

University of Western Ontario
ANTH 9216B / LING 9216B
Language and Identity
Winter 2017

Time: Mondays 1:30 – 4:30 p.m.
Room: SSC 3227
Professor: Dr. Karen Pennesi
E-mail: pennesi@uwo.ca
Office Hours: Thursdays 1:30- 2:30 p.m. SSC 3404
Course Website on OWL: <http://owl.uwo.ca> > ANTH 9216

Introduction:

One of linguistic anthropology's main areas of study is the relationship between language and identity. We examine how discourse (language in use) and specific linguistic features contribute to the formation of individual and group identities within situational, social, cultural, historical and political contexts. At the same time, we consider how contextual factors influence linguistic choices and practices, constraining interpretations of identities. In this course, students will develop an understanding of the complex and emergent nature of identity by reading analyses of linguistic practices and engaging in their own research.

Course Learning Outcomes:

Students who successfully complete this course should be able to:

1. Write critically and insightfully about identity from a linguistic anthropological perspective
2. Identify key issues of theoretical interest and debate surrounding language and identity, and argue for their own position
3. Analyze and discuss the construction of identity through linguistic practices using various cases and examples that would be of general interest to other scholars (i.e. without talking about the student's own research)

Course Requirements:

10% class participation

Your active and informed participation is expected in every class. Please let the professor know ahead of time if you are unable to attend a class. Your classmates come from various disciplines so you may at times feel that you know a lot more or a lot less than others, depending on the topic of discussion. Whether your interest is primarily in the features of language or in the workings of society, a multidisciplinary class like this provides opportunities to learn from each other. Therefore, you are encouraged to direct questions and comments to your classmates and not just to the professor. The expectation is that everyone will receive full marks for the 10% unless there is reason to deduct marks for insufficient preparation, inappropriate or insufficient contribution to discussion, unexcused absences, etc.

28% Synthesis and response papers

Each week when there are assigned readings you will prepare a two-page (single-spaced) **synthesis** of the main ideas (theoretical approaches, concepts, analytical methods) of the readings. Note that this is not just a summary of the individual readings but you are discussing them in relation to each other. See a sample in OWL > Course Materials > Assignment Instructions. The paper should include

a half page discussion of your **response** to the readings in terms of what you found useful, insightful, confusing or problematic. This assignment will ensure a close reading of the material to maximize your learning and prepare you to be an active participant in class discussions. There are 9 weeks in which it is possible to submit a synthesis and response paper; however, there will only be **7 papers due in total, worth 4% each**. This means that **you may skip 2** synthesis and response papers without the need for explanations or excuses. Choose wisely when to skip the response papers and try to leave yourself options for unexpected illness or other responsibilities. Further accommodations will not be made without the required documentation. Papers are due at the beginning of each class in the week that we discuss the related readings. Late papers will not be accepted; failure to submit a paper on time will count as one of the allowable "skipped" papers.

10% seminar leader

Beginning in Week 2, two students will be responsible for leading the class discussion. In addition to the synthesis and response, the leaders will prepare discussion questions (and possibly other materials) which show connections among the current set of readings and also to past weeks as appropriate. Additional materials may include examples that illustrate points from the readings, such as transcripts, audio or video clips. The aim of the discussion is to further our understanding of the concepts and theoretical approaches. Good discussion questions will go beyond "What did you think of X?" or "Do you agree with X?"

The leaders must **provide a photocopy** of their synthesis and questions for everyone in the class, including the professor. Each leader will be responsible for half of the class period and there will be a break in between. Leaders are encouraged to consult with the professor prior to their turn and to share their questions with each other before the class to avoid duplication. No other collaboration between leaders is expected and grades will be individually assigned.

Grades for leading the seminar will be based on how well the leader is able to provoke thoughtful and productive discussion through the questions and presentation of the material, and the leader's ability to facilitate participation of the group.

