

Language and Culture
Section 000 TTh 12:30-1:45 p.m.
Any Hall, Room 000
Fall 2008

Instructor: Lori Donath
Office Hours: Office Bldg.
Tu/Th 2:00-3:30, and by appointment.
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(Please note that I check email daily but *do not* check messages nor occupy the office outside of office hours)

Course Description

In this course we will investigate language as central to culture--indeed, as cultural enactment. The main theme of the class is an inquiry into how language and culture shape our ways of being in the world while we ourselves continually create and re-create social meanings through cultural enactment. We'll begin with a introduction to linguistic anthropology and will engage recent and past discussions of linguistic relativity. Throughout the course we will also study language (and culture) socialization, cross-cultural *mis*-communication, and intra-cultural constructions of gender, sexuality, and ethnicity that complicate a monolithic view of culture or culture(s). We will also grapple with issues concerning power asymmetries, social constraints, and agency. Assignments include weekly electronic commentaries and an original research project.

Office Hours, Email, and Course Website

In order to complete the assignments for this course you will need to have a working email address and to know how to access the course website. I may send you announcements or answer questions that come up between class periods via email and the course website. If your phone number or email address changes during the semester please notify me immediately.

Please feel free to drop by during my scheduled office hours or to make an appointment for other times. If you can't drop by, I check my email regularly, so don't hesitate to send me a message if you have questions or concerns about the class. You may also call me in the office during office hours; however, outside of office hours I am unlikely to check phone messages. Email is your best bet.

Materials

- Susan Urmston Philips. 1993 [1983]. *The Invisible Culture: Communication in Classroom and Community on the Warm Springs Indian Reservation*. Prospect Heights, Illinois: Waveland Press, Inc.
- Goodwin, Marjorie Harness. 1990. *He~Said~She~Said: Talk as Social Organization Among Black Children*. Bloomington: Indiana University Press.
- Course Packet. (Readings with an asterisk can be found in the course packet).

Attendance

I will drop your course grade by one letter if you miss more than 10% of our scheduled class periods; you will fail the course if you miss more than 25%. If an emergency forces you to miss several class periods, contact me as soon as possible so that we can discuss your options. I will not distinguish between excused and unexcused absences; you should use your allowed absences at your own discretion, as you would use sick days in the workplace. If you are absent, you are responsible for learning material we cover in class and for arranging **beforehand** to submit on time any assignments due on that day.

Participation

As part of your participation grade you are required to post an informal one- to two-page commentary based on the readings for the week. These must be posted no later than 5 p.m. the Sunday preceding the class meeting, to ensure that everyone will have time to read them and think about them before class. Questions and comments posted after that time are welcome, but may **not** take the place of the required commentary posting in terms of credit toward the participation grade. Full participation entails reading and thinking about your peers' commentaries . With a partner,

you will also facilitate discussions at several times during the semester by preparing questions for the class based on the readings and your peers' commentaries, and eliciting and/or mediating discussion as necessary.

Assignments

In addition to regular participation, described above, you will complete a transcription exercise with a partner. You will also engage in participant observation, with the informed consent of your other participants, at a site of your choosing. Your participant observation will include audio- or video taping naturally-occurring speech and selective transcription of that data, as well as maintaining a field notebook with (at least) bi-weekly observations of your site. During the semester each student will present a progress report on their preliminary research. Based on your transcription, field notes, and other data, and framed by the issues raised in the assigned readings for the term, you will write an original research paper due at the end of the semester. Assignments are weighted as follows:

Participation (including posted website commentaries and discussion facilitation)	25%
Transcription exercise (pairs)	10%
Field Notebook, Transcription, Presentation	25%
Research Paper	40%

Grades

Most of your assignments will be letter-graded. **No work will be accepted more than one week late.** *If you do not turn in a completed assignment within a week after it is due, you will receive an "F" for that assignment—without the opportunity to raise that grade.* **The grade for late assignments will be reduced by one letter grade for each day that they are late (weekends included).** If you have a question about a grade you receive on an assignment, please make an appointment to discuss it with me. I won't be able to address questions about individual grades during class.

