatory effects of linguistic prejudice applied in real-world contexts, focusing on housing and health care.	
	Required Readings	Lippi-Green Ch. 17 " Linguistic Profiling and Fair Housing" (322-331); Purnell et al. 1999. "Perceptual and Phonetic Experiments on American English Dialect Identification" (pp. 10-30) [RR]	
	Assignment	(Optional RR to Purnell et al (1999): 500-600 words) Second Discovered Example due by Friday	(11/11) 11/12
Week 13	Topic	**How can we reduce linguistic prejudice and mitigate its effects?**	
Nov 15-19	Summary	Examine the ethical basis for proposals for promoting individual, institutional, and societal changes to reduce linguistic prejudice and/or its effects, and discuss their potential and actual efficacy.	
	Required Readings	Lippi-Green Ch. 18 "Conclusion" (332-335); Wolfram "Sound Effects" (27-30); Lebrecht et al. (2009). "Perceptual other-race training reduces implicit racial bias." (1-7); World Language Education at UW-Madison website "Preventing Language Discrimination" (≈3 pages); HR Daily Advisor (2016) "Avoiding Language Discrimination in the Workplace" (≈9 pages)	
	Optional	Chakraborty (2017: 57-64); Gu, & Shah (2019: 378-396)	
	Assignment	Exercise #5: Describe a situation ... (one page, 250-300)	11/19
Week 14	Topic	**How can we reduce linguistic prejudice and mitigate its effects?**	
Nov 22 [M]	Summary	Continue the discussion from week 13, including discussion of responses to exercise #4.	
	Assignment	Submit Group Presentation Project choice for approval by Monday	11/22
Week 15	Topic	**Group Presentations on projects**	
Nov 29-Dec 3	Summary	Students present: identify a set of speakers targeted by linguistic prejudice, describe some documented negative outcome of linguistic discrimination, propose steps towards mitigation.	
	Readings	Individualized based on project	
	Assignment	Group project presentations	W,orF
Week 16	Topic	**Group Presentations on projects; final overview on Wednesday**	
Dec 6-8 [M-W only]	Summary	Group presentations continue Monday, leaving time on Wednesday for a final discussion on whether and how the students feel the course has made any impact on them or their future lives.	
	Readings	Individualized based on project	
	Assignment	Group project presentations	M 12/6
Dec 17 F	Final	Final write up assignment due (9-12 pages, 2200-3000 words)	9:30am

Required Articles: (available on Canvas) Readings marked [RR] can be used for the Reading Response assignments (choose **two**)

Week 4 How do we document linguistic prejudice?

Strangor, Charles. 2009. "The Study of Stereotyping, Prejudice, and Discrimination Within Social Psychology: A Quick History of Theory and Research", *in Handbook of Prejudice, Stereotyping, and Discrimination*, ed. by Todd D. Nelson. New York: Taylor & Frances, pp. 1-22 (pages 13-22 all references).

Becker (2018) "The Sociolinguistic Interview" (pp. 99-107); Kibler (2018) "Language Attitude Surveys" (pp. 144-147); Clopper (2018) "Experiments" (pp. 154-162) are all from *Data Collection in Sociolinguistics: Methods and Applications*, New York/London: Routledge.

Week 5 Who is affected? Race/Ethnicity

Smedley, A., & B.D. Smedley B.D. 2005. Race as biology is fiction, racism as a social problem is real: Anthrophological and historical perspectives on the social construction of race. *American Psychologist 60*.1: 16-26.

Week 7 Who is affected? Race/Ethnicity

Lo, Adrienne. 2016. "Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans" in Slim, Rickford & Ball, eds., *Raciolinguistics.* Oxford: Oxford University Press (pp. 97-111) **[RR by 10/8]**

Week 8 Who is affected? Geographic origins within the US

Katherine D. Kinzler & Jasmine M. DeJesus (2013) Northern = smart and Southern = nice: The development of accent attitudes in the United States, *The Quarterly Journal of Experimental Psychology*, 66:6, 1146-1158, DOI: 10.1080/17470218.2012.731695 **[RR by 10/15]**

Week 9 Geographic/foreign Who is affected? Geographic & linguistic origins

Rubin, Donald L. & Kim A. Smith. 1990. Effects of accent, ethnicity, and lecture topic on undergraduates' perceptions of nonnative English‑speaking teaching assistants. *International Journal of Intercultural Relations* 14.3: 337‑353. **[RR by 10/20]**

Week 10 Who is affected? Gender & LGBTQ (and intersections)

Ko, Sei Jin, Charles M. Judd & Diederik A. Stapel. 2009. Stereotyping based on voice in the presence of individuating information: Vocal femininity affects perceived competence but not warmth. *Personality and Social Psychology Bulletin* 35, no. 2: 198-211. **[RR by 10/27]**

Campbell-Kibler, Kathryn. 2007. Accent, (ING), and the social logic of listener perceptions. *American speech* 82. 1: 32-64.