25% Team Presentation Due 20 and 27 March

Teams will consist of 3 students. You may choose your team members as long as you are not all from the same academic background. The idea is for students to learn from each other's different areas of expertise. Your team will apply concepts from the course in an in-depth analysis of discourse, which you will present to the class.

The data set should be drawn from **comedy performances** where language and identity are prominent. The performances can be in any language or mix of languages that at least one team member understands well enough to translate for others. Multilingual performances quite often use language and linguistic features to create particular identities, offering rich examples for practising this kind of analysis. Some Canadian comedians you might consider as examples are Sugar Sammy (French, English, Punjabi), Mike Paterson (English, French), and Russell Peters (various dialects of English).

The analysis should demonstrate the team's mastery of the concepts and theoretical approaches studied in the course. Pay careful attention to the cultural and sociopolitical context, as well as to specific linguistic features.

Each team will make a presentation to the class lasting 30 minutes. You must provide the following: (1) Powerpoint slides or other visual aids (2) audio or video clips from the data set (3) a transcript or

handout for each student and the professor (4) list of additional references consulted.

While you may choose to comment on relevant class readings or present a brief overview of research conducted in this area, the bulk of your presentation should be the presentation and analysis of the discourse. There will be time for discussion after each presentation so when you are a member of the audience, you should think of critical comments or questions provoked by the analysis. Further instructions and information about the criteria for evaluation will be given later and available on OWL > Course Materials > Assignment Instructions.

27% Research Essay Due 3 April

You will write an essay (18-20 pages). You have two options for the research essay: (1) an analysis of the linguistic construction of identity/identities, or (2) a literature review of a specific topic within language and identity studies. **Students in Anthropology and Linguistics are expected to choose option 1 unless justification can be made otherwise.**

Analysis

You will present an analysis of some linguistic data in which identities are indexed, constructed, negotiated, etc. You are encouraged to use data you have collected yourself (spoken or written) or which you have permission to use for your own research. If you have no data of your own, you can use publicly available data such as texts, transcripts or audio-visual material found online or through broadcast media (television, radio). Note that your research essay must be completely different from your team presentation, including the data set. Your transcript (or text) must be appended after the References and is NOT included in the page count. Number all pages. Number the lines of the transcript and use these line numbers for reference in the body of the paper. Transcripts must be done systematically and consistently, reflecting carefully reasoned decisions about how to represent talk in a way that addresses theoretical issues relevant to the topic and data chosen.

If you are considering collecting data specifically for this assignment, please contact the professor as soon as possible in order to arrange for approval from the Research Ethics Board. REB approval takes time so this process must be initiated in the **first week** of classes.

In order to ensure that your topic is approved by the professor (and to receive helpful guidance), you must schedule a meeting with the professor and submit a 5 page outline that describes your data set, the linguistic features to be analyzed, the general approach (i.e. major references to be used) and a statement of your research question. To aid you in preparing this, please complete **modules 2 and 3 of Student2Scholar** found in the Course Materials tab on OWL. The outline can be submitted any time until **10 March** and is worth **7%**. The fully developed paper will count for **20%** and should not diverge substantially from your approved outline.

Literature Review

You will write an overview of significant literature surrounding a particular question or idea, with the goal of making an argument or answering a theoretical question. Follow the guidelines provided in the document "How to Write a Research Literature Review" posted on OWL. You must use at least 10 sources from the domains of Sociolinguistics or Anthropology broadly defined (i.e. not psychology, education, etc. where "identity" is theorized differently). Some of these can come from the course readings but you are expected to find other relevant sources for your topic.

In order to ensure that your topic is approved by the professor (and to receive helpful guidance), you must schedule a meeting with the professor and submit a 5 page outline that describes your research question and your preliminary list of references. To aid you in preparing this, please complete **modules 2 and 3 of Student2Scholar** found in the Course Materials tab on OWL.

The outline can be submitted any time until **10 March** and is worth **7%**. The fully developed paper will count for **20%** and should not diverge substantially from your approved outline.

