

## Anthropology 509: Key Topics in Linguistic Anthropology

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Spring 2009    Lec 10666D    W 9-11:50AM    VKC 104

**Professor:**    **Lanita Jacobs**

Office:            Grace Ford Salvatori Hall (GFS) 128

[Note: To get to my office, you must first enter the Anthropology Department at GFS 120]

Email:            jacobshu@usc.edu

Office Hours:    M 1-2PM; 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, Ed. 2001a. Key Terms in Language and Culture: Oxford: Blackwell.
2. Duranti, Alessandro, Ed. 2001b. Linguistic Anthropology: A Reader: Oxford: Blackwell.
3. Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge: Cambridge University Press.
4. Jacobs-Huey, Lanita. 2006. From the Kitchen to the Parlor: Language and Becoming in African American Women's Hair Care. Oxford: Oxford University Press.
5. Anthropology 509 Reader (Articles in RDR will be available in Blackboard and/or Ares Electronic Reserve).

### Highly Recommended Texts:

6. Hall, Kira and Bucholtz, Mary, Eds. 1995. Gender Articulated: Language and the Socially Constructed Self. New York: Routledge.
7. Zinsser, William. 2001. On Writing Well. Sixth Edition. New York: HarperCollins Publishers.
8. Zinsser, William. 1993. Writing to Learn. New York: HarperCollins Publishers.

### 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, race, 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* in 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 lecture and critical+collegial 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.)

<b>Evaluation:</b>	Weekly Discussion Papers (6 required; 5 points each)	30%
	Class Participation & Presentation of Readings, Data, etc.	30%
	Final Paper/Annotated Bibliography	40%

Weekly Discussion Papers. In most weeks, you will prepare a brief paper (2-3 typed pages maximum, double-spaced) providing a critical synthesis of a reasonable subset of the optional/required readings. These papers are due in class on Wednesday. (Please do not send via email.) Although the papers are due weekly, you are only responsible for completing six 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 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 within the range of 4-5 points). 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 and should be approached with great care and attention.

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. While you need not be an expert on any of the themes covered, you should be prepared to make thoughtful (e.g., theoretically-informed) contributions. You are particularly encouraged to raise important questions and highlight relevant controversies. You should also use your presentations as a chance to workshop data relevant to your own graduate research, whether it be in the form of an interview excerpt, transcription of naturally spoken discourse, excerpt of visual or other data, etc.

In order to facilitate class discussion, you will also be required to present a 10-20 minute synopsis of the assigned readings during 1-2 weeks of the semester. 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 in class by the **7<sup>th</sup> week of the semester**. The final paper should be no more than 15-20 double-space pages in length, excluding bibliography. Those of you who choose to complete annotated bibliographies should aim towards (20-25 pages), with the optimal number of articles reviewed totaling 30-40. 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/igdrannotbib.html>. **Final assignments are due in my mailbox in GFS 120 by 5PM on Friday, May 8<sup>th</sup>.**

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#### READING SCHEDULE\*

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- WK 1: 1/14      *Course Introduction*
- WK 2: 1/21      *Modes of Inquiry and Analysis in Linguistic Anthropology* [Lanita to review]
- Briggs: Interview (*Optional*; In Key Terms in Language and Culture)
  - Duranti: Linguistic Anthropology (In Linguistic Anthropology: A Reader)
  - Duranti: Chapters 4-5 (Linguistic Anthropology)
- WK 3: 1/28      *Representational Issues in Linguistic Anthropology*
- Bucholtz: The Politics of Transcription (In RDR)
  - Bucholtz: Reflexivity and Critique in Discourse Analysis (*Optional*; In RDR)
  - Jacobs-Huey: Introduction and Chapter 7 (From the Kitchen to the Parlor)
  - Keane: Voice (*Optional*; In Key Terms in Language and Culture)
  - Zinsser: Chapters 3-5 and 10 (*Optional*; Writing to Learn)
  - Zinsser: Writing About Places (In RDR)
- WK 4: 2/4      *Language, Identity, and Ideology*
- Bucholtz & Hall: Language and Identity (In RDR)
  - Kroskrity: Identity (*Optional*; In Key Terms in Language and Culture)
  - Kroskrity: Language Ideologies (In RDR)
  - Kroskrity: Arizona Tewa Speech as a Manifestation of a Dominant Language Ideology (In Key Terms in Language and Culture)
- WK 5: 2/11      *Language and/as Context*
- Agha: Register (In Key Terms in Language and Culture)
  - Bailey: Switching (In Key Terms in Language and Culture)
  - Duranti: Chapter 7 (*Optional*; In Linguistic Anthropology)
  - Goodwin & Duranti: Introduction to Rethinking Context (In RDR)
  - Mendoza-Denton: Style (In Key Terms in Language and Culture)
  - Rymes: Names (In Key Terms in Language and Culture)
  - Sbisà: Act (In Key Terms in Language and Culture)

