

## **COURSE AND CONTACT INFORMATION**

Proseminar: Linguistic Anthropology ANTH 6104  
Spring, 2013, Thursdays, 11.00-1.30  
PHIL 328

## **INSTRUCTOR**

Joel Kuipers  
2112 G Street NW, Room 201, Washington DC 20052  
202-994-6545  
Kuipers@gwu.edu  
Office hours: 1.30-3.30 pm Thursdays

## **COURSE DESCRIPTION**

This course provides a graduate level introduction to the field of linguistic anthropology, by chronicling broadly the development of the sub-discipline (mostly in the USA) over the course of 20<sup>th</sup> and the early 21<sup>st</sup> centuries. Students will be expected to attend all classes, participate thoughtfully, read critically and discuss in class approximately one book (or book equivalent) each week. In addition, students will be expected to write a one paragraph (at least) reaction two days before class. Then, one day before class, comment on the reaction of at least one of your fellow students' reactions. Students will be asked to write a 10-12 page final paper that examines a particular ethnographic topic we have discussed using some original data, and analyze it critically some at least two points of view examined in the class. The coursework will culminate in a written final exam constituting the linguistic anthropology qualifying exam for the MA degree. There are no prerequisites for participation in the course, but students without any linguistics background are strongly urged to attend the lectures for ANTH 1004 Language Culture and Society.

### 1) January 17 Introductions and Organization

Discuss: grading criteria for papers, expectations for class participation.

### 2) January 24 Origin Stories of Language: Evolution, Diversification and Homogenization of Language

Read: 1) Tomasello Understanding and sharing intentions: The origins of cultural cognition, Behavioral and Brain Sciences (2005) 28:675-735 (read all comments)  
2) Daniel Nettle and Suzanne Romaine "A World of Diversity" in Vanishing Voices; 3) Jean Aitchison "On Discontinuing the Continuity-Discontinuity Debate" in 4) Kay, Paul "Language Evolution and Speech Style" in Blount and Sanches Sociocultural Dimensions of Language Change.

3) January 31 The Origin of Linguistics as a Discipline: The Autonomy of Linguistic Form

Read: Ferdinand de Saussure Jonathan Culler

Discussant: Karen Sealy

4) February 7. Ethnographic Approaches to Language: Description of Linguistic Patterning

Read: 1) John Lyons “American Linguistics” 2) Alessandro Duranti From Grammar to Politics 3) Hymes “Linguistic Method in Ethnography” in Garvin Method and Theory

5) February 14: Ethnographic Semantics: Culture as a Classification System

Read: 1) Fraake, Charles “Ethnographic Study of Cognitive Systems” 2) Berlin and Kay, “Basic Color Terms” (pp.1-24); 3) Benjamin Lee Whorf “The Relation of Habitual Thought and Behavior to Language” 4) Fraake “Plying Frames Can Be Dangerous”

Discussants: Kaitlin Carson, Dara Shore

6) February 21: Paths to Pragmatics - Russian Formalism, French Structuralism, and neo-functionalism via World War II.

Read: 1) Jakobson Roman "Why 'Mama' and 'Papa'?\*" in Selected Writings Phonological Studies vol 1. 2) Claude Levi-Strauss “Structural Study of Myth” in Structural Anthropology. 3) Roman Jakobson “Metalanguage as a Linguistic Problem” 3) Susan Bean “Referential and Indexical Meanings of amma in Kannada: Mother, Woman, Goddess, Pox, and Help!” Journal of Anthropological Research, Vol. 31, No. 4 (Winter, 1975), pp. 313-330 4) Silverstein, Michael “Functions” Journal of Linguistic Anthropology, Volume 9, Issue 1-2 (p 76-79); 5) Webb Keane “Signs are Not the Garb of Meaning: On the Social Analysis of Material Things”. In *Materiality* edited by Daniel Miller, Duke University Press, pp. 182-205, 2006 6) Bakhtin “the Problem of Speech Genres”

Discussant: Sarah Bradley, Stephanie Cadwell

7) February 28: Poetics, Context and Narrative Analysis

Read: 1) Bauman Story Performance and Event 2) Briggs, Charles and Richard Bauman “Genre, Intertextuality and Social Power” Journal of Linguistic Anthropology 2.2: 131-172 (1992)

