

2015

# Language in Culture Syllabus

Petko Ivanov

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The views expressed in this paper are solely those of the author.

*Connecticut College*

*Spring 2015*

**ANT/SLA 226**



René Magritte  
*This is not a pipe* (1936)

# *Language in Culture*

**Prof. Petko Ivanov**

# ANT / SLA 226

## *Language in Culture*

Spring 2015, Wednesday/Friday 2:45-4:00  
Olin 113



Cartoon by Maurice Henry, published in *La Quinzaine Litteraire*, 1 July 1967.

Foucault, Lacan, Lévi-Strauss, and Barthes

**Instructor: Petko Ivanov**

Blaustein 330, x5449, [pivanov@conncoll.edu](mailto:pivanov@conncoll.edu)

Office hours W/F 1:30-2:30 and by appointment

### *Course Description*

The course is an introduction to linguistic anthropology with a main focus on language “use” in society. Among the main topics to be addressed are the notions of language ideology (how language is conceptualized by its users, e.g., what they think they do with language when they talk and otherwise utilize their language); pragmatics and metapragmatics; socio-cultural semiosis of linguistic practices, incl. language as group identity flag; making and differentiating languages, incl. class/gender/race and geographic stratifications; the social life of utterances from speech genres to entextualizations; indexicality in semiotically mediated social practices; the dynamics of language change (synchrony and diachrony); and, above all, language as denotational code and a system of signs. The readings include the classic texts of Saussure, Peirce, Boas, Sapir, Bakhtin (Voloshinov), Jakobson, Austin, Searle, Bourdieu, Labov, Silverstein, among others.

### ***Course Materials***

The main required text for the course is Ferdinand de Saussure. *Course in General Linguistics*. Translated by Wade Baskin. New York: McGraw-Hill, 1966. You may purchase the book in the College Bookstore or online. All other texts and materials for this course (academic articles, book chapters, links to video clips, pictorial objects, discussion board, etc.) are available through the course **Moodle site** (<http://moodle.conncoll.edu>) which you should visit frequently as the week's readings will be posted there. You are expected to have read all assigned texts *before* the class in which they will be discussed, and to be sufficiently familiar with their content to participate actively in the discussion.

### ***Evaluation and Grading***

Attendance and active participation are required at all class meetings and are preconditions for passing the course. There are 27 class meetings during the semester, and students who have not attended them cannot be considered as having completed the course. Students with more than one absence will have their final grades lowered, with multiple absences resulting in a significant lowering of the final grade.

*Evaluation will be based on the following criteria:*

Three short papers	50%
Postings to online discussion forum	20%
Participation in class	30%

### ***Assignments***

You will see above that your evaluation in this course is based on frequent written responses to the course material (50+20%), and on participation in class (30%). The point of these assignments is for you to engage with the material on a regular basis and to communicate with others in doing so. The aim is never for you to produce “the right answer.” We will be discussing many controversial and hotly contested issues for which there is no right answer.

On that note, never feel that you need to “find information” on a given question and present it to me wholesale, and *never* present anyone else's written work as your own—that is plagiarism (a sociolinguistic discussion of plagiarism by Ron Scollon is appended at the end of this syllabus). *Always* feel free to discuss others' ideas, both in your written work and in class, and to articulate your thoughts about the material in the various forums available. We will discuss accepted conventions for paraphrasing and citing others' words and arguments throughout the semester.

### ***Short papers***

There will be three, 3- to 5-page papers due on Feb. 19, Apr. 5, and May 12. This scheduling corresponds to the three major frameworks of inquiry addressed in the course – semiotics, pragmatics, and sociolinguistics. In these papers I will ask you to paraphrase and compare arguments, analyze sources, and argue various positions on a given topic. We will discuss the purpose and design of the short papers in class.

