***ANTH 681: Keywords in Linguistic Anthropology***

Professor Jen Roth-Gordon

University of Arizona

Spring, 2023

**Course Information:**

Class Time/Location: Wednesdays 11:00–1:30

 Haury 310

My Contact Information: Email: jenrothg@arizona.edu

 Office hours by appointment: please email me so that we can find a

 mutually agreeable time to meet

 Zoom room: <https://arizona.zoom.us/j/5517863408>

**Course Description:**

 This advanced graduate seminar will delve into six critical themes (or “keywords”) in linguistic anthropology: culture, community, identity, heteroglossia, power, and ideology. We will be reading from the works of influential social theorists such as Mikhail Bakhtin, Michel Foucault, and Pierre Bourdieu and drawing heavily on recent articles by leading linguistic and cultural anthropologists. This class is designed for two main audiences: 1) linguistic anthropology graduate students who want a strong grounding in social theory and 2) cultural anthropology graduate students who would like to acquire familiarity with recent work in linguistic anthropology through a discussion of theoretical points of overlap. Graduate students from other departments and programs who are interested in similar issues are welcome as well. To emphasize our shared concerns, we begin with a study of one of the discipline’s most recognizable – and controversial – terms: culture.

**Course Requirements:**

**❶ Attendance and Participation:**

 In a graduate-level seminar, it goes without saying that your active and informed participation is expected. As a courtesy, please let me know ahead of time if you will be late or unable to attend a session of class. Also, if, for whatever reason, you find it difficult to participate in class as often as you would like, please make efforts to contribute to the class in alternate ways, such as by contributing more frequently to the online discussion board. All students are asked to take an active role in working towards the success of this class. Please speak with me individually if you are planning to audit. Frequent absences (over 2) will negatively impact a student’s grade and may constitute grounds for dismissal from the class.

**❷ Online Discussion:**

 In order to make the most of our class time together, all students will be required to participate in an online discussion of the readings. **Please try to skip no more than 2 weeks over the course of the semester.** Each post should be at least two long paragraphs in length and should contribute a **cultural or linguistic** **example** that pertains to the readings for the week. You have several choices for the topic of your post: 1) draw on your own research experience 2) provide a contemporary example from the media (with links, if possible) 3) offer critical commentary or questions. Feel free to build on previous posts by your classmates! This is an especially good forum for students who have trouble speaking up in class and who prefer to more carefully craft their comments. Please allow enough time for thoughtful reflection of the readings! Posts may be submitted no later than **Tuesday by 8 pm**. All students will need to read the week’s posts prior to class. The padlet address for this class is: https://padlet.com/jenrothg/keywords

❸ Mid-term Paper:

 For your first paper, you will explore one of the keywords we have covered in a short paper of 8-10 pages. Outside reading is not required, as I am most interested in your thoughtful synthesis of the readings at hand. Working through data you have from ongoing or past research is always welcome and generally most productive for students, though you are also able to take examples from popular culture, social media, “regular” media, etc. (This includes developing the analysis of one of your weekly examples.) *Please note that you are expected to cite generously from class readings and feel free to consult with me before the paper deadline*. In order to allow me to offer you detailed feedback on your paper in a timely fashion, I only accept electronic copies (as a Microsoft Word doc). This paper is due on Sunday, **March 12**.

❹ Final Paper(s):

 For your final paper, you have the option of focusing on one or more of the remaining keywords in a long paper (16-20 pages) or completing two additional short papers, each on different keywords (8-10 pages). Based on mid-term papers, some students may be encouraged to take the three-paper option. Should you choose one final paper, an abstract of your proposed topic is due **April 16.** This final paper is due on **May 7**. Shorter papers will likewise be due on **April 16** and **May 7.** *All students are advised to meet with me at least once during the semester to discuss your progress in the class.*

**Graduate Learning Outcomes:**

 Through this course, students will develop a deeper understanding of how to:

 •Assess the importance of culture and how culture influences our lives

 •Critique social inequality

 •Analyze language in context

 •Design and carry out primary research in anthropology

**Grading:**

 Attendance, Participation, Online Posts: 25%

 Mid-term Paper: 25%

 Final Paper: 50%

 (or two short papers, 25% each)

**Course Readings:**

 All readings will be made available on the d2l class website. Readings and other information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor; please check the d2l site.