Discussant: Jeremy Love

8) March 7: Race, Language and Ethnicity: the case of African American Speech

Read: Rickford and Rickford Spoken Soul

Discussants: Andrew Bove, Ashley Lorenzen, Rachel Gann

Spring break March 11-16

9) March 21. Language, Socialization and Gender

Read: 1) Terence Deacon – “Evolutionary Perspectives on Language and Brain Plasticity” *Journal of Communicative Disorders* 33:273-291 (2000). 2) Schieffelin, Bambi The Give and Take of Everyday Life 3) Ochs Elinor and Carolyn Taylor “The Father Knows Best Dynamic in Dinnertime Narratives”

Discussants: Meredith Killough, Robin Kuprewicz

10) March 28. Colonialism, Nationalism, and Language Ideologies

Read: Kuipers, Language, Marginality and Identity in Indonesia.

Discussants: Jamison Liang, Nadira Kabir, Addy Monterrosa

11) April 4. Language and School

Read: 1) Heath Ways with Words 2) Hugh Mehan “Beneath the Skin and between the ears: politics of representation”

Discussants: Chloe Ahmann, Jessica Chandras

12) April 11. Evidence and Authority

Read: 1) Bernstein “Social Class Language and Socialization” 2) DuBois “Self Evidence and Ritual Speech” 3) Lindstrom “Authorization” (excerpts) 4) Viechnicki and Kuipers “It’s All Human Error” 5) Heath “Oral Traditions” pp. 149-189 (review from previous week) 6) Keane “The evidence of the senses and the materiality of religion”

Discussant: Lindsey Sova

13) April 18. Literacy and the Mediation of Language and Thought.

Read: 1) Goody Jack "Consequences of Literacy" 2) Conklin "Bamboo Literacy in Mindoro" 3) "Linguistic Features of Academic Registers" in The Language of Schooling Mary Schleppegrell 4) Katsuno and Yano "Emoticons in Japanese Chat rooms"

Discussants: Julie Grasso, Andrea Sandor

14) April 25. Piracy, Intellectual Property, and Language

Students should review Bauman & Briggs on the concept of "intertextuality"

Read: 1) Dent, Alexander. "Piracy and Circulatory Legitimacy in Brazil." 2) Dent "Introduction to Pirates & Piracy, Broadly Conceived. 3) Johns, Adrian. "A General History of the Pirates" -- From *Piracy: The Intellectual Property Wars from Gutenberg to Gates*. 4) Johns "The Birth of Scientific Reading" 5) Nakassis, Constantine. "Counterfeiting What?: Aesthetics of Brandedness and BRAND in Tamil Nadu, India" 6) Golub, Alex. "Copyright & Taboo."

Books

Spoken Soul Rickford (Wiley Blackwell)

Jonathan Culler Ferdinand de Saussure (Cornell)

Give and Take of Everyday Life, Schiefflin (Cambridge)

Language, Identity and Marginality in Indonesia Kuipers (Cambridge)

Bauman Story, Performance and Event (Cambridge)

Duranti From Grammar to Politics

Class attendance	10%
Online reactions and discussions	10
Class participation	10
Presentation	20
Final paper	25
Final exam	25

For more details on the criteria for grading, please consult the handouts on Blackboard: "Rubric for evaluating class participation" and "General rubric for grading papers."

## **LEARNING OUTCOMES:**

As a result of completing this course, students will be able to:

1. Students will have an understanding of the critical role of linguistics in the history and current debates in anthropological theory
2. Students should be prepared for the Comprehensive Exam in Linguistic Anthropology.
3. Students will develop critical thinking, writing and reading skills

[For information on learning outcomes and course assessment, see

<http://www.gwu.edu/~apira/courseassessment.html>]

## **CLASS POLICIES**

Assignments must be posted to BB before the class. Late work is accepted but penalized in relation to how late the paper is. If for some reason you cannot post your paper to BB, email it to me as an attachment. You are expected to attend all classes, except in extreme family emergencies.

University Policy on Religious Holidays:

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

[NOTE: for other university policies on teaching, see

<http://www.gwu.edu/~academic/Teaching/main.htm> ]

## **ACADEMIC INTEGRITY**

I personally support the GW Code of Academic Integrity. It states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the code, see:

<http://www.gwu.edu/~ntegrity/code.html>

## **SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM**

### *DISABILITY SUPPORT SERVICES (DSS)*

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://gwired.gwu.edu/dss/>

*UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300*

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals

<http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

## **SECURITY**

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.