Anthropology M140    Spring 2004

Language in Culture
Anthropology M140/Linguistics M146

Tuesday-Thursday 9:30-10:45 Fowler A-139

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TA: Keith Murphy
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Office Hours: Tues and Thursday 11-12 in Haines Hall 364

Books
Duranti, Alessandro Linguistic Anthropology

Reader on Website
Click on Links and then Class Links

Reading Assignments

Week 1

Tues.   Apr 6       Introduction: Language as a Semiotic System

Thurs. Apr 8       Introduction (continued)
Duranti: ch. 1, pp. 1-22
Bonvillain: ch. 1, pp. 1-6
Web: Adams: Gang Graffiti as a Discourse Genre,

Week 2

Language in Developmental Perspective:
Acquiring Language and Culture
Tues Apr 13
Duranti: ch. 2, pp. 23-33, 39-50
Web: Ochs: Cultural Dimensions of Language Acquisition
Web: Gleason: Sex Differences in Parent-Child Interaction
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Viewing</th>
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<tbody>
<tr>
<td>Thur. Apr 15</td>
<td><strong>Language in Developmental Perspective:</strong>&lt;br&gt;<strong>Acquiring Language and Culture</strong>&lt;br&gt;Bonvillain: ch. 9, pp. 235-250 and ch. 10, pp. 266-291&lt;br&gt;<em>Web:</em> Clancy: <em>The Acquisition of Communicative Style in Japanese</em>&lt;br&gt;<em>Web:</em> Pinker: <em>The Language Instinct,</em>&lt;br&gt;<em>Video:</em> Parts of <em>The Human Language and Genie</em></td>
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<td><strong>Week 3</strong></td>
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<td>Tues. Apr 20</td>
<td><strong>The Form of the Message and American Sign Language</strong>&lt;br&gt;Bonvillain ch. 2, pp. 7-47&lt;br&gt;<em>Web:</em> Lane, Hoffmeister, &amp; Bahan. The Language of the Deaf World, in <em>A Journey into the Deaf-World.</em>&lt;br&gt;<em>Web:</em> Osborne: <em>A Linguistic Big Bang</em></td>
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<td><strong>Guest Speaker:</strong> Dan Levitt, Office for Students with Disabilities</td>
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<td>Thurs. Apr 22</td>
<td><strong>Foundational Research in Early Linguistic Anthropology: Linguistic Diversity</strong>&lt;br&gt;Bonvillain, ch. 3, pp. 48-53 (top)&lt;br&gt;Duranti: ch. 3 pp. 51-62 (top)&lt;br&gt;<em>Web:</em> Whorf: <em>The Relation of Habitual Thought and Behavior to Language,</em>&lt;br&gt;<strong>Guest Speaker:</strong> Keith Murphy</td>
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<td><strong>Week 4</strong></td>
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<td>Tues. Apr 27</td>
<td><strong>Ethnoscience and Metaphor</strong>&lt;br&gt;Bonvillain, ch. 3 pp. 53-76&lt;br&gt;<em>Web:</em> Basso: <em>Ice and Travel among the Fort Norman Slave</em>&lt;br&gt;<em>Web:</em> Cohn: <em>Sex and Death in the Rational World of Defense Intellectuals</em></td>
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<td><strong>Project description due!</strong></td>
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Week 5

Tues. May 4  Talk as Social Action  
Bonvillain: ch. 5, pp. 103-118  
Duranti, Ch. 7, pp. 214-218  
Web: Schegloff and Sacks: Opening up Closings, pp. 69-99

Thurs. May 6  Midterm: No Make-Up Exams!

Week 6

Tues. May 11  Ethnographic Methods and Transcription  
Duranti, chapters 4 and 5, pp. 85-161  
Guest Speaker: Keith Murphy

Thurs. May 13  Units of Participation  
Duranti, ch. 9, pp. 280-330  
Web: Goodwin: Games of Stance

Week 7

Tues. May 18  Gender and Language  
Bonvillain, ch. 7, pp. 174-208  
Web: Kiesling: Power and the Language of Men  
Web: Lakoff: Language and Women’s Place

Thurs. May 20  Gender and Language  
Web: Barrett: Indexing Polyphonous Identity in the Speech of African American Drag Queens  
Web: Bucholtz: Why Be Normal?: Language and Identity Practices in a Community of Nerd Girls,  
Video: Paris Is Burning (parts)

Week 8

Tues. May 25  Creoles and Dialects  
Bonvillain, pp. 153-171; 319-326 and ch. 12, pp. 330-363  
Video: parts of American Tongues  
**Project due
Thurs. May 27  AAVE
Web: Smitherman: Introduction to Ebonics
Web: Rickford: Suite for Ebony and Phonics
Web: Sidnell: African American Vernacular English

Week 9
Tues. June 1  Multilingual Communities
Web: Gutierrez, Ba quedano-Lopez, Tejada: Rethinking Diversity
Guest Speaker: Dr. Kris Gutierrez, UCLA Graduate School of Education

Thurs. June 3  Multilingual Nations
Bonvillain, ch. 11
Web: Jackson: Language Identity of the Colombian Vaupés Indians
Web: Schmid, The Politics of Language in the late Twentieth Century and the Future of Language Politics in the U.S.

