

Language, Culture, and Society (ANTH 01:070:108)
Rutgers University – Spring 2021

Prof. Kathleen (Kate) Riley

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Lecture by professor for all sections:

- W 2:15-3:35 (recording available Wednesday night)

Recitations by instructor:

- Section 01 - 07325 (SR): M 2:15-3:35; Instructor: Dalia Ibraheem
- Section 02 – 07326 (SR): M 5:35-6:55; Instructor: Dalia Ibraheem
- Section 03 – 07327 (SR): Th 12:35-1:55; Instructor: Dalia Ibraheem
- Section 04 - 07328 (AR): hours by arrangement; Instructor: Fulya Pinar

Course Description: Introduction to linguistic anthropology. Language as social action, language and culture, language use in specific sociocultural contexts.

Humans around the world share the unique capacity to communicate their thoughts, feelings, and social realities using both verbal and non-verbal forms of communication. Yet our specific forms of communication vary across space and time, culture and social setting; and a range of political and economic constraints influence if and how we are able to express ourselves. In this course we look at the nature of verbal language and how it differs from other communicative forms (sign language, body language, writing...); the origins of human language and the birth, transformation, and death of specific languages and dialects; the everyday use of diverse speech genres in diverse sociocultural contexts; and the development throughout our lives of the ability to communicate in complex ways on a daily basis. We think about the intentions and goals of communicative signs and how our use and interpretation of these are variously constrained by our social circumstances.

Core Curriculum Learning Goal Met by this Course: *AHq – Ahq(2) goal's CCG rubric [here](#) (p. 21)*
Arts and Humanities: Understand the nature of human languages and their speakers

Course Learning Goals:

1. To expand your knowledge about how humans use language in a variety of speech communities around the world, past and present
2. To increase your understanding of some key anthropological theories about how language, culture, and society are intertwined
3. To put into practice a variety of 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, culture, and society

Course Assignments in a Nutshell (see complete guidelines on Canvas FILES)

Assignments (credit) and due dates	Course learning goals met by assignments (see list above)	Departmental learning goals met by assignments – see numbered list of goals here
Lecture participation (20%)	CLG 1,2,4	DLG 1, 2, 4 and/or 5
Film responses (20%)	CLG 1,2,4	DLG 2, 4 and/or 5
Article presentations (20%)	CLG 1,2,4	DLG 2, 4 and 5
Situated Discourse Project (40%)	CLG 1,3,4	DLG 1, 2, 3, 4
Extra-credit opportunities (5%)	CLG 1,4	DLG 2, 4 and/or 5

Course Outline:

Italicized textbook chapters are recommended reading. Boldfaced articles and boldfaced ethnography chapters are required reading – quizzes and notes assignments are based on these. SDP deadlines and other due dates are listed in boldfaced italics. Films are presented in sections as noted.

Date	Topics and films	Readings and films	Assignments
Week 1 1/20-25	Introduction: language as sociocultural practice	Duranti FILM: Languages Lost and Found	DISCUSSION, exercise (self)
Week 2 1/27-2/1	Semiotics and the nature of human language	Blum FILM: Discovering the human language OR The Mind's Big Bang	DISCUSSION, LNT, exercise (sign)
Week 3 2/3-8	Animal communication, body language, and language evolution	Basso Preface and Morgan Intro; Kohn FILM: Project Nim OR Genie: Secret of the Wild Child	DISCUSSION, LNT, article COLLABORATION, exercise (int)
Week 4 2/10-15	Language, thought, culture, and language ideologies	Basso Chap. 1; Polich FILM: Âs Nutayuneân We still live here OR Tongues of Heaven	DISCUSSION, LNT, article COLLABORATION, exercise (int)
Week 5 2/17-22	Language acquisition and socialization	Basso Chap. 2; Burdelski&Mitsuhoshi FILM: The Linguists	DISCUSSION, LNT, article COLLABORATION, exercise (EoS)
Week 6 2/24-3/1	Orality and literacy	Basso Chap. 3; Moore FILM: Beyond Babel: In Search of the First Language	DISCUSSION, LNT, article COLLABORATION, exercise (EoS) Jones&Schieffelin
Week 7 3/3-8	The social life of languages	Basso Chap. 4; Paugh [OR Davis] Film: The Language You Cry In	DISCUSSION, LNT, article COLLABORATION, exercise (scr)
Week 8 3/10-22	Indexing identity	Morgan Chap. 1; Cavanaugh FILM: American Tongues	DISCUSSION, LNT, article COLLABORATION, exercise (scr)
Spring Break			
Week 9 3/24-29	Multilingual practices	Morgan Chap. 2; Barrett FILM: Multilingual Hong Kong	DISCUSSION, LNT, article COLLABORATION SDP Step 1a (proposal) due
Week 10 3/31-4/5	Semiotic miscommunication	Morgan Chap. 3; Bailey FILM: Diverted to Delhi OR	DISCUSSION, LNT, article COLLABORATION SDP Step 1b (CITI) due
Week 11 4/7-12	Hegemonic discourses and discursive agency (gender)	Morgan Chap. 4; Kiesling FILM: Nu Shu	DISCUSSION, LNT, article COLLABORATION SDP Step 2a (interview 1) due
Week 12 4/14-19	Performance and performativity	Morgan Chap. 5; Black FILM: The Music of Strangers	DISCUSSION, LNT, article COLLABORATION SDP Step 2b (interview 2) due
Week 13 4/21-26	Legislating language and adjudicating media	Morgan Chap. 6; Schulthies [OR Baker-Bell] FILM: Speaking in Tongues	DISCUSSION, LNT, article COLLABORATION SDP Step 3a (EoS) due
Week 14 4/28-5/3	Semiotics of Planetary Health and Justice	Pouchet OR Parreñas	DISCUSSION, LNT, article COLLABORATION SDP Step 3b (transcript) due
5/12/21			SDP Step 4 (write-up) due

Course Readings:

Recommended textbooks (for your interest only – NOT required)

- Ahearn, Laura M. 2018. *Living Language: An Introduction to Linguistic Anthropology* (2nd edition). Chichester, West Sussex, England: Wiley Blackwell. [ebook](#)
- Duranti, Alessandro. 1997. *Linguistic Anthropology*. New York: Cambridge University Press. [ebook](#)
- Salzmann, Zdenek, James Stanlaw, and Nobuko Adachi. 2015. *Language, Culture, and Society: An Introduction to Linguistic Anthropology* (6th edition). Boulder CO: Westview Press.

