COURSE OUTLINE
Anthropology 9215B
Discourse and Society

Winter 2019

Lectures: Thursdays 1:30 pm–4:30 pm
Classroom: SSC 3315

Instructor: Dr. Karen Pennesi
Office: SSC-3404
Office hours: Tuesdays 1:00 pm-2:30 pm
Email: pennesi@uwo.ca

Credit value: 0.5 credit

Calendar Course Description:

Discourse analysis provides empirical grounding for explanations and interpretations of culture, society and social behaviour. Attention to discourse (language in use as talk or text) reveals the diversity of perspectives within cultural and social groups, reminding us to be critical of generalizations we make, while deepening our understanding of issues. In this course, we will explore how discourse is shaped by many things including the world as we know it, the structures of language itself, socio-political relations, prior discourses, the limitations and possibilities of the medium, and various interactional goals. Examples of discourse features include: discourse markers, slang, stance, style, framing, register, genre, language choice, and reported speech.

Course Syllabus:

We will be studying several types of discourse analysis, all of which involve the study of discourse within cultural and social contexts. We will consider both the interactional structure and the social principles (pragmatics) that influence the production and interpretation of discourse. We will be asking how particular discourse patterns help speakers interpret their daily experiences and negotiate relationships within questions of power, identity, inequality, modernity/tradition, globalization, and others. We will take an explicitly ethnographic approach to show how speakers and speech are simultaneously located in interactional, local,
national, and global contexts. In addition to analytic models, we will also address issues of data collection, transcription and representation.

Students are expected to make connections to their own research and apply the theories and methods from the readings to analyses of their topics of interest. Because discourse analysis is best learned by practice, students will be required to conduct original research, collecting, transcribing and analyzing data.

**Learning Outcomes:**
Upon successful completion of this course, students will be able to:

- identify structures and patterns in oral and written discourse
- describe linguistic phenomena using academic terminology
- use various theoretical models to analyze how spoken and written discourse is connected to social, political and cultural processes
- conduct a research project investigating aspects of language in use

**Course Materials:**
Required books to purchase:

Ahearn, Laura (2017) *Living Language: An Introduction to Linguistic Anthropology* 2nd ed. Malden, MA: Wiley-Blackwell. [available for purchase online; Weldon library has only the first edition]


Additional required readings will be made available on the course OWL site before the first day of class.

**Evaluation:**

*Research Ethics Tutorial – 5%  Due 24 January*

Approval from the Research Ethics Board is required to record talk for class assignments. All students will need to complete the online training with the
TCPS2 tutorial (http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/) and submit the certificate of completion to me by 24 January. This will be worth 5% of your grade in recognition of the time it takes to complete it. Note that there also an optional module on research ethics for First Nations, Inuit and Métis peoples which you may choose to do if you plan on working with those populations for your thesis research.

If you are using data from research for which you have already obtained approval, nothing further is needed. Just give me a copy of the approved form from the Western Research Ethics Board so I can have it on file.

If you will be collecting new data for this project, you will need to write a letter of information and a consent for your participants that meets Research Ethics Board requirements. A template for the Letter of Information and Consent Form is available here https://www.uwo.ca/research/ethics/human/board_guidelines.html under Templates (I recommend the second one). These do NOT need to be submitted directly to the REB for separate approval. You will submit them to me and I will approve them according to the REB approval process. (This means it's a much faster process and you can have approval within days.) Please get started on this as soon as possible, as it must be completed before you can begin collecting data. For more information on the University's policies and guidelines, see the website for the Office of Research Ethics, found here https://www.uwo.ca/research/ethics/human/index.html.

Class Participation and Response Papers – 15%

Your active and informed participation is expected in every class. Please let me 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, an interdisciplinary class like this provides opportunities to learn from each other, therefore, I encourage you to direct questions and comments to your classmates and not just to me. The expectation is that everyone will receive full marks (5 points per class) unless there is reason to deduct marks for insufficient preparation, inappropriate or insufficient contribution to discussion, or unexcused absences.

Before each class, you will prepare a single page (double-spaced) response to the readings in terms of what you found useful, insightful, difficult or problematic.
You may also mention connections you see to things outside this course. Make specific references to concepts, terms, theories, and examples from the readings. This will make your discussion clear and demonstrate that you have done the readings. You may discuss common ideas in the set of readings for the week or focus on particular readings. 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. Papers are due at the beginning of each class in the week that we discuss the related readings. Late papers will not be accepted since this counts as part of your participation mark for the week. Responses will be given a score out of 10 and this will be added to your weekly participation grade for a total of 15 points. The average of these weekly marks will be calculated to make up this 15% of your course grade.

