

UNIVERSITY OF CALIFORNIA, LOS ANGELES
DEPARTMENT OF ANTHROPOLOGY

Language in Culture

Tuesday and Thursday, 8–9:15am | Zoom via CCLE

Classes are pre-recorded. Optional live discussion will be held every Thursday from 8:55-9:15.

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Office hours: Thursday 4-6:00pm and by appointment | Zoom office hours, email to schedule

The grounding vision to impart for this quarter is that the tools from linguistic anthropology are very helpful in dissecting and understanding this world of crisis, forced self-isolation and the associated increased media content and screen-mediated interaction. To this end there will be two written theory assignments that help layer into a short final written ethnographic project. This project is intended to be a decompressor during this pandemic as we are all re-assessing life and sociality in a no-touching and no social-gathering Covid19 world. We will explore how core concepts such as community, narrative, identity, greetings/leave-takings, socialization, race, gender, multilingualism and more can be used to better analyze and understand mediated exchanges both online and off. We will read works old and new, and apply this to understanding interaction online (social media, news, texts, Facetime/Skype/Zoom, etc).

Prerequisites

Anthropology 4 or 33 (Culture and Communication) or equivalent; Linguistics 20. If you took an equivalent course at a different college or university, please discuss with me in order to make up for any material that might not have been covered at your institution.

Course requirements

Requirements for this course include full attendance of lectures, all assigned readings, and participation in a mini-ethnographic project. There will be no regular midterm or final. Assignments are generally

Readings: All readings are required. You must finish all readings listed under each lecture before that lecture. Make sure to start early and read ahead; begin reading for week 3 in week 2, for example.

Theory Paper 1 and 2: These are three-page papers that respond to a prompt that will be handed out one week before they are due. You have 7 days to complete the assignment. Check the chart below for dates.

Mini Ethnographic Paper Component: A final paper proposal is due to your TA that describes what aspect of this Covid-19 pandemic you would like to investigate and think through using the course

readings. This will also include a working thesis of your final paper is due May 14th. Information on these assignments will be posted on the course website by the end of Week 2. You will work on this throughout the quarter with your TA.

Mini Ethnographic Paper: This six to seven-page paper is a short analysis of one or two data that ground your analysis. At this point, you will have written two theory papers and submitted a two project components that can be woven together and artfully edited to submit a polished analysis of some linguistic phenomenon/a that you found intriguing. Details of this paper will be posted on the course website by the end of Week 2.

Grading breakdown

ongoing	Attendance and Section participation	10 %
23-30 April	Theory Paper 1 (Short answer paper 3 pages)	15%
14 May	Paper Proposal: Description focal participants/data type & draft thesis (3 pages)	15 %
21-28 May	Theory Paper 2 (Short answer paper 3 pages)	20%
11 June	Mini Ethnographic Paper (6-8 pages) write-up	40 %

Accommodations

For accommodations due to special needs please contact the UCLA Center for Accessible Education: A255 Murphy Hall, www.cae.ucla.edu, (310) 825-1501.

Attendance and participation

Everyone is expected to attend/watch every class and every section in its full length. Lectures will be pre-recorded so you can watch them at the scheduled time at 8am, or on your own time. I will post lectures by 8am of each class day. You are expected to know the lecture content *BEFORE* your scheduled section time with your TA.

During section, you are expected to show respect to your classmates and the instructor. Understand that your participation is valued so come to class prepared. Although you may have a divergent or dissenting perspective on a certain topic, please be tolerant and respectful of others' opinions and make sure to fully listen and understand their points before offering yours.

When section is ending, please exit the online discussion once class is dismissed. Be respectful of your TA.

Absences and lateness

No points will be deducted for late assignments if they are due to (physical or mental) health issues, family emergencies but you must provide documentation upon your return. In the case of the inability to turn in an assignment on time you must inform your TA 24 hours in advance of the deadline.

It is your responsibility to obtain information about topics discussed and announcements made in class during your absence from classmates or by coming to office hours (please do not email the instructors in these cases!). Please ask one of your classmates via the discussion boards on CCLE on either the main course website or your TA website to update you on what was discussed and explain any material that was handed out.

Email policy

You must include “**Anthro M150**” in the subject line of your email to ensure that I receive them. I generally respond to emails within 24 hours. Should you not get a response within that timeframe kindly resend your email.

Please email only about important matters that you cannot raise in person right after class or in office hours, and which can be answered in a few sentences. For non-urgent or complex issues please always come to office hours.

