**LANGUAGE IDEOLOGIES: THE POLITICAL ECONOMY OF LANGUAGE BELIEFS AND PRACTICES**

**Fall 2008**  
**W 10-12:50**  
**Haines 310**  
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**Course Description:** Current research on language ideologies challenges and problematizes many fundamental assumptions about how speakers use their languages and other communicative resources. Like many movements in contemporary linguistic anthropology, language ideological research emphasizes language activity as a form of action that is rooted in the sociocultural context of its production. What makes language ideological work comparatively distinctive, however, is its consideration of two relatively neglected factors: 1) speakers' partial awareness and understanding of their own linguistic and communicative practice, and 2) the relationship of this awareness to the speaker's socioeconomic or political economic perspective and to the communicative practices themselves. Since language ideologies are productively used by nation-states, ethnic groups, professions, and group members to erect or erase boundaries within and outside the group, they are especially important cultural resources in the construction of various identities. This seminar will introduce key readings and encourage students to perform or design original research informed by this theoretical orientation.

**Requirements:** Students are evaluated on the basis of 1) class participation, 2) identification of the literature in a selected field, and preliminary outline 3) production of a research paper and or [simulated] proposal. These are approximately 35%, 15%, and 50%, respectively, of the final grade.

The due date for setting a paper topic with a literature identified and a preliminary outline provided is the meeting in Week #6.

Participation includes both Overview responsibility and Commenting activities. Both are critical for the creation of a seminar community. See the end of the syllabus for discussion of suggested Overview strategies.
Texts:


**Week #1 10-1 Introduction and Preliminaries**


**Also Recommended:**


**Week #2 10-8 Precedents and Overview**


Gossen, Gary. 1974. To Speak With a Heated Heart: Chamula Canons of Style and Good Performance. In Bauman and


**Week #3 10-15 Early Elaborations: Ideology**


**Week #4 10-22 Dominant Language Ideologies**

Week #5 10-29 Multiplicity, Contention, Change


Week #6 11-5  Language Ideology and Nationalism

Bauman and Briggs 2003 “Language, Poetry and the Volk” VM 163 -196
Errington, Joseph. 2000. Indonesian(‘s) Authority RL 205-228

[NOTE: Literature Reviews and Project Outlines Due today.]

Week #7 11-12 Language Ideologies Within Institutions I

Collins, James, 1998. Our Ideologies and Theirs. LI 256-70
Collins, James. 1999. The Ebonics Controversy in Context:


**Week #8 11-19 Language Ideologies and Institutions II**


**Week #9 11-26 New Directions—Language Ideologies and language endangerment, other topics**

**Language Endangerment**


**Other Topical Concerns**


**Also Recommended:**


Bucholtz, Mary and Sara Trechter, 2001. (Guest Editors) Discourses of Whiteness. Special Issue of *Journal of Linguistic Anthropology* 11:Number 1


**Week #10  12-3   Retrospection: Ideological Reconstruction of the past in order to deconstruct the present.**

Bauman and Briggs 2003. VM

Ch. 1 Making Languages and Making it safe for science and society: from Francis Bacon to John Locke. 19-69.

Ch. 7 The Making of an American textual traditionL Henry Rowe Schoolcraft’s Indian researches. 226-254.

Ch. 8 The Foundation for all future researches: Franz Boas’s cosmopolitan charter for anthropology. 255-298.
Conclusions. 299-321.

Participation Revisited—some suggestions for “Overviewers:”

Plan on using no more than 5 minutes.

Please do not summarize the arguments and their sequencing (i.e. merely attempt to summarize).

Select 2-3 main contributions of the work—what you feel most readers will find important and/or interesting.

Individual Take: how does this article relate to your research and scholarly interests, how do you feel it is relevant if at all.

How does this chapter/article relate to other readings—trace out the intertextuality of the work you are discussing with other course readings but also with other works you know about from outside of this course. Remember it is not sufficient to merely observe the intertextual connection; one needs to describe it more explicitly.

Relevant Questions to think about given the focus of this course:

What dimensions of language ideologies are being explored in this work? Are language ideologies being used in a maximally productive way? What does the author analytically accomplish with this concept. Does the author add to our understanding of language ideologies themselves? What did you find most effective about this study and, of course, what did you find most problematic.

These are just a few possibilities, there are certainly many other relevant questions. Try to rank order your points not to reproduce the logic of the chapter or article but rather to foreground your most important observations and use your limited time as effectively as possible. Do not think about exhaustive treatments—leave room for commentators to fill in the inevitable gaps in what you cover. After others have had a chance to comment feel free to both respond and comment yourself.

Have fun with the ideas we are discussing!

And always feel free to ask questions if you feel the article/chapter requires additional background knowledge that you do not possess. We’ll find it somewhere in our seminar meeting.