**Seminar Leader – 20%**

Each student will be responsible for leading one weekly class discussion. There are 3 parts to this assignment.

a) You will write 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 and to a common theme. See a sample in OWL > Course Materials > Assignment Instructions. You must upload a .pdf copy of your synthesis on OWL by **Wednesday at noon** for the members of the class to read before we meet.

b) You will prepare 3-5 **discussion questions** which show connections among the current set of readings as well as to past weeks as appropriate. 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?” You may consult with me before the class to discuss potential questions.

c) The leader will also bring in a **small data set** for the class to analyze using the concepts and theories presented that week. The data can be a transcript from a published source or an audio or video clip. It can be from a news source or social media. It can be from an interaction you observed and made notes about. The point is that the class should be able to examine the data and either find examples of the concepts in the readings or use the theories from the readings to explain what is happening in the data. You don’t have
to have the answers all worked out ahead of time; we will do it in class. You need to provide some guidance in the form of questions or instructions the class can follow individually or in small groups.

Grades for leading the seminar will be based on how well the leader is able to draw out the main ideas and common themes in the readings, provoke thoughtful and productive discussion through the questions and presentation of the material, facilitate participation of the group, and choose an appropriate data set for illustrating points from the readings.

Annotated Bibliography on Analytical Methods – 20% Due 14 February

Each student will write an annotated bibliography on a selected method of discourse analysis. You will do some library research on your selected method and choose three sources which you find especially helpful. The three sources will obviously have some overlap but there should be something distinct about each one you select. One source should be primarily explanatory, describing what the method is and how it works. One source should be a good example of how the method was used to analyze some type of discourse. The other source can be either a critique or another example of one of the first two types. The annotations should be about 300 words each and should describe (1) the main ideas of the method and (2) any essential points you think people should keep in mind when using that method. Your bibliography should have a 250-word introduction in which you give an overview of the method in terms of the kinds of questions that can be answered by using it and the kinds of data that it works best with. You may also comment on limitations or restrictions. At the end of the annotations, you may list up to ten other relevant sources you consulted and recommend (without annotations).

On the day the assignment is due, we will devote the class discussion time to analytical methods. Have your printed copy handy for reference during the discussion. You will submit it at the end of class.

You must submit an electronic copy of your annotated bibliography to OWL>Assignments. It will then be made available to the rest of the class in another OWL folder. The goal of this assignment is for each student to end up with a set of annotated bibliographies on a variety of discourse analytical methods which can be used for future reference when analyzing your own data. Students are encouraged to read all the other bibliographies and should produce a set of
their own notes from the discussions in Week 6 to supplement the bibliographies they receive.

You will choose one of the methods listed below. I will create a sign-up on OWL so that each student chooses a different method.

- Computer-mediated discourse analysis
- Corpus-based discourse analysis
- Critical discourse analysis
- Conversation Analysis
- Ethnography of Communication (analysis of speech events)
- Face Theory and Politeness
- Interactional sociolinguistics
- Multi-modal discourse analysis
- Narrative analysis (oral narratives only)
- Pragmatics
- Stance-taking in discourse

**Individual Project – 45%**

The topic for this project is open, with the requirement that you use the models and theories from the course to perform an original analysis of some discourse. *(Hint: make notes on the analytical models described in the readings and annotated bibliographies, and pick one or two to follow).* This may be more ethnographic or discourse-oriented, but it should seamlessly integrate both. The data can be spoken or written discourse (but not “literature”). You can either use materials from other research you have done or collect new data for this project. You may also use data collected by another researcher, with permission, and provided you are able to explore the context as necessary for your analysis. I am also open to different kinds of discourse: spontaneous conversations with or without the researcher, interviews, and possibly online discourse. Students should talk with me to discuss potential research sites.

This assignment will be broken down into 3 components:

- Proposal and outline – 5% (Due on or before 7 March)
- Presentation – 10% (Due 28 March)
- Essay – 30% (Due 4 April)
Proposal

In order to ensure that your topic is approved by the professor (and to receive helpful guidance), you will submit a 5 page proposal that describes your data set, the linguistic features to be analyzed, an annotated list of major references to be used, and an outline of your preliminary argument or research question. At least 5 scholarly sources must be used, and at least 3 of these must not be from course readings. You will likely need to do some further reading on your chosen analytical method. This proposal can be submitted any time until 7 March and is worth 5% of your final mark. When you are ready to submit, arrange a meeting with me and bring your proposal to the meeting.

Presentation

Each student will make a 15 minute presentation to the class reporting the main findings of the analysis. (This will be similar to presenting your work at a conference.) In preparing for the presentation, you will essentially be drafting the essay. The introduction should briefly explain which theoretical concepts and analytical models you are using, while the bulk of your presentation should be a summary of the analysis with some key examples. You must provide (1) Powerpoint slides or other audio-visual aids (2) a transcript or handout* for each student and the professor. There will be a short time for discussion after each presentation so other class members should think of critical comments or questions provoked by the analysis.

*A note about the proper use of handouts: (1) if the handout is meant to be a take-away summary of the presentation, you should say so at the beginning so people aren't trying to read it throughout your presentation, thus not paying attention to what you're saying. In this case, you should state your argument somewhere on the handout, giving relevance to the excerpts provided or the discourse features described. (2) if the handout is intended to be an aid to the presentation, you should direct the audience to look at it in the relevant places. The content on the handout should be supplementary to what is being said and shown on slides, not repeating text on the slides. (3) a transcript is helpful for any audio or video clips you show. You can then point out lines you refer to in your analysis. The transcript should have a key of symbols used and follow transcription conventions as exemplified in course readings (e.g. Kiesling 2018:12).
Essay

Having done the analysis and prepared the presentation, you will be ready to finish writing the essay. Now you can elaborate more on the introduction, methodology and conclusion which you will already have drafted and summarized in the presentation. Be sure to incorporate any feedback you get from the presentation. The analytical paper will be 18-20 pages. Your transcript or data set must be appended after the References and is NOT included in the page count. See formatting guidelines below. 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 (hint: reread Taylor 2001:29-38 from Week 1).