Week 11 How does linguistic prejudice reflect/reinforce prejudice? workplace & judicial

Anderson, Rindy C., Casey A. Klofstad, William J. Mayew & Mohan Venkatachalam. 2014. Vocal fry may undermine the success of young women in the labor market. *PloS one* 9.5 (2014): e97506: 1-8.

Week 12 How does linguistic prejudice reflect/reinforce prejudice? housing & health care

Purnell Thomas, William Idsardi & John Baugh J. 1999. Perceptual and Phonetic Experiments on American English Dialect Identification. *Journal of Language and Social Psychology*. 18.1: 10-30. doi:10.1177/0261927X99018001002 **[RR by 11/10]**

Week 13 Mitigation

Wolfram, Walt. 2013. Sound Effects. *Teaching Tolerance* 52.43: 29-31. at: https://www.tolerance.org/magazine/spring-2013/sound-effects or Wolfram, Walt. 2013. Sound effects: Challenging language prejudice in the classroom. *The Education Digest* 79.1: 27-30

Lebrecht, S., L. J. Pierce, M. J. Tarr & J. W. Tanaka. 2009. Perceptual other-race training reduces implicit racial bias. *PloS one*, *4*.1: 1-7.

World Language Education at UW-Madison "Preventing Language Discrimination":http://classic.education.wisc.edu/wle/WLE/discrimination.asp

HR Daily Advisor. 2016. "Avoiding Language Discrimination in the Workplace": https://hrdailyadvisor.blr.com/2016/03/14/avoiding-language-discrimination-in-the-workplace/

Optional Articles: (available on Canvas)

Week 7 Who is affected? Race/Ethnicity

Newman, M. & A. Wu. 2011. "Do you sound Asian when you speak English?" Racial identification and voice in Chinese and Korean Americans' English. *American Speech* 86.2: 152-178.

Week 8 Who is affected? Geographic origins with the US

Luhman, Reid. 1990. Appalachian English stereotypes: language attitudes in Kentucky. *Language in Society* 19.3: 331-348.

Week 9 Who is affected? Geographic & linguistic origins

Yi, H. G., R. Smiljanic, & B. Chandrasekaran. 2014. The neural processing of foreign-accented speech and its relationship to listener bias. *Frontiers in human neuroscience*, *8*, 768: 1-12.

Week 11 How does linguistic prejudice reflect/reinforce prejudice? workplace & judicial

Rickford, J.R. & S. King, 2016. Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. *Language*, *92*.4: 948-988.

Week 12 How does linguistic prejudice reflect/reinforce prejudice? housing & health care

Iheduru-Anderson, Kechi. 2020. Accent bias: A barrier to Black African-born nurses seeking managerial and faculty positions in the United States. *Nursing Inquiry* 2020: 1-15. (DOI: 10.1111/nin.12355)

Week 13 How can we reduce linguistic prejudice and mitigate its effects?

Chakraborty, R., 2017. A short note on accent–bias, social identity and ethnocentrism. *Advances in Language and Literary Studies*, *8*.4: 57-64. (refers to Speech-Pathology)

Gu, Yulong & Amee P. Shah. 2019. A Systematic Review of Interventions to Address Accent-Related Communication Problems in Healthcare. *Ochsner Journal* 19.4: 378-396.

III. Grading

Statement on Attendance and Participation

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/UGRD/academic-regulations/attendance-policies/

Attendance: will be taken daily and recorded in the Canvas gradebook. You are allowed three "personal days" for the semester, after which each absence that does not meet university criteria for "excused" will result in a two-point deduction from your attendance grade.

Participation: is expected and will enhance your experience of the course. While not directly counted in your grade, actively participating in class will contribute to your understanding of the material and will enable you to improve your performance on the tests, reading responses, and final projects.

Diversity Statement: "I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class." (borrowed from the American Society for Engineering Educations Committee on Diversity, Equity, and Inclusion).

Grading Scale

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

Grading:	930-1000 = A	900-929 = A-	870-899 = B+	830-869 = B
	800-829 = B-	770-799 = C+	730-769 = C	700-729 = C-
	670-699 = D+	630-669 = D	600-629 = D-	Below 599=E

A minimum grade of C is required for general education credit.