No emails about assignments will be answered for the 24 hours before they are due, so make sure you start early. No emails about grades will be answered until 24 hours have passed after they are posted.

Academic integrity

All information that you use in your written assignments must be properly sourced. All references to, paraphrases of, and quotations from the articles must be properly referenced using in-text citations following the **AAA/Chicago Author–Date format**. The use of not properly sourced material in your academic work is considered plagiarism and will be dealt with through the office of the dean of students. Please review the UCLA policy on plagiarism here:

<http://www.registrar.ucla.edu/Registration-Classes/Enrollment-Policies/Class-Policies/Plagiarism-and-Student-Copyright>

Readings

All readings will be provided as PDFs through the course website.

Flexibility

During this time, there is added flexibility to how class will be conducted. Items on this syllabus may change. Keep well and feel very welcome to reach out for any questions or concerns you may have.

SCHEDULE OF TOPICS

Week 1

Tuesday, March 31 — Introduction to Class

We will go over the syllabus and general vision of the course. This is a **pre-recorded** lecture so we can get used to that format. That link will have been emailed to all enrolled students the night before class began. Check your spam folders.

Thursday, April 2 — Technological Day/Discuss Class

This is our technological day and a discussion of the class goals including a mini-online ethnographic project that is intended to be a decompressor during this Covid-19 pandemic. This class is **live** to go over questions. It will be recorded so you can return to this video later.

Week 2

Tuesday, April 7 — Language, communication, interaction

Ahearn, Laura M. 2017. "The Socially Charged Life of Language." In *Living Language: An Introduction to Linguistic Anthropology*, 3–32. Chichester, West Sussex: Wiley-Blackwell.

Ahearn, Laura M. 2017. "The Research Process in Linguistic Anthropology." In *Living Language: An Introduction to Linguistic Anthropology*, 52–68. Chichester, West Sussex: Wiley-Blackwell

Thursday, April 9 — Ethnography in Virtual Worlds

Boellstorff, Tom, Bonnie Nardi, Celia Pearce, and T. L Taylor. 2012. "Participant Observation in Virtual Worlds." In *Ethnography and Virtual Worlds*, edited by Tom Boellstorff, Bonnie Nardi, Celia Pearce, and T. L Taylor, 65–91. Princeton and Oxford: Princeton University Press.

Week 3

Tuesday, April 14 — Language, Thought, and Culture

Ahearn, Laura M. 2017. "Language Acquisition and Socialization." In *Living Language: An Introduction to Linguistic Anthropology*, 69–86. Chichester, West Sussex: Wiley-Blackwell

Cohn, Carol. 1987. "Sex and death in the rational world of defense intellectuals." *Signs* 12 (4): 687–718.

Thursday, April 16 — Socialization through Language and Multimodality

Goodwin, Charles. 1994. "Professional Vision." *American Anthropologist* 96 (3): 606–33.

Week 4

Tuesday, April 21 — Narrative and Temporal Structuring of the Self

Crapanzano, Vincent. 1996. "Self-Centering Narratives." In *Natural histories of discourse*, edited by Michael Silverstein and Greg Urban, 106–127. Chicago: University of Chicago Press.

Conley, Robin. 2008. "At the Time She Was a Man: The Temporal Dimension of Identity Construction." *PoLAR: Political and Legal Anthropology Review* 31 (1): 28–47.

Thursday, April 23 — Online Selves

Boellstorff, Tom. 2008. "Personhood: The self, The life course, Avatars and alts, Embodiment, Gender and race, Agency." In *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*, 118–150. Princeton and Oxford: Princeton University Press.

Davis, Christine S, and Carolyn Ellis. 2008. "Emergent Methods in Autoethnographic Research: Autoethnographic Narrative and the Multiethnographic Turn." In *Handbook of Emergent Methods*, edited by Sharlene Nagy Hesse-Biber and Patricia Levy, 283–302. New York & London: The Guilford Press.

Week 5

Tuesday, April 28 — Language and Emotion

Capps, Lisa, and Elinor Ochs. 1995. *Constructing Panic: The Discourse of Agoraphobia*. Cambridge, MA: Harvard University Press. Pages 1-52.

Thursday, April 30 — Socializing Emotion

Capps, Lisa, and Elinor Ochs. 1995. *Constructing Panic: The Discourse of Agoraphobia*. Cambridge, MA: Harvard University Press. 134-172. "Socializing Emotion" and "Socializing Anxiety."

