

## ANTH 251 - LANGUAGE IN CULTURE AND SOCIETY

Professor: Valentina Pagliai  
Oberlin College

MWF 3:30pm-3420pm  
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**Course Description:** This course looks at cultural and ethnic differences in communicative style, language use, and language socialization as these differences exist in the U.S. and abroad. The majority of course readings consist of short case studies written by linguistic anthropologists and sociolinguists who figure prominently in current communicative research. Because of this, students will learn first hand about recent trends in communicative research in such areas as: code-switching, language socialization, and interactional analysis. At the same time they acquire a thorough grounding in knowledge of the cultural diversity that exists in the U.S. Cultural cases studied include Anglo middle and working class, African Americans, Latin Americans, Native Americans, Asian Americans and others. The instructor's own ethnographic and linguistic research experience -- which includes work with the Italian American community in Los Angeles and the Tuscan Italian culture and language -- is also brought to bear at relevant points in the course. The case studies and concepts learned in this course, while fascinating in their own right, are also directly and pragmatically applied at several points in the course to important social, economic, and political problem areas in our society, including cross-cultural communication, and intercultural political arenas. In this course you will learn by doing, since you will gather your own data, analyze them and present to the class on them. You will do this in small groups of 2 to 4 people.

### Course Goals:

- 1) To furnish advanced groundings in Linguistic Anthropology.
- 2) To introduce students to basic transcription methods.
- 3) To teach students how to start formulating relevant research questions.
- 4) To encourage reflection on the ways we think about language.
- 5) To furnish an overview of present themes and currents of interest in linguistic Anthropology.

### Required texts:

- 1) Cameron, Deborah 2001. *Working with Spoken Discourse*. London: Sage.
- 2) Kulick, Don 1992. *Language Shift and Cultural Reproduction: Socialization, Self, and Syncretism in a Papua New Guinean Village*. Cambridge: Cambridge University Press.
- 3) Additional Readings: Copies of the course's additional readings will be available on Blackboard or through e-res.

**Note:** All Readings and Assignments are to be done by the date they are listed on the syllabus. All videos listed will be shown in class.

## PART I: BASIC CONCEPTS, THEORETICAL AND METHODOLOGICAL APPROACHES.

### WEEK 1

**W 9/7 -- Introduction to the course:** Linguistic Anthropology as a subfield of Anthropology. Communication processes in sociocultural perspective. Language as action.

**F 9/9 -- What does it mean to be a Linguistic Anthropologist:** Linguistic Anthropology and Linguistics. Language & Communication.

#### Readings:

- Finnegan, Ruth 2001. "Not the Message: Media, Meanings and Magicality." In H. Knoblauch & H. Kothhoff (Eds.) *Verbal Art across Cultures: The Aesthetics and Proto-Aesthetics of Communication*. Tubingen: Gunter Narr Verlag. Pp. 33-62.

- 1<sup>st</sup> Summary Due on today's reading.

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## WEEK 2

### **M 9/12 – Discourse, Context, and Speech Community:**

#### Readings:

- Duranti, Ch. 3, “Linguistic Diversity,” Pp. 70-83.
- Cameron, Introduction & Ch. 1, pp. 1-4 & 7-17.
- Activity 1 Assigned

### **W 9/14 – Models of Language:** The Relativity Hypothesis and the influence of language on thought.

#### Readings:

- Duranti, Ch. 3, “Linguistic Diversity,” Pp. 51-57.
- Sapir, Edward 1988 [1929] “The Status of Linguistics as a Science.” In P. Bohannon & M Glazer (Eds.) *High Points in Anthropology*. New York: McGraw-Hill, Inc. (Pp. 140-148). AVAILABLE ON J-STOR

### **F 9/16 -- Models of Language:** Austin, Speech Act Theory.

#### Readings:

- Cameron, Ch. 4 & Ch. 6, pp.47-52 & 68-86.
- 2<sup>nd</sup> Summary Due on: Duranti Ch.3, Cameron Introduction and Ch. 1,4 & 6, Sapir.

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## WEEK 3

### **M 9/19 -- Ethnography of Speaking and the SPEAKING model:**

#### Readings:

- Cameron, Ch. 5, pp. 53-66,

### **W 9/21 -- Discussion #1:** Discussion: We will discuss the results of Activity 1. We will also discuss how to apply the SPEAKING model to events you are familiar with.

#### Readings:

- Cameron, Ch. 12, pp. 180-191.
- Assignment #1 distributed to class.

