ANTHROPOLOGY **392N**
INTRODUCTION TO GRADUATE LINGUISTIC ANTHROPOLOGY
(unique # 31910)
Spring 2014
Class location: SAC 4.116
Monday 2-5 p.m.

Professor: Elizabeth Keating, PhD
Office: SAC 4.156, Phone: 471-8518, email: Elizabeth.keating@austin.utexas.edu
Office Hours: Tuesdays 1-3
Professor Homepage: http://uts.cc.utexas.edu/~ekeating/

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I. Rationale

An Anthropology Core Course, this course is an introduction to the theoretical and methodological foundations of the study of language from a sociocultural perspective. Topics discussed include linguistic, philosophical, psychological, sociological and anthropological contributions to the understanding of verbal and non-verbal communication as a social activity embedded in cultural contexts. No prior training in linguistics is presupposed. Readings include both ethnographic studies and theoretical work about language.

II. Course Aims and Objectives

Aims: To introduce students to theory and research methods in linguistic anthropology

Specific Learning Objectives: By the end of this course, students will:

- Through comparing and contrasting language practices in different world areas, gain new perspectives about language, and new understanding of theories and methods, including the value of language data to critique existing assumptions.
- Through studying key principles underlying human interaction and the use of text and language to represent ideas, students will acquire knowledge about the negotiated nature of social life and social relations.
- By synthesizing from case studies, examples in discussions, students will, by doing data analysis collaboratively, be able to apply their knowledge of language and social relationships to new situations and data sets.

- Through linking class materials with their own experiences, students will gain new skills in how to use language materials to discover new aspects of human behavior and practices.
- Learn to collect language and other symbolic data and analyze it.

III. Format and Procedures: The course is structured around class discussions based on the readings and on data collected in class or brought to class by students. Students must come to class prepared to participate actively in discussions.

IV. Tentative Course Schedule: ***This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

Date	Main Topic(s)	Work to do at home **Readings – to be completed before class**	Evaluation
1/13	Introduction : syllabus, assignments/ requirements		
1/20	MLK Holiday		
1/27	Ordinary Language Philosophy	Duranti, Chapter 1 Wittgenstein, L. 1958. "Philosophical Investigations" (selections). Harper and Row. Paragraphs: 1-27, 48-56, 67-70, 197-210, 239-247, 331-342, 509-520 Volosinov, vii-24 Hanks, Chapters 2-3 Silverstein, Michael. 1992. Metapragmatic discourse and metapragmatic function. In J. Lucy (ed.). *Reflexive Language: Reported Speech and Metapragmatics*	
2/3	Studying Everyday Interactions: Theoretical Underpinnings	Duranti, Chapter 7, 9 Hanks, Chapters 5-7 Goffman, E. 1956. Embarrassment and Social Organization. *The American Journal of Sociology*, Vol. 62, No. 3, pp. 264-271 Cicourel, Aaron. 1992. The interpenetration of communicative contexts: examples from medical encounters, *Social Psychology Quarterly*, Vol. 50, No. 2 Briggs, Charles and Richard Bauman. Genre, Intertextuality, and Social Power. *Journal of Linguistic Anthropology*, Volume 2, Issue 2, pages 131–172 "Arapesh Warfare": Reo Fortune's Veiled Critique of Margaret Mead's *Sex and Temperament*, *American Anthropologist*, Volume 112, Issue 3, pages 370–383.	