Due April 30th: Theory Paper 1 – upload to Course CCLE website

@5pm PST

Week 6

Tuesday, May 5 — Language Panic and Ideology

Lippi-Green, Rosina. (1997) 2012. "Moral Panic in Oakland." In *English with an Accent: Language, Ideology, and Discrimination in the United States*, 303–321. London & New York: Routledge.

Squires, Lauren. 2011. "Voicing "Sexy Text": Heteroglossia and Erasure in TV News Representations of Detroit's Text Message Scandal." In *Digital Discourse: Language in the New Media*, edited by Crispin Thurlow and Kristine Mroczek, 3–25. Oxford: Oxford University Press.

Thursday, May 7 —Community and Identity Practices I

Newon, Lisa. 2011. "Multimodal Creativity and Identities of Expertise in the Digital Ecology of a World of Warcraft Guild." In *Digital Discourse: Language in the New Media*, edited by Crispin Thurlow and Kristine Mroczek, Oxford: Oxford University Press.

Week 7

Tuesday, May 12 —Community and Identity Practices II

Jacobs-Huey, Lanita. 2006. "'BTW: How Do You Wear Your Hair?' Gender and Race in Computer-mediated Hair Debates." In *From the Kitchen to the Parlor: Language and Becoming in African American Women's Hair Care*, 89–103. Oxford: Oxford University Press.

Thursday, May 14 — Language, Race and Ethnicity I

Ahearn, Laura M. 2017. "Language, Race, and Ethnicity." In *Living Language: An Introduction to Linguistic Anthropology*, 231-254. Chichester, West Sussex: Wiley-Blackwell.

Hill, Jane H. 2008. "Preface and Acknowledgements", "The Persistence of White Racism," "Language in White Racism: An Overview." *The Everyday Language of White Racism*. Malden, MA: Wiley-Blackwell. Pages, viii-48

**Due May 14th: Paper Proposal – upload to Course CCLE website
@ 5pm PST**

Week 8**Tuesday, May 19 — Language, Race and Ethnicity II**

Walton, Shana, and Alexandra Jaffe. 2011. "Stuff White People Life': Stance, Class, Race, and Internet Commentary." In *Digital Discourse: Language in the New Media*, edited by Crispin Thurlow and Kristine Mroczek, Oxford: Oxford University Press.

Shankar, Shalini. 2008. "Speaking like a Model Minority: FOB Styles, Gender, and Racial Meanings among Desi Teens in Silicon Valley."

Thursday, May 21 — Language and Ideology

Lippi-Green, Rosina. (1997) 2012. "Teaching children how to discriminate: What we learn from the Big Bad Wolf." In *English with an Accent: Language, Ideology, and Discrimination in the United States*, 79-103. London & New York: Routledge.

Hagerman, Margaret Ann. 2018. "'Shaking Those Ghetto Booties': Family Race Talk." In *Growing Up With Privilege in a Racially Divided America*, 141-160. New York: New York University Press.

Week 9**Tuesday, May 26 — Language and Gender I**

Ahearn, Laura M. (2012) 2017. "Gender and Language." In *Living Language: An Introduction to Linguistic Anthropology*. Malden (MA): Wiley-Blackwell.

O'Barr, William M., and Bowman K. Atkins. 1998. "Women's Language or Powerless Language?" In *Language and Gender: A Reader*, edited by Jennifer Coates, 377-387. Malden, MA & Oxford: Blackwell.

Thursday, May 28 — Language and Gender II

Kiesling, Scott Fabius. 2001. "Now I Gotta Watch What I Say: Shifting Constructions of Masculinity in Discourse." *Journal of Linguistic Anthropology* 11 (2): 250-273.

Barrett, Rusty. 2017. "Fierce Fish Who Pee: Indexicality and Identity Among African American Drag Queens." In *From Drag Queens to Leathermen: Language, Gender, and Gay Male Subcultures*, 33-54. Oxford & New York: Oxford University Press.

**Due May 28th: Theory Paper 2 – upload to Course CCLE website
@5pm PST**

Week 10

Tuesday, June 2 — Multilingualism and Globalization

Blommaert, Jan. 2009. "Language, Asylum, and the National Order."

Optional:

Ahearn, Laura M. 2017. "Multilingualism and Globalization." In *Living Language: An Introduction to Linguistic Anthropology*, 136-155. Chichester, West Sussex: Wiley-Blackwell.

Thursday, June 4 — Catch Up and Review

TBD

**Due June 11th: Final Mini-Ethnographic Paper – upload to Course CCLE website
@5pm PST**