### **F 9/23 – Models of Language:** Conversation Analysis.

#### Readings:

- Cameron, Ch. 7, pp. 87-105.
- 3rd Summary Due on: Cameron Ch. 5, 7 & 12.

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## WEEK 4

### **M 9/26 – Models of Language:** Conversation Analysis. Greetings.

#### Readings:

- Sacks, “Everybody has to Lie” pp. 57-79.

### **W 9/28 – Discussion #2: Doing your own research.**

#### Readings:

- Cameron, Ch. 2, pp.19-29.
- Kulick, Appendix, pp. 268-275.
- 4<sup>th</sup> Summary Due on: Sacks, Cameron Ch. 2, Kulick, Appendix.

## **PART II: IMPORTANT THEMES IN CURRENT RESEARCH: LANGUAGE AND POWER**

### **F 9/30 -- Understanding the impact of Discourse/Language on Society:**

#### Readings:

- Cameron, Ch. 9, pp. 123-141.

- Bauman, Richard 1986 "Introduction" In *Story, Performance and Event: Contextual Studies of Oral Narrative*. Cambridge: Cambridge University Press. (Pp. 1-6).
- Rediehs, Laura 2002 "Evil." In J. Collins & R. Glover (Eds.) *Collateral Language: A User's Guide to America's New War*. New York: New York University Press. Pp. 64-78.

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## WEEK 5

### M 10/3 – Conceptual metaphors and their influence on our world view:

#### Readings:

- Lakoff, George and Mark Johnson, 1980. *Metaphors We Live By*. Chicago: University of Chicago Press. Pp. 3-13.
- Lakoff, George 1991 "Metaphor and War: The Metaphor System Used to Justify War in the Gulf." In *Viet Nam Generation Journal & Newsletter*. Online Paper:  
[http://lists.village.virginia.edu/sixties/HTML\\_docs/Texts/Scholarly/Lakoff\\_Gulf\\_Metaphor\\_1.html](http://lists.village.virginia.edu/sixties/HTML_docs/Texts/Scholarly/Lakoff_Gulf_Metaphor_1.html)  
[http://lists.village.virginia.edu/sixties/HTML\\_docs/Texts/Scholarly/Lakoff\\_Gulf\\_Metaphor\\_2.html](http://lists.village.virginia.edu/sixties/HTML_docs/Texts/Scholarly/Lakoff_Gulf_Metaphor_2.html)
- Activity 2 Assigned

### W 10/5 -- Discussion #2: The power of conceptual metaphors – The results of Activity 2 will be discussed in class.

- Assignment #1 Due at the beginning of class.
- Assignment #2 distributed.
- 5<sup>th</sup> Summary Due on: Cameron Ch. 9, Bauman, Rediehs, Lakoff & Johnson, Lakoff.

### F 10/7 -- Metalinguistic Systems, Linguistic Ideologies and how they Influence our Behavior.

#### Readings:

- Woolard, Kathryn A. 1992 "Language Ideologies: Issues and Approaches." In *Pragmatics*, Vol. 2, No. 3: 235-245.

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## WEEK 6

### M 10/10 – Verbal duels as form of political expression:

#### Readings:

- Irvine, Judith 1993. "Insult and Responsibility: Verbal Abuse in a Wolof Village." In J. Hill & J. Irvine (Eds.) *Responsibility and Evidence in Oral Discourse*. Cambridge: Cambridge University Press. (Pp. 105-134).

### W 10/12 – Language Ideologies, Nationalism and the Colonial encounter.

#### Readings:

- Irvine, J. T. and S. Gal 2000. "Language Ideology and Linguistic Differentiation." In P. V. Kroskrity (ed.), *Regimes of Language: Ideologies, Politics and Identities*. Santa Fe: School of American Research Press. (Pp. 35-79).
- 6<sup>th</sup> Summary Due on: Woolard, Irvine, Irvine & Gal.

### F 10/14 -- Language Ideologies and indigenous linguistic rights in a globalized world.

#### Readings:

- Reynolds, Jennifer "Shaming The Shift Generation: Intersecting Ideologies Of Family And Linguistic Revitalization In Guatemala"

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## WEEK 7

### M 10/17 – Literacy and Colonialism.

#### Readings:

- Kulick, Introduction, pp. 1-7 only; Ch. 1, pp. 27-60; Ch. 5, pp. 157-189.
- 7<sup>th</sup> Summary Due on: Reynolds, Kulick Introduction, Ch. 1 & 5.