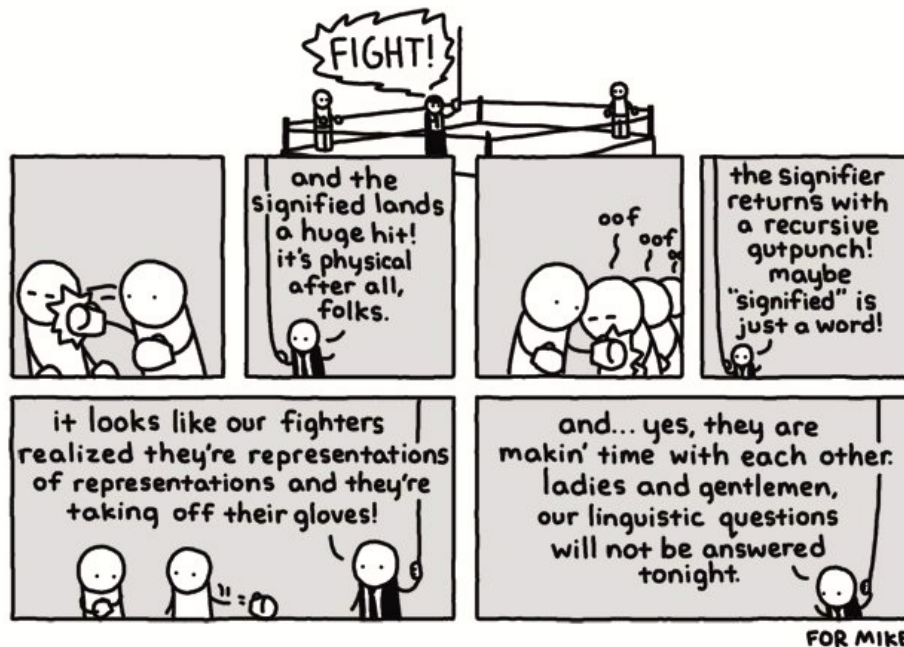
**The online discussion forum** is available through the course Moodle site. Please post your responses to the readings by 9:00 PM each Tuesday (i.e., about 17 hours before our first class of the week). Postings will be evaluated on their thoughtfulness and content, not length. *You should have at least 10 postings by the end of the semester*, which I will reread before assigning final grades. The purpose of this forum is to give you a place to articulate your ideas about the material as you read, view, and think about it. It also offers another forum for discussion for those who are less comfortable speaking in class, although I would like *everyone to speak at least once every class*. Please post complete sentences with proper capitalization and punctuation (i.e., no e-mail or “text-speak”). Speaking of *texting*: don’t it in class — ever.

**The Roth Writing Center** provides one-to-one peer tutoring free of charge to help student writers of all abilities during all stages of the writing process. To make an appointment, call x2173 or stop by the Writing Center at 214 Blaustein. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

**Students with disabilities.** If you have a physical or mental disability, either hidden or visible, which may require classroom, test-taking, or other modifications, please let us know. If you are a Connecticut College student and have not already done so, please register with the Office of Student Disability Services in Crozier Williams (Room 221) or e-mail [barbara.mcllarky@conncoll.edu](mailto:barbara.mcllarky@conncoll.edu) or [lillian.liebenthal@conncoll.edu](mailto:lillian.liebenthal@conncoll.edu).

**Office Hours and Advising.** Office hours will be held in Blaustein 330 on Mondays and Wednesdays from 10:30-11:30 or by appointment. Sign-up sheets will be posted on my door, and I will see students on a first-come-first-serve basis. Questions or concerns addressed via e-mail will be answered within 24 hours of receiving your message.

## THE SIGNIFIER VS. THE SIGNIFIED



Globe & Mail / Toronto, Dec. 1991

## Class Schedule

*\* This schedule is subject to change as required by unforeseen circumstances.*

### **Jan. 21**      ***Linguistic Anthropology: Course Introduction***

*Readings (Introductory):*

Alessandro Duranti “Linguistic Anthropology” (from *Encyclopedia of the Social & Behavioral Sciences*, 2001)

Susan Gal “Linguistic Anthropology” (from *Encyclopedia of Language & Linguistics*, 2006)

John J. Gumperz & Jenny Cook-Gumperz “Sociolinguistics or Linguistic Anthropology” (2008)

*Written Assignment (in class):* What is language?