2/10	More Language	Quine, W. 1970. Methodological Reflections on Current Linguistic Theory, *Synthese*, 21:3/4, p.386 Caton, S.C. 1987. The Contributions of Roman Jakobson. *Annual Review of Anthropology*, 16: 223-260. Bauman, R. and C. Briggs. 1990. Poetics and performance as critical perspectives on language and social life. *Annual Review of Anthropology* 19:59-88 Agha, Asif. 2008.Voice, Footing, Enregisterment. *Journal of Linguistic Anthropology* Volume 15, Issue 1, pages 38–59 Darnell, Regna. 2006. Benjamin Lee Whorf and the Boasian Foundations of Contemporary Ethnolinguistics. In Jourdan, Christine; Tuite, Kevin. *Language Culture and Society*. Cambridge: Cambridge University Press. pp. 82–95.	Observationa l Exercise Due
2/17	Language Socialization	Ochs, E. and Schieffelin, B. 1984. "Three Developmental Stories and their Implications," from: K. Schweder and R. Levine, eds. *Culture Theory*. Cambridge University Press. http://www.sscnet.ucla.edu/anthro/faculty/ochs/articles/94lang_acq.pdf Goodwin, Marjorie. 2003 "The Relevance of Ethnicity, Class, and Gender in Children's Peer Negotiations." In *Handbook of Language and Gender*. Janet Holmes and Miriam Meyerhoff, eds. Pp. 229-51. Oxford: Blackwell. www.sscnet.ucla.edu/anthro/faculty/goodwin/RelevanceEthnicityClassGender.pdf Kockelman, Paul. 2007. Agency. *Current Anthropology* Volume 48, Number 3.	
2/24	Methods: Discourse Analysis, Conversation Analysis	Duranti, Chapter 4, 8 Woffitt, Chapter 2, "Two Key Studies," and pages 56-71 Ochs, E. 1979. "Transcription as Theory" from: Developmental Pragmatics, Academic Press http://www.sscnet.ucla.edu/anthro/faculty/ochs/articles/ochs1979.pdf Goodwin, M. and Goodwin, C. 1992 "Assessments and the construction of context" in Duranti and Goodwin, *Rethinking Context.* http://www.sscnet.ucla.edu/anthro/faculty/goodwin/Assessments_and_Construction_of_Context.pdf Goodwin, Charles (2000). "Practices of Seeing, Visual Analysis: An Ethnomethodological Approach." In *Handbook of Visual Analysis*, edited by Theo van Leeuwen and Carey Jewitt. London: Sage, pp. 157-82. http://www.sscnet.ucla.edu/clic/cgoodwin/00pract_see.pdf	

3/3	Talk and Institutions, Talk and Affiliations	Drew, P. and J. Heritage. 1992. "Analyzing Talk at Work: an Introduction" from *Talk at Work*, Cambridge University Press. Asmuß, B. And J. Svennevig. 2009. Meeting Talk: An introduction, *Journal of Business Communication* 46/1: 3-22. Schieffelin, Bambi. 2000. Introducing Kaluli Literacy. In Kroskrity, Paul, ed *Regimes of Language*. Santa Fe: American School of Research Auer, P. 1988. A Conversation Analytic Approach to Code-Switching and Transfer, in Monica Heller (ed): *Codeswitching: anthropological and sociolinguistic perspectives*. Berlin: Mouton de Gruyter Auer, P. Postscript on Code-switching and Identity. 2005. *Journal of Pragmatics* 37 (2005) 403–410	
3/10	Spring Break		
03/17	Language and Gender	Gal, S. "Language, Gender, and Power: An Anthropological Review" from K. Hall and M.Bucholtz *Gender Articulated.* New Brunswick, NJ: Routledge. McElhinny, Bonnie. 2003. Fearful, Forceful Agents Of The Law: Ideologies About Language and Gender In Police Officers' Narratives About The Use Of Physical Force *IPRA Pragmatics* 13:2.253-284. Bucholtz, Mary and Kira Hall. 2004. Theorizing Identity in Language and Sexuality Research, *Language in Society* 33(4): 501-547, 2004 Kiesling, Scott. 2002 'Now I Gotta Watch What I Say': Shifting Constructions of Masculinity in Discourse. *Journal of Linguistic Anthropology*, 11,2: 250-273 Smith-Hefner, Nancy. 2009 Language Shift, Gender, and Ideologies of Modernity in Central Java, Indonesia. *Journal of Linguistic Anthropology* 19(1). 57–77.	
03/24	Discourse Analysis	Woffitt, Chapter 7, Critical Approaches to Discourse Analysis Volosinov, pp. 125-159 Besnier, N. (1993) Reported Speech and Affect in Nukulaelae Atoll. In Hill, Jane and Judith Irvine. *Responsibility and Evidence in Oral Discourse,* Cambridge http://home.medewerker.uva.nl/n.besnier/bestanden/Reported_Speech.pdf Webster, Anthony. 2010 Imagining Navajo in the Boarding School: Laura Tohe's No Parole Today and the Intimacy of Language Ideologies, *Journal of Linguistic Anthropology*, Vol. 20, Issue 1, pp. 39–62	

