

Language and Culture

ENG 628 - Spring 2006

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Office hours: 1-2 Tuesdays and Thursdays, and by appointment

This course is a graduate-level introduction to language and culture, focusing on ethnography of communication, language ideology, language maintenance and death, the interaction of culture and rhetorical structure, language contact and code switching.

The course will be conducted as a seminar; therefore, active participation in class discussions is expected and encouraged. Regular attendance, familiarity with readings, and prompt and careful preparation of assignments are required. The requirements for the course are 2 papers (the first is worth 30% of the grade, the second is worth 50%). 20% of the grade is based on class participation. The first paper will be based on library research and the second paper will involve data collection and the analysis of a text - narrative, sermon, joke, political speech, etc.

There is a reading packet available at the IEI Laboratory and on Electronic Reserve on the library website.

Introduction January 10 - 17

Gary Witherspoon. 1980. Language in Culture and Culture in Language. in *International Journal of American Linguistics* Vol 46 No. 1.

Elinor Keenan. 1989. Norm-Makers, Norm-Breakers: uses of speech by Men and Women in a Malagasy Community. in *Explorations in the ethnography of Speaking*. Richard Bauman and Joel Sherzer (eds.) 2nd edition. Cambridge University Press.

Brown and Gilman. 1972. The Pronouns of Power and Solidarity. in Giglioli, Pier Paolo (ed.) *Language and Social Context*. Penguin Books.

*Alessandro Duranti. 1997. Linguistic diversity. pp. 51-57. in *Linguistic Anthropology*. New York: Cambridge University Press.

*Edward Keenan and Elinor Ochs. 1979. Becoming a Competent Speaker of Malagasy. in *Languages and their Speakers* ed. Timothy Shopen. Philadelphia: University of Pennsylvania Press.

*Fiona McLaughlin. 1988. *Tu and Vous* usage in Interethnic Contexts in Dakar, Senegal. in *Linguistic Change and Contact*- (NVAV-XVI). *Texas Linguistics Forum* Vol 30. Eds. Kathleen Ferrara, Becky Brown, Keith Walters, John Baugh. Univ. of Texas at Austin

Class project on the separate status of language, culture and ethnicity.

Class project: describe an address system (see Japanese, Thai, US, etc.).

Linguistic relativity and language ideology - Jan. 24 - 31

William A. Foley. 1998. Linguistic Relativity and the Boasian Tradition. *Anthropological Linguistics: an Introduction*. Oxford, UK: Blackwell Publishers. Pp. 192-214.

Rosina Lippi-Green. 1996. Teaching children how to discriminate. in *English with an Accent*. London and New York: Routledge. pp. 79-103.

Benjamin Bailey. 2000. Language and negotiation of ethnic/racial identity among Dominican Americans. *Language in Society*. 29:555-582.

Jane Hill. 1995. Mock Spanish: a site for the Indexical Reproduction of Racism in American English. *Language and Culture: Symposium 2*.

Lesley Milroy. 2001. Britain and the United States: two nations divided by the same language (and different language ideologies). *Journal of Linguistic Anthropology* 10(1): 56-89.

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

*Alessandro Duranti. 1997. Linguistic diversity. pp. 57-68. in *Linguistic Anthropology*. New York: Cambridge University Press.

*Robert Phillipson. 2000. English in the New World Order: Variations on a Theme of Linguistic Imperialism and 'World' English. in *Ideology, Politics and Language Policies: Focus on English*. ed. Thomas Ricento. Amsterdam, Philadelphia: John Benjamins Publishing Company.

*John A. Lucy. 1996. The scope of linguistic relativity: an analysis and review of empirical research. in *Rethinking linguistic relativity*. eds. John J. Gumperz and Stephen C. Levinson. Cambridge University press. pp. 37-69

Turn in paper topics

Class project examining the evidence related to testing the Sapir-Whorf Hypothesis

Class project collecting examples of how linguistic stereotypes are perpetuated in the US and elsewhere.