WK 6: 2/18

***Language and/as Power***

- Cicourel, Expert (In [Key Terms in Language and Culture](#))
- Irvine: When Talk Isn't Cheap... (*Optional*; In RDR)
- Jacobs-Huey: Chapter 2 ([From the Kitchen to the Parlor](#))
- Mendoza-Denton: Pregnant Pauses (*Optional*; In [Gender Articulated](#))
- Philips: Power (In [Key Terms in Language and Culture](#))

WK 7: 2/25

***Language and Gender***

- Bucholtz: Gender (*Optional*; In [Key Terms in Language and Culture](#))
- Gal: Language, Gender, and Power (In [Linguistic Anthropology: A Reader and Gender Articulated](#))
- Jacobs-Huey: Chapter 6 ([From the Kitchen to the Parlor](#))
- Philips: Language and Social Inequality (*Optional*; In RDR)

WK 8: 3/4

***Language Socialization***

- Baquedano-López: Creating Social Identities through Doctrina Narratives (In [Linguistic Anthropology: A Reader](#))
- Besnier: Literacy (In [Key Terms in Language and Culture](#))
- Heath: What No Bedtime Story Means (In [Linguistic Anthropology: A Reader](#))
- Ochs: Socialization (*Optional*; In [Key Terms in Language and Culture](#))
- Ochs & Schieffelin: Language Acquisition and Socialization (In [Linguistic Anthropology: A Reader](#))

WK 9: 3/11

***Speech Communities***

- Duranti, Chapter 3 (*Optional*; In [Linguistic Anthropology](#))
- Gumperz: The Speech Community (In [Linguistic Anthropology: A Reader](#))
- Hymes: On Communicative Competence (In [Linguistic Anthropology: A Reader](#))
- Jacobs-Huey: Is There an Authentic African American Speech Community? (In RDR)
- Morgan: The African American Speech Community (*Optional*; In [Linguistic Anthropology: A Reader](#))
- Sidnell: Competence (*Optional*; In [Key Terms in Language and Culture](#))

**Spring Break 3/16-3/20**

WK 10: 3/25

***Computer-Mediated Communication***

- Jacobs-Huey: Chapter 5 ([From the Kitchen to the Parlor](#))
- Herring et al.: "This Discussion is Going Too Far!" (*Optional*; In [Gender Articulated](#))
- Herring & Martinez: Assessing Gender Authenticity in Computer-Mediated Language Use (In RDR)
- Wilson & Peterson: The Anthropology of Online Communities (In RDR)

WK 11: 4/1

***Narrative Analysis***

- Baquedano-López: Prayer (*Optional*; In [Key Terms in Language and Culture](#))
- Duranti: Chapter 9 ([Linguistic Anthropology](#))
- Goodwin: Participation (*Optional*; In [Key Terms in Language and Culture](#))
- Jacobs-Huey: Chapter 3 ([From the Kitchen to the Parlor](#))
- Manelis Klein: Narrative (*Optional*; In [Key Terms in Language and Culture](#))
- Ochs & Capps: Narrating the Self (In RDR)

- WK 12: 4/8 ***Language, Misunderstandings, and Linguistic Breaches***
- Ahern: Agency (In Key Terms in Language and Culture)
  - Basso: To Give Up On Words (*Optional*; In RDR)
  - Bailey: Misunderstanding (In RDR)
  - Duranti: Agency in Language (In RDR)
  - Jacobs-Huey: Learning through the Breach (In RDR)
- WK 13: 4/15 ***Language, Medicine, and Power***
- Jacobs-Huey: I/We Narratives among African American Families Raising Children with Disabilities (In RDR)
  - Kuipers: “Medical Discourse” in Anthropological Context (In RDR)
  - Mattingly: Emergent Narratives (In RDR)
  - Wilce: Healing (*Optional*; In Key Terms in Language and Culture)
- WK 14: 4/22 ***Language and/as Performance***
- Bauman: Verbal Art as Performance (In Linguistic Anthropology: A Reader)
  - Haviland: Gesture (In Key Terms in Language and Culture)
  - Hall: Performativity (*Optional*; In Key Terms in Language and Culture)
  - Hall: Intertextual Sexuality (*Optional*; In RDR)
  - Jacobs-Huey: Chapter 4 (From the Kitchen to the Parlor)
  - Mitchell-Kernan: Signifying & Marking (*Optional*; In Linguistic Anthropology: A Reader)
- WK 15: 4/29 ***Language, Race, and Public/Popular Culture***
- Hill: Language, Race, and White Public Space (In Linguistic Anthropology: A Reader)
  - Jacobs-Huey: Moralizing Whiteness in *Joan of Arcadia* (In RDR)
  - Spitulnik: Media (In Key Terms in Language and Culture)
  - Additional Readings: To be announced