**Class Schedule:**

***Culture***

*Week One: Introductions*

**January 11**

Besnier, Niko and Pablo Morales. 2018. Tell the Story: How to Write for American Ethnologist. *American Ethnologist* 45(2):163–172.

*Week Two: De/reconstructing the Concept of Culture*

**January 18**

Abu-Lughod, Lila. 1991. Writing Against Culture, in *Recapturing Anthropology: Working in the Present*, ed. by Richard G. Fox. Santa Fe, NM: School of American Research Press. 137–162.

Brightman, Robert. 1995. Forget Culture: Replacement, Transcendence, Relexification. *Cultural Anthropology* 10(4):509–546.

Bashkow, Ira. 2004. A Neo-Boasian Conception of Cultural Boundaries. *American Anthropologist* 106(3):443–458.

Gupta, Akhil and James Ferguson. 1992. Beyond “Culture”: Space, Identity, and the Politics of Difference. *Cultural Anthropology* 7(1):6–23.

Hillewaert, Sarah Marleen. 2021. Reimagining Linguistic Heritage: Or How Mother Tongue Speakers Re-Create Their Language. *Journal of Linguistic Anthropology* 31(3): 396–411.

*Week Three: Constructing Difference*

**January 25**

Middleton, Townsend. 2015. Becoming Tribal in Darjeeling: An Introduction to the Ethno-Contemporary (introduction), in *The Demands of Recognition*. Palo Alto: Stanford University Press. 1–26.

Simpson, Audra. 2014. Ethnographic Refusal: Anthropological Need (chapter 4), in *Mohawk Interruptus: Political Life across the Borders of Settler States*. Durham, NC: Duke University Press.95–114.

Cho, Jinhyun. 2021. Constructing a White Mask through English: The Misrecognized Self in Orientalism. *International Journal of the Sociology of Language* 271:17–34.

Brink-Danan, Marcy. 2010. Names That Show Time: Turkish Jews as “Strangers” and the Semiotics of Reclassification*. American Anthropologist* 112(3):384–396.

Hankins, Joseph Doyle. 2013. An Ecology of Sensibility: The Politics of Scents and Stigma in Japan. *Anthropological Theory* 13(1/2):49–66.

***Community***

*Week Four: Community Across Time and Space*

**February 1**

Pratt, Mary Louise. 1987. Linguistic Utopias, in *The Linguistics of Writing*, ed. by Nigel Fabb, Derek Attridge, Alan Durant and Colin McCabe. Manchester: Manchester University Press. 46–66.

Irvine, Judith. 1997. Language and Community: Introduction. *Journal of Linguistic Anthropology* 6(2):123–125.

Ortner, Sherry B. 1997. Fieldwork in the Postcommunity. *Anthropology and Humanism* 22(1): 61–80.

Juris, Jeffrey. 2012. Reflections on #Occupy Everywhere: Social Media, Public Space, and Emerging Logics of Aggregation. *American Ethnologist* 39(2):259–279.

Shipley, Jesse. 2013. Transnational Circulation and Digital Fatigue in Ghana’s Azonto Dance Craze. *American Ethnologist* 40(2):362–381.

Dick, Hilary Parsons. 2013. Diaspora and Discourse: The Contrapuntal Lives of Mexican Nonmigrants, in *A Companion to Diaspora* *and Transnationalism Studies*, ed. by Ato Quayson and Girish Daswani, Malden, MA: Wiley-Blackwell. 412–27.

*Week Five: Belonging*

**February 8**

McIntosh, Janet. 2016. *Unsettled: Denial and Belonging among White Kenyans* (introduction). Oakland: University of California Press. 1–47.

Middleton, Townsend. 2013. Anxious Belongings: Anxiety and the Politics of Belonging in Subnationalist Darjeeling. *American Anthropologist* 115(4):608–621.

Woronov, T.E. 2007. Performing the Nation: China’s Children as Little Red Pioneers. *Anthropological Quarterly* 80(3):647–672.

Meiu, George Paul. 2020. Panics over Plastics: A Matter of Belonging in Kenya. *American Anthropologist* 122(2): 222–235.

Bryant, Rebecca. 2014. History’s Remainders: On Time and Objects after Conflict in Cyprus. *American Ethnologist* 41(4):681–697.

***Identity***

*Week Six: Authenticity and the “Self”*

**February 15**

Yngvesson, Barbara and Susan Bibler Coutin. 2006. Backed by Papers: Undoing Persons, Histories, and Return. *American Ethnologist* 33(2):177–190.