Grading Scale

90-100 = A	85-89 = B+	75-79 = C+	65-69 = D+
	80-84 = B	70-74 = C	60-64 = D

Guidelines for Written Assignments

- You will be responsible for knowing about an assignment (and arranging to turn it in on time) whether you were present or not. (Ask questions if you feel you don't understand the assignment and take advantage of my office hours to brainstorm about your final project).
- Write coherently, using complete sentences/paragraphs to express your complete thoughts.
- All work completed outside of class should be word-processed, single-spaced with 1" margin, Times 12 (or similar).
- Research papers should be formatted according to the *Chicago Manual of Style*.
- Work should also be neatly clipped or stapled and labeled at the top with your name, the class and section, the date you are turning in the assignment, and the name of the assignment.

Writing Centers

I encourage you to take advantage of the Writing Center, which offers you free, professional feedback on your writing outside of class—at any stage of the writing process, on any assignment. Call 000-000-0000 to make an appointment. Keep in mind that you may need to plan ahead in order to get an appointment, since the centers may become booked up at certain times during the semester.

Note that you will not receive extra credit for attending appointments at any of the centers, nor will you be required to attend. But working earnestly with a writing center assistant *can* improve your papers (and your grade in the class). Moreover, doing so will greatly facilitate your development as a writer. *Remember that attending a writing center appointment entails your active participation; it is by no means a passive process.*

Academic Honesty

You are bound by the university's policies on academic honesty, which bar you from presenting another person's work or ideas as your own, allowing someone to write an assignment or part of an assignment for you, accepting aid/aiding

someone else during quizzes/exams, or failing to properly acknowledge source materials. In addition, I expect you to refrain from buying, selling, uploading, downloading, giving or accepting test/quiz answers or essays. The university takes violations of these policies seriously; penalties include failing the course and possible expulsion from the university.

Educational Accessibility Services

Students with disabilities should contact me during the first two weeks of classes to discuss accommodations.

Schedule

The following schedule lists most reading assignments and due dates. It is subject to change to meet our needs. I will expect you to read the pages assigned for each class session, as well as the course website discussion, each day *before* coming to class.

DATE	TOPIC	READINGS	Assignments
Week 1 T 9/2	Language & Culture	Introductions	Begin thinking about a research site
Th 9/4		(In-class Video: <i>Cross Talk</i>)	Sign up to meet with me during the next two weeks to discuss your project
Week 2 T 9/9		* Duranti, Alessandro. 2001. "Linguistic anthropology: History, ideas, and issues." In Alessandro Duranti (ed.) <i>Linguistic Anthropology: A Reader</i> . Malden: Blackwell, 1-38.	Begin posting weekly commentary (by 5 pm Sunday before class)
Th 9/11		* Mannheim, Bruce and Dennis Tedlock. 1995. "Introduction". In <i>The Dialogic Emergence of Culture</i> . Urbana: University of California Press, 1-28. * Urban, Greg. 1991. "An approach to culture and language." In <i>A Discourse-Centered Approach to Culture</i> . Austin: University of Texas Press, 1-32.	
Week 3 T 9/16	Linguistic Relativity or Language & Being	* Sapir, Edward. 1985 [1933]. "Language", 7-32; "The status of linguistics as a science," 160-166; "The grammarian and his language," 150-159. In D.G. Mandelbaum (ed.), <i>Selected Writings of Edward Sapir in Language, Culture, and Personality</i> . Berkeley: University of California Press. * Whorf, Benjamin. 1956 [1939]. "The relation of habitual thought and behavior to language." In J.B. Carroll (ed.), <i>Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf</i> . Cambridge: MIT Press. 134-159.	Post commentaries
Th 9/18		* Harding, Susan F. 1987. "Convicted by the Holy Spirit: the rhetoric of fundamentalist Baptist conversion." <i>American Ethnologist</i> . 14:167-85. * Cohn, Carol. 1987. "Sex and death in the rational world of defense intellectuals." <i>Signs</i> 12(4): 687-718.	
Week 4 T 9/23		* Gumperz, John J. and Stephen C. Levinson. 1996. "Introduction" and "Introduction to Part I". In J.J. Gumperz and S.C. Levinson (eds.), <i>Rethinking Linguistic Relativity</i> . Cambridge: Cambridge University Press, 1-36. * Lucy, John A. 1996. "The scope of linguistic relativity: an analysis and review of empirical research." In J.J. Gumperz and S.C. Levinson (eds.), <i>Rethinking Linguistic Relativity</i> . Cambridge: Cambridge University Press, 37-69.	Post commentaries Research Project Proposal Due
Th 9/25		* Bourdieu, Pierre. 1977. "Structures and the habitus". In Richard Nice (tr.) <i>Outline of a Theory of Practice</i> , 72-87.	
Week 5 T 9/30	Language (and Culture) Socialization	Susan Urmston Philips. 1993 [1983]. <i>The Invisible Culture: Communication in Classroom and Community on the Warm Springs Indian Reservation</i> . Prospect Heights, Illinois: Waveland Press, Inc. Parts I and II.	Post commentaries Begin participant observation at approved site
Th 10/2		<i>The Invisible Culture</i> Part III	
Week 6		* Peters, Ann M. and Stephen T. Boggs. 1986. "Interactional	Post commentaries

