

Anthropology 509: Key Topics in Linguistic Anthropology

Fall 2005 M 9-11:50AM GFS 108

Professor: **Lanita Jacobs-Huey**

Office: Grace Ford Salvatori Hall (GFS) 128
 [Note: To get to my office, you must first enter the Anthropology Department at GFS 120]

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Office Hours: M 10-11AM; also by appointment. You can also contact me Monday-Friday via email.

Course Website: ANTH 509 course materials are accessible through Blackboard; to access, click on:
<https://totale.usc.edu/>

Required Texts:

1. Duranti, Alessandro. 1997. *Linguistic Anthropology*. Cambridge: Cambridge University Press. (*Abbreviated LA in Reading & Exam Schedule*)
2. Hall, Kira and Bucholtz, Mary, Eds. 1995. *Gender Articulated: Language and the Socially Constructed Self*. New York: Routledge.
3. Duranti, Alessandro, (ed.). 1999. *Language Matters in Anthropology: A Lexicon for the New Millennium*. Special Issue of the *Journal of Linguistic Anthropology*, 9(1-2). Arlington, VA: American Anthropological Association. (*Abbreviated LM in Reading & Exam Schedule*)
4. *Anthropology 509 Reader (Abbreviated RDR in Reading & Exam Schedule)*

Highly Recommended Text:

5. Zinsser, William. 2001. *On Writing Well*. Sixth Edition. New York: HarperCollins Publishers. (*Abbreviated as Zinsser 2001 in Reading Schedule*)
6. Zinsser, William. 1993. *Writing to Learn*. New York: HarperCollins Publishers. (*Abbreviated as Zinsser 1993 in Reading Schedule*)

Course Objectives:

- To provide an overview of key topics and methodological approaches in linguistic anthropology
- To foster creative, critical, and informed thinking about language and culture
- To foster an appreciation of the interdisciplinary nature of linguistic anthropological research

In this survey course, we will examine central topics in linguistic anthropology that illuminate the complex relationships between language, culture, identity, gender, ideology, and power. We will also investigate language as an important form of social interaction such that we begin to see how speakers *do things* with and through everyday talk. Relevant theoretical and methodological approaches will be discussed and applied during several class sessions. Special attention will also be devoted to the politics of representation in regard to the analysis and presentation of spoken discourse. This course is designed to inform a broad array of interdisciplinary research in the social sciences.

Class Mechanics and Expectations: As a graduate seminar, class meetings will consist of both lecture and discussion - with a clear emphasis on the latter. Accordingly, it is essential that you keep up with the weekly readings and that you hand in the written assignments on time. It is also important that you attend all classes. (If you are unable to attend a class, please let me know in advance.) Please be prepared to ask and answer questions.

Evaluation:	Weekly Discussion Papers (10 required)	30%
	Class Participation & Presentation of Readings, etc.	30%
	Final Paper/Annotated Bibliography	40%

Weekly Discussion Papers. In most weeks, you will prepare a brief paper (2 typed pages maximum, double-spaced) concerning some aspect of one or some of the assigned readings. These papers are due in class or via email by Monday. (DPs submitted via email should be sent prior to our class meeting.) Although the papers are due weekly, you are responsible for completing only 10 papers. You may decide which weeks you wish to submit your discussion papers. To encourage your timely completion of these assignments, I will *not* accept late papers. The purpose of these short discussion papers is to encourage you to think critically about the assigned readings and to formulate reactions to readings as you read them. Your reactions to the papers could take many forms, including: critiquing or challenging the argument made by a particular author, discussing one of the assigned readings in relation to other readings assigned that week or in previous weeks, identifying and evaluating unexpressed assumptions in a reading, relating ideas in the readings to your own research, exploring the research implications of particular ideas, identifying the central theme of an article or set of readings, describing why you think this is especially interesting or important, etc.