Course Policies:

Submitting Assignments

Assignments are due in class, at the beginning of class, printed and stapled, on or before the date specified in the syllabus. Otherwise, they will be considered late and lose 10%/day. Assignments submitted outside of class time should be put in the drop box in front of the Anthropology Main Office in SSC 3326. Unless otherwise instructed, do not submit assignments via e-mail. Our department does not print student assignments.

Format of Assignments

- All written assignments should be double-spaced, 12 pt. font, with 2.5 cm margins. The only exception is the single-spaced 2-page synthesis and response papers. Discussion questions can be on a third page when you are leading the seminar.
- Use the same font throughout the assignment unless there is a theoretical reason, which you explain, for using different fonts.
- Indent the first line of paragraphs (unless under a major heading) and do not leave a blank line between paragraphs.
- Always include page numbers.
 - Number all pages consecutively including References, Appendix, Transcripts or anything else that comes after the main text.
- Always staple multipage documents.
- You may print on both sides of the page.
- All assignments should have a title and your name.
 - The title should be meaningful and not simply the name of the assignment (e.g. Essay #1)
- For longer assignments, a title page is not necessary if you include title page information on the first page.
 - Include name, title, date, course number, professor's name
 - If you use a title page, the first page of the assignment should be p. 1 (not p.2)
 - If you use a title page, do not repeat the title on page 1.
- Bibliographic references should follow the Chicago Manual of Style. See guidelines posted on OWL.
 - List all references cited in the paper alphabetically, under "References", following the main text
 - Do not include any sources in the References list which were not cited in the text of the paper
 - Do not use footnotes for references. Instead cite the author's last name and the year of publication in parentheses within the body of the text.
- Check grammar and spelling.
- If you include transcripts, provide a key for transcription symbols.

Instructions

Sometimes questions about assignments come up in class. Any instructions, requirements or reminders mentioned in class should be written down and consulted. If you have any doubts or questions about any aspect of your assignments, you should clarify with the professor before it is due.

Schedule

| Date | Leader | Topics |
|----------------------|---------------------|--|
| Week 1 9 January | Karen | <ul style="list-style-type: none"> - Introduction to course - linguistic practice as social action and meaning construction |
| Week 2 16 January | Renata | <ul style="list-style-type: none"> - Defining and analyzing identity in linguistic anthropology |
| Week 3 23 January | Marithza Awish | <ul style="list-style-type: none"> - social groups, communities of practice - intersubjectivity, co-construction of meaning and identity - performativity |
| Week 4 30 January | Nadja Emily | <ul style="list-style-type: none"> - ethnography of transcultural linguistic practices - performing youth identities |
| Week 5 6 February | Donatas Tatiana | <ul style="list-style-type: none"> - Indexicality (Part 1): gender, social class, style |
| Week 6 13 Feb. | Albandary Nahyun | <ul style="list-style-type: none"> - Indexicality (Part 2): race, ethnicity - multilingualism, metrolingualism |
| Week 7 20 | | <ul style="list-style-type: none"> - NO CLASS - READING WEEK |
| Week 8 27 Feb. | Tina Adwoa | <ul style="list-style-type: none"> - Language ideologies and indexicality in the production of white youth identities |
| Week 9 6 March | Gabriel Anwar | <ul style="list-style-type: none"> - agency, power - names and naming |
| Week 10 13 March | Eduard Naomi | <ul style="list-style-type: none"> - internet-mediated identities - stance |
| Week 11 20 March | | <ul style="list-style-type: none"> - Team presentations 1 |
| Week 12 27 March | | <ul style="list-style-type: none"> - Team presentations 2 |
| Week 13 3 April | Kristina | <ul style="list-style-type: none"> - Group Identity - Positioning/Stance |

Required Readings

Week 1

Ahearn, Laura

2017 *Living Language: An Introduction to Linguistic Anthropology. Second Edition.* Malden, MA: Wiley-Blackwell. (Chapters 1, 3)

Bauman, Richard

2012 Five Principles. In L. Monaghan, J. Goodman and J. Meta Robinson, eds. *A Cultural Approach to Interpersonal Communication: Essential Readings*, 2nd Edition. Malden, MA: Blackwell. Pp. 27-28.

