

ANTH 681: Keywords in Linguistic Anthropology

Professor Jennifer Roth-Gordon

University of Arizona

Spring, 2017

Course Information:

Class Time/Location: Wednesdays 11:00–1:30
 Haury 310

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Course Description:

This advanced graduate seminar will delve into six critical themes (or “keywords”) in linguistic anthropology: culture, community, identity, heteroglossia, power, and ideology. We will be reading from the works of influential social theorists such as Mikhail Bakhtin, Michel Foucault, and Pierre Bourdieu and drawing heavily on recent articles by leading linguistic and cultural anthropologists. This class is designed for two main audiences: 1) linguistic anthropology graduate students who want a strong grounding in social theory and 2) cultural anthropology graduate students who would like to acquire familiarity with recent work in linguistic anthropology through a discussion of theoretical points of overlap. Graduate students from other departments and programs who are interested in similar issues are welcome as well. To emphasize our shared concerns, we begin with a study of one of the discipline’s most recognizable – and controversial – terms: culture.

Course Requirements:

① Attendance and Participation:

In a graduate-level seminar, it goes without saying that your active and informed participation is expected. As a courtesy, please let me know ahead of time if you will be late or unable to attend a session of class. Also, if, for whatever reason, you find it difficult to participate in class as often as you would like, please make efforts to contribute to the class in alternate ways, such as by contributing more frequently to the online discussion board. All students are asked to take an active role in working towards the success of this class. Auditing will only be permitted in exceptional cases. Frequent absences (3 or more) will negatively impact a student’s grade and may constitute grounds for dismissal from the class.

② Online Discussion:

In order to make the most of our class time together, all students will be required to participate in an online discussion of the readings. Each student is required to submit **10**

online posts over the course of the semester, during 10 separate weeks. This means that you can skip 2 weeks of your choosing. Each post should be at least two long paragraphs in length and should contribute a **cultural or linguistic example** that pertains to the readings for the week. I especially encourage students to make use of the online format of this discussion, providing links to websites and videos that we may further analyze during class discussion. Please present the necessary background to contextualize your example, as well as providing the connections you see to the topic for the week. The purpose of this forum is: 1) to stimulate our discussion for the week 2) to allow me to track student progress and 3) to allow you to digest and build on fellow classmate's insights. This is an especially good forum for students who have trouble speaking up in class and who prefer to more carefully craft their comments. Please allow enough time for thoughtful reflection of the readings! Posts may be submitted no later than **Tuesday by 8 pm**. All students will need to carefully read the comments of fellow students (though you may not have time to follow all of the links provided). Online discussion and debate is strongly encouraged!

③ Mid-term Paper:

For your first paper, you will explore one of the keywords we have covered in a short paper of 8-10 pages. Outside reading is not required, as I am most interested in your thoughtful synthesis of the readings at hand. Working through data you have from ongoing or past research is always welcome and generally most productive for students, though you are also able to take examples from popular culture, social media, "regular" media, etc. (this includes developing the analysis of one of your weekly examples). *Please note that you are expected to cite generously from class readings and feel free to consult with me before the paper deadline.* In order to allow me to offer you detailed feedback on your paper in a timely fashion, I only accept electronic copies (word doc preferred). This paper is due on Friday, **March 3rd**.

④ Final Paper(s):

For your final paper, you have the option of focusing on one or more of the remaining keywords in a long paper (16-20 pages) or completing two additional short papers, each on different keywords (8-10 pages). Based on mid-term papers, some students may be encouraged to take the three-paper option. Should you choose one final paper, an abstract of your proposed topic is due **March 31st**. This final paper is due on **May 3rd**. Shorter papers will likewise be due on **March 31st** and **May 3rd**. *All students are advised to meet with me at least once during the semester to discuss your progress in the class.*

Grading:

Attendance, Participation, Online Posts:	25%
Mid-term Paper:	25%
Final Paper:	50%
(or two short papers, 25% each)	

Course Readings:

All readings will be made available on the d2l class website. If you have trouble accessing the site for any reason, please email me. Readings are subject to change; please check the d2l site.

