

**ANTH 4 | Words and Worlds: Introduction to Linguistic Anthropology  
DEI course**

Fall 2022  
TTh 12:30-1:50  
WLH 2111  
Zoom ID: 947 4858 4643  
Passcode: indexical

Prof. Rihan Yeh  
Office hours: Mon 1-3 and by appointment  
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Section meeting: Mon 11-11:50  
Center 220  
TA: Damini Pant

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How does language shape the worlds we live in? How do we shape the world through language? This course uses linguistic anthropology to expose and rethink some of the most fundamental, taken-for-granted assumptions we use to navigate life. We start with time, space, matter, and reality itself, followed by a unit on gender and sexuality. A longer unit delves into formations of race and ethnicity in the United States, largely as they are reproduced and remade in everyday interaction, while the final unit explores struggles over race and ethnicity in the public sphere by attending to the particular dynamics of mass media, social media, and political discourse. By focusing on the role of language in each of these areas, students will acquire a basic conceptual and methodological toolkit for building their own critical ethnographic perspective on difference, inequality, and efforts towards social justice in contemporary society.

**Course Requirements:** All prompts will be made available on Canvas.

1. We will start each class with a short quiz on the readings. Together with participation, these will be worth 20% of the final grade. You can miss the quiz up to three times without affecting your grade.
2. Three ethnographic exercises. Each will count for 10% of the final grade (30% total).
3. Three analytic exercises based on the ethnographic materials. Each will count for 10% of the final grade (30% total).
4. Short final paper (20%).

**Class Sessions:** One of the university's essential functions is to give people time and space to come together and think critically. Traditionally, in-person oral communication has been at the crux of this practice; to learn to handle such encounters is part of the educational experience. If you are someone who tends to speak often in class, try hanging back sometimes. If you tend to be quieter, push yourself to participate.

- *Laptops:* Using a laptop in class is widely understood to be detrimental to learning, so please take your notes by hand. I recommend printing the readings, but you can also look at them on your laptop. Please have them handy during class.

Depending on your financial need, UCSD can lend you a laptop. See <https://eforms.ucsd.edu/view.php?id=490887>.

- *Recording:* Do not record any part of our class sessions without prior approval. Be aware that the course is podcast and that I will record Zoom sessions and post them on Canvas.
- *Zoom:* We will likely have at least a few sessions over Zoom. Please do your best to find a quiet spot to connect, and keep your microphone muted unless you are speaking. I recommend setting Zoom so that you can see everyone at once and not just the speaker. If you are comfortable doing so, **please turn on your camera**. The use of the camera helps the class dynamic (and my teaching) immensely. To speak, please, raise your “hand” or make a note in the chat; you can also write your intervention in the chat, and Damini and I will try to catch it and incorporate it into the oral discussion. **Please make sure you have the latest version of Zoom. It has a function that will make the class run much more smoothly.**

**In-person versus remote participation:** This course is **not designed for remote learning**, but there are some minimal accommodations **for emergencies only**. **PLEASE DO NOT COME TO CLASS IF YOU HAVE ANY COVID SYMPTOMS, HOWEVER SLIGHT**. We will likely have at least a few sessions on Zoom. **Synchronous participation is key**, but in-person sessions will be podcast, and Zoom sessions will be recorded and posted to Canvas.

If you miss class but would like to participate, please use the discussion board.

Communication is essential. Please let me know of any difficulties you foresee or are experiencing that could affect your participation.

**Attendance and Late Assignments:** Communication is essential. Please let me know of any difficulties you foresee or are experiencing that could affect your participation.

In general, you are expected to attend all classes and turn in all assignments on time. If you will not be able to make a deadline, contact me as soon as possible. Depending on the reason and the timeliness with which you contact me, absences may be excused and

extensions granted for assignments. Otherwise, I will penalize late work by one letter grade per day late. Notable absences or late arrivals to class will affect your final grade.

**Office Hours:** I strongly encourage you to see me individually or in small groups. I will normally be available after class, or we can set up a time to meet in person, over Zoom, or on the phone.

**Section:** Damini will conduct a weekly section meeting on the model of group office hours. That is, attendance is optional (though strongly encouraged!), and Damini will simply hold an open discussion with whoever shows up.

**The TA's Role:** Damini will participate in class sessions most actively by engaging students during small group discussions. She will also hold the weekly section meeting and grade some of your written work. If you cannot make the section meeting or want to speak with her individually, please email her to set up an appointment.

**Academic Integrity:** UCSD has provided me with a ready-made “Statement on Academic Integrity,” of which I reproduce here the part most directly applying to this class:

“Any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. [...] You can learn more about academic integrity at [academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu).” (Source: Tricia Bertram Gallant, Ph.D., UCSD Academic Integrity Office, 2017)

Note how this statement is enclosed in quotation marks and its source specified in parentheses afterwards (even though it appears to be unpublished). In your writing, please avoid plagiarism by paying careful attention to academic conventions on how to cite others' work.