## PART III: TRANSCRIPTION METHODS

**W 10/19 – Transcription methods.**

Readings:

- Cameron, Ch. 3, pp. 31-43.
- ((Optional: Duranti, Ch. 5, pp.122-161.))

**F 10/21 – Discussion #3: How to transcribe your specific case.**

Readings:

- Cameron, Ch. 10, pp. 145-159.
- Assignment #2 Due at the beginning of class.
- Assignment #3 distributed.

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**WEEK 8**

**SPRING BREAK**

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**WEEK 9**

**M 10/31 – Participation frameworks and structures.**

Readings:

- Duranti, Ch. 9 “Units of Participation,” pp. 280-330.
- 8<sup>th</sup> Summary Due on: Cameron ch. 3 & 10, Duranti ch.9.

**W 11/2 -- Participation frameworks and structures. Discussion #4 of ongoing transcription.**

**PART IV: IMPORTANT THEMES IN CURRENT RESEARCH: LANGUAGE AND IDENTITY**

**F 11/4 -- Language and Ethnic Identity.**

Readings:

- Kroskrity, Paul 1993. “An Evolving Ethnicity.” (Pp. 177-193 and 206-212).
- Kulick, Introduction, pp. 8-14 only.

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**WEEK 10**

**M 11/7 – Code-switching.**

Readings:

- Kroskrity, Paul 1993. “An Evolving Ethnicity.” In *Language, History and Identity: Ethnolinguistic Studies of the Arizona Tewa*. Tucson: University of Arizona Press. (Pp. 193-206).
- Heller, Monica 1982. “Negotiations of Language Choice in Montreal.” In J. Gumperz (ed.) *Language and Social Identity*. Cambridge: Cambridge University Press. (Pp. 108-118).

**W 11/9 -- Discussion #5: Bilingualism and Identity.**

Readings:

- Zentella, A. C. 1990. “Returned Migration, Language and Identity: Puerto Rican Bilinguals in Dos Worlds/Two Mundos.” *International Journal of the Sociology of Language*, Special Issue, 84. (Pp. 84-100).
- 9<sup>th</sup> Summary Due on:Kroskrity pp. 177-212, Kulick Intro, Heller, Zentella.

**F 11/11 – Language and Identity in Verbal Art: Performance, Memory, Names and Places.**

- Film: “Summer of the Loucheux.”

Readings:

- Basso, Keith H. 1990. “‘Stalking with Stories:’ Names, Places and Moral Narratives Among the Western Apache.” In: *Western Apache Language and Culture: Essays in Linguistic Anthropology*. Tucson, University of Arizona Press. (Pp. 99-137).
- Assignment #3 Due at beginning of class.
- Assignment #4 distributed.

## WEEK 11

**M 11/14 -- Language and Verbal Art: Discussion #6:** Performance, Memory, Names and Places.

- 10<sup>th</sup> Summary Due on: Basso.

## PART V: IMPORTANT THEMES IN CURRENT RESEARCH: LANGUAGE AND GENDER

**W 11/16 – Language, and Gender:**

Readings:

- Cameron, Ch. 11, pp. 161-170 only.
- Tannen, Deborah 1994. "Interpreting Interruption in Conversation." In *Gender and Discourse*. Oxford: Oxford University Press. (Pp. 53-83).
- Uchida, Aki "When Difference is Dominance" pp. 280-292.

**F 11/18 – Discussion #7: Gender and Power. Students' presentations begin.**

Readings:

- Kulick, Ch. 2, pp. 61-91.
- 11<sup>th</sup> Summary Due on: Cameron ch. 11, Tannen, Uchida, Kulick ch. 2.

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## WEEK 12

**M 11/21 – Language and Gender:**

Readings:

- Kulick, Ch. 3 & 4, pp. 92-149.

**W 11/23 – Language and Gender: Sexual Identities. Feminities.**

Readings:

- Valentina Pagliai & Brooke Bocast "Singing Gender: Contested Discourses Of Womanhood In Tuscan-Italian Verbal Art." (about 20 pages)
- Guidelines for the Final Paper distributed.

**F 11/25 -- THANKSGIVING HOLIDAY**

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## WEEK 13

**M 11/28 -- Discussion #8: Language and Gender: Masculinities**

Readings:

- Cameron, Ch. 11, pp. 170-178.
- Kiesling, Scott 2001. "'Now I Gotta Watch What I Say:.' Shifting Constructions of Masculinity in Discourse." *Journal of Linguistic Anthropology* 11(2): 250-273.
- 12<sup>th</sup> Summary Due on: Kulick ch. 3 & 4, Pagliai & Bocast, Cameron ch. 11, Kiesling.
- Assignment #4 Due at beginning of class.