Class Schedule:

<i>Culture</i>

Week One: Introductions

January 11

Week Two: De/reconstructing the Concept of Culture

January 18

Abu-Lughod, Lila. 1991. Writing Against Culture, in *Recapturing Anthropology: Working in the Present*, ed. by Richard G. Fox. Santa Fe, NM: School of American Research Press. 137–162.

Brightman, Robert. 1995. Forget Culture: Replacement, Transcendence, Relexification. *Cultural Anthropology* 10(4):509–546.

Bashkow, Ira. 2004. A Neo-Boasian Conception of Cultural Boundaries. *American Anthropologist* 106(3):443–458.

Gupta, Akhil and James Ferguson. 1997. Beyond “Culture”: Space, Identity, and the Politics of Difference, in *Culture, Power, Place: Explorations in Critical Anthropology*, ed. by Akhil Gupta and James Ferguson. Durham: Duke University Press. 33–51.

Bashkow, Ira. 2006. Introduction: The Cultural Construction of Whitemen (chapter 1), in *The Meaning of Whitemen: Race & Modernity in the Orokaiva Cultural World*. Chicago: The University of Chicago Press. 1–25.

Week Three: Cultural, National, and Linguistic Difference

January 25

- Middleton, Townsend. 2015. Becoming Tribal in Darjeeling: An Introduction to the Ethno-Contemporary (Introduction), in *The Demands of Recognition*. Palo Alto: Stanford University Press. 1–26.
- Orlove, Benjamin S. 1998. Down to Earth: Race and Substance in the Andes. *Bulletin of Latin American Research* 17(2):207–222.
- Stasch, Rupert. 2010. Textual Iconicity and the Primitivist Cosmos: Chronotopes of Desire in Travel Writing about Korowai of West Papua. *Journal of Linguistic Anthropology* 21(1):1–21.
- Brink-Danan, Marcy. 2010. Names That Show Time: Turkish Jews as “Strangers” and the Semiotics of Reclassification. *American Anthropologist* 112(3):384–396.
- Park, Joseph Sung-Yul. 2014. Cartographies of Language: Making Sense of Mobility among Korean Transmigrants in Singapore. *Language & Communication* 39:83–91.

<i>Community</i>

Week Four: Community Across Time and Space

February 1

- Pratt, Mary Louise. 1987. Linguistic Utopias, in *The Linguistics of Writing*, ed. by Nigel Fabb, Derek Attridge, Alan Durant and Colin McCabe. Manchester: Manchester University Press. 46–66.
- Bucholtz, Mary. 1999. “Why Be Normal?” Language and Identity Practices in a Community of Nerd Girls. *Language in Society* 28(2):203–223.
- Irvine, Judith. 1997. Language and Community: Introduction. *Journal of Linguistic Anthropology* 6(2):123–125.
- Ortner, Sherry B. 1997. Fieldwork in the Postcommunity. *Anthropology and Humanism* 22(1): 61–80.
- Juris, Jeffrey. 2012. Reflections on #Occupy Everywhere: Social Media, Public Space, and Emerging Logics of Aggregation. *American Ethnologist* 39(2):259–279.
- Spitulnik, Debra. 1997. The Social Circulation of Media Discourse and the Mediation of Communities. *Journal of Linguistic Anthropology* 6(2):161–187.

Week Five: Belonging

February 8

- McIntosh, Janet. 2016. *Unsettled: Denial and Belonging among White Kenyans* (introduction). Oakland: University of California Press. 1–47.

Middleton, Townsend. 2013. Anxious Belongings: Anxiety and the Politics of Belonging in Subnationalist Darjeeling. *American Anthropologist* 115(4):608–621.

Woronov, T.E. 2007. Performing the Nation: China's Children as Little Red Pioneers. *Anthropological Quarterly* 80(3):647–672.

Mankekar, Purnima. 2002. "India Shopping": Indian Grocery Stores and Transnational Configurations of Belonging. *Ethnos: Journal of Anthropology* 67(1):75–97.

