

T, Th 9:30-10:50, CSB 005

Description: This course examines the role of communicative practices and language differences in organizing social life. Topics include social action through language; language and social identity (ethnicity, gender, class); interethnic communication and multilingualism; language ideologies; language and power in social institutions and everyday life. A special focus is diversity and (in)equality in social life as manifested by—and sometimes fostered by—language and communicative practices.

This is an upper division social science course, so some familiarity with fundamentals of social science analysis and conventions of reading and writing in the social sciences is expected. No prior study of linguistics is required, but all students are expected to acquire some basic linguistic concepts that will be introduced throughout the course. The main goal is to give students an appreciation of both the social complexity and the social significance of language. We will also learn about ways of approaching anthropological questions through data on language and communicative practices, which are pivotal in many social issues and public problems.

At various times we will discuss sensitive topics such as linguistic aspects of gender and ethnic/racial stereotypes, or linguistic aspects of (im)polite behavior or other sorts of social action writ large. Course readings provide material for discussion and analytic approaches to the communicative aspects involved rather than prescriptions or policies for solving controversial public problems. All class discussion should be grounded in course material. It should also be thoughtful, measured, and considerate, always conducted with awareness that members of the class may be sensitive to or directly affected by the issues we address.

Contacts: Instructor: John B. Haviland jhaviland@ucsd.edu

Office hours: T 11-12 in 340 SSRB and by appt. (please email to arrange)

For questions about assignments, accessing the reading material, missing a class, etc., please contact Professor Haviland.

Reader: Dylan Hallingstad O'Brien, dhalling@ucsd.edu

Readings: There are several recommended books in which to browse, soon to be available on reserve at the Social Science and Humanities Library (front desk, main library). All other required readings are available either on e-reserves through the SSH library at <https://reserves.ucsd.edu/ares/> or (for the moment) via direct links to my own server. The e-reserves website gives information on how to configure a proxy server so that you can access online reserve materials from off-campus.

Recommended: Basso, Keith. *Portraits of the 'Whiteman'* (CUP 1979).
 Bonvillian, Nancy. *Language Culture and Communication*. (LCC) (There are several editions of this book. The chapter numbers refer to the 7th edition, available on e-reserves.)
 Macaulay, Ronald. *The social art: language and its uses*, OUP 1994
 Wilce, James M., *Culture and Communication, An Introduction*, CUP 2017

Documentary films: To explore the range of variation in "ways of speaking" in American society, students are asked to watch at least two documentary films (all quite entertaining) about different regional musical (and culinary) traditions from the striking opus of filmmaker Les Blank. Choose them on the basis of the regional traditions you know least about. All are available to stream free from the Library via Kanopy. These include [Blues accordin' to Lightnin' Hopkins](#), [A Well Spent Life](#) (blues), [Chulas Fronteras](#), [Del Mero Corazon](#) (Tex-Mex music), [Dry Wood](#),

[Hot Pepper](#), [J'ai Ete Au Bal \(I Went to the Dance\)](#), [Marc & Ann](#), [Yum, Yum, Yum! A Taste of Cajun and Creole Cooking](#), [Spend It All](#) (Cajun, especially Zydeco), [In Heaven There Is No Beer?](#) (Polish-American polka), [Zivelli! Medicine for the Heart](#) (Serbian-American), [Puamana](#) (Hawaiian), [Sprout Wings and Fly](#) (Blue Ridge Mountain fiddling), [Sworn to the Drum](#) (Afro-Cuban percussion), and the classic paean to regional cooking (and music) across the country, [Garlic is as good as ten mothers](#).

Course requirements:

Midterm exam in class (30% of grade), during class period on **Tuesday, May 8**.

Take home final exam (40%), due on Turnitin on **Thursday Jun.19, 11am**. Late exams will not be graded.