Gershon, Ilana. 2014. Selling Your Self in the United States. *PoLAR: Political and Legal Anthropology Review* 37(2):281–295.

Woronov, T. E. 2015. Creating Identities (chapter 4), in *Class Work: Vocational Schools and China’s Urban Youth.* Palo Alto: Stanford University Press. 92–112.

Bryant, Rebecca. 2021. Sovereignty in Drag: On Fakes, Foreclosure, and Unbecoming States. *Cultural Anthropology* 36(1):52–83.

Jacobs, Lanita. 2022. The Why of Racial Authenticity (introduction), in *To Be Real: Truth and Racial Authenticity in African American Standup Comedy*. New York: Oxford University Press. 1–22.

*Week Seven: Work on the Self*

**February 22**

Mendoza-Denton, Norma. 1996. ‘Muy Macha’: Gender and Ideology in Gang-Girls’ Discourse about Makeup. *Ethnos* 61(1-2):47–63.

Reyes, Angela. 2020. Real Fake Skin: Semiotics of Skin Lightening in the Philippines. *Anthropological Quarterly* 93(4):653–678.

Woronov, T. E. 2009. Governing China's Children: Governmentality and “Education for Quality.” *Positions: East Asia Cultures Critique*. 17(3):567–589.

Roth-Gordon, Jennifer. 2013. Racial Malleability and the Sensory Regime of Politically Conscious Brazilian Hip Hop. *The* *Journal of Latin American and Caribbean Anthropology* 18(2):294–313.

Wirtz, Kristina. 2017. Mobilizations of Race, Place, and History in Santiago de Cuba’s Carnivalesque. *American Anthropologist* 119(1):58–72.

*Week Eight: Culture, Community, and Identity – Connections*

**March 1**

*Spring Break: No class*

**March 8**

***🡪Paper #1 due Sunday March 12 (emailed to jenrothg@arizona.edu)***

***Heteroglossia***

*Week Nine: Monologism/Dialogism*

**March 15**

Bakhtin, M. M. 1981. Discourse in the Novel, in *The Dialogic Imagination*, translated by Caryl Emerson and Michael Holquist. Austin: University of Texas Press. [excerpts: 270–300; 336–355].

Morson, Gary Saul and Caryl Emerson. 1990. Metalinguistics: The Dialogue of Authorship, in *Mikhail Bakhtin: Creation of a Prosaics*. Stanford, CA: Stanford University Press. 123–171.

Tomlinson, Matt. 2017. Introduction: Imagining the Monologic, in *The Monologic Imagination*, ed. by Matt Tomlinson and Julian Millie. New York: Oxford University Press. 1–18.

Wirtz, Kristina. 2017. “With Unity We Will Be Victorious!” A Monologic Poetics of Political “Conscientization” Within the Cuban Revolution, in *The Monologic Imagination*, ed. by Matt Tomlinson and Julian Millie. New York: Oxford University Press. 89–120.

*Week Ten: Heteroglossia and Intertextuality*

**March 22**

Hill, Jane H. 1986. The Refiguration of the Anthropology of Language. *Cultural Anthropology.* 1(1): 89–102.

Hill, Jane H. 1985. The Grammar of Consciousness and the Consciousness of Grammar. *American Ethnologist*. 12(4):725–737.

Smith, Andrea L. 2004. Heteroglossia, “Common Sense,” and Social Memory. *American Ethnologist*. 31(2):251–269.

Lazar, Sian. 2015. “This is Not a Parade, It’s a Protest March”: Intertextuality, Citation, and Political Action on the Streets of Bolivia and Argentina. *American Anthropologist.* 117(2):242–256.

Gal, Susan, Julia Kowalski, and Erin Moore. 2015. Rethinking Translation in Feminist NGOs: Rights and Empowerment Across Borders. *Social Politics* 22(4):610–635.

*Week Eleven: No class*

**March 29**

***Power***

*Week Twelve: Language and Symbolic Power*

**April 5**

Bourdieu, Pierre. 1994. Editor’s Introduction and Part I: The Economy of Linguistic Exchanges, in *Language and Symbolic Power*, ed. by John B. Thompson. Cambridge, MA: Harvard University Press. 1–65 (emphasis on editor’s introduction and chapter 1).