### PART ONE: SEMIOTICS The Dynamics of Signs in Social Life

### **Jan. 23**      ***The Linguistic and the Sociolinguistic Sign (Saussure)***

*Readings:*

Ferdinand de Saussure “Course in General Linguistics” (1916) (Intro, Ch. 3-5, pp. 7-23; Pt. I, pp. 65-100, *especially* chapters 1-2 and Conclusions)

W. Terrence Gordon & Abbe Lubell “Saussure for Beginners” (1996) (pp. 13-58)

Emile Benveniste “The Nature of the Linguistic Sign” (1939) *optional*

Roman Jakobson “Language and Parole: Code and Message” (1942) *optional*

### **Jan. 28**      ***Synchrony: “Language as a System of Pure Values”***

*Readings:*

Ferdinand de Saussure “Course in General Linguistics” (1916) (Pt. II, pp. 101-139, *especially* chapters 4-6)

Jonathan Culler "Saussure's Theory of Language" (1986)

Paul Bouissac "Saussure: A Guide for the Perplexed" (2010) (Ch.5-7) *optional*

Paul J. Thibault "Re-Reading Saussure" (1997) (Ch. 5, pp. 113-130; Ch. 9, pp. 211-232) *optional*

David Holdcroft "Saussure: Sign, System, and Arbitrariness" (1991) (Ch.2-3, 6) *optional*

**Jan. 30**      ***Diachrony: Comparative–Historical Linguistics***

*Readings:*

Ferdinand de Saussure "Course in General Linguistics" (1916) (Pt. III, Ch. 8, pp. 179-182; Pt. IV, Ch. 3, pp. 197-205; Pt. V, Ch. 5, pp. 228-232)

Jeanne Herndon "Comparative and Historical Linguistics"; Paul Thieme "The Indo-European Language" (from *Language: Introductory Readings*, eds. Virginia P. Clark et al., 1985)

Antoine Meillet "The Comparative Method in Historical Linguistics" (1967) (Ch.1-2, pp. 13-35); *optional*

Joseph Errington "Linguistics in a Colonial World" (2008) (Ch.3-4, pp. 48-92); *optional*

Bernard S. Cohn "The Command of Language and the Language of Command" (1985) *optional*

**Feb. 4**      ***Theorizing the Sign (Peirce)***

*Readings:*

Charles S. Peirce "Logic as Semiotic: The Theory of Signs" (1893-1910); "What Is a Sign?" (1894) (Read for the basic ideas only ☺)

Paul Cobley & Litza Jansz "Introducing Semiotics" (2004) (pp. 18-36)

Daniel Hugo Rellstab "Peirce for Linguistic Pragmaticists" (2008) *optional*

Benjamin Lee "Talking Heads: Language, Metalanguage, and the Semiotics of Subjectivity" (1997) (Ch. 4, pp. 95-134) *optional*

Richard J. Parmentier "Signs in Society: Studies in Semiotic Anthropology" (1994) (Ch. 1-2, pp. 3-44) *optional*

**Feb. 6**      *Models of (Verbal) Communication (Jakobson)**Readings:*

Roman Jakobson “Closing Statement: Linguistics and Poetics” (1960)

Roman Jakobson “Two Aspects of Language and Two Types of Aphasic Disturbances” (1956)

Roman Jakobson “Six Lectures on Sound and Meaning” (1978) excerpts; *optional*

Steven C. Caton “Contributions of Roman Jakobson” (1987) *optional*

Benjamin Lee “Talking Heads: Language, Metalanguage, and the Semiotics of Subjectivity” (1997) (Ch. 5, pp. 135-179) *optional*

Charles Goodwin “A Competent Speaker Who Can’t Speak: The Social Life of Aphasia” (2004) *optional*

**Feb. 11**      *Metaphors (and Metonymies) We Live By**Readings:*

James Fernandez “The Mission of Metaphor in Expressive Culture” (1974)

Daniel Chandler “Semiotics: The Basics” (2007) (Ch.4, pp. 123-145)

George Lakoff & Mark Johnson “Conceptual Metaphor in Everyday Language” (1980) *optional*

George Lakoff “Metaphor and War” (1991) *optional*

Caitlin Hines “Rebaking the Pie: The Woman as Dessert Metaphor” (1999) *optional*

**Feb. 13**      *Rhetoric of the Image (Barthes)**Readings:*

Roland Barthes “Mythologies: Myth Today” (1957)

Roland Barthes “Elements of Semiology” (1964) (Ch. 3, pp. 58-88)