**Disability Accommodations:** If you need an accommodation because of a disability, please contact me as far in advance as possible and provide me with a copy of your UCSD-issued Authorization for Accommodation (AFA) letter.

**Readings:** All readings are available on the Library's online course reserve system. I STRONGLY RECOMMEND DOWNLOADING THE PDFS IN ADVANCE. I do not email PDFs to students individually. Remember that to access readings from off-campus, you must have a VPN installed. Sometimes the connection goes out unexpectedly and simply has to be reestablished. On VPNs, see:

<https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html>

For troubleshooting, see:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/vpn-problems.html>

Some readings may have tags from weeks that do not correspond to the syllabus; please disregard these.

## **Class Schedule (subject to change)**

### ***Unit 1: Words in the World***

#### *week 1: categories*

tues

Franz Boas, On Alternating Sounds (1889)

Benjamin Lee Whorf, "Science and Linguistics," in *Language, Thought, and Reality* (1940)

thurs

Charles Goodwin, Professional Vision (1994)

#### *week 2: material reality*

tues

Nicholas Harkness, "Qualia," in *The International Encyclopedia of Linguistic Anthropology* (2020)

Harkness, Softer Soju in South Korea (2013)

thurs

Susan Gal, Qualia as Value and Knowledge: Histories of European Porcelain (2017)

### ***Unit 2: Gender & Sexuality***

#### *week 3: indexing gender*

tues

Elinor Ochs, "Indexing Gender," in *Rethinking Context: Language as an Interactive Phenomenon* (1992)

Norma Mendoza-Denton, The Semiotic Hitchhiker's Guide to Creaky Voice: Circulation and Gendered Hardcore in a Chicana/o Gang Persona (2011)

thurs

Miyako Inoue, The Listening Subject of Japanese Modernity and His Auditory Double: Citing, Sighting, and Siting the Modern Japanese Woman (2003)

#### *week 4: sexuality*

tues

Don Kulick, No (2003)

thurs

Katrina Daly Thompson, *Becoming Muslims with a “Queer Voice”*: Indexical Disjuncture in the Talk of LGBT Members of the Progressive Muslim Community (2019)

### ***Unit 3: Racial Formations***

#### *week 5: the language of whiteness*

tues

Franz Fanon, “The Black Man and Language,” in *Black Skins, White Masks* (1952—use 2008 Grove Press edition, trans. Philcox)

Kathryn Woolard, *Sentences in the Language Prison: The Rhetorical Structuring of an American Language Policy Debate* (1989)

thurs

Bonnie Urciuoli, *The Political Topography of Spanish and English: The View from a New York Puerto Rican Neighborhood* (1991)

#### *week 6: indexing race*

tues

Jane Hill, *Language, Race, and White Public Space* (1998)

Mary Bucholtz, “On Being Called Out of One’s Name: Indexical Bleaching as a Technique of Deracialization,” in *Raciolinguistics* (2016)

thurs

Mary Bucholtz, *The Whiteness of Nerds: Superstandard English and Racial Markedness* (2008)

#### *week 7: anti-blackness and indigenous activism*

tues

Krystal Smalls, *Introduction to the Forum on Language and Anti-Blackness* (2021)

Sherina Feliciano-Santos, *Of Cops and “Karens”*: Language and the Bureaucratic Arm of Policing (2021)

deandre miles-hercules and Jamaal Muwwakkil, *Virtue Signaling and the Linguistic Repertoire of Anti-Blackness: or, “I Would Have Voted for Obama for a Third Term”* (2021)

Jamie Thomas and Mary Bucholtz, *Personal Protective Equipment Against Anti-Blackness: Communicability and Contagion in the Academy* (2021)

Nikki Lane, *Ratchet Black Lives Matter: Megan Thee Stallion, Intra-Racial Violence, and the Elusion of Grief* (2021)

Mariam Durrani, *#BlackOutEid: Resisting Anti-Blackness in Digital Muslim Life* (2021)

thurs

Sherina Feliciano-Santos. *How Do You Speak Taíno? Indigenous Activism and Linguistic Practices in Puerto Rico* (2017)

#### ***Unit 4: Public Communication***

*week 8: publics*

tues

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, "Apprehensions of Time" (pp. 22-36) in chapter 2 and all of chapter 3

Francis Cody, *Publics and Politics* (2011)

thurs

Shalini Shankar, *Creating Model Consumers: Producing Ethnicity, Race, and Class in Asian American Advertising* (2012)

*week 9: semiotics of wokeness*

tues

Jennifer Delfino, *White Allies and the Semiotics of Wokeness: Raciolinguistic Chronotopes of White Virtue on Facebook* (2021)

thurs

NO CLASS

*week 10: talking back*

tues

Jonathan Rosa and Yarimar Bonilla, *#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States* (2015)

thurs

Elaine Chun, "The Meaning of *Ching-Chong*: Language, Racism, and Response in New Media," in *Raciolinguistics* (2016)

Krystal Smalls, "Languages of Liberation: Digital Discourses of Emphatic Blackness," in *Language and Social Justice in Practice* (2019)