Grading of these papers will be rather liberal initially (you will receive a grade of a 3, 3+, or 3++ with the modal grade being a 3+). In each case, attention will be given to your ability to extract important ideas from the reading, your ability to expound upon and develop those ideas, the coherence of your argument and observations, and the quality and clarity of your writing. These papers will account for 30% of your grade.

Class Participation/Presentations of Readings, etc. An additional 30% of your grade will be determined by your involvement in class discussions *and* your presentation of assigned readings to the class. Regular attendance is both required and expected. You do not need to be experts on any of the covered issues but I hope that you will come to class prepared to participate in a thoughtful discussion. You are particularly encouraged to raise important questions and highlight relevant controversies.

In order to facilitate class discussion, you will also be required to present a 5-10 minute synopsis of the assigned readings during most weeks. Minimally, you should summarize the author's methods (if relevant), argument, and/or findings, and indicate the relevance/significance of the paper, particularly as it relates to linguistic anthropology. Beyond this, you may structure your presentation in accord with the following questions:

- What is this reading about?
- What are the broader issues that it seeks to address?
- What underlying assumptions – theoretical or otherwise – does the author(s) make?
- What are the strengths of the argument?
- What are its weaknesses or limitations? What considerations has the author failed to consider?
- What have you learned? What more would you like to know about the topic? How does it relate to your own research?

For example, you can critique the author's methods or conclusions, present thoughtful questions and/or data to the class that encourage a critical examination of the reading, or otherwise discuss the readings in a way that facilitates classroom discussion. Occasionally, you will be asked to present topics or exercises pertinent to weekly lecture topics (e.g., you may be asked to present a transcribed portion of spoken discourse from your data or some other source).

Final Paper/Annotated Bibliography. You have the option of completing a final paper or an annotated bibliography on a topic relevant to linguistic anthropology. Paper and Annotated Bibliography topics will need to be submitted to me by the **7th week of the semester**. The final paper should be no more than 20-25 double-space pages in length. Those of you who choose to complete annotated bibliographies should aim towards the same length (20-25 pages), with the optimal number of articles reviewed totaling 50-60. The annotated bibliographies should be single-spaced and provide a three to five sentence summary for each source. Topics covered in class may also be considered as topics for final papers and annotated bibliographies. More guidelines may be provided later on in the course. In the meantime, an example of an annotated bibliography can be reviewed on my webpage at <http://www-rcf.usc.edu/~jacobshu/lgdrannotbib.html>. **Final assignments are due in my box by 5PM on Friday, December 9th.**

READING SCHEDULE*

[Note: LA = Linguistic Anthropology, LM=Language Matters, RDR=ANTH 509 Packet, TBA=To be announced]

- WK 1: 8/22 ***Course Introduction***
- WK 2: 8/29 ***Key Terms in Linguistic Anthropology***
- Duranti, Chapter 1 (In LA)
 - Goodwin, Participation (In LM)
 - Ahearn, Agency (In LM)
 - Hall, Performativity (In LM)
 - Hanks, Indexicality (In LM)
- WK 3: 9/5 ***Labor Day (No Class Meeting)***
- WK 4: 9/12 ***Modes of Inquiry and Analysis in Linguistic Anthropology***
- Briggs, Interview (In LM)
 - Duranti, Chapters 4-5: Ethnographic Methods, Transcription (In LA)
 - Keane, Voice (In LM)
 - Bucholtz, In RDR (The Politics of Transcription)
- WK 5: 9/19 ***Language and Identity***
- Hall & Bucholtz, Chapter 14 (From Mulatto to Mestizo: Bucholtz)
 - Kroskrity, Identity (In LM)
 - Rampton, Crossing (In LM)
 - Woolard & Schieffelin, In RDR (Language Ideology)
 - Eckert & McConnell-Ginet, In RDR (Think Practically and Look Globally...)
- WK 6: 9/26 ***Language, Gender, and Ideologies***
- Bucholtz, Gender (In LM)
 - Errington, Ideology (In LM)
 - Hall & Bucholtz, Chapter 7: Language, Gender, and Power: Gal
- WK 7: 10/3 ***Language as Context***
- Duranti, Chapter 7: Speaking as Social Action (In LA)
 - Goodwin & Duranti, IN RDR (Introduction, Rethinking Context)
 - Bailey, Switching (In LM)
 - Mendoza-Denton, Style (In LM)
 - Rymes, Names (In LM)
 - Agha, Register (In LM)
 - Sbisà, Act (In LM)
- WK 8: 10/10 ***Language as/and Power***
- Hall & Bucholtz, Chapter 2: Pregnant Pauses: Mendoza-Denton
 - Jacobs-Huey, In RDR (We Are Like Doctors, We Heal Sick Hair)
 - Cicourel, Expert (In LM)
 - Philips, Power (In LM)
 - Irvine, In RDR (When Talk Isn't Cheap...)
- WK 9: 10/17 ***Language, Medicine, and Power***
- Mattingly, in RDR (Emergent Narratives)
 - Kuipers, in RDR ("Medical Discourse" in Anthropological Context)
 - Wilce, Healing (In LM)
 - Additional Readings: TBA