3 short assignments due throughout the quarter (30% total). All assignments should be turned in both through TurnItIn on the course Ted website, and on paper in class on the due date. Examples and inspiration for the short papers may start with the films, mentioned above; but the main motivation for writing them is empirical: to encourage you to use your ears (and eyes) to observe variation and patterns in linguistic phenomena around you in your own (and others') social worlds.

Perspicacious, constructive **contributions to class discussion** will be credited in determining final grades at the margins.

Students are responsible for lecture material and required readings, even when the latter are not discussed in class. Readings should be done before the class for which they are assigned. Readings labeled "Rec." on the syllabus are optional. Always consult the syllabus for readings, since e-Reserve does not provide them all in the correct order, doesn't indicate required pages, and doesn't show optional status.

No makeup exams will be scheduled, or late papers accepted for full credit except in case of illness, family loss, or equivalent emergency, and with an acceptable written medical or comparable excuse.

Please note: Details of the syllabus may be altered any time during the quarter as needed. Any changes in the reading or assignment schedule will be announced in class and posted on the course TritonEd site. Please be sure to check your UCSD email account and the TritonEd website regularly for updates and other official communications about the class.

Students with disabilities: If you are registered with OSD and need special arrangements for tests or assignments, please see the instructor or T.A. to discuss arrangements in office hours within the first two weeks of the quarter. If you have a disability you wish to be considered but have not registered with OSD, please contact that office immediately.

Academic Integrity: All written coursework is to be original and individually authored by the student who turns it in. Any sources used in producing written work, including Internet sources, must be cited and credited. Students should be familiar with the UCSD Policy on Academic Integrity and follow it. If you have any questions about how it applies to this course, please see the instructor. Instances of plagiarism or other violations of the policy will be automatically reported and are grounds for failure in the course.

Course Outline

Wk. 1, Apr 3-5

Introduction: Language structure and our (sometimes surprising) knowledge of it:

Language In society: Speech communities?

- Read: [Bloomfield, 'Speech communities'](#) Language 42-54 (in LCTR Ch. 27)
[Bloomfield. "Literate and illiterate speech,"](#) LCS 391-396
[Gumperz "The speech community,"](#) PPG 219-231, also LA Ch 1
- Recommended: Browse in [Macaulay, Chs. 1-9](#). [Wilce, Chs. 2 & 4](#); [LCC Ch. 2 form of the message](#)

Wk. 2 Apr 10-12 Speech as action

- Read: Austin, *How to do Things with Words* excerpt [Lecture 1 is on e-reserves; also here [Lecture 1, rest of book](#)]
 Ervin –Tripp, "[Is Sybil There,](#)" especially pp. 25-45 [on e-reserves]
- Rec.: Macaulay Ch. 10, 18; Wilce, Ch. 10, LCC Ch.4 Contextual components
Assignment #1, Speech acts & events, due Apr. 12

Wk. 3 Apr 17-19 Universals and particulars of politeness

- Read: Basso, *Portraits of the 'Whiteman'* [e-reserves]
[Brown and Levinson, Politeness, BL SECTIONS 3 and 5](#) (cf JC ch. 19, pp. 321-335)
 Scollon & Scollon, [Literacy, Face and Interethnic Communication](#), pp. 170-177 (CR) [on e-reserves]
[Geertz, "Linguistic etiquette,"](#) The Religion of Java, pp. 248-260 (in F 282-295)
[Haviland, "GY Brother-in-law language,"](#) *Lang. Soc.*, 8, 365-393 (1979)
- Rec. Wilce Ch 9, LCC Ch. 5 Communicative interactions

Wk. 4 Apr 24-26 Variation, strategic interaction, and social indexicality

- Read: [Gumperz & Hernández-Chavez](#), "Bilingualism, bidialectalism, and classroom interaction"
[Brown & Gilman](#) excerpts 252-262; 276-280 [e-reserves]
[Brown & Ford, "Address in American English,"](#) LCS 234-244
- Rec.: Macaulay Chs. 11, 28; Wilce Ch 8; LCC ch. 12 Bilingual communities
Assignment #2, Directives and address techniques, due April 26

