

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

Fall 2023

MWF 2-2:50

Mandeville B-210

Zoom ID: 915 8895 5998

Passcode: indexical

One day a week will be over Zoom; please consult the course schedule below.

Prof. Rihan Yeh

Office hours: Fri 3-5 and by appointment

Office: SSB282

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TA: Ash Cornejo (she/her/ella)

Office hours by appointment

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Section meetings: Mon 3-3:50, Wed 3-3:50, and Wed 4-4:50

Location: Ridge Walk Academic Complex 115

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. Each week, we will have an online study question. Together with participation in class sessions, these will be worth 15% of the final grade.
2. Three ethnographic exercises. Each will count for 10% of the final grade (30% total).
3. Three very short essays based on the ethnographic materials. Each will count for 15% of the final grade (45% total).
4. Section attendance and participation will be worth 10% of the final grade.

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:* Please 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:* One session weekly will be 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 we 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.** In-person sessions will be podcast, and Zoom sessions will be recorded.

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. 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: Attendance at section meetings is REQUIRED.

The TA’s Role: Ash will hold the weekly section meeting and grade most of your written work. She is also available to meet 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.” (UCSD Academic Integrity Office, 2018; available at <https://academicintegrity.ucsd.edu/take-action/promote-integrity/faculty/syllabus-statements.html#General-statement-on-academic-i>)

Note how this statement is enclosed in quotation marks and its source specified in parentheses afterwards. In your writing, please avoid plagiarism by paying careful attention to academic conventions on how to cite others’ work. This includes ChatGTP: full disclosure and responsible writing requires indicating what part of your text was generated by ChatGTP, what prompt you gave it to generate that text, and the date.

Disability Accommodations: 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 0: introduction (in person)

week 1: categories

mon

Franz Boas, On Alternating Sounds (1889)

wed (Zoom)

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

fri

Charles Goodwin, *Professional Vision* (1994)

week 2: material reality

mon

Nicholas Harkness, *Softer Soju in South Korea* (2013)

wed

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

fri (Zoom)

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

Unit 2: Gender & Sexuality

week 3: indexing gender

mon

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

wed (Zoom)

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

fri

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

week 4: sexuality

mon

Don Kulick, *No* (2003)

wed

Jeremy Calder, *From Sissy to Sickening: The Indexical Landscape of /s/ in SoMa, San Francisco* (2019)

fri (Zoom)

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: indexing race and ethnicity

NO SECTION MEETINGS THIS WEEK

mon

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

wed (Zoom)

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

fri

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

week 6: the language of whiteness

mon

Vicente Rafael, “Translation, American English, and the National Insecurities of Empire,” in *Motherless Tongues: The Insurgency of Language amid Wars of Translation* (2016)

wed

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

fri

NO CLASS

week 7: antiblackness, indigenous activism, un-marking

mon

Krystal Smalls, *Fighting Words: Antiblackness and Discursive Violence in an American High School* (2019)

wed

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

fri (Zoom)

Mike Mena and Ofelia García, 'Converse Racialization' and 'Un/marking' Language: The Making of a Bilingual University in a Neoliberal World (2020)

Unit 4: Public Communication

week 8: community

mon

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

wed

Michael Warner, *Publics and Counterpublics*, in *Public and Counterpublics* (65-67 and 90-114, with 114-124 recommended; please skim through the whole essay, at least to see the numbered points by which he characterizes publics)

fri

NO CLASS

week 9: counterpublics?

mon

Alejandro Paz, *The Circulation of Chisme and Rumor: Gossip, Evidentiality, and Authority in the Perspective of Latino Labor Migrants in Israel* (2009)

wed

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

fri (Zoom)

Georgia Ennis, *Linguistic Natures: Method, Media, and Language Reclamation in the Ecuadorian Amazon* (2020)

week 10: talking back

mon

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

wed (Zoom)

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

fri

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