To aid you in organizing and writing the paper, please use the “how to write” guidelines available in the Materials tab on OWL, which give tips on writing an outline, an introduction and conclusion, a methodology section and a data analysis section. You are also encouraged to look back at our first reading (Taylor 2001:22-45) for further guidance.

The essays will be evaluated according to the following criteria:

- How well you articulate theoretical issues in your argument
- How well you apply the analytical models you choose to your data set
- How closely your essay follows the guidelines for writing provided on OWL
- Your use of appropriate examples from your data set to support your argument
- How well you deal with data that does not fit the models and any other limitations
- How well you make use of your references, which indicates you have researched and understood the topic adequately
- Your overall writing style (Does your argument make sense and is it easy to follow?)

More information will be made available to students on the course OWL site.
Course Specific Statements and Policies:

Statement on Seeking Special Accommodations:
No accommodations will be granted retroactively more than 10 days after an assignment’s due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Plagiarism:
Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Computer-related Problems
Make sure to frequently back up all your work and the materials you download on an external site (such as an external hard drive, cloud, an e-mail to yourself) in case your computer crashes or is damaged, stolen, etc. This should be standard practice for anything you do on your computer. No extensions for any assignments will be granted for computer-related problems or lost files.

It is your responsibility to solve any problems you encounter with the OWL system on your device, including access to the site or uploading and downloading files. The OWL Help Desk can be reached at 519-661-3800.

Format for Written Assignments
While I strive to make expectations and requirements clear in this syllabus, in project instructions and in verbal instructions given in class, gaps and misunderstandings are inevitable. Partly this has to do with the interdisciplinary composition of our class. This section makes explicit some things which I assume to be general knowledge shared by graduate students. If you think some of these things are obvious, great. If it is news to you, please take note for assignments in this course. Sometimes questions come up in class. Any other 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.
All written assignments must follow the formatting guidelines below.

- Except for the weekly synthesis, all assignments should be double-spaced.
  - The weekly synthesis should be single-spaced, 2 pages. The discussion questions can be on a third page.
- Use a 12 point font in black ink with 2.5 cm margins.
  - 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 multi-page documents.
- You may print on both sides of the page.
- All assignments should have a title and your name.
  - 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 essay should be p. 1 (not p.2)
  - The title should be meaningful and not simply the name of the assignment (e.g. Essay #1)
  - If you use a title page, do not repeat the title on page 1.
- Bibliographic references should follow a common style from Anthropology or Linguistics. When in doubt, follow a style from one of our class readings.
  - List all references cited in the paper alphabetically, under “References”, following the text
  - Do not use footnotes for citing references
  - Do not include any citation in the References list which was not cited in the paper
- Check grammar and spelling.
- Provide a key for transcription symbols. Typically, this is in an Appendix if excerpts are included in the text. If you have a longer transcript as an Appendix, the key should come at the beginning of the transcript.
Missed Deadlines:

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% per day**. Assignments submitted outside of class time should be put in the drop box in front of the Anthropology Main Office on the third floor of Social Science Room 3326. Be sure to have a title page with your full name, the professor’s name and the course number so it can be delivered properly. Assignments sent by e-mail will not be accepted.

Institutional Statements and 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/academic_policies.html](http://anthropology.uwo.ca/undergraduate/academic_policies.html)*

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

Schedule of Readings and Assignments

See next page for schedule. The complete list of citations for all readings is posted in OWL > Course Readings > ANTH 9215 Readings. You can download most readings from Course Readings. Some can be found through URL links in the citations. There are three books you will need to purchase (see p. 2 above).
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<td>• Taylor (2001)</td>
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<td>17 Jan.</td>
<td>Communities, Identity, Indexicality, Ideology</td>
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<td>• Ahearn (2017) Ch. 1, 6</td>
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<td>• Bucholtz and Hall (2004)</td>
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<td>• Liang (1999)</td>
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<td>3</td>
<td>24 Jan.</td>
<td>Language and Race, Part 1 Indexing identity and stance through style-shifting</td>
<td>Ethics training &amp; protocol</td>
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<td></td>
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<td>• Ahearn (2017) Ch. 11 p. 230-236, 247-254</td>
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<td>• Alim and Smitherman (2012) Ch. 1-4</td>
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<td>Language and Race, Part 2 Linguistic indexes of racialized identities and class</td>
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<td>Gender, Emotion/Affect, Performance, Performativity</td>
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<td>• Sclafani (2018) Ch. 1, 2, 3, 5</td>
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<td>9</td>
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<td>(Social) Media Discourse</td>
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