T 10/7	<i>Student-facilitated discussion by:</i>	<p>routines as cultural influences upon language acquisition". In Bambi B. Schieffelin and Elinor Ochs (eds.) <i>Language Socialization Across Cultures</i>. Cambridge: Cambridge University Press, 80-96.</p> <p>* Heath, Shirley Brice. 1982. "What no bedtime story means: narrative skills at home and school." <i>Language in Society</i> 11: 49-76.</p>	
Th 10/9		<p>* Schieffelin, Bambi B. 1986. "Teasing and shaming in Kalui children's interactions". In Bambi B. Schieffelin and Elinor Ochs (eds.) <i>Language Socialization Across Cultures</i>. Cambridge: Cambridge University Press, 165-181.</p> <p>* Kulick, Don and Bambi B. Schieffelin. "Chapter 15: Language Socialization." In Alessandro Duranti (ed.) <i>Companion to Linguistic Anthropology</i>. Malden, MA: Blackwell, 349-368.</p>	
Week 7 T 10/14	Complicating Culture I: Gender & Sexuality	<p>* Ochs, Elinor. 1992. "Indexing gender" In Alessandro Duranti and Charles Goodwin (eds). <i>Rethinking Context: Language as an Interactive Phenomenon</i>. Cambridge: Cambridge University Press.</p> <p>* Maltz, Daniel N. and Ruth A. Borker. 1982. "A cultural approach to male-female miscommunication." In John J. Gumperz (ed.) <i>Language and Social Identity</i>. Cambridge: Cambridge University Press, 196-216.</p> <p>* Henley, Nancy M. and Cheris Kramarae. 1994. "Gender, power, and miscommunication." In Roman, C et al. (eds.) <i>The Women and Language Debate</i>. New Brunswick: Rutgers University Press, 383-406.</p>	<p>Post commentaries</p> <p>Sign up to meet with me to talk about your field notes and recordings</p>
Th 10/16		<p>* Bucholtz, Mary. 1999. "'Why be normal?': Language and identity practices in a community of nerd girls." <i>Language in Society</i> 28: 203-223.</p>	Partner Transcription Exercise Due
Week 8 T 10/21	<i>Student-facilitated discussion by:</i>	<p>* Bing, Janet and Victoria L. Bergvall. 1996. "The question of questions: beyond binary thinking." In Victoria L. Bergvall, et al. (eds.). <i>Rethinking Language and Gender Research: Theory and Practice</i>. New York: Longman, 1-30.</p> <p>* Livia, Anna and Kira Hall. 1997. "It's a girl!": Bringing performativity back to linguistics." In Anna Livia and Kira Hall (eds.), <i>Queerly Phrased: Language, Gender, and Sexuality</i>. Oxford: Oxford University Press, 3-18.</p>	Post commentaries
Th 10/23		<p>* Bonnet, Marie-Jo. 1997. "Sappho, or the Importance of culture in the language of love: <i>tribade, lesbienne, homosexuelle</i>." In <i>Queerly Phrased</i>. Oxford: Oxford University Press, 147-166.</p>	
Week 9 T 10/28	Complicating Culture II: African-American Language and Culture	<p>* Morgan, Marcyliena. 1998. "More than a mood or an attitude: discourse and verbal genres in African-American culture." In Salikoko S. Mufwene, et al. (eds.), <i>African American English: Structure, History and Use</i>. New York: Routledge, 154-200.</p> <p>* Mitchell-Kernan, Claudia. 1972. Signifying and Marking: Two Afro-American Speech Acts. In J. J. Gumperz and Dell Hymes (eds.) <i>Directions in Sociolinguistics: The Ethnography of Communication</i>. New York: Hot, Rinehart & Winston, 161-179.</p> <p>* Morgan, Marcyliena. 1994. "The African-American Speech Community: Reality and Sociolinguistics." In <i>Language and the Social Construction of Identity in Creole Situations</i>. Los Angeles: the Center for Afro-American Studies, UCLA, 121-148.</p>	Post commentaries
Th 10/30		<p>* Chun, Elaine. 2001. "The construction of white, black, and</p>	

