

Language and Social Diversity (ANTH 01:070:312) Rutgers University – Spring 2021

Prof: Kathleen Riley
Office hours by zoom: Th 1-2 or by appointment
Seminar: T 12:35-3:35

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Prerequisite: ANTH 01:070:108

Course Description: Language and communication in social life. Class, ethnic, and sex-role differences in language use. Bilingualism and linguistic diversity studied cross-culturally.

Humans use a wide variety of semiotic resources (gestures, speech, writing, multisensual signs...) to construct our diverse sociocultural worlds. Some of these modes we acquire early (to smile and cry, to dance and dress ...) while others we learn later in life (oratory, filmmaking, website management...). But very few are universal; most are developed in personally and socially diverse ways. While some communicative media are heavily constrained by political and economic structures over which we have no control (and may be unaware of), others are open to negotiation and transformation by individuals. Some discursive forms are used to dominate (in racist, classist, and heterosexist ways) while others allow us to play with or resist hegemonic control (although the distinction between these two is not always clear-cut). In this course, we explore how humans develop the communicative means to semiotically read and pragmatically alter our social landscapes, ideally for the better.

Course Learning Goals:

1. To expand your knowledge about linguistic and sociocultural diversity
2. To increase your understanding of some key anthropological theories about how language and social diversity are intertwined
3. To put into practice some of the research methods used by linguistic anthropologists to collect and analyze ethnographic and linguistic data
4. To improve your abilities to read, write, think, and speak effectively about some of the important issues of our day, in this case to do with language and social justice

Course Assignments (see guidelines on canvas for details)

Assignments – credit	Course learning goals met by assignments (see list above)	Departmental learning goals met by assignments*
Class participation (including LDJ presentations) – 20%	CLG 1, 2, 4	E01, E02, E04, E05
Language-diversity-justice (LDJ) presentations – 20%	CLG 1, 2, 4	E01, E02, E04, E05
Comparative essays – 30%	CLG 1, 2, 4	E01, E02, E04
Semiotic landscape project (SLP) – 30%	CLG 1, 2, 3, 4	E01, E02, E03, E04
Extra-credit opportunities – 5%	CLG 1, 2, 3, 4	E01, E02, E03, E05

*See <https://anthro.rutgers.edu/academics/undergraduate/undergraduate-learning-goals> for a numbered list of departmental goals.

Course Readings: (all required texts are available online)

Required texts (all available as e-books through library – see READING LIST on Canvas)

- Berman, Elise. 2019. *Talking Like Children: Language and the Production of Age in the Marshall Islands*. Oxford University Press. [eBook](#)
- Boellstorff, Tom. 2005. *The Gay Archipelago: Sexuality and Nation in Indonesia*. Princeton University Press. [eBook](#)
- Jacobs-Huey, Lanita. 2006. *From the Kitchen to the Parlor: Language and Becoming in African American Women's Hair Care*. New York: Oxford University Press. [eBook](#)
- Perley, Bernard C. 2011. *Defying Maliseet Language Death Emergent Vitalities of Language, Culture, and Identity in Eastern Canada*. Lincoln: University of Nebraska Press. [eBook](#)

Recommended texts (all available as RU library eBooks – click links or see READING LIST on Canvas):

- Avineri, Netta, Laura R. Graham, Eric J. Johnson, Robin Conley Riner, Jonathan Rosa, eds. 2019. *Language and Social Justice in Practice*. New York: Routledge. [eBook](#)
- Blommaert, Jan (2013) *Ethnography, Superdiversity and Linguistic Landscapes: Chronicles of Complexity*. Bristol: Multilingual Matters. [eBook](#)
- Heller, Monica, and Bonnie McElhinny. 2017. *Language, Capitalism, Colonialism: Toward a Critical History*. Toronto: University of Toronto Press. [eBook](#)
- Piller, Ingrid. 2016. *Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics*. New York: Oxford University Press. [eBook](#)

Other recommended linguistic ethnographies:

- Barrett, Rusty. 2017. *From Drag Queens to Leathermen*. New York: Oxford University Press.
- Das, Sonia N. 2016. *Linguistic Rivalries: Tamil Migrants and Anglo-Franco Conflicts*. New York: Oxford University Press.
- Dick, Hilary. 2018. *Words of Passage: National Longing and the Imagined Lives of Mexican Migrants*. Austin TX: University of Texas Press.
- Fader, Ayala. 2009. *Mitzvah Girls: Bringing up the Next Generation of Hasidic Jews in Brooklyn*. Princeton: Princeton University Press.
- García-Sánchez, Inmaculada María. 2014. *Language and Muslim Immigrant Childhoods: The Politics of Belonging*. Malden MA: Wiley Blackwell.
- Gaudio, Rudolf P. 2009. *Allah Made Us: Islamic Outlaws in an Islamic African City*. Malden MA: Blackwell-Wiley.
- Goodman, Jane E. 2005. *Berber Culture on the World Stage: From Village to Video*. Bloomington: Indiana University Press.
- Heller, Monica. 2011. *Paths to Post-Nationalism: A Critical Ethnography of Language and Identity*. Oxford: Oxford University Press.
- Kuipers, Joel C. 1998. *Language, Identity, and Marginality in Indonesia: The Changing Nature of Ritual Speech on the Island of Sumba*. New York: Cambridge University Press.
- Kulick, Don. 1997. *Language shift and Cultural Reproduction: Socialization, Self, and Syncretism in a Papua New Guinean Village*. Cambridge: Cambridge University Press.
- Mendoza-Denton, Norma. 2008. *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. Malden MA: Blackwell.
- Provencher, Denis M. 2017. *Queer Maghrebi French: Language, Temporalities, Transfiliations*. Liverpool: Liverpool University Press.
- Woolard, Kathryn A. 2016. *Singular and Plural: Ideologies of Linguistic Authority in 21st Century Catalonia*. New York: Oxford University Press.
- Zheng, Tiantian. 2015. *Tongzhi Living: Men Attracted to Men in Postsocialist China*. Minneapolis: University of Minnesota Press.

Course Outline:

Required readings in **boldface**; recommended readings in *italics*.

Date	Topics	Readings	Assignments
Week 1 1/19/21	Language, diversity, and social justice: linguistic anthropology and sociolinguistics applied	Avineri et al Introduction <i>PDFs: front Matter for Berman; Jacobs-Huey; Perley; Boellstorff</i>	DISCUSSION and COLLABORATION
Week 2 1/26/21	Multilingual landscapes in late capitalism	Piller Chaps. 1-2 Blommaert Chap. 1 <i>Heller&McElhinny Preface (Hope)</i>	DISCUSSION and COLLABORATION
Week 3 2/2/21	Semiotic structure and agency	Berman Intro + Chaps 1-2 <i>Piller Chap. 3</i> <i>Blommaert Chaps. 2</i>	DISCUSSION and COLLABORATION
Week 4 2/9/21	Ideologies and identity: Age	Berman Chaps. 3-4 <i>Piller Chap. 4</i> <i>Blommaert Chap. 3</i>	DISCUSSION and COLLABORATION
Week 5 2/16/21	Embodied practice: Age	Berman Chaps. 5-6 + conclusion <i>Piller Chap. 5</i> <i>Blommaert Chap. 4</i>	DISCUSSION and COLLABORATION
Week 6 2/23/21	Multimodal practices and intersectionality	Jacobs-Huey pp. 3-46 <i>Piller Chap. 6</i> <i>Blommaert Chap. 6</i>	DISCUSSION and COLLABORATION
Week 7 3/2/21	Ideologies and identity: gender and race	Jacobs-Huey pp. 47-88 <i>Piller Chap. 7</i> <i>Blommaert Chap. 6</i>	DISCUSSION and COLLABORATION
Week 8 3/9/21	Embodied practice: gender and race	Jacobs-Huey pp. 89-148 <i>Piller Chap. 8</i> <i>Blommaert Chap. 7</i>	DISCUSSION and COLLABORATION SLP Step 1 (proposal and CITI) due 3/10
Spring Break			Comparative essay #1 due 3/17
Week 9 3/23/21	Semiotic capital and loss	Perley Chaps. 1-2 (pp. 1-62) <i>H&M Chap. 1</i>	DISCUSSION and COLLABORATION
Week 10 3/30/21	Ideologies and identity: Indigeneity	Perley Chaps. 3-5 (pp. 63-120) <i>H&M Chaps. 2-3</i>	DISCUSSION and COLLABORATION SLP Step 2 (annotated bibliography) due 3/31
Week 11 4/6/21	Embodied practice: Indigeneity	Perley Chaps. 6-8 (pp. 121-200) <i>H&M Chaps. 4-5</i>	DISCUSSION and COLLABORATION
Week 12 4/13/21	Semiotics, hybridity, and global flow	Boellstorff Part I <i>H&M Chaps. 6-7</i>	DISCUSSION and COLLABORATION SLP Step 3 (EoS and discourse data) due 4/14
Week 13 4/20/21	Ideologies and identity: sexuality, class, and nationality	Boellstorff Part II <i>H&M Chap. 8</i>	DISCUSSION and COLLABORATION
Week 14 4/27/21	Embodied practice: sexuality, class, and nationality	Boellstorff Part III	DISCUSSION SLP presentations SLP Step 4 due 4/28
Finals week	No final		Comparative essay #2 due 5/12