Required and recommended ethnographies (available as ebooks)

- (REC) Ahearn, Laura M. 2001. *Invitations to Love: Literacy, Love Letters, and Social Change in Nepal*. Ann Arbor: University of Michigan Press. [ebook](#)
- (REQ) Basso, Keith. 1996. *Wisdom Sits in Places: Landscape and Language among the Western Apache*. Albuquerque: University of New Mexico Press. [ebook](#)
- (REC) Gaudio, Rudolf Pell. 2009. *Allah Made Us: Sexual Outlaws in an Islamic African City*. Chichester, U.K.: Wiley-Blackwell. [ebook](#)
- (REQ) Morgan, Marcyliena. 2002. *Language, Discourse and Power in African American Culture*. Cambridge: Cambridge University Press. [ebook](#)

Required and recommended articles (available on Canvas as PDFs)

- Bailey, Benjamin. 2000. "Communicative Behavior and Conflict between African-American Customers and Korean Immigrant Retailers in Los Angeles." *Discourse and Society* 11(1):86-108.
- Baker-Bell P. 2017. "Learning Black Language Matters: Humanizing Research as Culturally Sustaining Pedagogy." *International review of qualitative research* 10(4):360-377. <https://bit.ly/3nAlt1g>
- Barrett, Rusty. 2006. "Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant." *Language in Society* 35:163–204.
- Black, Steven P. 2012. "Laughing to Death: Joking as a Support among Stigma for Zulu-speaking South Africans Living with HIV." *Journal of Linguistic Anthropology* 22(1):87-108.
- Blum, Susan D. 1997. "Practices and the Power of Words in China." *Language in Society* 26(3):357-379.
- Burdelski, Matthew, and Koji Mitsuhashi. 2010. "'She thinks you're kawaii': Socializing gender, affect, and relationships in a Japanese preschool." *Language in Society* 39:65-93.
- Cavanaugh, Jillian. 2006. "Little Women and Vital Champions: Gendered Language Shift in a Northern Italian Town." *Journal of Linguistic Anthropology* 16(2):194-210.
- Davis, Jenny L. 2016. "Language affiliation and ethnolinguistic identity in Chickasaw language revitalization." *Language & communication* 47:100-111. <https://bit.ly/3pShZJT>
- Jones, Graham M. and Bambi B. Schieffelin. 2009. "Talking Text and Talking Back: 'My BFF Jill' from Boob Tube to YouTube." *Journal of Computer-Mediated Communication* 14 (4): 1050–79. <https://bit.ly/3q8E85R>
- Kiesling, Scott F. 2005. Homosocial Desire in Men's Talk: Balancing and Re-creating Cultural Discourses of Masculinity. *Language in Society* 34(5):695-726. OR Kiesling, Scott F. 2004. "Dude." *American Speech*. 2004;79(3):281-305.
- Kohn, Eduardo. 2007. "How dogs dream: Amazonian natures and the politics of transspecies Engagement." *American Ethnologist* 34(1):3–24.
- Moore, Leslie C. 2008. "Body, text, and talk in Maroua Fulbe Qur'anic schooling." *Text & Talk* 28(5): 643–665.
- Nevins, Eleanor M. 2004. "Learning to Listen: Confronting Two Meanings of Language Loss in the Contemporary White Mountain Apache Speech Community." *Journal of Linguistic Anthropology* 14(2):269-288.
- Parreñas, Rheana. 2012. "Producing Affect: Transnational Volunteerism in a Malaysian Orangutan Rehabilitation Center." *American Ethnologist* 39 (4): 673–87. OR Parreñas, Juno. 2016. "The Materiality of Intimacy in Wildlife Rehabilitation: Rethinking Ethical Capitalism through Embodied Encounters with Animals in Southeast Asia." *Positions: East Asia Cultures Critique* 24 (1): 97–127.
- Paugh, Amy L. 2005. "Multilingual play: Children's code-switching, role play, and agency in Dominica, West Indies." *Language in Society* 34, 63–86.
- Polich, Laura. 2000. "Orality: Another Language Ideology." *Texas Linguistic Forum* 43:189-199.
- Pouchet, Jessica. 2020. "The Circulation, Durability, and Erasure of Brands in a Biodiversity Hotspot." *Journal of Linguistic Anthropology* 30 (2): 213–32.
- Schulthies, Becky. 2015. "Do You Speak Arabic? Managing Axes of Adequation and Difference in Pan-Arab Talent Programs." *Language & Communication* 44: 59–71.
- Shankar, Shalini. 2011. "Style and Language Use among Youth of the New Immigration: Formations of Race, Ethnicity, Gender, and Class in Everyday Practice." *Identities: Global Studies in Culture and Power* 18(6):646-671.

Technology requirements and AR/SR teaching tools (via Canvas):

This is a mixed synchronous-asynchronous 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. Overview 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.