Week 10
Tues June 8  Language and Institutions
Bonvillain, ch. 13, pp. 364-388
Web: Ehrlich: chapters from Representing Rape: Language and Sexual Consent

Thurs. June 10  Language Death and Language Policy
Web: Nettle and Romaine: Where Have All the Languages Gone?, pp. 1-25

Wrap-Up

Mon June 14  Final Exam

Course Responsibilities

Exams and Projects

There will be 2 exams given covering the materials read and lectures and a research project: Language Socialization (Option A) or a book report (Option B). There are no make-up exams except in case of medical reasons (please supply a doctor’s note) or extreme personal or family emergency. To be allowed to make up an exam you must call me or have your roommate call me about the emergency the day the emergency occurs. Call the main office: 825-2055. Most excuses other than medical emergencies will not be tolerated. Exams are clearly marked on the syllabus. Unfortunately many professors may schedule tests on the same date. For this reason it is to your advantage to keep up with the readings every day. The test questions will be based on the readings and questions on readings as well as lecture and our discussion of the readings in class and if you keep up on this you will be well prepared for the tests. Late work will receive reduced credit.

Research Paper: Language Socialization

Language Socialization Assignment. This may be done in groups of 2-4. People are socialized into various types of communities through language. Select a field site you in which you wish to investigate how language is used to socialize people into a local “community of practice” (see article by Mary Bucholtz on “Why Be Normal” for a discussion of “community of practice.”). This could be any type of class, including Sunday school, preschool, tutoring, weight training, yoga, ballet, flamenco, choir, kayaking, horseback riding; work site, including a school newspaper, store, hospital, legal office, fast food restaurant, or any business, or voluntary association, such as the Venice Family Clinic, a sorority, fraternity, cooperative, church youth group, Scouts, little league, soccer team.

In a short paper (10-12) pages) describe (1) some of the important linguistic routines, competencies and vocabulary one must acquire to become a member in good standing of the local community (building on articles and lectures on language socialization). If metaphor is used in the process of instruction, describe the metaphors that are used by the instructor or expert guiding the novice to become a competent member. If different codes or languages are used in the setting describe the repertoire of codes or languages in use and how members select from them.
(2) Use the SPEAKING model of Hymes (see Bonvillain pp. 78-80) and Duranti p-p. 288-289 on Hymes) or the article by Schegloff and Sacks on conversational structure ("Opening Up Closings") to describe some specific conversational practices that occur in the site. Make a one page transcript of an exchange in your setting to illustrate how language is used for particular purposes (See Duranti’s discussion of transcription in Linguistic Anthropology). Provide translation if you are working in a language other than English. You may audio or video record on the site. Make sure you receive permission from the participants in the setting before you record them. (see 4 below)

(3) Show how relations of gender, power, or ethnicity are negotiated in this setting, discussing who has access to what codes, spaces, objects, and interactional moves.

(4) For this project should go to the www.oprs.ucla.edu and look at information on consent forms. Undergraduate students are not required to have participants sign consent forms, but you need to be aware of what working procedures are. We are not investigative reporters; rather we are anthropologists who inform people of their rights NOT to have their conversations recorded. Some students in the past have felt better having participants in the project sign consent forms, but it is not required.

An “A” paper will address points 1-3 in some detail with rich ethnographic documentation.

Previous student papers will be available; the TA will have them. We will allow time the last day of class for those who produce excellent work and want to, to present findings (in form of powerpoint presentation or a presentation with overheads. You will need to show transcripts in either case to show how language is critical in the construction of social action.

At the end of the term each person in a group will provide an evaluation of the group. All members of the group need to participate in the project.

Due: May 25. Late work will receive reduced credit.
Oral Work

Students will be responsible for reading assignments each class period. Questions on the readings are on the class website. The questions are designed to have you focus on important points and will form the basis of discussions (and exams). Class participation is important! Therefore it is important for everyone to attend class and discussion sections and be prepared to discuss the readings each class session.

Your class work is enhanced by conscientious attendance and intelligent participation in class discussion and hurt by visible lack of preparation for class discussion (for example inability to answer questions about the readings) and failure to hand in assignments on the date specified in the syllabus.

There will be handouts and study guides which will be distributed at the beginning of class periods. If you are absent from class get the handouts and class notes from another student, as they will only be handed out one time; getting handouts is your responsibility.

Exams are based on what is covered in class as well as the reading. Videos shown in class will not be shown more than once.

Final Grade

Here is a rough breakdown on how your grade will be determined:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paper</td>
<td>30%</td>
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<tr>
<td>Class and section participation/attendance</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>30%</td>
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<tr>
<td>Final</td>
<td>30%</td>
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Grading scale: 100-98 (A+), 97-92 (A), 91-90 (A-), 89-88 (B+), 87-82 (B), 81-80 (B-), 79-78 (C+), 77-72 (C), 71-70 (C-), 69-68 (D+), 67-62 (D), 61-60 (D-), below 60 (F)

The Final Exam is June 14, 2004, 11:30-2:30 PM. It will cover readings from the second part of the course and is not cumulative.
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<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Osborne, L.</td>
<td>A Linguistic Big Bang</td>
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