Lakoff, Robin Tolmach

2012 The Triangle of Linguistic Structure. In L. Monaghan, J. Goodman and J. Meta Robinson, eds. *A Cultural Approach to Interpersonal Communication: Essential Readings*, 2nd Edition. Malden, MA: Blackwell. Pp. 135-140.

Week 2

Hall, Joan Kelly

2012 Language and Identity. In *Teaching and Researching: Language and Culture*. 2nd ed. London: Routledge. Pp. 30-46. Available here:
http://catalogue.pearsoned.co.uk/assets/hip/gb/uploads/M02_HALL5068_02_SE_C02.pdf

Bucholtz, Mary and Kira Hall

2004 Language and Identity. In A. Duranti (Ed.), *Companion to Linguistic Anthropology*. Pp. 369-394. Malden, MA: Blackwell.

Bucholtz, Mary and Kira Hall

2005 Identity and Interaction: A Sociocultural and Linguistic Approach. *Discourse Studies*, 7 (4-5): 585-614.

Bucholtz, Mary and Kira Hall

2008 Finding Identity: Theory and Data. *Multilingua*, 27: 151-163.

Week 3

Ahearn

2017 Ch. 6, 9

Harissi, Maria, Emi Otsuji, and Alastair Pennycook

2012 The Performative Fixing and Unfixing of Subjectivities. *Applied Linguistics* 33(5):524-543.

Bauman, Richard

2012 The Emergent Quality of Performance. In L. Monaghan, J. Goodman and J. Meta Robinson, eds. *A Cultural Approach to Interpersonal Communication: Essential Readings*, 2nd Edition. Malden, MA: Blackwell. Pp. 38-40.

Week 4

Tetreault, Chantal

2015 *Transcultural Teens: Performing Youth Identities in French Cités*. Wiley Blackwell.

Week 5

Ahearn

2017 Ch. 2, 10

Block, David

2015 Social Class in Applied Linguistics. *Annual Review of Applied Linguistics* 35:1-19.

Cameron, Deborah

2000 Styling the Worker: Gender and the Commodification of Language in the Globalized Service Economy. *Journal of Sociolinguistics* 4(3):323-347.

Rampton, Ben

2011 Style contrasts, migration and social class. *Journal of Pragmatics* 43(5): 1236–1250.

Week 6

Ahearn

2017 Ch. 7, 11

Alim, H. Samy and Geneva Smitherman

2012 *Articulate while Black: Barack Obama, Language and Race in the U.S.* New York: Oxford University Press. (Chapters 1 and 2)

Maher, John

2005 Metroethnicity, Language and the Principle of Cool. *International Journal of the Sociology of Language* 2005(175-176):83-102.

Sarkar, Mela and Dawn Allen

2007 Hybrid Identities in Quebec Hip-Hop: Language, Territory, and Ethnicity in the Mix. *Journal of Language, Identity and Education* 6(2): 117-130.

More on this topic if you're interested, but not required reading:

Alim, H. Samy

2004 *You Know my Steez: An Ethnographic and Sociolinguistic Study of Styleshifting in a Black American Speech Community.* Durham, NC: Duke University Press. (Pp. xiii-xxv; 1-5; 191-248).

- You can also listen to this speech (in 3 parts) where Alim talks about the research in this book:
 - <https://www.youtube.com/watch?v=ERD5REUxlrI>
 - <https://www.youtube.com/watch?v=Su95IxVuDng>
 - <https://www.youtube.com/watch?v=WwAAwuRdn5w>

Pennycook, Alastair, and Emi Otsuji

2014 Market Lingos and Metrolingua Francas. *International Multilingual Research Journal* 8(4):255-270.

Pichler, Pia and Nathanael Williams

2016 Hipsters in the hood: Authenticating Indexicalities in Young Men's Hip-hop Talk. *Language in Society* 45: 557-581.

Week 7

NO CLASS – READING WEEK

Week 8

Bucholtz, Mary

2011 *White Kids: Language, Race, and Styles of Youth Identity.* New York: Cambridge University Press.