- WK 10: 10/24 ***Speech Communities***
- Duranti, Chapters 2 and 3: Theories of Culture, Linguistic Diversity (in LA)
 - Morgan, Community (In LM)
 - Sidnell, Competence (In LM)
 - Baugh, Variation (In LM)
- WK 11: 10/31 ***Computer-Mediated Communication***
- Hall & Bucholtz, Chapter 3: This Discussion is Going too Far!: Herring et al.
 - Jacobs-Huey, in RDR (BTW, How do you wear your hair?)
 - Kirshenblatt-Gimblett, In RDR (The Electronic Vernacular)
 - Herring, In RDR (Introduction, Computer-Mediated Communication)
- WK 12: 11/7 ***Language Socialization***
- Duranti: Chapter 6: Meaning in Linguistic Forms
 - Baquedano-López, in RDR (Creating Social Identities through Doctrina Narratives)
 - Hall & Bucholtz, Chapter 4: The Father Knows Best Dynamic...: Ochs & Taylor
 - Heath, In RDR (What No Bedtime Story Means)
 - Ochs, Socialization (In LM)
 - Besnier, Literacy (In LM)
- WK 13: 11/14 ***Narrative Analysis***
- Ochs & Capps, In RDR (Narrating the Self)
 - Jacobs-Huey, In RDR (Epistemological Deliberations)
 - Manelis Klein, Narrative (In LM)
- WK 14: 11/21 ***Language in Diasporas***
- Jourdan, Contact (In LM)
 - Hill, Syncretism (In LM)
 - Ivanov, Heteroglossia (In LM)
 - Duranti, in RDR (Indexical Speech across Samoan Speech Communities)
- WK 15: 11/28 ***Language, Performance, and Popular Culture***
- Spitulnik, Media (In LM)
 - Feld & Fox, Music (In LM)
 - Jacobs-Huey, In RDR (The Arab is the New Nigger)
 - Additional Readings: TBA

FINAL PAPERS/ANNOTATED BIBLIOGRAPHIES ARE DUE IN MY BOX BY 5PM ON FRIDAY, DECEMBER 9TH)

*The Reading Schedule may be subject to modification (e.g., trimming, additions, etc.).

Course Bibliography

NOTE: Books by Alessandro Duranti and co-editors Kira Hall and Mary Bucholtz are not included in your reader. These texts are available at the University Bookstore. This bibliography also appears in your reader packet and on the course website.