Technology requirements and remote teaching tools (via Canvas):

This is a mixed synchronous remote course. Remote teaching poses challenges and affordances that Rutgers and your professors are attempting to meet and greet in a number of ways. To begin with, please consult the university's [website](#) with information on how the institution is managing. Please visit the Rutgers Student Tech [Guide](#) for resources available to all students. To participate fully in this course, you will need a computer with a webcam and microphone and an internet connection. If you do not have the necessary technology for financial reasons, please email the Dean of Students deanofstudents@echo.rutgers.edu for assistance. For this course, we will be using the Canvas platform (see [here](#) for general instructions on using Canvas) to provide:

1. Summary information about the goals, activities, resources, and channels of communication for the course, will be found in MODULES, CALENDAR, FILES, and ASSIGNMENTS.
2. Weekly MODULES will include a) an overview DISCUSSION, which will inform you about the activities for the week and allow you to use the response thread to ask and receive answers to practical questions about the week's activities and other technological issues, and b) other DISCUSSIONS and COLLABORATIONS for the week's activities
3. ANNOUNCEMENTS will be used to send out unexpected changes to our operating procedures as well as news about relevant events and opportunities.
4. Communication with your instructors should be handled in the following ways: by emailing us using our RU emails (do NOT use the BOX on Canvas), by visiting us during our Zoom office hours, or by posting questions in the weekly MODULE overview DISCUSSIONS.

Course Policies:

- Regular and timely participation in remote course activities counts heavily as student non-compliance creates havoc for everyone else in the class (not just the instructors!).
 - If you're unable to participate in any COLLABORATION or DISCUSSION on a given week, report directly to your group colleagues as well as [here](#) (this will be emailed to me) – unexcused non-participation will result in supplementary written work.
 - Seek assistance from a Dean of Students if you anticipate a prolonged period of non-participation.
- Academic integrity and ethical treatment of others is required (see the Rutgers policy on student conduct [here](#)).
Additionally:
 - Any form of recording during course activities requires the consent of all participants.
 - Plagiarism (i.e., the theft of intellectual property) is not acceptable:
 - *Students agree that by taking this course some written work will be subject to submission for textual similarity review to Turnitin.com via Canvas for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.*
 - *Students who do not agree should contact the course instructor immediately.*
 - All course participants should treat other course participants with consideration, bearing in mind that we all come to the table with diverse sensibilities and sensitivities. No topics are intrinsically taboo here, but a) please avoid discussing any named individual's criminal activity in any class interactions or assignments, and b) if there are any topics (such as sexual violence) that you find too difficult to discuss with relative strangers, please let me know at the start of class so that I can organize the discussion groups appropriately.
 - Additionally, we will attempt to establish norms over the course of the semester for HOW to collaborate and engage in discussion with relative strangers in ways that are respectful and mindful of their integrity (e.g., avoiding offensive epithets and "impolite" discourse moves such as micro-aggressions). This can be tricky whether online or off as no one can know everything in advance about what makes someone else feel uncomfortable in interaction. However, we can all attempt to learn in good faith about how to engage in constructive discussions with those who do not share our norms.
- Disabilities and Accommodations: Rutgers University welcomes students with disabilities into all its educational programs. In order to receive consideration for reasonable accommodations, please visit the Office of Disability Services [here](#). Share the resulting Letter of Accommodation with me as soon as possible so that we can make the appropriate adjustments in a timely fashion.