Philip Thody et al. “Introducing Barthes” (2006) (pp. 6-63); *optional*

Deborah Schaffer “The Language of Tabloid Headlines” (1989) *optional*



Thomas A. Sebeok "A Sign Is Just a Sign: Fetish" (1991) *optional*

Mark Aronoff "Automobile Semantics" (1981) *optional*

**Feb. 18**     ***Do Structures March in the Streets?***

*Readings:*

Claude Lévi-Strauss "The Structural Study of Myth" (1955)

Paul Manning "The Semiotics of Drink and Drinking" (2012) (Ch. 1-3)

Jacques Lacan "Function and Field of Speech and Language in Psychoanalysis" (1953) (Read for the basic ideas only ☺) *optional*

Claude Lévi-Strauss "Structural Analysis in Linguistics and Anthropology" (1945) *optional*

Marvin Harris "History and Significance of the Emic/Etic Distinction" (1976)

Jacques Derrida "Linguistics and Grammatology" (1974) *optional*

Ernesto Laclau "Why Do Empty Signifiers Matter to Politics" (1995) *optional*

*Feb. 19*     ***FIRST PAPER DUE ELECTRONICALLY by midnight***

PART TWO: PRAGMATICS  
Language in Use

**Feb. 20**     ***Linguistic Relativity Hypothesis (Sapir & Whorf)***

*Readings:*

Edward Sapir "The Unconscious Patterning of Behavior in Society" (1927)

Benjamin Whorf "The Relation of Habitual Thought and Behavior to Language" (1939)

Benjamin Whorf "Science and Linguistics" (1940) *optional*

Laura Martin "Eskimo Words for Snow" (1986) *optional*

Michael Silverstein "Worfianism and the Linguistic Imagination of Nationality" (2000) *optional*

Lera Boroditsky “Linguistic Relativity” (2003); “How Language Shapes Thought” (2011) *optional*

***People See Colors with the Tongue?***

Brent Berlin & Paul Kay “Basic Color Terms: Their Universality and Evolution” (1969) (pp.104-110); *optional*

Harold C. Canklin “Hanunoo Color Categories” (1955) *optional*

John A. Lucy “The Linguistics of ‘Color’” (1997) *optional*

**Feb. 25      *Saying and Doing: Speech Acts and Performatives***

*Readings:*

John L. Austin “How to Do Things with Words” (1962) (Ch.1-2, 8)

John R. Searle “What is a Speech Act?” (1965) excerpt (3 p.)

John R. Searle “How Performatives Work” (1989)

Michelle Zimbalist Rosaldo “The Things We Do with Words Ilongot Speech Acts” (1982) *optional*

John R. Searle “Speech Acts: An Essay in the Philosophy of Language” (1969) (Ch. 3, pp. 54-71) *optional*

Jacob L. Mey “Speech Acts and Their Classification” (1993) *optional*

Susan Ervin-Tripp “Is Sybil There? The Structure of Some American English Directives” (1976) *optional*

Susan Ervin-Tripp “Speech Acts and Social Learning” (1976) *optional*

**Feb. 27      *Shifters and the Social Life of Pronouns***

*Readings:*

Roman Jakobson “Shifters and Verbal Categories” (1957) *excerpts*

Roger Brown & Albert Gilman “The Pronouns of Power and Solidarity” (1960)

Ralph Fasold “Address Forms” (*The Sociolinguistics of Language*, Ch.1) (1991)

Paul Friedrich “Social Context and Semantic Feature: The Russian Pronominal Usage” (1972) *optional*

Michael Silverstein “Shifters, Linguistic Categories, and Cultural Description” (1976) *optional*

Greg Urban “The ‘I’ of Discourse” (1989) *optional*

Asif Agha “Honorification” (1994) *optional*

**March 4**      ***Voicing, Speech Genres, Heteroglossia (Bakhtin)***

*Readings:*

Valentin N. Voloshinov “Marxism and the Philosophy of Language” (1929) (Pt.2, Ch.2-4, pp. 65-106)

Mikhail Bakhtin “The Problem of Speech Genres” (1952)

Mikhail Bakhtin “Discourse in the Novel” (1934/35) excerpts; *optional*

Tzvetan Todorov “Bakhtin’s Theory of the Utterance” (1981) *optional*

Jane H. Hill “The Voices of Don Gabriel: Responsibility and Self in a Modern Mexicano Narrative” (1995) *optional*