**FINAL PAPERS/ANNOTATED BIBLIOGRAPHIES ARE DUE IN MY BOX BY 5PM ON FRIDAY, MAY 8<sup>TH</sup>)**

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

## Course Bibliography (Books in BOLD)

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- Bailey, Benjamin. 2006. Misunderstanding. *In* A. Duranti (Ed.) *A Companion to Linguistic Anthropology* (395-413). Oxford: Blackwell.
- Basso, Keith. 1970. "To Give Up On Words": Silence in Western Apache Culture. *Southwestern Journal of Anthropology* 26(3): 213-230.
- Bucholtz, Mary. 2001. Reflexivity and Critique in Discourse Analysis. *Critique of Anthropology* 21(2): 165-183.
- Bucholtz, Mary. 2000. The Politics of Transcription. *Journal of Pragmatics* 32: 1439-1465.
- Bucholtz, Mary and Kira Hall. 2006. Language and Identity. *In* A. Duranti (Ed.) *A Companion to Linguistic Anthropology* (369-394). Oxford: Blackwell.
- Duranti, Alessandro. 2006. Agency in Language. *In* A. Duranti (Ed.) *A Companion to Linguistic Anthropology* (451-473). Oxford: Blackwell.
- Duranti, Alessandro, Ed. 2001a. Key Terms in Language and Culture: Oxford: Blackwell.**
- Duranti, Alessandro, Ed. 2001b. Linguistic Anthropology: A Reader: Oxford: Blackwell.**
- Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge: Cambridge University Press.**
- Goodwin, Charles and Alessandro Duranti, Eds. 1992. Rethinking Context: An Introduction. *In* *Rethinking Context: Language as an Interactive Phenomenon* (1-42). Cambridge: Cambridge University Press.
- Hall, Kira. 2005. Intertextual Sexuality: Parodies of Class, Identity, and Desire in Liminal Delhi. *Journal of Linguistic Anthropology* 15(1): 125-144.
- Hall, Kira and Bucholtz, Mary, Eds. 1995. Gender Articulated: Language and the Socially Constructed Self. New York: Routledge.**
- Herring, Susan C. and Anna Martinson. 2004. Assessing Gender Authenticity in Computer-Mediated Language Use: Evidence from an Identity Game. *Journal of Language and Social Psychology* 23(4): 424-446.
- Irvine, Judith T. 1989. When Talk Isn't Cheap: Language and Political Economy. *American Ethnologist* 16(2): 248-267.
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- Jacobs-Huey, Lanita. Forthcoming. Moralizing Whiteness in *Joan of Arcadia*. *In* D. Winston (Ed.) *Small Screen, Big Picture: Television and Lived Religion* (235-261). Waco, TX: Baylor University Press.
- Jacobs-Huey, Lanita. 2007. Learning through the Breach: Language Socialization among African American Cosmetologists. *Ethnography* 8(2): 171-203.
- Jacobs-Huey, Lanita. 2006. From the Kitchen to the Parlor: Language and Becoming in African American Women's Hair Care. Oxford: Oxford University Press.**
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- Kroskrity, Paul V. 2006. Language Ideologies. *In* A. Duranti (Ed.) *A Companion to Linguistic Anthropology* (496-517). Oxford: Blackwell.
- Kuipers, Joel C. 1989. "Medical Discourse" in Anthropological Context: Views of Language and Power. *Medical Anthropology Quarterly* 3(2): 99-123.
- 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. *Annual Review of Anthropology* 25: 19-43.
- Philips, Susan U. 2006. Language and Identity. *In* A. Duranti (Ed.) *A Companion to Linguistic Anthropology* (474-495). Oxford: Blackwell.
- Wilson, Samuel M. and Leighton C. Peterson. 2002. The Anthropology of Online Communities. *Annual Review of Anthropology* 31: 449-467.
- Zinsser, William. 2004. Writing about Places. *In* *Writing about Your Life: A Journey into the Past* (63-79). New York: Marlowe & Company.
- Zinsser, William. 2001. On Writing Well. Sixth Edition. New York: HarperCollins Publishers.**
- Zinsser, William. 1993. Writing to Learn. New York: HarperCollins Publishers.**