		Korean-American identities through African-American Vernacular English." <i>Journal of Linguistic Anthropology</i> 11 (1): 52-64. Goodwin, Marjorie Harness. 1990. <i>He~Said~She~Said: Talk as Social Organization Among Black Children</i> . Bloomington: Indiana University Press. Chapters 1-6	
Week 10 T 11/4		Goodwin, Marjorie Harness. 1990. <i>He~Said~She~Said</i> . Chapters 7-8	Post commentaries
Th 11/6		Goodwin, Marjorie Harness. 1990. <i>He~Said~She~Said</i> : Chapters 9-12	Research Site Transcription Due
Week 11 T 11/11	Cultural Expectations	*Bailey, Benjamin. 1997. "Communication of respect in interethnic service encounters" <i>Language in Society</i> 26 (3), 327-56.	Post commentaries
Th 11/13		* Duranti, Alessandro. 1997. Universal and culture-specific properties of greetings. <i>Journal of Linguistic Anthropology</i> 7 (1), 63-97.	
Week 12 T 11/18	Structure, Power and Agency	*Bourdieu, Pierre. 1991. "Introduction", "General introduction", "The production and reproduction of legitimate language" and "On symbolic power," In <i>Language and Symbolic Power</i> . Paris: Fayard, 1-65; 163-170. * Thompson, John B. 1984. "Symbolic violence: language and power in the writings of Pierre Bourdieu." In <i>Studies in the Theory of Ideology</i> . Berkeley: University of California Press, 42-72.	Post commentaries
Th 11/20		* Ahearn, Laura. 2000. "Agency." Special issue: Lexicon for the New Millennium. <i>Journal of Linguistic Anthropology</i> 9 (1): 9-12. *Duranti, Alessandro. 1990. "Politics and grammar: agency in Samoan political discourse." <i>American Ethnologist</i> 17: 646-66.	
Week 13 T 11/25	<i>Student-facilitated discussion by:</i>	*Ahearn, Laura. 1998. "'A twisted rope binds my waist': locating constraints on meaning in a Tj songfest." <i>Journal of Linguistic Anthropology</i> 8 (1): 60-86. * Gal, Susan. 1995. "Language and the 'arts of resistance.'" <i>Cultural Anthropology</i> 10 (3): 407-424.	
Th 11/27	NO CLASS--	THANKSGIVING	
Week 14 T 12/2		PRESENTATIONS	
Th 12/4		PRESENTATIONS	
Week 15 T 12/9		PRESENTATIONS	

Papers Due December 18

Optional readings

Week 5

* Butler, Judith. 1993. "Gender is burning: questions of appropriation and subversion." In *Bodies that Matter: On the Discursive Limits of "Sex"*. New York: Routledge, 121-140.

Weeks 11-13

*Woolard, Kathryn. 1985. "Language variation and cultural hegemony." *American Ethnologist* 12: 738-48.

*Irvine, Judith T. 1989. "When talk isn't cheap: language and political economy." *American Ethnologist* 16: 248-67.

*Friedrich, Paul. 1989. "Language, ideology, and political economy." *American Anthropologist* 91: 295-312.

*Gramsci, Antonio. 1971. [1929-1935]. *Selections from the Prison Notebooks*. (Quintin Hoare and Geoffrey Nowell Smith, ed. and tr.) New York: International, 324-5, 348-51, 419-25, 242-46, 52-60, 5-23.

*Gramsci, Antonio. 1985. [1929-1935]. *Selections from Cultural Writings*. (David Forgacs and Geoffrey Nowell Smith, ed., William Boelhower, tr.) Cambridge: Harvard University Press, 25-31, 122-3, 164-95 (especially from notebook 29).