Webb Keane “Indexing Voice: A Morality Tale” (2011) *optional*

Judith T. Irvine “Registering Affect: Heteroglossia in the Linguistic Expression of Emotions” (1980) *optional*

Richard Bauman “The Ethnography of Genre in a Mexican Market” (2001) *optional*

Charles Briggs & Richard Bauman “Genre, Intertextuality, and Social Power” (1992) *optional*

**March 6**      ***Indexicality and Deixis***

*Readings:*

Alessandro Duranti, ed. “Key Terms in Language & Culture” (2001) (pp.107-110, 124-6: “Iconicity” by Bruce Mannheim; “Indexicality” by William F. Hanks)

Michael Silverstein “Indexical Order and the Dialectics of Sociolinguistic Life” (1995) (Read for the basic ideas only ☺)

Michael Billig “Flagging the Homeland Daily” (1995)

Jan Verschueren “Language and Language Use: Deixis” (1999) *optional*

William F. Hanks “Metalanguage and Pragmatics of Deixis” (1993) *optional*

William F. Hanks “The Indexical Ground of Deictic Reference” (1992) *optional*

Victor Friedman “Language as Flag in the Balkans” (1999) *optional*

SPRING BREAK (March 6 at 5:00 p.m. – March 22)

**March 25**    *Reflexive Language: Metapragmatics*

*Readings:*

Gregory Bateson “Metalogue: Why Do Frenchmen?” (1953)

Michael Silverstein “Metapragmatic Discourse and Metapragmatic Function” (1993) (Read for the basic ideas only ☺)

Jane H. Hill “‘Read My Article’: Promising in American Presidential Politics” (2000)

Stanton Wortham & Michael Locher “Embedded Metapragmatics and Lying Politicians” (1999) *optional*

Greg Urban “Metasemiosis and Metapragmatics” (2006) *optional*

Michael Silverstein “The Limits of Awareness” (1981) *optional*

Jan Verschueren “Salience: Metapragmatic Awareness” (1999) *optional*

Richard J. Parmentier “The Political Function of Reported Speech” (1994) *optional*

**March 27**    *Language Ideologies*

*Readings:*

Judith T. Irvine & Susan Gal “Language Ideology and Linguistic Differentiation” (2000)

Susan Gal “Multiplicity and Contention among Language Ideologies” (1992)

Michael Silverstein “Uses and Utility of Ideology” (1992) *optional*

Kathryn A. Woolard “Language Ideology as a Field of Inquiry” (1998) *optional*

Kathryn A. Woolard & Bambi B. Schieffelin “Language Ideology” (1994) *optional*

Rusty Barrett “Language Ideology and Racial Inequality: Competing Functions of Spanish in an Anglo-Owned Mexican Restaurant” (2006) *optional*

Paja Faudree “Linguistic Anthropology in 2008: An Election-Cycle Guide” (2009) *optional*

**Apr. 1**      ***Linguistic Markets (Bourdieu)***

*Readings:*

Pierre Bourdieu “The Economics of Linguistic Exchanges” (1977)

Judith Irvine “When Talk Isn't Cheap: Language and Political Economy” (1989)

Pierre Bourdieu “The Production and Reproduction of Legitimate Language” (1982) *optional*

Pierre Bourdieu “On Symbolic Power” (1977); “The Forms of Capital” (1986) *optional*

William F. Hanks “Pierre Bourdieu and the Practices of Language” (2005) *optional*

Monica Heller “The Commodification of Language” (2010) *optional*

**Apr. 3**      ***Discourse, Power, Identity Formations***

*Readings:*

Michel Foucault “The Archeology of Knowledge” (1969) (Ch.2-3, pp. 31-49)

Mary Bucholtz & Kira Hall “Language and Identity” (2004)

Norman Fairclough “Language and Power” (1989) (Ch. 2-3, pp. 17-76) *optional*

Karen Tracy “Talk and Identity” (Ch. 1 of *Everyday Talk*, 2002) *optional*

Teun A. van Dijk “Politics, Ideology and Discourse” (2006) *optional*

Ronald Scollon “Discourses of Food in the World System” (2005) *optional*

Deborah Tannen “Remarks on Discourse and Power” (1987) *optional*

**Apr. 5**      ***SECOND PAPER DUE by midnight***

PART THREE: SOCIOLINGUISTIC ISSUES  
Ethnography of Speech

**Apr. 8**      *Speech Communities: Who Owns Language?*

*Readings:*

John J. Gumperz “The Speech Community” (1968)