Wk 5 May 1-3 Language Ideologies and language variation

- Read: [Woolard](#) "Introduction: Language ideology as a field of inquiry," pp. 3-20 (5-11 optional) [e-reserves]
[Ferguson, "Dialect, register, & genre"](#)
[Labov, "The study of language in its social context,"](#) excerpts pp. 283, 287-290, 292-296
[Language gap articles:](#) Blum, Zentella, Rose articles [also on e-reserves]
- Rec.: Macaulay Ch. 12, Wilce Ch. 12, and from CH. 8 pp. 191ff again; LCC Ch. 13 Institutional encounters

Wk. 6 May 8-10 Exam; Language variation and social class

- Read for Tues, May 8:
 Labov: *Sociolinguistic Patterns*, "[The Social stratification of \(r\)...](#)" pp. 43-54

- Shaw, *Pygmalion* (available on e-reserves, at least get started reading it, and finish it at your leisure)
[Newman](#), Voters may just want to “Tawk”. NYT 10/5/15
[Roberts](#), S. “Unlearning to Tawk like a New Yorker,” including video link at:
<http://www.nytimes.com/2010/11/21/nyregion/21accent.html>
- Rec.: Macaulay Ch. 13; Wilce CH. 7; LCC Ch. 9 Class & race
Midterm Exam in class, Thursday, May 10.
- Wk. 7 May 15-17 Ideologies and pragmatics of language and race: AAVE
 Read: Labov, [The study of non-standard English](#)
 Labov, [Is the Black English Vernacular separate?](#)
[Rickford](#), *African American Vernacular English*: “Suite for Ebony and Phonics” [on e-reserves]
 Alim & Smitherman, *Articulate While Black*, [Chap. 1](#) (pp. 1-30) [on e-reserves]
 Alim, *You Know My Steez*, [Chap. 7](#): “We Be Word Sorcerers” [e-reserves]
 Debenport, [Perfecting publics](#)
- Rec.: Wilce, review Ch. 9; LCC Ch. 9 continued; Labov “[the Logic of...](#)”
- Wk. 8 May 22-24 Gender as language practice
 Read: Goodwin, M.H. 2002 [Exclusion in girls’ peer groups](#). Human Development 45:392-415
 Cameron, D. [Performing gender identity](#): Young men’s talk and the construction of heterosexual masculinity
 Kang, “[Conceptualizing Thai genders](#)” in P. Liamputtong (ed.), *Contemporary Socio-Cultural and Political Perspectives in Thailand*, Springer Science+Business Media Dordrecht 2014
- Rec.: Macaulay Chs. 29, 17; Wilce Ch. 9 (continued); LCC Ch. 10 Language and gender
Assignment #3, Language identity, in media and or interaction, due May 24.
- Wk. 9 May 29-31 Power and talk
 Read: Kulick, “[No](#)” *Language & Communication* 23 (2003) 139–151
[Brooks Gardner](#), “[Passing by](#)”, BS 148-164
 Cameron, *Good to Talk?* Chaps. 1, 3, pp. 133-148 and Epilogue.
 Rec: Chap 4 [entire book available on e-reserves]
- Rec.: Macaulay Ch. 15; Wilce, review Ch. 12; LCC Ch. 10
- Wk. 10 Jun 5-7 Power and talk, Part II
 Read [Jane Hill](#), “[Language, race, and white public space](#)” (LA Ch 20)
[Drew](#), “[Contested evidence in courtroom cross-examination: the case of a trial for rape](#),” in DH Ch. 14, pp. 470-520.
[Haviland](#), “[Ideologies of Language: some reflections on language and US law](#),” *American Anthropologist* 105(4)
- Rec.: Macaulay Ch. 16review Wilce, Ch. 12; LCC Ch. 13

The **take-home final exam** will be handed out in class, and your exams are due, via a Turnitin assignment on TritonED by **Thursday Jun.19, 11am**