## PART VI: IMPORTANT THEMES IN CURRENT RESEARCH: LANGUAGE SOCIALIZATION

**W 11/30 – Language and Socialization: Innatist vs. Learning Theory, baby talk, and models of socialization.**

Readings:

- Ochs, Elinor & B. B. Schieffelin 1984. "Language Acquisition and Socialization: Three Developmental Stories." in R. Shweder & R. LeVine (Eds.) *Culture Theory*. (Pp. 276-312).
- De Leon, Lourdes 1998 "The Emergent Participant: Interactive Patterns in the Socialization of Tzotzil (Mayan) Infants." In *Journal of Linguistic Anthropology* 8, No. 2: 131-161.

**F 12/02 -- Language & Socialization:**

- Film: "Baka."

## WEEK 14

### M 12/5 -- Students' Presentations.

### W 12/7 – Socialization and society.

#### Readings:

- Goodwin, M. H. 1990 *"He-Said-She-Said: Talk and Social Organization among Black Children"* Bloomington and Indianapolis: Indiana University Press. Ch. 8, pp. 190-225.
- 13<sup>th</sup> Summary Due on: Ochs & Schieffelin, De Leon, Goodwin.

### F 12/9 – Presentation of Students' Projects.

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## WEEK 15

### M 12/12 – Discussion #9: Socialization and culture change

#### Readings:

- Kulick, Ch. 6, 7 & Conclusions, pp. 190-267.
- 14<sup>th</sup> Summary Due on: Kulick ch. 6, 7 & Conclusions.

### W 12/14 -- Students' presentations and Final Summary of the course.

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## FINALS' WEEK

Final Paper Due thursday 12/22 by 2pm.

#### Course Policies:

##### Code of honor

The Oberlin College Students' Code of Honor applies to the course. It applies to each assignment, including the summaries. At the end of each assignment, summary or paper the students shall write in full and sign the Honor Pledge; please familiarize yourself with it: [http://www.oberlin.edu/students/student\\_pages/honor\\_code.html](http://www.oberlin.edu/students/student_pages/honor_code.html). If a student does not follow the appropriate procedure, I have the option of withholding the grade until the student writes the Honor Pledge correctly.

Readings should be completed by the day they are listed on the syllabus; this will help you follow lectures and prepare for lectures and section.

Summaries are due at the beginning of the class session. They must be typed, about 500 words long. Summaries and other assignments must be turned in on time at the beginning of class. They will be graded down 1 point for each day that they are late. Each summary is graded on a scale of 1 to 10.

##### Summary of Students' Project:

**Assignment #1:** form group, select the speech community or group of people and visit it, write a brief report.

**Assignment #2:** Obtain permission to video-audio tape. Observe and record interaction, take fieldnotes and turn them in.

**Assignment #3:** transcribe a segment of the interaction. Turn in transcripts.

**Assignment #4:** Write a brief analysis of the interaction.

**Presentation to the Class:** of the project so far.

**Final Paper:** write a paper up to 5 pages, including the analysis of your study, turned in the day of the final exam.

Assignments are due at the beginning of the class session. Assignments will be graded down 1 point for each day that they are late. All assignments should be typed. I will NOT accept assignments submitted by e-mail. More information about the *Assignments* will be distributed later on, during the course.

Participation to class Discussions is fundamental. Everybody is expected to participate actively to class discussion every time the class meets and as time allows. "Active participation," means speaking during

discussions (at least most of the time), having questions prepared for potential discussion for every class, and getting to know your fellow classmates by name, major, etc. Merely attending class does not constitute active in class participation.

**Presence in class** is expected. Students present at the roll will receive 1 point. Students who are late may not be recorded.

**Grades:**

Assignment 1	5 %
Assignment 2	5 %
Assignment 3	10 %
Assignment 4	10 %
Presentation of Project	10 %
Final Paper	15 %
Participation (discussions and presence in class)	20 %
Summaries	25 %

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100 %

A+ = 96% of grade; A = 93%; A- = 90%; B+ = 86%; B = 82%; B- = 78%; C+ = 74%; C = 70%; C- = 60%; NE = Less than 60%; D = 55%; F = Less than 55%.

**Final Note:** Although the syllabus will be followed as much as possible, it is intended as a guideline and circumstances may require a change to the schedule. Students are responsible for any changes announced in class.