Bonny Norton “Language, Identity, and the Ownership of English” (1997)

Mary Bucholtz “‘Why Be Normal?’: Language and Identity Practices in a Community of Nerd Girls” (1999) *optional*

Leonard Bloomfield “Speech Communities” (Ch. 3 of *Language*) (1933) *optional*

Lanita Jacobs-Huey “Is There an Authentic African American Speech Community” (1997) *optional*

Claudia Mitchell-Kernan “Signifying and Marking: Two Afro-American Speech Acts” (1972) *optional*

Lesley Milroy “Britain and the US: Two Nations Divided by the Same Language” (2001) *optional*

Robert Train “Toward a ‘Natural’ History of the Native (Standard) Speaker” (2009) *optional*

**Apr. 10**      *Choosing a Code: Diglossia and Code-switching*

*Readings:*

Ronald Wardhaugh “Choosing a Code” (Ch. 3 of *An Introduction to Sociolinguistics*) (1986)

Bonnie Urciuoli “The Political Topography of Bilingualism” (1998)

Charles Ferguson “Diglossia” (1959) *optional*

Penelope Eckert “Diglossia: Separate and Unequal” (1980) *optional*

Robert McColl Millar “Language, Nation, and Power” (2005) (Ch.1, pp. 1-8) *optional*

Kathryn A. Woolard “Codeswitching” (2004) *optional*

Susan Gal “Codeswitching and Consciousness in the European Periphery” (1987) *optional*

**Apr. 15**      ***Language Variation and Change (Labov)***

*Readings:*

William Labov “The Social Motivation of a Sound Change” (1963)

Penelope Eckert “Three Waves of Variation Study” (2012)

William Labov “The Social Stratification of /r/ in New York City Department Stores” (1972) *optional*

Ronald Wardhaugh “Variation Studies” (Ch. 7 of *An Introduction to Sociolinguistics*) (1986) *optional*

Penelope Eckert “The Whole Woman: Sex and Gender Differences in Variation” (1990) *optional*

Susan Gal “Peasant Men Can't Get Wives: Language Change and Sex Roles in a Bilingual Community” (1978) *optional*

Kathryn A. Woolard “Language Variation and Cultural Hegemony: Toward an Integration of Sociolinguistic and Social Theory” (1985) *optional*

Penelope Eckert “Variation and the Indexical Field” (2008) *optional*

**Apr. 17**      ***Speech Events: Ethnography of Communication***

*Readings:*

Dell Hymes “The Ethnography of Speaking” (1962)

Nancy Bonvillain “Outline of an Ethnography of Communication” (1993)

Dell Hymes “On Communicative Competence” (1972) *optional*

John Haviland “How to Talk to Your Brother-in-Law in Guugu Yimidhirr” (1987) *optional*

Niko Besnier “Gossip and the Everyday Production of Politics” (2009) (Ch. 1&8, pp.1-28, 189-194) *optional*

William Labov "Rules for Ritual Insults" (1973) *optional*

Kira Hall "'Go Suck Your Husband's Sugarcane': Hijras and the Use of Sexual Insult" (1997) *optional*

**Apr. 22**      ***Conversational Practices: Footing (Goffman)***

*Readings:*

Ervin Goffman "Footing" (1979)

Marjorie Harness Goodwin "Instigating" (from *He-Said-She Said*, 1990)

Emanuel Schegloff "Sequencing in Conversational Openings" (1968) *optional*

Erving Goffman "Interaction Order" (1983) *optional*

Steven Clayman "Footing in the Achievement of Neutrality" (1992) *optional*

Charles Goodwin & John Heritage "Conversation Analysis" (1990) *optional*

Charles Goodwin "Conversational Organization" (1981) (Ch.1, pp.1-35); *optional*

Keith H. Basso "Portraits of 'the Whiteman'" (1979) excerpts; *optional*

Asif Agha "Voice, Footing, Enregisterment" (2005) *optional*

Emanuel Schegloff & Harvey Sacks "Opening Up Closing" (1973) *optional*

**Apr. 24**      ***Gendered Wor(l)ds***

*Readings:*

Robin Tolmach Lakoff "Language and Woman's Place" (1975)