IV. Required Policies

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://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 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.

UF Policy on Recording

"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."

V. General Education & Quest Objectives, Outcomes

This Course in the Quest 2 Curriculum Fulfills the Social & Behavioral Science (S) and Diversity (D) General Education Requirements

What are the Quest 2 Course Objectives?

Quest 2 courses provide instruction in the history, key themes, principles, terminologies, theories, or methodologies of various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet. Students learn to identify and analyze different social or biophysical science methods and theories and consider how their biases and influences shape pressing questions about human society and/or the state of our planet. These courses emphasize clear and effective analysis and evaluation of qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet. Students reflect on the ways in which the social or the biophysical sciences impact individuals, societies, and their own intellectual, personal, and professional development.

What are the Gen Ed Social and Behavioral Science Objectives?

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

What are the Gen Ed Diversity Objectives?

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

IN THIS COURSE, THESE QUEST & GENERAL EDUCATION OBJECTIVES WILL BE ACCOMPLISHED THROUGH:

- examining and discussing research literature both for methodologies and for their findings
- reading and responding to a variety of articles illustrating the linguistic diversity among groups based on race, ethnicity, gender, orientation, and geographic origin, as well as discussions with classmates of their diverse experiences.
- examining and discussing research documenting the role of schools, media and other institutions in creating and enforcing linguistic prejudice and discrimination
- interviewing others and discussing with classmates about attitudes and experiences, and reflecting on your own attitudes and experiences of judging others by the way they speak
- responding to research and experiences involving linguistic prejudice, in both oral discussions and written responses including discussion exercises and reading response assignments.
- responding to research on social inequities enacted by linguistic prejudice in education, housing, careers, interactions with the judicial system, etc. and developing proposals for mitigating the impact of linguistic prejudice in your own lives, institutions, and society.
- discussing the ethical implications of linguistic prejudice and discrimination and external proposals for mitigating them

AT THE END OF THIS COURSE, STUDENTS WILL BE ASSESSED ON Q2, S, AND D LEARNING OUTCOMES (SLOS) IN FOUR AREAS: CONTENT, CRITICAL THINKING, COMMUNICATION, AND CONNECTION

1) **Content SLOs**
   Gen Ed S: Identify, describe, & explain the history, underlying theory and methodologies
   Gen Ed D: Identify, describe, & explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.
   Quest 2: Identify, describe, & explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.
   This course:
   - At the end of this course, students will be able to
     - Identify, describe, and explain the historical development of linguistic variation and how variation is used as a force for linguistic prejudice and discrimination in the US, with attention to the intersections of race, ethnicity, gender, geography and other identity categories.
     - Identify, describe, and explain linguistic diversity as a dynamic concept related to human differences and their intersections, such as race, ethnicity, gender identity, sexual orientation, and geographic and linguistic origins.
   - Achievement of this learning outcome will be assessed through:
     - Reading responses, exercises, discovering examples, tests , group project presentation, final project paper

2) **Critical Thinking SLOs**
   Gen Ed S: Identify & analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
   Gen Ed D: Analyze & evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.
   Quest 2: Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.
   This course:
   - At the end of this course, students will be able to
     - Analyze and evaluate methodologies from linguistics, sociology, anthropology and psychology used to document how linguistic variation is used for linguistic prejudice and discrimination in the US.
     - Analyze and evaluate how social inequities are constructed, as linguistic prejudice impacts discrimination against groups in the US in education, the workplace, housing, healthcare, the judicial system, etc.
     - Analyze and reflect on the way different linguistic ideologies mediate understandings of an increasingly linguistically diverse US society.
   - Achievement of this learning outcome will be assessed through:
     - Reading responses, tests, group project presentation, final project paper

3) Communication

Gen Ed S: Communicate knowledge, thoughts and reasoning clearly and effectively.
Gen Ed D: n/a
Quest 2: Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.

This course:
- At the end of this course, students will be able to
  - Develop and present, both in writing and orally, proposals to reduce linguistic prejudice and mitigate its effects on some part of our society.
- Achievement of this learning outcome will be assessed through:
  - Group project presentation, Final project paper

4) Connection (Q2 only)

Quest 2: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

This course:
- At the end of this course, students will be able to
  - Connect course content with their own personal, intellectual and professional development through critical reflection on their own linguistic prejudice and how the prejudices of others impact their lives, society, and professions.
- Achievement of this learning outcome will be assessed through:
  - Discovering Examples, exercises, reading responses