Instructor: Becky Schulthies, Ph.D.

Office: 312 RAB

Office Hours: 3:45-5pm Tue-Thu or by appointment

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**COURSE OBJECTIVES**

Language is something we use every day to signal and interpret identities and social alignments. In this course we are going to explore some of the processes by which humans use language, in coordination with other representational systems, to mark social diversity: social, political, and economic cohesion and division. We will be delving into some of the philosophical and theoretical developments that anthropologists use to understand this topic, addressing questions such as:

* What role do sign systems, such as language, play in marking sameness and difference, inclusion and exclusion, domination and marginalization, collective political action at interpersonal, local, national, transnational scales?
* How do we use forms of language to construct or comment upon gender, race, ethnicity, class, culture, sexuality, nationalism, personhood, and species?
* How can multimodal sign coordination (clothes, make-up, hairstyle, gesture, bodily comportment, music, school pictures) be considered part of language and social diversity?
* What kinds of social work do written forms of language convey about kinds of persons in specific contexts and their ideas about how the world is or should be?
* How do communicative technologies (Facebook, Whatsapp) expand or constrain relational possibilities?

**Course Prerequisite**: Introduction to Linguistic or Cultural Anthropology (70:108, 70:101), or instructor approval.

**INTENDED LEARNING OUTCOMES**

The key goals of this class are:

1. To gain a deeper knowledge of the semiotic theories and mechanisms for constructing and reflecting social diversity
2. To enhance your understanding of ethnography as a writing genre and analytical method
3. To learn how to critically engage anthropological theories and texts
4. To expand your research, analysis, writing, and oral presentation skills

**ANTHROPOLOGY DEPARTMENT GOALS:**

This course fills the following department learning goals:

1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills.

5. Students are able to express themselves knowledgably and proficiently in speaking about central issues in their major field.

**ASSIGNMENTS (see Sakai):**

* Reading questions 20 pts
* Book review 10 pts
* Multimodality video essay 40 pts (proposal 5 pts, transcription 5 pts, analysis 10 pts, oral presentation 5 pts, final product 10 pts)
* Discussion Leader 10 pts



**REQUIRED READINGS**

✥ Mendoza-Denton, Norma. 2008. *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Malden, MA: Blackwell Publishing.

✥ Gaudio, Rudolf Pell. 2009. *Allah Made Us: Sexual Outlaws in an Islamic African City*. Malden, MA: Wiley-Blackwell Publishing. ✥ Readings on Sakai

**COURSE EXPECTATIONS**

Because this is an upper-level course, the **reading load is** **heavy**, and the expectations I have of your performance will be high. On average, you should expect to put in two to three hours of work outside of class for every hour of in-class time. You are expected to ***complete the assigned readings before class*,** to ***attend all class meetings*,** and ***to come prepared to actively engage*** with course material by thinking critically and creatively about the assigned texts and the issues they raise. **Regular attendance is required**, and you will be expected to come to class having completed all of the reading and ready to participate in class discussions whenever possible. In fact, class participation and attendance will comprise a significant portion of your grade. *If you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence.  An email is automatically sent to me.*In cases where you must miss class for periods longer than one week, you will as per university policy be directed to see a Dean of Students for assistance *to help verify these circumstances.* If you are a person who does not readily participate in large groups, I encourage you to come see me during my office hours, and we can devise other ways for you to have input into class discussions.

Since for many of you the material will be somewhat unfamiliar, it might appear quite difficult at first. In particular, you’ll have to get used to a fair amount of technical terminology. We will go over definitions in class, and things should get easier as you become more accustomed to the language, style of argument, and intellectual issues in the readings. Please bring questions on material that you do not understand to class or to my office hours. **The only “bad” questions are the ones that you don’t ask**.

On occasion, there will be films screened in class. If you miss the in-class screening, please make arrangements to view the materials in the library. All assignments must be completed in order to pass the course.The dates and material in this syllabus may be subject to change, so listen carefully to announcements in class, and check Sakai frequently for changes or cancellations.

Please note also the following policies:

* ***Late submission* is** **not accepted** ***without prior permission* of the instructor**.
* *Online Assignment Submission:* For ease of reference and grading, include your name in the beginning of your document title when you submit on Sakai. For example: Schulthies Semiotic Observation ANTH 108.doc
* *Special arrangements* for students with documented needs or disabilities should be made well in advance of assignment due-dates. Follow the policies outlined here <http://disabilityservices.rutgers.edu/> and discuss this with me as soon as possible.