Deborah Tannen "The Display of (Gendered) Identities in Talk at Work" (1999)

Pamela Fishman "Interaction: The Work Women Do" (1983) *optional*

Kira Hall "Lip Service on the Fantasy Lines" (1995) *optional*

Susan Gal "Between Speech and Silence: The Problematics of Research on Language and Gender" (1991) *optional*

Rusty Barret "Indexing Polyphonous Identity in the Speech of African American Drag Queens" (1999) *optional*



Scott F. Kiesling “American Speech: Dude” (2004) *optional*

Deborah Cameron & Don Kulick “Talking Sex: The Linguistic Construction of Sexuality” (2003) *optional*

Mary Talbot “Difference and Dominance” (Ch.7 of *Language and Gender*) (2010) *optional*

**Apr. 29**      ***Monoglot Standard and Language Discrimination***

*Readings:*

William Labov “The Logic of Nonstandard English” (1969)

Rosina Lippi-Green “Teaching Children How to Discriminate” (1997)

Deborah Tannen “The Power of Talk: Who Gets Heard and Why” (1995)

Jane H. Hill “The Everyday Language of White Racism” (2008) (Ch.2-3, pp. 31-87); *optional*

Dell Hymes “Inequality in Language: Taking for Granted” (1992) *optional*

Jane H. Hill “‘Hasta La Vista, Baby’: Anglo Spanish in the American Southwest” (1993) *optional*

Michael Silverstein “Monoglot ‘Standard’ in America: Standardization and Metaphors of Linguistic Hegemony” (1996) *optional*

**May 1**      ***Discourses of Endangerment and Language Death***

*Readings:*

Jane H. Hill “‘Expert Rhetorics’ in Advocacy for Endangered Languages” (2002)

Barbra A. Meek “‘We Are Our Language’: The Political Discourses of Language Endangerment” (2010)

Franz Boas “Introduction to the Handbook of American Indian Languages” (1911) *optional*

Michael Silverstein “Encountering Language and Languages of Encounter in North American Ethnohistory” (1997) *optional*

Nancy C. Dorian “Western Language Ideologies and Small-Language Prospects” (1998) *optional*

Luisa Maffi “Linguistic, Cultural, and Biological Diversity” (2005) *optional*

Joseph Errington “The Rhetorics of Language Endangerment and Loss” (2003) *optional*

Paul V. Kroskrity “Facing the Rhetoric of Language Endangerment: Voicing the Consequences of Linguistic Racism” (2011) *optional*

Margaret C. Field & Paul V. Kroskrity “Revealing Native American Language Ideologies” (2009) *optional*

**May 6**      ***Language Acquisition and Socialization***

*Readings:*

Noam Chomsky “A Review of B.F. Skinner's *Verbal Behavior*” (1959)

Noam Chomsky “Syntactic Structures” (1957) (Ch. 2, pp. 13-17)

Elinor Ochs & Bambi B. Schieffelin “Language Acquisition and Socialization: Three Developmental Stories and Their Implications” (1984)

Elinor Ochs & Carolyn Taylor “The ‘Father Knows Best’ Dynamics in Dinnertime Narratives” (1995) *optional*

Elinor Ochs “What Child Language Can Contribute to Pragmatics” (1979) *optional*

Don Kulick & Bambi B. Schieffelin “Language Socialization” (2004) *optional*

***Coda (All Optional)***

Alessandro Duranti “Linguistic Anthropology: The Study of Language as a Non-Neutral Medium” (2011)

Asif Agha “The Object Called ‘Language’ and the Subject of Linguistics” (2007)

Elinor Ochs “Experiencing Language” (2012)

Alessandro Duranti “Language as Culture in US Anthropology: Three Paradigms” (2003)

**May 12**      ***THIRD PAPER DUE BY MIDNIGHT***

## Appendix

*Ron Scollon***Plagiarism**

Plagiarism is not so much a linguistic category as a social issue to which linguists and anthropologists have sometimes directed attention. As a social issue, the term indexes a range of moral, ethical, legal, and positioning issues that have importance for research in linguistics and in anthropology. As a theoretical issue, plagiarism is a subset of a wide variety of questions that are suggested by terms such as *intertextuality* and *interdiscursivity*, *reported speech*, *constructed dialogue*, *discourse representation*, and *dialogicality* and *polyvocality*. What is at stake, whether we view plagiarism as a social issue or a theoretical one, is the analytical and responsible position taken in respect to the appropriation of text from one discourse which is then recontextualized (entextualized, embedded) within another subsequent text.



