

## LANGUAGE IDEOLOGIES

Instructor: **Dr. Angela M. Nonaka**  
Course #s: ANT 393 (Unique #30375) / LIN 396 (Unique #40855)  
Dates/Times: Monday 4-7 pm  
Location: E.P. Schoch Building (EPS) 1.128  
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### COURSE OVERVIEW

“Language ideologies,” broadly defined, refer to our attitudes, values, beliefs about, & by extension practices involving, language. Language ideologies are inextricably linked in mutually (re)instantiating ways to cultural ideologies & practices. Productively used by nation-states, ethnic groups, professions, & group members to erect or erase boundaries within & outside the group, language ideologies are especially important cultural resources in the construction of various identities.

Language ideologies & practices are ubiquitous & seem so ‘natural’ that they are typically taken for granted, but current research on language ideologies challenges & problematizes many fundamental assumptions about how speakers use their languages & communicative resources. Like other movements in contemporary linguistic anthropology, language ideological research emphasizes language activity as a form of action that is rooted in the socio-cultural context of its production. What distinguishes language ideological research, however, is its consideration of two relatively neglected factors: 1) speakers’ partial awareness & understanding of their own linguistic & communicative practices & 2) the relationship of this awareness to the speaker’s socioeconomic or political economic perspective & to the communicative practices themselves.

This course provides an introduction to these subjects & their interplay. During the semester seminar members will be introduced to key readings in the field, prepared to recognize language ideologies inside as well as outside academia, & encouraged to perform or design original research informed by this theoretical orientation.

### COURSE READINGS, REQUIREMENTS, & EVALUATION

#### Readings:

- Schieffelin, Woolard & Kroskrity (1998). *Language Ideologies: Practice & Theory*. New York: Oxford University Press. [LI]
- Kroskrity, Paul V. (2000). *Regimes of Language: Ideologies, Politics, & Identities*. Santa Fe, NM: School of American Research. [RL]
- Bauman, Richard & Briggs, Richard (2003). *Voices of Modernity. Language Ideologies & Politics of Inequality*. Cambridge: Cambridge University Press. [VM]
- Miscellaneous readings posted on Blackboard [bb]

#### Grading:

Weekly précis of and commentaries on readings & other assignments	25%
Weekly attendance & participation	25%
Oral in-class presentations of mini-research grant proposal	25 %
Written mini-research grant proposal	25 %

## **Workload:**

For most of the semester the workload for this class is fairly light. Attend class, participate, keep up with the readings, complete your weekly assignments, & all will be well! ☺

The workload, however, is rather heavily back-loaded. Keep in mind that during the early part of the semester, you should be reading, thinking, & preparing for the two final assignments: the in-class oral presentation & the written mini-research grant proposal. Both assignments are due at the end of the semester. While this makes the end of the course a bit more intensive, the seminar is designed this way because students can only complete the two final assignments after they successfully complete the class's introduction & review of language ideologies.

All assignments must be completed in a timely fashion according to the calendar of weekly readings & assignments. This is especially important in the context of a small seminar because the weekly assignments are designed to inspire & facilitate thinking, discussion, & intellectual exchange. Weekly assignments also help keep you on track reading, which is also crucial for a successful seminar learning experience. The two (one oral & one written) term projects must also be completed & handed in on time. Incompletes will not be given, save in extreme, documented hardship circumstances.

## **Course Requirements:**

### **1. Attendance & Participation**

We are striving to create an intellectual community. Attendance & participation, which count for 25% of your grade, are crucial to the community's vitality & success.

### **2. Weekly précis of readings**

Each student is expected to complete all of the readings for each class period. However, individual students will be responsible for individual articles within a given class period; practically speaking, this means that each student will be assigned particular articles for which they must develop brief (e.g. 1-2 pages) précis which will be distributed to all members of the class & to the instructor. Students are encouraged to develop a notebook containing all these summaries, a product of the seminar that will help prepare you for future exams, papers, etc. Hard copies of the weekly written precis must be completed & distributed at the start of class. Each week, students will initiate discussion of their assigned articles.

### **3. Weekly Commentary Assignments**

Seminar members are also required to complete a written weekly commentary (1~2 pages) related to readings other than the one(s) for which you develop a précis. Commentaries may address general questions or specific excerpts from the readings that are problematic (either enigmatic or controversial) in your view. After raising the question or reproducing the excerpt, articulate the problem. If you want to, you can suggest a research strategy or perspective that might shed further light on the issue. Bring your commentaries with you to class each week to aid you during discussion.

### **4. In-class Oral Presentation of Mini-Grant Research Proposal**

Interactive peer learning is an important part of any seminar. In preparation for writing the final papers, seminar members will deliver 3 brief oral presentations of their mini-grant research proposals. Oral presentations will last approximately 15~20 minutes each, depending on the size of the class. Students may use overheads, powerpoints, video or audio data, etc., to enhance their presentations. Peers and the professor will provide constructive feedback to aid in development of the final written paper.