**Rutgers Policies: Please make yourself aware of the student code of conduct, especially the academic code of conduct. http://studentconduct.rutgers.edu/university-code-of-student-conduct**

*Plagiarism****:*** In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography. *Citations and footnote references are required for all specific facts that are not common knowledge and about which there is not general agreement.* New discoveries or debatable opinions must be credited to the source, with specific references to edition and page even when the student restates the matter in his or her own words. Word-for-word inclusion of any part of someone else’s written or oral sentence, even if only a phrase or sentence, requires citation in quotation marks and use of the appropriate conventions for attribution. Please follow the American Anthropological Association style guide in the bibliography and in-text referencing. Paraphrasing or summarizing the contents of another’s work is not dishonest if the source or sources are clearly identified (author, title, edition, and page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Students who have questions about accurate and proper citation methods are expected to consult Rutgers’ policies on plagiarism.

**COURSE SCHEDULE**

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| **Date**  | **Reading assignment to be completed before class** | **Date** | **Reading assignment to be completed before class** |
| **Sept 6** | ***Diversity and Difference*** Maalouf, Amin2011 *In the Name of Identity*. Barbara Bray, trans. New York: Arcade Publishing, 1-5.Brink-Danan, Marcy2012 If it Smells Muslim: Lemon Cologne, Hebrew Lessons and Turkish Identity. *Association of Jewish Studies-Perspectives*, 46-47. http://www.ncsu.edu/linguistics/ncllp/dialectquiz.php |  **Sept 8** | ***Basics of thinking diversity***Ahearn, Laura2010 Living Language: An *Introduction to Linguistic Anthropology*. Malden, MA: Wiley-Blackwell, 17-30Faudree, Paja and Becky Schulthies2015 The Social Life of Diversity Talk. *Language and Communication* 44:1-6Goffman, Erving1981 “Footing.” In E. Goffman, *Forms of Talk*. Philadelphia: University of Pennsylvania Press, 124-157.Goodwin, Marjorie2001 Participation. In *Key Terms in Language and Culture*, Alessandro Duranti, ed. Malden, MA: Blackwell, 172-175 |
| **Sept 13**Reading questions due by 3pm the day before class*Wear walking shoes for a linguistic landscape fieldtrip.* | ***Linguistic Ethnography*** Heller, Monica2011 *Paths to Post-nationalism: A Critical Ethnography of Language and Identity.* New York: Oxford University Press, 31-50.Optional: Jacoby, Sally2000 Turn. In *Key Terms in Language and Culture*, Alessandro Duranti, ed. Malden, MA: Blackwell, 256-258. | **Sept 15**Reading questions due by 3pm the day before class | ***Diversities’ Identity*** Kroskrity, Paul2001 Identity. In *Key Terms in Language and Culture*, Alessandro Duranti, ed. Malden, MA: Blackwell, 106-109Jacquemet, Marco2000 Conflict. In *Key Terms in Language and Culture*, Alessandro Duranti, ed. Malden, MA: Blackwell, 37-40.Urciuoli, Bonnie2001 The Complex Diversity of Language in the United States. In *Cultural Diversity in the United States: A Critical Reader*, Ida Susser and Thomas C. Patterson, eds. Malden, MA: Blackwell, 190-205 |
| **Sept 20** | ***Marking Diversity Linguistically*** Choose a linguistic variety spoken in the US and prepare a 10 minute presentation on the speakers, locations, features or registers people/scholars often associate as marking this difference, and suggest ways a linguistic anthropologist might study the relationships between these speakers and the forms of language they claim. Make sure to include a bibliography of sources. | **Sept 22**Reading questions due by 3pm the day before class | ***Form+Content+Ideology***Mendoza-Denton, Norma2008 *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Malden, MA: Blackwell Publishing, 1-41*Optional*: Urciuoli, Bonnie1991 “The Political Topography of Spanish and English: The View from a New York Puerto Rican Neighborhood.” *American Ethnologist* 18(2):295-310 |
| **Sept 27**Reading questions due by 3pm the day before class*Multimodal video topic proposal due* | ***Reflexivity*** Mendoza-Denton, Norma2008 *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Malden, MA: Blackwell Publishing, 42-100 | **Sept 29**Reading questions due by 3pm the day before class | ***Recursivity***Mendoza-Denton, Norma2008 *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Malden, MA: Blackwell Publishing, 101-175 |