“What I called creative recycling  
the school called plagiarism.”

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In much contemporary linguistic analysis it is taken as axiomatic that all text is constituted to a considerable extent by combining prior texts, from words and utterances to full literal texts and that much of what gives any particular text its generic characteristics as well as what gives the author—a highly problematic consideration in this view—originality derives from the particular mixes, combinations, and hybridities that result. In this view a text with no history in prior utterance would be a theoretical impossibility. Thus what emerge as the central questions are the questions of accuracy of citation, of clarity of attribution to prior sources, of legal ownership of texts that are transformed in new entextualizations, and of the moral, ethical, and power relationships among those who have been responsible for prior utterances and those who are engaged in recontextualizations.

The wide range of recontextualizations that have been studied make it clear that we cannot easily take direct quotation as the prototype of entextualization. Attention must be equally given to indirect quotation, paraphrase, presupposition, negation, staged enactments, and hidden dialogicalities where the other voice is only represented through responses to it and a host of other modes of intertextuality. In this sense the poetic discourses of poetry and song, advertising, and mythology come closer to representing the full complexity of the nature of discourse than the direct citations with dear attributions set up as norms in academic discourse.

Accusations of plagiarism within an understanding of the hybrid nature of all discourse, then, can be viewed as hegemonic and derogatory positioning. Practices of entextualization, which are the norms in advertising and journalism, are viewed as plagiarism in academic discourses. In making assertions about plagiarism, broader social issues of personal character, social networking, in-group and out-group membership, and the power to (mis)appropriate are inevitably indexed.

Plagiarism in the form of copyright and patent infringement indexes a subset of intellectual property issues in which the power of the nation state through the legal discourses it authorizes intervenes in the common discourses of daily life. Among intellectual properties are the commodity/signs of brand names, logos, trademarks, and product and brand slogans. These commodity/signs, which are protected against unauthorized uses, bring into common discourse injunctions based in corporate ownership. To the felicity conditions on speech acts of pragmatics have now been added conditions of fear of infringement. An unauthorized use of a brand name on a television talk show, for example, or in a newspaper story will bring a letter of injunction or a legal action to produce legal remedies for damages to the product or the corporate owners. The discursive consequence is that a form of hidden dialogicality or indirectness in discourse may arise in which common brand names, logos, and trademarks are only present by their studied absence in discourse. One uses a facial tissue rather than a Kleenex® and makes a photocopy rather than a Xerox®.

Plagiarism has been discussed as an issue in mentoring, particularly in reference to "international" students, "international" colleagues, or other "latecomers" to academic discourses. Couched in the most positive terms, the problem is seen as one of analyzing academic discourses to produce clear descriptions of practice to enable entrance into these discourses. Couched in more critical terms, the problem is seen as the assertion of the practices of an "inner circle" of academics as a hegemonic move to maintain exclusion. This latter argument is strengthened by research suggesting that academic practice is far from universal even within the "inner circle" and that "international" practice more resembles the "inner circle's" discourses of journalism and advertising, of art and literature.

Plagiarism as the violation of secret or privileged knowledge had been rarely scrutinized by linguists and anthropologists, but in recent years studies of this kind are increasing. As the inverse of the "mentoring problem," the texts that linguists and anthropologists produce in the field are normally recontextualizations or entextualizations of privileged and ritually controlled discourses. There is a growing concern with the study of the relative positionings of linguists-anthropologists and the authors or ritual owners of the texts upon which our research crucially rests. In the best cases this has led to an understanding of the processes of co-construction and co-production of linguistic descriptions and ethnographic analyses and to an appreciation of the intertextual and interdiscursive constitution of all of our discourses whether descriptive or analytic, whether produced in the field or presented in academic publication.

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