Bryant, Rebecca. 2014. History's Reminders: On Time and Objects after Conflict in Cyprus. *American Ethnologist* 41(4):681–697.

Identity

Week Six: Authenticity and the "Self"

February 15

Bucholtz, Mary. 2003. Sociolinguistic Nostalgia and the Authentication of Identity. *Journal of Sociolinguistics* 7(3):398–416.

Yngvesson, Barbara and Susan Bibler Coutin. 2006. Backed by Papers: Undoing Persons, Histories, and Return. *American Ethnologist* 33(2):177–190.

Dick, Hilary Parsons. 2013. Diaspora and Discourse: The Contrapuntal Lives of Mexican Nonmigrants, in *A Companion to Diaspora and Transnationalism Studies*, ed. by Ato Quayson and Girish Daswani, Malden, MA: Wiley-Blackwell. 412–27.

Gershon, Ilana. 2014. Selling Your Self in the United States. *PoLAR: Political and Legal Anthropology Review* 37(2):281–295.

Woronov, T. E. 2015. Creating Identities (chapter 4), in *Class Work: Vocational Schools and China's Urban Youth*. Palo Alto: Stanford University Press. 92–112.

Week Seven: Bodily Techniques

February 22

Mendoza-Denton, Norma. 1996. 'Muy Macha': Gender and Ideology in Gang-Girls' Discourse about Makeup. *Ethnos* 61(1-2):47–63.

Van Leeuwen, Lizzy. 2011. Climate Control, Class and the Nation (chapter 5), in *Lost in Mall: An Ethnography of Middle-Class Jakarta in the 1990s*. Leiden: KITLV Press. 197–230.

Woronov, T. E. 2009. Governing China's Children: Governmentality and "Education for Quality." *Positions: East Asia Cultures Critique*. 17(3):567–589.

Roth-Gordon, Jennifer. 2013. Racial Malleability and the Sensory Regime of Politically Conscious Brazilian Hip Hop. *The Journal of Latin American and Caribbean Anthropology* 18(2):294–313.

Wirtz, Kristina. 2017. Mobilizations of Race, Place, and History in Santiago de Cuba's Carnavalesque. *American Anthropologist*. Online.

Martinez, Domingo. 2012. The Mimis (chapter 10), in *The Boy Kings of Texas: A Memoir*. Guilford, CT: Lyons Press. 85-98.

Week Eight: Culture, Community, and Identity – Connections

March 1

→Paper #1 due Friday March 3rd (emailed to jenrothg@email.arizona.edu)

<i>Heteroglossia</i>

Week Nine: The Dialogic Imagination

March 8

Bakhtin, M. M. 1981. Discourse in the Novel, in *The Dialogic Imagination*, translated by Caryl Emerson and Michael Holquist. Austin: University of Texas Press. 259-422 [see especially 270-300; 336-355].

Morson, Gary Saul and Caryl Emerson. 1990. Metalinguistics: The Dialogue of Authorship, in *Mikhail Bakhtin: Creation of a Prosaics*. Stanford, CA: Stanford University Press. 123-171.

Spring Break

March 15

Week Ten: Heteroglossia and Intertextuality

March 22

Hill, Jane H. 1986. The Refiguration of the Anthropology of Language. *Cultural Anthropology*. 1: 1: 89-102.

Hill, Jane H. 1985. The Grammar of Consciousness and the Consciousness of Grammar. *American Ethnologist*. 12: 4: 725-737.

Smith, Andrea L. 2004. Heteroglossia, “Common Sense,” and Social Memory. *American Ethnologist*. 31: 2: 251-269.

Lazar, Sian. 2015. “This is Not a Parade, It’s a Protest March”: Intertextuality, Citation, and Political Action on the Streets of Bolivia and Argentina. *American Anthropologist*. 117(2):242–256.

Gal, Susan, Julia Kowalski, and Erin Moore. 2015. Rethinking Translation in Feminist NGOs: Rights and Empowerment Across Borders. *Social Politics* 22(4):610–635.