| **Oct 4**Reading questions due by 3pm the day before class | ***Semiotic Coordination***Mendoza-Denton, Norma2008 *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Malden, MA: Blackwell Publishing, 176-229 | **Oct 6**Reading questions due by 3pm the day before class | ***Transgressing Vowels***Mendoza-Denton, Norma2008 *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Malden, MA: Blackwell Publishing, 230-295 |
| **Oct 11**Reading questions due by 3pm the day before class*Mendoza-Denton book review due* | ***Minorities and Domination***McIntosh, Janet2009 *The Edge of Islam: Power, Personhood and Ethnoreligious Boundaries on the Kenya Coast*. Durham, NC: Duke University Press, 177-220. | **Oct 13**Reading questions due by 3pm the day before class | ***Minorities and Domination***McIntosh, Janet2014 Linguistic Atonement: Penitence and Privilege in White Kenyan Language Ideologies. *Anthropological Quarterly* 87(4) draft copy**Guest Lecture: Alamin Almazrui** |
| **Oct 18**Reading questions due by 3pm the day before class*Multimodal transcript due* | ***Political Apologetics***Jackson, Jennifer L. 2012 ‘God’s law indeed is there to protect you from yourself’: The Christian personal testimonial as narrative and moral schemata to the US political apology. *Language & Communication*32(1): 48-61 | **Oct 20**Reading questions due by 3pm the day before class | ***Cultural Citizenship***Gaudio, Rudolf Pell2009 *Allah Made Us: Sexual Outlaws in an Islamic African City*. Malden, MA: Wiley-Blackwell Publishing, 1-60 |
| **Oct 25** | ***Emergent Narratives***Gaudio, Rudolf Pell2009 *Allah Made Us: Sexual Outlaws in an Islamic African City*. Malden, MA: Wiley-Blackwell Publishing, 61-116 | **Oct 27** | ***Gendering Language and Faith***Gaudio, Rudolf Pell2009 *Allah Made Us: Sexual Outlaws in an Islamic African City*. Malden, MA: Wiley-Blackwell Publishing, 117-142**Guest lecture: Rudi Gaudio** |
| **Nov 1**Reading questions due by 3pm the day before class | ***Translational Troubles***Gaudio, Rudolf Pell2009 *Allah Made Us: Sexual Outlaws in an Islamic African City*. Malden, MA: Wiley-Blackwell Publishing, 175-206 | **Nov 3**Reading questions due by 3pm the day before class | **Translational Troubles 2**Schieffelin, Bambi2007 Found in Translating.In *Consequences of Contact: Language Ideologies and Sociocultural Transformations in Pacific Societies*, Miki Makihara and Bambi Schieffelin, eds. New York: Oxford University Press, 140-165 |
| **Nov 8**Reading questions due by 3pm the day before class | **Translational Troubles 3**Handman, Courtney2007 Speaking to the Soul: On Native Language and Authenticity in Papua New Guinea Bible Translation. In *Consequences of Contact: Language Ideologies and Sociocultural Transformations in Pacific Societies*, Miki Makihara and Bambi Schieffelin, eds. New York: Oxford University Press, 166-88. | **Nov 10**Reading questions due by 3pm the day before class*Gaudio Book Review Due* | **Translational Troubles 4**Nakassis, Constantine2013 The Quality of a Copy. In *Fashion India: Spectacular Capitalism,* Teresa Kuldova ed. Oslo: Akademika Publishing, 143-165. |
| **Nov 15**Reading questions due by 3pm the day before class | ***Literacy and Listening Ideologies***Schulthies, Becky*Moroccan Mediations,* chapter 2 draft*Optional:*Besnier, Niko2000 Literacy. In *Key Terms in Language and Culture*, Alessandro Duranti, ed. Malden, MA: Blackwell, 136-138. | **Nov 17**No class | *Multimodal video analysis peer review—return by November 18. Work on video analysis, oral presentation of your video essay project.* |
| **Nov 22**Reading questions due by 3pm the day before class | ***The Poetics of Ideological Entailment***Schulthies, Becky*Moroccan Mediations,* chapter 3 draft | ***Thanksgiving Break*** |
| **Nov 29**Reading questions due by 3pm the day before class*Sign up for oral presentations* | ***Writing Politics***Schulthies, Becky*Moroccan Mediations,* chapter 4 draft | **Dec 1**Reading questions due by 3pm the day before class*Multimodal video analysis due* | ***Phatic Labor of Moroccan Islam***Schulthies, Becky*Moroccan Mediations,* chapter 5 draft |
| **Dec 6**Reading questions due by 3pm the day before class**Guest lecture: Sarah Muir** | ***Semiotics of Money***Muir, Sarah. 2015 The currency of failure: Money and middle-class critique in post-crisis Buenos Aires. *Cultural Anthropology* 30(2): 310-335. | **Dec 8** | **Multimodal essay presentation** |
| **Dec 13** | **Multimodal essay presentation** and**Course Conclusion** | **Dec 15** | *Multimodal video essay final product due* |