Class Activity: In your group, rewrite the summary of Lippi-Green’s article (below) for your assigned audience. SHHHHHH! Do not let other groups know which audience you are working on—your summary will be “judged” based on your peers’ ability to target your below audience. Be sure not to forget about content: re-summarize the content as much as possible/appropriate.

Summary:

Close examination of the distributions indicates that these animated films provide material which links language varieties associated with specific national origins, ethnicities, and races with social norms and characteristics in non-factual and sometimes overtly discriminatory ways. Characters with strongly positive actions and motivations are overwhelmingly speakers of socially mainstream varieties of English. Conversely, characters with strongly negative actions and motivations often speak varieties of English linked to specific geographical regions and marginalized social groups. Perhaps even more importantly, those characters who have the widest variety of life choices and possibilities available to them are male, and they are speakers of MUSE or a non-stigmatized variety of British English. These characters may be heroes or villains, human and animal, attractive or unattractive. For emails, on the other hand, and for those who mark their alliance to other cultures and places in terms of language, the world is demonstrably a smaller place. The more “negatives” a character has to deal with (gender, color, stigmatized language, less favorable national origin) the smaller the world. Even when stereotyping is not overtly negative, it is confining and misleading.

Audiences:

1. A 7-year-old who loves watching Disney movies
2. Your friends on Twitter (140 word limit)
3. Radical feminists
4. Someone who works for the production of Disney movies
5. UW Newspaper—the Daily