Movie: In whose honor - 13119

Ethnography of Communication - Feb. 7 - 14

Muriel Saville-Troike. 2003. Chapter 4. The Analysis of Communicative Events. in *The Ethnography of Communication*. Basil Blackwell. pp. 130-180.

Keith Basso. 1972. To give up on words: Silence in Western Apache Culture. in Giglioli, Pier Paolo (ed.). *Language and Social Context*. Penguin Books.

Judith T. Irvine. 1989. Strategies of Status Manipulation in the Wolof Greeting. in *Explorations in the ethnography of Speaking*. Richard Bauman and Joel Sherzer (eds.) 2nd edition. Cambridge University Press .

Elinor Ochs and Bambi B. Schiefflin. 2001. Language Acquisition and Socialization: three developmental stories and their implications. in *Linguistic Anthropology: a Reader*. Ed. Alessandro Duranti.

Class project: analyze a speech event (compliments, apologies, greetings, leavetakings, directives etc.) and describe language acquisition norms in another culture.

February 21 - 1st paper due - the topic can be language maintenance (for example Irish, Yiddish, Catalan, American Indian languages, etc.), a description of a speech event, Sapir-Whorf Hypothesis, detailed examples of language reflecting and reinforcing cultural norms.

Endangered Languages, Language Maintenance and Language Death – Feb. 21 - 28 Spring break - March 7

Lenore A. Grenoble and Lindsay J. Whaley. 2006. Language Revitalization as a global issue. *Saving Languages: an Introduction to Language Revitalization*. Cambridge University Press. pp. 1-19.

Leanne Hinton. 2001. Federal Language Policy and Indigenous Languages in the United States. in *The Green Book of Language: Revitalization in Practice*. Eds. Leanne Hinton and Ken Hale. Academic Press. pp. 38-44.

Leanne Hinton. 2001. Teaching Methods. in *The Green Book of Language: Revitalization in Practice*. Eds. Leanne Hinton and Ken Hale. Academic Press. pp. 179-189

Nancy C. Dorian. 1994. Purism vs. compromise in language revitalization and language revival. in *Language in Society*. Vol. 23, No. 4. pp. 479-494.

*Lenore A. Grenoble and Lindsay J. Whaley. 2006. Creating a Language Program. *Saving Languages: an Introduction to Language Revitalization*. Cambridge University Press. pp. 1-19.

*Kathryn A. Woolard 1985. Language variation and cultural hegemony: toward an integration of sociolinguistic and social theory. in *American Ethnologist* Vol. 12, No. 4, 738-748.

*Leanne Hinton. 2001. Language Revitalization: an overview. in *The Green Book of Language: Revitalization in Practice*. Eds. Leanne Hinton and Ken Hale. Academic Press. pp. 3-18

*Leanne Hinton. 2002. Commentary: Internal and External Language Advocacy. *Journal of Linguistic Anthropology*. Vol. 12 No. 2. pp. 150-156.

*McCarty, Watahomigie, Yamamoto, Zepeda. 2001. Indigenous Educators as Change Agents: Case studies of Two Language Institutes. in *The Green Book of Language: Revitalization in Practice*. Eds. Leanne Hinton and Ken Hale. Academic Press. pp. 371-383

*Ken Hale. 2001. Linguistic Aspects of Language Teaching and Learning in Immersion Contexts. in *The Green Book of Language: Revitalization in Practice*. Eds. Leanne Hinton and Ken Hale. Academic Press. pp. 227-235.

*Nancy Dorian. 1998. Western language ideologies and small language prospects. in *Endangered Languages: language loss and community response*. Leonore A. Grenoble and Linsay J. Whaley eds. Cambridge: Cambridge University Press.

*Michael Krauss. 1996. Status of Native American Language Endangerment. in *Stabilizing Indigenous Languages*. Gina Cantoni ed. Northern Arizona University's Center for Excellence in Education Monograph Series. pp. 16-21

*David Crystal. 2000. What is Language Death? in *Language Death*. Cambridge, UK: Cambridge University Press. PP. 1-26.