## 5. Mini-Research Grant Proposal

Write a mini-research grant proposal (approximately 10 double-spaced pages) specifying how language ideologies illuminate a research topic of interest to you. (The page limit does not include the bibliography.) The proposal will consist of 5 sections:

### I. Aims of Study (approx. 1.5 pages)

- Propose a research study that can be fruitfully pursued through a language ideological framework
- Situate the proposed language ideological study in relation to a population or a site & motivate your selection.
- In a few sentences, state why the project is timely & important in relation to current theoretical debates/issues
- Specify 2-3 research questions related to the general research topic that the proposed project will address

### II. Theoretical Background (approx. 4 pages)

- Introduce 2-3 domains of inquiry related to your proposed study
- Concisely review salient studies within each of these domains
- Within each of these domains of inquiry, specify how your research project will advance understanding

### III. Methodology (approx. 3 pages)

- Data Collection (corpus, procedures, duration)
- Data Analysis (specify how the collected corpus will be analyzed in relation to the questions you are addressing)

### IV. Results (approx. 1.5 pages)

- Present a small-scale analysis that you have carried out related to your proposed study:
  - Specify your pilot research focus & corpus
  - Provide analysis, using empirical data to illustrate preliminary observations & generalizations

### V. Bibliography

- Language Ideologies literature from the course
- Other sources

This assignment is meant to be practical & fun, encouraging investigation of your own topical interests while learning research grant writing skills. If you do all the class readings, you'll already have a robust bibliography of language ideologies literature!

Relax & rejoice because many of your weekly assignments build toward and thus prepare you for completion of the final oral presentation and written paper. The final written version of the mini-grant research proposal is due one week after the last session of the seminar (e.g., Monday 12/6/10).

## CALENDAR OF WEEKLY READINGS & ASSIGNMENTS

\*\*\* (Readings should be completed BEFORE class!) \*\*\*

\*\*\* (Hard copies of weekly précis & commentaries due at the start of each class) \*\*\*

[WEEK 1      NO MONDAY CLASSES THIS WEEK]

**WEEK 2 MONDAY, AUGUST 30, 2010**

--Getting started: Introductions & bureaucratic housekeeping

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**What is 'language'?**

**Readings (completed prior to coming to class): All readings on Blackboard (bb)**

"Chapter 1: What is language?". In Fromkin & Rodman. 1993. *An Introduction To Language* (5<sup>th</sup> edition). Harcourt Brace College Publishers, 1-28.

"Chapter 1 Language: A Preview." In O'Grady et al. 1997. *Contemporary Linguistics* (3<sup>rd</sup> edition). New York: St. Martin's Press, 1-14.

Lightfoot, David W. 2002. "Introduction" to Noam Chomsky's *Syntactic Structures* (2<sup>nd</sup> edition). Berlin & New York: Mouton de Gruyter.

Hymes, (1972). "Communicative Competence." Reprinted in Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 53-73.

Hymes (1963) "Ethnography of Speaking." In Blount (1995) *Language, Culture & Society: A Book of Readings* (2<sup>nd</sup> edition). Prospect Heights, IL: Waveland Press, p. 248-282.

Goodwin & Heritage "Conversation Analysis" (1990). *Annual Review of Anthropology* 19: 283-307.

Labov (1972). "Social Stratification of (r) in New York City Department Stores." *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press, p. 43-69.

Austin (1962) *How to Do Things with Words*; Lecture 1 (p. 1-11).

Hock (1991). "Introduction" *Principles of Historical Linguistics* (Second revised and updated edition). New York: Mouton de Gruyter, p. 1-10.

Kolbert, Elizabeth. Last Words: A Language Dies. (6/6/2005) *The New Yorker* 81 (16): 46.

Greenberg (ed.) (1963). *Universals of Language*. Cambridge, MA: MIT Press. Chapter 5 Some Universals of Grammar with Particular Reference to the Order of Meaningful Elements (Greenberg, p. 58-90).

**WEEK 3: MONDAY, SEPTEMBER 6, 2010 LABOR DAY HOLIDAY = NO CLASSES**

**WEEK 4: MONDAY, SEPTEMBER 13, 2010**

**Overview of 'ideology' and 'language/linguistic ideology'**

**Readings (completed prior to coming to class):**

Hawkes, David. 2003. "Introduction" (p. 1-14) to *Ideology: The New Critical Idiom*. New York & London: Routledge.

Kroskrity, Paul V. (2004). Language Ideologies. In Duranti, Alessandro (ed.), *Companion to Linguistic Anthropology*. Malden, MA: Blackwell, pp. 496-517.