Week 9

Ahearn

2017 Ch. 13

Bourdieu, Pierre

2006 Language and Symbolic Power. In *The Discourse Reader.* A. Jaworski and N. Coupland, eds. Pp. 480-490. New York: Routledge.

Duranti, Alessandro

2004 Agency in Language. In *A Companion to Linguistic Anthropology.* A. Duranti, ed. Pp. 451-473. Malden, MA: Blackwell Publishing.

Pennesi, Karen [READ AFTER VOM BRUCK AND BODENHORN]

2016 'They can learn to say my name': Redistributing Responsibility for Integrating Immigrants to

Canada. *Anthropologica* 58 (1):46-59.

vom Bruck, Gabriele, and Barbara Bodenhorn

2006 "Entangled in Histories": An Introduction to the Anthropology of Names and Naming. In *The Anthropology of Names and Naming*. Cambridge: Cambridge University Press. Pp. 1-30.

Week 10

Seargeant, Philip, and Caroline Tagg

2014 *The Language of Social Media*. London: Palgrave Macmillan. [Introduction, Ch. 3, 4, 10]

Week 11

team presentations 1

Week 12

team presentations 2

Week 13: Group Identity and Positioning/Stance

Begoña Echeverria (2003) "Schooling, Language, and Ethnic Identity in the Basque Autonomous Community." *Anthropology & Education Quarterly* 34(4): 351-372.

Jillian R. Cavanaugh (2012) "Entering into politics: Interdiscursivity, register, stance, and vernacular in northern Italy." *Language in Society* 41(1): 73-95.

Reyes, Angela (2013) "Corporations Are People: Emblematic Scales of Brand Personification among Asian American Youth." *Language in Society* 42(2): 163-185.

Holland, Dorothy and Kevin Leander (2004). "Ethnographic Studies of Positioning and Subjectivity: An Introduction." *Ethos* 32(2): 127-139.

Satterfield, Terre (2004). "Emotional Agency and Contentious Practice: Activist Disputes in Old-Growth Forests." *Ethos* 32(2): 233-256.

Further Reading on Stance (not required)

Burkette, Allison Paige (2016) "Linguistic and object-based stance-taking in Appalachian interviews." *Language in Society* 45 (3):331-351.

Du Bois, J. (2007). The Stance Triangle. *Stancetaking in Discourse: Subjectivity, Evaluation, Interaction*. R. Englebretson. Philadelphia, John Benjamins Publishing: 139-182.

Jaffe, A. (2009). Introduction: The Sociolinguistics of Stance. *Stance: Sociolinguistic Perspectives*. A. Jaffe. New York, Oxford University Press: 3-28.

Johnstone, B. (2009). *Stance, Style and the Linguistic Individual*. Stance. A. Jaffe. New York, Oxford University Press: 29-52.

Kockelman, P. (2004). "Stance and Subjectivity." *Journal of Linguistic Anthropology* 14(2): 127-150.

Recommended Readings

This blog <https://bildlida.wordpress.com/> is by Belonging, Identity, Language, Diversity Research Group. The short posts "consider and write about the world around us from our own critical

sociolinguistic perspectives". They are based in Montreal.

On Comedy

Hiramoto, Mie

2011 Is dat dog you're eating?: Mock Filipino, Hawai'i Creole and Local Elitism. *Pragmatics* 21(3):341-371.

On Ideologies

Kroskrity, Paul

2004 Language Ideologies. In *A Companion to Linguistic Anthropology*. A. Duranti, ed. Pp. 496-517. Malden, MA: Blackwell Publishing.