

**ANTH 4412 Language and Power/ ANTH 9216B Advanced Research in  
Language and Society  
Winter 2018  
Wednesday 10:30-1:30 pm  
Room SSC 3227**

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Note: This syllabus may be adjusted as required throughout the term. All students are responsible for attending class for information in this regard

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**Antirequisite(s):**

**Prerequisite(s):** 4th year standing Anthropology or Linguistics

**Corequisite(s):**

**Extra Information:** 3 hours lecture, 0.5 course.

*"Unless you either have the prerequisites for this course or have written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."*

## **I. Course Objectives**

The purpose of this course is to examine linkages between linguistic practices and relations of power, drawing primarily on techniques of linguistic anthropology and discourse analysis.

## **II. Learning Outcomes**

At the end of this course students will be able to:

1. Read, summarize, and critically evaluate language related literature from academic and popular sources about language and power
2. Locate and synthesize research findings in linguistic anthropology with the purpose of formulating and effectively communicating well-supported arguments about language and power.
3. Recognize, understand and respect the complexity of cultural and linguistic diversity in the past and the present, locally and globally about language and power.
4. Appreciate the history, key arguments and applications of different theoretical approaches used in linguistic anthropology about language and power.
5. Identify, evaluate and employ, in an ethical manner, appropriate research methods in linguistic anthropology.

### **III. Required Books**

Hill, Jane. 2008. *The everyday language of white racism*. Malden, MA; Oxford: Willey-Blackwell.

Other articles available through OWL course website and Western's library.

### **IV. Course Requirements**

#### ***Attendance & Participation 10%***

Please come to class regularly, prepared to be an active participant.

You are allowed one unjustified absence throughout the semester. Any other absences must be justified in advance. An email before class will suffice in many circumstances. More than one absence will affect your attendance grade. Students arriving late should enter quietly and take the first available seat, making every effort not to disturb the class or the instructor.

#### ***Critical Analysis 40% (10% each)***

Four times during the course of the term you are asked to submit a critical essay. For this essay you will identify a piece (article, song, movie, tv show, news item, cartoon, meme, anything is valid!...) that is related to one of the topics discussed so far and you will present a critical analysis of a particular aspect of it. You cannot use the piece presented for discussion by a discussion leader. These will be turned in electronically through the course website and should be 600-750 words for undergraduate students, 900-1000 words for graduate students (include a word count at the end).

#### ***Discussion leader 15%***

You will be asked to lead the discussion of a particular reading during the term (undergraduate students can do this in groups of 2). You are required to present a short summary of the main points and to post 24 hrs in advance of class at least 3 questions for people to consider around the issues brought up in the readings. In addition you are required to bring in a text (newspaper article, transcription of audio, cartoon, anything you like!) that can allow for an analysis of the same issues presented in the reading.

#### ***Research paper 35%***

You will be required to write a research paper of at least 1800-2000 words for undergraduate students, 3500-4000 words for graduate students. Your paper must be data-driven, that is it must present an analysis of a piece data using the tools provided in this class. The paper will be divided into three assignments, a topic, data and references (5%), a 10 min. presentation (10%) and the paper itself (20%). This paper is due one week after the last day of class (undergraduates) two weeks (graduate students), and can only be a maximum of 3 days late (with the respective 5% penalty per business day late).

### **V. Grading Structure**

Your grade will be based on the cumulative sum of points you earn in the areas outlined above. It's as simple as that. If you would like to know your grade at any point in the term, simply keep a running total of your accumulated points and compare them to the

number of points possible at that point. I will be happy to confirm your point total at any time. This can also be checked through the Gradebook on Owl.

## **VI. Grading Philosophy**

*Your grade is your responsibility, not ours*

Your grade in this course is up to you, as much as we can make it so. We encourage you to talk to us, and to each other, in order to ensure that you understand the course material. If you have additional concerns about how you can ensure that you earn the grade you are hoping to earn in this course, please consult us for suggestions. If you feel you have been graded unfairly, please communicate with us about your concerns - and be a strong advocate for yourself! We promise that we will not be mad at you because you argue a grade.