Woolard, Kathryn A. 1985. Language Variation and Cultural Hegemony: Toward an Integration of Sociolinguistic and Social Theory. *American Ethnologist.* 12(4):738–748.

Hanks, William F. 2005. Pierre Bourdieu and the Practices of Language. *Annual Review of Anthropology* 34:67–83.

Park, Joseph Sung-Yul. 2015. Structures of Feeling in Unequal Englishes, in *Unequal Englishes: The Politics of Englishes Today*, ed. by Ruanni Tupas. New York: Palgrave Macmilan. 59–73.

*Week Thirteen: Power, Resistance, and Agency*

**April 12**

Abu-Lughod, Lila. 1990. The Romance of Resistance: Tracing Transformations of Power through Bedouin Women. *American Ethnologist* 17(1):41–55.

Gal, Susan. 1995. Language and the “Arts of Resistance.” *Cultural Anthropology*. 10(3):407–424.

Allison, Anne. 1991. Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus. *Anthropological Quarterly* 64(4):195–208.

Besnier, Niko. 2009. Gossip, Hegemony, Agency (chapter 1), in *Gossip and the Everyday Production of Politics.* Honolulu: University of Hawai’i Press. 1–28.

Hartman, Saidiya V. 1997. Redressing the Pained Body: Toward a Theory of Practice (chapter 2), in *Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America*. New York: Oxford University Press. 49–78 (esp. 49–65).

Roche, Gerald. 2021. Lexical Necropolitics: The Raciolinguistics of Language Oppression on the Tibetan Margins of Chineseness. *Language & Communication* 76:111–120.

***🡪Paper #2, or abstract for the final paper, due by Sunday, April 16***

***Ideology***

*Week Fourteen: Theorizing Language Ideologies*

**April 19**

Woolard, Kathryn. 2021. Language Ideology. *The International Encyclopedia of Linguistic Anthropology*, ed. by James Stanlaw. New York: John Wiley & Sons, Inc.

Irvine, Judith T. 2021. Revisiting Theory and Method in Language Ideology Research. *Journal of Linguistic Anthropology* 32(1):222–236

Irvine, Judith T. and Susan Gal. 2000. Language Ideology and Linguistic Differentiation, in *Regimes of Language: Ideologies, Polities, and Identities*, ed. by Paul V. Kroskrity. Santa Fe, New Mexico: School of American Research Press. 35–83.

Philips, Susan U. 2004. The Organization of Ideological Diversity in Discourse: Modern and Neotraditional Visions of the Tongan State. *American Ethnologist* 31(2):231–250.

Woolard, Kathryn. 2016. Ideologies of Linguistic Authority: Authenticity, Anonymity, and Naturalism (chapter 2), in *Singular and Plural: Ideologies of Linguistic Authority in 21st Century Catalonia.* New York: Oxford University Press. 21–38.

Gal, Susan. 2019. Making Registers in Politics: Circulation and Ideologies of Linguistic Authority. *Journal of Sociolinguistics* 23(5):450–466.

*Week Fifteen: Language Ideologies in Practice*

**April 26**

McIntosh, Janet. 2014. Linguistic Atonement: Penitence and Privilege in White Kenyan Language Ideologies. *Anthropological Quarterly* 87(4):1165–1199.

Vigouroux, Cécile. B. 2017. The Discursive Pathway of Two Centuries of Raciolinguistic Stereotyping: ‘Africans as Incapable of Speaking French.’ *Language in Society* 46(1):5–21.

Carlan, Hannah. 2018. “In the Mouth of an Aborigine:” Language Ideologies and Logics of Racialization in the Linguistic Survey of India. *International Journal of the Sociology of Language* 252:97–123.

Gal, Susan. 2005. Language Ideologies Compared: Metaphors of Public/Private. *Journal of Linguistic Anthropology* 15(1):23–37.

Graham, Laura R. 2020. From “Ugh” to Babble (or Babel): Linguistic Primitivism, Sound-Blindness, and the Cinematic Representation of Native Amazonians. *Current Anthropology* 61(6):732–762.

Brink-Danan, Marcy. 2011. The Meaning of Ladino: The Semiotics of an Online Speech Community. *Language & Communication* 31:107–118.

*Week Sixteen: Concluding Thoughts*

**May 3**

***🡪Final papers due Sunday, May 7***

*Have a nice summer break!*