

SPRING 2017 GLOBAL CLASSROOMS

ANTH 468I, ANTH 6881 AND

Special Topics in Cultural Anthropology: Language as Practice (3 credits)

Mon., 2:00 pm- 4:45 pm, Woods Hall, Rm 1102

Professor UM (USA), Janet Chernela

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"*Gumbo* is foot in Ikalanga. If you speak Ikalanga, your foot is your *gumbo*.' 'I see,' said Mma Ramotswa. 'That is a very strange word. *Gumbo*.'

'It is not strange,' said Mma Makutsi, slightly defensively. 'There are many words for foot. It is *foot* in English. In Setswana it is *lonao*, and in Ikalanga it is *gumbo*, which is what it really is.' Mma Ramotswa laughed. 'There is no real word for foot. You cannot say it is really *gumbo*, because that is true only for Ikalanga-speaking feet. Each foot has its own name, depending on the language which the foot's mother spoke. That is the way it works, Mma Makutsi.' That had ended the conversation, and no more was said of *gumbo*" (Alexander McCall Smith *The Full Cupboard of Life*. New York: Pantheon. P. 155)

As an introduction to linguistic anthropology, this class draws on analyses of language, community, and identity that emerge from theories of ideology and practice. It draws heavily on the Community of Practice (or CoP) approach to language, advanced by Lave and Wenger, among others, who stress the dynamism and context-dependency in language. In this framework, naturally-occurring speech is the unit of analysis, while language is regarded as dynamic and created in the act of speaking. As an ethnographic, activity-based approach, the community of practice is a useful analytic tool for researchers in language and society because of its compatibility with theories of identity choice and change rather than as fixed social categories. It demonstrates the unique way in which anthropology approaches linguistic practice as a driving force in the construction of social relationships, communities, and identities.

The course asks the fundamental question, "*What do we do with language?*" With this question in mind, we will consider a number of speech interactions, including forms of address; code switching; solidary interactions; hierarchical interactions; registers and context-dependent register shifts. We will also approach the production and maintenance of social identities through conversational means; the reified notions of community, language, and nationhood versus the creation of community through speech. With our partners in linguistics at the Universidade do Estado do Amazonas (UEA), we will consider indigenous 'cultures of speaking' in the Amazonas state of Brazil. If possible, we will be addressed by visiting indigenous lecturers and we will work with native speakers in both urban and rural contexts.

COURSE REQUIREMENTS

The course is international and intercultural. It involves both virtual and actual, written and oral, communications between anthropology students of the University of Maryland and linguistics students of the Universidade do Estado do Amazonas (UEA) in Manaus, Brazil. In cross-cultural teams, students will work together to understand course content and to develop virtual, on-line museum projects. In addition to classroom time, you will be expected to work with your Brazilian collaborators via email and skype. Course instructors in Brazil are Dr. Valteir Martins and Dra. Silvana Andrade Martins as well as a number of indigenous visitors.

Grades are determined on the following basis: class participation (10%), mid-term examination (45%), and final project (45% of grade). Expectations and evaluations differ accordingly for graduate and undergraduate students.

Participation refers to active contribution to and engagement in class discussion and projects.

The final project is to be based on collaborative work with your peers in Brazil and the U.S. It may be in the form of a virtual or actual museum or it may be an innovative form of research in linguistic anthropology.

LOCAL EVENTS

You are encouraged to attend local conferences and other, nearby, events. These include:

UM Anthropology Colloquium - Friday, March 3

UM Anthroplus - Saturday, March 4

Georgetown University Linguistics Roundtable, March 10-12, "Variable Properties, their Nature and Acquisition," Georgetown University, <https://gurt.georgetown.edu/Program>

Language Science Center events - see <http://languagescience.umd.edu/events/month>

Required Texts and other Readings

1. Agar, Michael. 1994. *Language Shock*. William Morrow and Co.

2. Wetherell, Margaret, Stephanie Taylor, and Simeon Yates, eds. 2002. *Discourse Theory and Practice: A Reader*. London: Sage Publications.

For required articles see Library Portal and ELMS. You are expected to have read the material by the due date as shown on syllabus.

CLASS SCHEDULE AND READING ASSIGNMENTS**

Jan. 30 Introduction and Background: Course goals, expectations, and requirements. What is "Linguistic Anthropology"? Introducing a new approach in linguistic anthropology, "Language as Practice"

Read:

Holmes 171-172
Holmes and Myerhoff 173-183
Handouts: Glossary, flow chart, biographies.