*Grades are not personal statements about your intrinsic worth; they are accurate and fair-minded assessments of the objective merits of your work at a particular time and place.*

While we are kind and sympathetic, we will not respond well to arguments about your grade that are based on anything other than the merits of your particular assignment. The smartest people in the world sometimes get poor grades - and the less-than-smartest sometimes get As. Your grade is not an index of your intelligence or of our beliefs about your intelligence.

*The grade you earn is in no way required to be the grade you "need". Similarly, the grade you earn does not have anything to do with other grades you have earned in the past.*

Need (due to financial aid status, athletics, or any other such requirement) is not an appropriate criterion for us to use in figuring your grade in this course. Neither is the fact that you are "an 'A' student", generally speaking. Please limit your discussion of grades in this course to the quality and quantity of work you do for this course - and we'll do the same! The grade you earn ought to be proportional to your willingness to do the course work in this class.

Note also that you will not be able to do well in this course unless you are willing to (a) attend regularly; (b) participate fully, (c) think really hard about the material, even if you find it confusing or difficult, and (d) do the work, regardless of how bored/frustrated you are with it. If you are doing all these things, and you are still concerned about your grade, then please see us for suggestions and assistance. If you are not doing all these things, please accept a lower grade and move on - that's precisely what low grades were intended for!

The grade you earn in this class ought to reflect your performance on the assignments, and not your availability to do extra credit work outside of class when you blow off the real assignments so there are no extra credit assignments.

## **VI. Course Policies**

All students should familiarize themselves with Western's current academic policies regarding **accessibility, plagiarism and scholastic offences, and medical accommodation**. These policies are outlined, with links to the full policies, at: [http://anthropology.uwo.ca/undergraduate/course\\_information/academic\\_policies.html](http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html)

### ***Written Assignments***

All written assignments must be turned in electronically, formatted for 8.5 – 11" white paper, double-spaced, using 12 point font and include a word count at the end. They must include your **FIRST AND LAST NAME** and the **ASSIGNMENT NAME** or a **TITLE**. Late assignments will have a 5% penalty per business day and will not be accepted after 5 days.

### ***Electronic devices***

During regular classes, the only allowable electronic device is a laptop computer and it should be used solely for the purpose of taking notes related to the class. Mobile phones, ipods, mp3 players etc. must be turned off during class. Remember that electronic distractions will count against your participation mark.

**VII. Schedule of Topics, Readings and Assignments (SOME READINGS MAY BE CHANGED)**

Week	Date	Topic	Reading	Assignment Due	Discussion Leader (s)
1	Jan 10	Introduction	Philips 1999		Tania
2	Jan 17	Theoretical tools: linguistic relativity	Lucy 1996 Duranti 2006 Hill and Mannheim 1992		
3	Jan 24	Theoretical tools: pragmatics, linguistic inequalities	Keating 2009  Bonnin 2013		
4	Jan 31	Theoretical tools: discourse, language ideologies	Foucault 1972 Bourdieu 1993 Woolard and Schieffelin 1994	Critical analysis 1	
5	Feb 57	Topics: racism	Hill 2008 van Dijk 2000		
6	Feb 14	Topics: law	Walker 1987 Mertz 2007		
7	Feb 21	Reading Week	No Class		
8	Feb 28	Topics: capitalism	Heller 2003 Cavanaugh and Shankar 2014 Alarcón and Heyman 2013	Critical analysis 2	
9	March 7	Topics: immigration	Santa Anna 1999 Bauder 2008 Trenchs-Parera and Newman 2015	Paper topic and references	
10	March 14	Topics: Legitimate Language and Standard Literacy	Rosa 2016 Alim 2011		
11	March 21	Topics: TBD		Critical analysis 3	
12	March 28	Topics: TBD			
13	April 4	Overflow, Presentations			
14	April 11	Presentations		Critical analysis 4	

Note: This outline is subject to revisions, if changes are made the current version will be available through the course website.