*José Antonio Flores Farfán. 2001. Culture and Language Revitalization, Maintenance, and Development in Mexico: The Nahua Alto Balsas Communities. *International Journal of Sociology of Language* 152:185-197. *Small Languages and Small Language Communities*, ed. Nancy C. Dorian.

* Lyle Campbell and Martha C. Muntzel. 1989. The structural consequences of language death. in *Investigating Obsolescence* Ed. Nancy C. Dorian. Cambridge: Cambridge University Press. pp. 181-196.

Movie: Ishi: the last Yahi, Blackfeet

Class project -- why should we care? What can language revitalization learn from ESL? Describe the vitality of minority languages in the country of your choice. Compare language maintenance strategies and success in Catalan and in Quebec French.

Culture, Performance and Verbal Art - March 14, 21, 28

Tedlock, Dennis. 1983. On the translation of style in oral narrative. in *The Spoken Word and the Work of Interpretation*. Univ. of Pennsylvania Press.

Labov, William. 1972. The transformation of experience in Narrative Syntax. in *Language in the Inner City. Studies in the Black English Vernacular*. Univ. of Pennsylvania Press.

Carolyn J. MacKay. 1994. Dyadic structure in a Totonac narrative. in *Investigaciones lingüísticas en mesoamérica, Estudios sobre lenguas Americanas* Vol. 1. México D.F.: Universidad Nacional Autónoma de México. C. MacKay and V. Vázquez eds.

Marcyliena Morgan. 1998. More than a mood or an attitude: Discourse and verbal genres in African-American Culture. in *African-American English: Structure, history and use*. eds. Salikoko S. Mufwene, John R. Rickford, Guy Bailey, John Baugh

*Joel Sherzer. 1989. Namakke, Sunmakke, Kormakke: Three Types of Cuna Speech Event. in *Explorations in the ethnography of Speaking*. Richard Bauman and Joel Sherzer (eds.) 2nd edition. Cambridge University Press.

*Joel Sherzer 1982. Poetic structuring of Kuna discourse: the line. *Language in Society* Vol. 11, pp.371-390.

*Dennis Tedlock. Ethnography as Interaction: the Sotryteller, the Audience, the Fieldworker and the Machine. in *The Spoken Word and the Work of Interpretation* Univ. of Pennsylvania Press 1983. pp. 285-301

*Brenda Farnell and Laura Graham. 1998. Discourse Centered Methods. in *Handbook of Methods in Cultural Anthropology*. Russell Bernard ed. Altamiora Press pp. 409-455.

Class project: analyze 'I have a dream' MLK Jr.

Language Contact and Code Switching - April 4, 11, 18

Sarah G. Thomason. 2002. Introduction and Contact Onsets and Stability. *Language Contact: an Introduction*. Washington D.C.: Georgetown University Press. Pp. 1-25.

Shana Poplack. 1988. Contrasting patterns of codeswitching in two communities. in *Codeswitching: Anthropological and Sociolinguistic Perspectives*. ed. Monica Heller. Berlin: Mouton de Gruyter.

Carol Myers-Scotton. 1993. Common and uncommon ground: Social and structural factors in code-switching. in *Language in Society* Vol. 22 No. 4. pp. 475-504.

Carol Myers-Scotton. 1998. A way to dusty death: the Matrix Language turnover hypothesis. in *Endangered Languages: language loss and community response*. Leonore A. Grenoble and Lindsay J. Whaley eds. Cambridge: Cambridge University Press.

Sarah G. Thomason. 2002. Mixed Languages. *Language Contact: an Introduction*. Washington D.C.: Georgetown University Press.

* Sarah G. Thomason. 2002. Contact-Induced Language Change: Results. *Language Contact: an Introduction*. Washington D.C.: Georgetown University Press. Pp. 59-95.

Class project on code switching.

April 25 - second paper due

Special Needs Statement -- A student who needs course adaptations or accommodations because of a disability, who has emergency medical information to provide, or who needs special arrangements in case the building must be evacuated should contact the instructor for an appointment as soon as possible.

A note on academic dishonesty -- Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or **palagiarizing published research is considered cheating.**