Feb. 6 Introduction to basic concepts: Language/Speech; Lang/Parole; Language as Action vs. Language as Reference. Phonetics, phonology, morphology, syntax, semantics, and pragmatics.

Read:

Agar 1-78
Kress, "Saussure," in Wetherell, pp. 29-39
Chandler, "The Saussurean Model," pp. 14-28. Link:
<https://analepsis.files.wordpress.com/2011/08/69249454-chandler-semiotics.pdf>

Feb. 13 What do we Do with language?: Speech as collaboration. Speech action theory. Talk as Interaction, as Ritual. Audience design.

Read:

Agar 79-108
Potter (Wittgenstein, Austin) in Wetherell, pp. 39-46
Heritage (Goffman, Garfinkel) in Wetherell, pp. 47-57
Youtube assignments: Former Va. Sen. George Allen and S. R. Sidarth

Feb. 20, I. Common ground, mutual knowledge and establishing understanding: Theory of mind. How do we know what we can assume about the other? How do we know we are understood? Speech as collaboration (interaction, ritual), cont'd. Language as 'joint production': politeness theory, forms of address, agreement and disagreement, and other examples.

Read:

Clark pp. xi-xviii, Intro; 9-23,
Penelope Brown: Politeness, joking. Selections TBA
Agar 108-141
www.nytimes.com/2015/03/01/magazine/when-did-youre-welcome-become-a-gloat.html?_r=0

Feb. 27, Constructing Identity through Language: Variation associated with ethnicity, gender, generation, regionality, and class. This class introduces Gumperz's approach to variation within the same language due to ethnicity.

Read:

Agar 141-164

Gumperz in Wetherell, pp. 138-149

Bucholtz, 1999, pp. 203-223

New York Mayor Bloomberg in two time periods: handout

[Recommended: Bucholtz and Hall 2005]

March 6, FIRST JOINT SEMINAR WITH BRAZILIAN UEA

Introductions of professors, students, content, projects.

March 10-12, Georgetown University Linguistics Roundtable, "Variable Properties, their Nature and Acquisition," Georgetown University, <https://gurt.georgetown.edu/Program>

March 13 SECOND JOINT SEMINAR WITH BRAZILIAN UEA: Introduction to issues in linguistics and sociolinguistics.

TBA

March 20 SPRING BREAK

March 27 Mid-term Examination

April 3 THIRD JOINT SEMINAR: The linguistics and sociolinguistics of Native Amazonia

Sapir-Whorf hypothesis and aspects of Amazonian sociolinguistics.

1. Evidentiality: Evaluating knowledge and "truth" cross-culturally:
2. Reported Speech
3. 'Welcome of tears:' a texted weeping greeting
4. Dialogic speech
5. Language etiquette
6. Language as power: in curing, initiation, invoking ancestors
7. Song

Guest Speaker? -- Javier Carrera Rubio - Yanomami reported and dialogic speech

Read:

Graham 1986

Briggs 1992

Chernela 2003, 2011, 2012

Aikhenvald 2003

Michael 2001

[Recommended: Mannheim and Van Fleet]

April 10 Structures of Participation and Power. Ideology: Agency and Language; Language and the State; Language Loyalty. Ideologies of Language, Language as a Cultural Right

Read:

Woolard and Schieffelin 1994
Chernela 2013
Agar 164-192
Maybin (Bakhtin) in Wetherell, pp. 64-7
Youtube assignments: Napepe

April 17 FOURTH JOINT SEMINAR: Native Amazonian Narratives
Guest speaker: Wilson da Silva; Miguel Cabral?

Read:
Chernela, Cordeiro, Duhia Cabral, and Wahcho Cabral, 2014, 2015
Diakara ?
Da Silva?

April 24, Review of projects

May 1, Preparation of class presentations

May 8, FIFTH JOINT SEMINAR - Last Day of Class
Class presentations

May 15, Projects due [or date for final as designated by university]

*The date on which a reading appears is the date on which it can be discussed.
The schedule may be subject to change if necessary. It is likely that the schedule will be changed to conform to class participation in the National Museum of Language, a matter that is subject to the class as well as Museum agendas.

Readings: Required and Recommended

Aikhenvald, Alexandra Y. (2003) Multilingualism and Ethnic Stereotypes: The Tariana of Northwest Amazonia. *Language in Society*, Vol. 32, No. 1, pp. 1-21

Ales, Catherine (2000) Anger as a marker of love: the ethic of conviviality among the Yanomami. In *The Anthropology of Love and Anger: the Aesthetics of Conviviality in Native Amazonia*. Pp 133-151.