References (\*\* denotes that article is available through the library's e-journals, \$ denotes available on-line through the library catalogue, )

Alarcón, Amado and Josiah Heyman. 2013. Bilingual Call centers at the US-Mexico border: Location and Linguistic markers of exploitability. *Language in Society* 42:1-21. \*\*

Alim, H. Samy. 2011. Global Ill-literacies: Hip hop cultures, Youth identities, and the politics of literacy. *Review of Research in Education* Vol 35 Youth Cultures, Language, and Literacy. Pp 120-146. \*\*

Bauder, H. 2008 Immigration Debate in Canada: How Newspapers Reported, 1996–2004. *Int. Migration & Integration* 9:289–310 \*\*

Bonnin, Juan Eduardo. 2013. New Dimensions of Linguistic Inequality: An Overview. *Language and Linguistics Compass*, 7: 500–509. doi:10.1111/lnc3.12041\*\*

Bourdieu, Pierre. 1993. *Language and Symbolic Power*. Harvard University Press

Cavanaugh, Jillian R. and Shankar, Shalini 2014. Producing Authenticity in Global Capitalism: Language, Materiality, and Value. *American Anthropologist*. 116(1): 51-64\*\*

Duranti, Alessandro. 2006. *Agency in Language* in A Companion to Linguistic Anthropology Duranti (ed). Malden, MA; Oxford: Blackwell Pub. 451-473

Foucault, Michel. 1972. *The Discourse on Language* in The Archaeology of Knowledge. New York: Pantheon Books. 215-237.

Heller, Monica 2003. Globalization, the new economy, and the commodification of language and identity. *Journal of Sociolinguistics*. 7(4): 473-492\*\*

Hill, Jane and Bruce Mannheim. 1992. *Language and worldview*. Annual Review of Anthropology 21. 381-404. \*\*

Hill, Jane. 2008. *The everyday language of white racism*. Malden, MA; Oxford: Wiley-Blackwell.

Keating, Elizabeth. 2009. *Power and Pragmatics*. Language and Linguistic Compass 3(4): 996–1009\*\*

Lucy, John. 1996. *The scope of linguistic relativity: an analysis of empirical research in Rethinking Linguistic Relativity*. Gumperz and Levinson (eds) Cambridge: Cambridge University Press. 37-69

Mertz, Elizabeth 2007. Law, Language, and the Law School Classroom. Chapter 2 in *The Language of Law School*.

Philips, Susan. 1999. *Power*. Journal of Linguistic Anthropology 9(1-2):194-196 \*\*

Rosa, Jonathan 2016. *Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across communicative contexts*. Journal of Linguistic Anthropology 26(2):162-183.\*\*

Santa Ana, Otto. 1999. *'Like an Animal I was Treated': Anti-Immigrant Metaphor in US Public Discourse*. Discourse & Society 10(2):191-224 \*\*

Trenchs-Parera, M., and Newman, M. (2015) *Language Policies, Ideologies, and Attitudes, Part 2: International Immigration, Globalization and the Future of Catalan*. Language and Linguistics Compass, 9: 491–501. doi: [10.1111/lnc3.12155](https://doi.org/10.1111/lnc3.12155).\*\*

van Dijk, Teun. 2000. *New(s) Racism: a Discourse Analytical Approach in Ethnic Minorities and the Media*. Cottle (ed) Buckingham · Philadelphia: Open University Press. 33-49.

Walker, Anne Graffam. 1987. *Linguistic Manipulation, Power, and the Legal Setting in Power through Discourse*. Kedar (ed). Norwood, NJ: Ablex Publishing Corp. 57-80

Woolard and Schieffelin. 1994. *Language Ideology*. Annual Review of Anthropology 23:55-82 \*\*