- Baquedano-López, Patricia. 2001. Creating Social Identities through Doctrina Narratives. In A. Duranti (ed.) *Linguistic Anthropology: A Reader* (343-358). Oxford: Blackwell.
- Bucholtz, Mary. 2000. The Politics of Transcription. *Journal of Pragmatics* 32: 1439-1465.
- Duranti, Alessandro, (ed.). 1999. Language Matters in Anthropology: A Lexicon for the New Millennium. Special Issue of the *Journal of Linguistic Anthropology*, 9(1-2). Arlington, VA: American Anthropological Association. (*Abbreviated LM in Reading & Exam Schedule*)
- Duranti, Alessandro. 1997a. *Linguistic Anthropology*. Cambridge: Cambridge University Press. (*Abbreviated LA in Reading & Exam Schedule*)
- Duranti, Alessandro. 1997b. Indexical Speech Across Samoan Communities. *American Anthropologist* 99(2): 342-354.
- Eckert, Penelope and Sally McConnell-Ginet. 1992b. "Think Practically and Look Locally:" Language and Gender as Community-based Practice." *Annual Review of Anthropology* 21: 461-90.
- Hall, Kira and Bucholtz, Mary, Eds. 1995. *Gender Articulated: Language and the Socially Constructed Self*. New York: Routledge.
- Heath, Shirley Brice. 1986. What No Bedtime Story Means. In B.B. Schieffelin and E. Ochs (Eds.) *Language Socialization Across Cultures* (97-126). New York: Cambridge University Press.
- Herring, Susan. 1996. Introduction. In S. Herring (Ed.) *Computer-mediated communication: Linguistic, Social and Cross-cultural Perspectives*. Philadelphia: John Benjamins Publishing Company.
- Jacobs-Huey, Lanita. 1997. Is There An Authentic African American Speech Community?: Carla Revisited. *Penn Working Paper Series in Linguistics*, Vol. 4, No. 1: 331-370.
- Jacobs-Huey, Lanita. 1998. We Are Just Like Doctors, We Heal Sick Hair: Cultural and Professional Discourses of Hair and Identity in a Black Hair Care Seminar. In Chalasani, Mani C., Jennifer Grocer and Peter Haney (Eds.) *SALSA V: Proceedings of the 5th Annual Symposium about Language and Society-Austin, TLF 39* (213-223). Austin: Texas Linguistics Forum.
- Jacobs-Huey, Lanita. 2001. Epistemological Deliberations: Constructing and Contesting Knowledge in Women's Cross-Cultural Hair Testimonies. In Nancy Tuana and Sandi Morgen (Eds.) *EnGendering Rationalities* (335-359). Albany: SUNY Press.
- Jacobs-Huey, Lanita. In Press. BTW, How Do YOU Wear Your Hair: Establishing Racial Identity, Consciousness and Community in an African American Listserv Group. To appear in forthcoming volume, Susan Herring (Ed.) *Computer-Mediated Conversation*.
- Jacobs-Huey, Lanita. n.d. "The Arab is the New Nigger": African American Comics Discuss Race, Identity, and Nation after September 11th. Unpublished Manuscript.
- Kirshenblatt-Gimblett, Barbara. 1996. The Electronic Vernacular. In G. Marcus (Ed.) *Connected: Engagements with Media* (21-65). Chicago: University of Chicago Press.
- Kuipers, Joel C. 1989. "Medical Discourse" in Anthropological Context: Views of Language and Power. *Medical Anthropology Quarterly* 3(2): 99-123. <http://www.anthrosource.net/doi/abs/10.1525/maq.1989.3.2.02a00010>
- Mattingly, Cheryl F. 2000. Emergent Narratives. In C. Mattingly and L. Garro (Eds.) *Narrative and the Cultural Construction of Illness and Healing* (181-211). Los Angeles: University of California Press.
- Ochs, Elinor and Lisa Capps. 1996. Narrating the Self. In W. Durnham, E. Valentine, and B. Schieffelin (Eds.) *Annual Review of Anthropology*, Vol. 25: 19-43. Palo Alto, California: Annual Reviews.
- Woolard, Kathryn and Bambi Schieffelin. 1994. Language Ideology. *Annual Review of Anthropology*, 23: 55-82.