03/31	Language & Status	Morgan, M.1994. Theories and Politics in African American English. *Annual Review of Anthropology*, 23:325-45 Lane, H., Hoffmeister, R. and Bahan, B. 1996. Disabling the Deaf World, From *A Journey into the Deaf World*, Dawn Sign Press Keating, E. 1998. Honor and Stratification in Pohnpei, Micronesia. *American Ethnologist*, 25(3):399-411. Irvine, J. 1989. When Talk isn't Cheap. *American Ethnologist.* Vol. 16, No. 2, pp. 248-267 H. Samy Alim, Jooyoung Lee, Lauren Mason Carris. 2010. Short Fried-Rice-Eating Chinese MCs and Good-Hair-Havin Uncle Tom Niggas: Performing Race and Ethnicity in Freestyle Rap Battles, *Journal of Linguistic Anthropology*. 20(1) 116-133. Romaine, Suzanne. Preserving endangered languages. *Language and Linguistics Compass* 1/1–2 (2007): 115–132	
4/7	Language and Cognition	Hamilton, A. 2000. Metaphor in theory and practice: the influence of metaphors on expectations, *ACM Journal of Computer Documentation*, 24:237-253 Duranti, Chapter 3 Lucy, John. 1996. The scope of linguistic relativity: an analysis and review of empirical research, from J. Lucy, *Rethinking linguistic relativity*	
4/14	Other Semiotic Modes and Contexts	Streeck, Jurgen. 2009. Depicting gestures. The representation of body motion in the visual arts of the West. *Gesture*, 9, 1, 1-34 Filliettaz, Laurent. Time, rhythm and multiactivity: A multimodal approach to workplace interactions in the pharmacological industry. Paper presented at the 9th International Pragmatics Assn conference. Goodwin, C. 1994. Professional Vision. *American Anthropologist* 96(3): 606-633 Schieffelin, B. and Graham Jones. 2009. Talking Text and Talking Back: "My BFF Jill" from Boob Tube to YouTube. *Journal of Computer-Mediated Communication* Volume 14, Issue 4, pages 1050–1079 Postill, John. 2008. Localizing the internet beyond communities and networks. *New Media and Society*. 10: 413.	

4/21	Presentations		
4/28	Presentations		

Feedback: During the course I will be asking for your feedback on your learning.

V. My Assumptions: In language and in anthropological research the assumption is that all languages and cultures are equally rich and complex symbolic worlds and that there are no "primitive" cultures or languages. At the same time it is very common for people to view other people's practices as primitive, peculiar or immoral, a situation that deserves our attention in a time of enhanced connection between cultures due to technology and globalization. Methods in linguistic anthropology necessitate a combined approach that is cross-disciplinary and cross-school. All collected and recorded data is a partial record of human behavior.

VI. Course Requirements:

1. Class attendance and participation policy:

Class participation is very important at the graduate level. It's a skill that must be constantly practiced and developed.

Religious Holy Days
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

2. Course Readings/Materials:

Required Books:

1. Hanks, William. 1996. *Language and Communicative Practices*. Westview Press
2. Volosinov, V.N.1973. *Marxism and the Philosophy of Language*. Harvard U.Press.
3. Duranti, A. 1996. *Linguistic Anthropology,* Cambridge U. Press
4. Wooffitt, Robin. 2005. *Conversation Analysis and Discourse Analysis*. Sage Publications.

(b) **Also required reading:** articles and chapters on the class web site. Pdf's of some readings on the Canvas site; for others please download from the journal cited

Tools for Linguistic Anthropologists, a blog and archive for the latest information about audio, video, and other tools we use in our field: http://kit.linguisticanthropology.org/about/

2. Assignments, Assessment, and Evaluation

Students will be responsible for engaging actively in class discussions, doing a transcription exercise, one individual research paper, and an oral presentation based on the research paper. Course grade will be based 20% on class discussions, 30% on the final oral presentation, and 50% on the final paper. Plus and minus grades will be given.

3. Use of *Canvas*: I use Canvas http://courses.utexas.edu to distribute course materials, to communicate, to post grades, to submit assignments. Rely on this site for the most up-to-date information

about the course (not the printed syllabus). You can find support at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., if you are not familiar with it.

VII. Grading Procedures: Grades will be based on:

(a) 90-100
(b) 80-89
(c) 70-99
(d) 60-69

VIII. Academic Integrity

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss readings and what is covered in lecture with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by another student. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include a failing grade for the course and University disciplinary action. During exams, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

IX. Other University Notices and Policies

Use of E-mail for Official Correspondence to Students: All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at **http://www.utexas.edu/its/help/utmail/1564** .

Documented Disability Statement: Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. *(Note to Faculty: Details of a student's disability are confidential. Faculty should not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.)*

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Q drop Policy: The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: "Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.