Briggs, Charles (1992) Since I am a woman I will chastise my relatives: gender, reported speech, and the (re)production of social relations in Warao ritual wailing. *American Ethnologist* 19(2):387-404.

Briggs, Charles (1993) Personal sentiments and polyphonic voices in Warao women's ritual wailing: music and poetics in a critical and collective discourse. *American Anthropologist* 95(4):929-957.

Bucholotz, Mary 1999 "Why be normal?" Language and identity practices in a community of nerd girls." *Language in Society* 28 203-223).

Bucholtz, Mary and Kira Hall (2005) Identity and Interaction: A Sociocultural linguistic approach. *Discourse Studies*: 7(4-5)585-614.

Carty, John and Yasmine Musharbash (2008) You've got to be joking: Asserting the analytic value of humor and laughter in contemporary anthropology. *Anthropological Forum* 18(3)209-217.

Chernela, Janet. 2013. Toward a Tukanoan Ethnolinguistics: Metadiscursive Practices, Identity, and Sustained Linguistic Diversity in the Vaupés Basin of Brazil and Colombia. In *Upper Rio Negro: Cultural and linguistic interaction in Northwestern Amazonia*, eds. Epps, Patience and Kristine Stenzel. Rio de Janeiro: Museu do Índio-FUNAI.

Chernela, Janet. 2012. Mascarading the Voice: Texts of the Self in the Brazilian Northwest Amazon. Special Volume in Honor of Ellen Basso. *Journal of Anthropological Research* 68(3)315-338.

Chernela, Janet 2011. The Second World of Wanano Women: Truth, Lies and Back-Talk in the Brazilian Northwest Amazon. *Journal of Linguistic Anthropology* 21(2)193-209.

Chernela, Janet, 2004. "The Politics of Language Acquisition: Language Learning as Social Modeling in the Northwest Amazon," *Women and Language* 27(1)13-20. (Electronic Distribution).

Chernela, Janet 2003. Language Ideology and Women's Speech: Talking Community in the Northwest Amazon. *American Anthropologist* 105(4)73-96. UM Library Electronic Portal.

Chernela, Janet 2001. Piercing Distinctions: Making and Re-making the Social Contract in the Northwest Amazon. In *Beyond the Visible and the Material*. N. Whitehead and L. Rival, eds.

Chernela, Janet , Anastasio Cordeiro, Mateus Duhia Cabral, and Miguel Wahcho Cabral 2015. *Kotiria Bhahuariro: A Origin do Kotiria/ The Origin of the Kotiria*. CONCULTURA: Editora REGGO.

Chernela, Janet , Anastasio Cordeiro, Mateus Duhia Cabral, and Miguel Wahcho Cabral 2015. *Numia Parena Numia: Mulheres do Inicio/Women of the Beginning*. CONCULTURA: Editora REGGO.

Chernela, Janet , Anastasio Cordeiro, Mateus Duhia Cabral, and Miguel Wahcho Cabral 2014 *As Estrelas de Chuvas*. CONCULTURA: Editora REGGO

Chernela, Janet, Anastasio Cordeiro, Mateus Duhia Cabral, and Miguel Wahcho Cabral 2014. *Passaros para Peixes*. CONCULTURA: Editora REGGO.

Chernela, Janet and Eric Leed. 1996. Healing and the Body Politic,: Shamanic Journeys and Anthropological Travels. *Anthropological Quarterly*, Special Edition, 69(3)129-133.

Colapinto, John 2007. The Interpreter: Has a Remote Amazonian Tribe Upended our Understanding of Language? *The New Yorker*. Pp 118-137.

Crystal, David (2008) *Language Death*. Cambridge University Press. Selections.