Power

Week Eleven: Language and Symbolic Power

March 29

Bourdieu, Pierre. 1994. Editor's Introduction and Part I: The Economy of Linguistic Exchanges, in *Language and Symbolic Power*, ed. by John B. Thompson. Cambridge, MA: Harvard University Press. 1-102.

Woolard, Kathryn A. 1985. Language Variation and Cultural Hegemony: Toward an Integration of Sociolinguistic and Social Theory. *American Ethnologist*. 12: 4: 738-748.

Hanks, William F. 2005. Pierre Bourdieu and the Practices of Language. *Annual Review of Anthropology* 34: 67-83.

→Paper #2, or abstract for the final paper, due by Friday March 31st.

Week Twelve: Power and Resistance

April 5

Abu-Lughod, Lila. 1990. The Romance of Resistance: Tracing Transformations of Power through Bedouin Women. *American Ethnologist* 17(1):41–55.

Gal, Susan. 1995. Language and the “Arts of Resistance.” *Cultural Anthropology*. 10: 3: 407–424.

Allison, Anne. 1991. Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus. *Anthropological Quarterly* 64(4):195–208.

Besnier, Niko. 2009. Gossip, Hegemony, Agency (chapter 1), in *Gossip and the Everyday Production of Politics*. Honolulu: University of Hawai'i Press. 1–28.

Foucault, Michel. 1982. Afterword: The Subject and Power, in *Michel Foucault: Beyond Structuralism and Hermeneutics*, ed. by Hubert L. Dreyfus and Paul Rabinow. Chicago: University of Chicago Press. 208-226. (optional)

Ideology

Week Thirteen: Ideology

April 12

Woolard, Kathryn A. 1998. Introduction: Language Ideology as a Field of Inquiry, in *Language Ideologies: Practice and Theory*, ed. by Bambi B. Schieffelin, Kathryn A. Woolard, and Paul V. Kroskrity. New York: Oxford University Press. 3–47.

Philips, Susan U. 1998. Language Ideologies in Institutions of Power: A Commentary, in *Language Ideologies: Practice and Theory*, ed. by Bambi B. Schieffelin, Kathryn A. Woolard, and Paul V. Kroskrity. New York: Oxford University Press. 211–225.

Gal, Susan. 1998. Multiplicity and Contention among Language Ideologies: A Commentary, in *Language Ideologies: Practice and Theory*, ed. by Bambi B. Schieffelin, Kathryn A. Woolard, and Paul V. Kroskrity. New York: Oxford University Press. 317–331.

Philips, Susan U. 2004. The Organization of Ideological Diversity in Discourse: Modern and Neotraditional Visions of the Tongan State. *American Ethnologist* 31(2):231–250.

McIntosh, Janet. 2014. Linguistic Atonement: Penitence and Privilege in White Kenyan Language Ideologies. *Anthropological Quarterly* 87(4):1165–1199.

Week Fourteen: Language Ideologies

April 19

Irvine, Judith T. and Susan Gal. 2000. Language Ideology and Linguistic Differentiation, in *Regimes of Language: Ideologies, Politics, and Identities*, ed. by Paul V. Kroskrity. Santa Fe, New Mexico: School of American Research Press. 35–83.

Park, Joseph Sung-Yul. 2010. Naturalization of Competence and the Neoliberal Subject: Success Stories of English Language Learning in the Korean Conservative Press. *Journal of Linguistic Anthropology* 20(1):22–38.

Gal, Susan. 2005. Language Ideologies Compared: Metaphors of Public/Private. *Journal of Linguistic Anthropology* 15(1):23–37.

Woolard, Kathryn. 2016. Ideologies of Linguistic Authority: Authenticity, Anonymity, and Naturalism (chapter 2), in *Singular and Plural: Ideologies of Linguistic Authority in 21st Century Catalonia*. New York: Oxford University Press. 21–38.

Inoue, Miyako. 2011. Stenography and ventriloquism in late nineteenth century Japan. *Language & Communication*. 31:181–190.

Week Fifteen: Concluding Thoughts

April 26

Week Sixteen: No class

May 3

→Final papers due