- Duranti, Alessandro 2001. *Linguistic Anthropology*. Blackwell Anthologies in Social and Cultural Anthropology. Introduction and selections.
- Errington, Joseph. 2000. Ideology. *Journal of Linguistic Anthropology* 9(1-2):115-117.
- Everett, Dan 2005. Cultural constraints on grammar and cognition in Pirahã *Current Anthropology* Pp 621-646 (UM Research Port)
- Graham, Laura (1986) Three modes of Shavante vocal expression: Wailing, collective singing, and political oratory. *In Native South American Discourse*. J. Sherzer and G.Urban, eds. Pp 83-118. Berlin: Mouton de Gruyter..
- Graham, Laura (1995) *Performing Dreams: Discourses of Immortality among the Xavante of Central Brazil*. Austin: University of Texas Press.
- Holmes, Janet, Guest Editor. 1999. "Communities of Practice in Language and Gender." *Language In Society* 28(2)171-183; 202-223.
- Holquist, Michael (1990) *Dialogism*. New York: Routledge.
- Lutz, Catherin A. and Lila Abu-Lughod (1993) *Language and the politics of Emotion*. Studies in Emotion and social Interaction. Cambridge University Press. Selections
- Maltz, Daniel N. and Ruth Borker 1982. A cultural approach to male-female miscommunication. In *Language and social identity*, ed. John Gumperz. Cambridge: Cambridge Univeristy Press. Pp 196-216.
- Mannheim, Bruce, and Krista Van Fleet 1998. The Dialogics of Southern Quechua Narrative. *American Anthropologist* 100(2)326-346.
- Michael, Lev (2001) Reported Speech, Experience, and Knowledge in an Amazonian Society: The Nanti of Southeastern Peru. *Proceedings from the Ninth Annual Symposium about Language and Society*. *Texas Linguistic Forum* 44(2): 363-372
- McCallum, Cecilia. 2005. Racialized Bodies, Naturalized Classes: Moving through the city of Salvador da Bahia. *American Ethnologist* 32(1)100-117. UM Library Electronic Portal.
- Salzmann, Zdenek. 2007. *Language, Culture and Society*. Cambridge: Westview.
- Schieffelin, Bambi, Kathryn Woolard, and Paul V. Kroskrity 1998. *Language Ideologies: Practice and Theory*. Oxford Studies in Anthropological Linguistics. Oxford University Press. Selections.
- Schiffrin, Deborah 1987. *Discourse markers*. Cambridge: Cambridge University Press.
- Tannen, Deborah. 1993. *Gender and Conversational Interaction*. New York: Oxford.
- Urban, Greg 1986 Ceremonial Dialogues in Native South America, *American Anthropologist* 88:371-386.

Urban, Greg 1988 Ritual Wailing in Amerindian Brazil. 90: 385-400.

Woolard, Kathryn A. and Bambi B. Schieffelin (1994) Language Ideology. Annual Review of Anthropology 23:55-82

Student-authored projects on the website of the National Museum of Language:
Arabic: http://languagemuseum.org/menu/arabic_calligraphy_files/fullscreen.htm
Ge'ez: http://languagemuseum.org/menu/geez_files/fullscreen.htm
Japanese: <http://languagemuseum.org/japanese-writing/>

GUIDELINES

- + Students are expected to have read assignments and be prepared to engage in discussion on the day for which the reading is assigned.
- + Students are expected to establish a number of email relationships with Brazilian counterparts and to engage in discussion and project-building with them between face-to-face classes.
- + Dates assigned to exams or other projects will be observed strictly. No make-up exams will be given without a written medical excuse.
- + Exams will be organized in the following manner: 1) Short answer questions, such as identification of terms, matching, and multiple choice; 2) Essay questions requiring a general answer as well as a discussion of specific matter covered in course.
- + Disabilities: Students with disabilities should provide documentation as soon as possible.
- + Although attendance is obligatory, it is not sufficient to obtain a good grade. Oral participation is absolutely crucial for the overall performance of each student. Unless special arrangements are made ahead of time, three or more unjustified absences will result in a grade reduction and three tardy will result in an unjustified absence.
- + The professor reserves the right to make any changes on the syllabus.
- + All work performed outside the classroom must be typed in double-spacing with proper citations in MLA format. All site addresses must be provided. Material can be submitted electronically in WORD format.
- + Academic integrity is a foundation for learning. The University has approved a Code of Academic Integrity available at <http://www.inform.umd.edu/jpo/>. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Code is administered by a Student Honor Council.

+ UM Library Research Port: Visit the University Libraries Web site <http://www.lib.umd.edu/>. Next, click on Research Port.(At login prompt, enter your barcode located on back of your id, then enter your last name and click on login). Click on the E-journals button located under the phrase Research Port. Type in a data base such as AnthroSource or a journal title such as Language in Society.. Click on "go." For example, In order to access the electronic version of Language in Society, Vol. 28, No. 2, April 1999 (pp 171-223), Click on Language in Society. Click on Full text.

+ It is the intention that all points be perfectly clear. If you have difficulty understanding anything whatsoever, please ask. If you have questions, doubts or concerns, do not wait until the last minute to seek help. Good luck, and work hard!