Errington, Joseph. (2001a). Ideology. In Duranti, Alessandro (ed.), *Key Terms in Language & Culture*. Malden, MA: Blackwell, pp. 110-12.

Woolard, Kathryn A. (1998). "Introduction: Language Ideology as a Field of Inquiry" (Chapter 1). In Schieffelin, Bambi; Woolard, Kathryn; and Kroskrity, Paul. *Language Ideologies: Practice and Theory*, 3-47.

Kroskrity, Paul V. (2000). Regimenting Languages. "Regimenting Languages: Language Ideological Perspectives (Chapter 1). In *Regimes of Language: Ideologies, Politics, & Identities*. Santa Fe, NM: School of American Research, 1-34.

Bauman, Richard and Briggs, Charles. (2003). "Preface" and "Introduction." In *Voices of Modernity: Language Ideologies & Politics of Inequality*. Cambridge: Cambridge University Press, i-xv & 1-18.

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--Applied exercises in identification & analysis of everyday language ideologies

**WEEK 5: MONDAY, SEPTEMBER 20, 2010**

**Readings (completed prior to coming to class):**

Bauman & Briggs. (2003). *Voices of Modernity*. Introduction & Chapters 1-4.

**WEEK 6: MONDAY, SEPTEMBER 27, 2010**

**Readings (completed prior to coming to class):**

Bauman & Briggs. (2003). *Voices of Modernity*, Chapters 5-9.

**WEEK 7: MONDAY, OCTOBER 4, 2010**

**Practical Exercises Plan A OR Plan B -- Final plan TBA**

**Plan A: Grant and Proposal Writing, guest lecture by staff of UT COLA Grants and Contracts**

This lecture will familiarize you with the basics of grant and proposal writing—i.e., grant proposal development, application process, campus resources, major grant and fellowship opportunities, and so on. Mastering grant proposal and fellowship writing is a critical skill for any aspiring academic, and is also very useful in other professions like public education, community development, NGO work, art and museum curatorial work, etc. The information from this lecture will supplement the final assignment, completion of which will put you on the path to development of a working draft of a proposal.

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--Assignment (TBA) to be completed and turned in next class period

**OR**

**Plan B: Applied Exercise in Recognizing and Analyzing Language Ideologies**

In-class viewing of the movie, "Sound and Fury," followed by discussion and completion of related assignment (TBA).

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--Assignment (TBA) to be completed and turned in next class period

**WEEK 8: MONDAY, OCTOBER 11, 2010**

**Preliminary presentations (approximate 15~20 minutes per student)**

- Present preliminary ideas for final projects: Grant proposal sections I, II & V
  - Proposed topic
  - Theoretical background
  - Working bibliography
- Receive feedback from peers & from instructor

**WEEK 9: MONDAY, OCTOBER 18, 2010**

**"Scope & force of dominant conceptions of language" (LI Part I)**

**Readings (completed prior to coming to class):**

Irvine, Judith T. 1998. *LI*, 51-67.

Hill, Jane H. 1998. *LI*, 68-86.

Kulick, Don. 1998. *LI*, 87-102.

Kroskrity, Paul. 1998. *LI*, 103-122.

Silverstein, Michael. 1998. *LI*, 123-145.

**WEEK 10: MONDAY, OCTOBER 25, 2010**

**SPRING BREAK (NO CLASSES)**

**"Language ideology in institutions of power" (LI Part II)**

**Readings (completed prior to coming to class):**

Mertz, Elizabeth. 1998. *LI*, 51-67.

Spitulnik, Debra. 1998. *LI*, 163-188.

Blommaert & Verschueren. 1998. *LI*, 189-210.  
Philips, Susan U. 1998. *LI*, 211-225.

**WEEK 11: MONDAY, NOVEMBER 1, 2010**

**“Multiplicity & contention among ideologies” (LI Part III)**

**Readings (completed prior to coming to class):**

Briggs, Charles. 1998. *LI*, 229-255.  
Collins, James. 1998. *LI*, 256-270.  
Errington, Joseph. 1998. *LI*, 271-284.  
Schieffelin & Doucet 1998. *LI*, 285-316.  
Gal, Susan. 1998. *LI*, 317-331.

**WEEK 12: MONDAY, NOVEMBER 8, 2010**

**Preliminary presentations (approximate 15~20 minutes per student)**

- Present preliminary ideas for final projects: Grant proposals sections III & IV (revisions I, II & V)
  - Methodology
  - Results
  - (--Proposed topic)
  - (--Theoretical background)
  - (--Working bibliography)
- Receive feedback from peers & from instructor

**WEEK 13: MONDAY, NOVEMBER 15, 2010**

**Readings (completed prior to coming to class)**

Kroskrity (2000). *Regimes of Language*, Chapters 1-4

**WEEK 14: MONDAY, NOVEMBER 22, 2010**

**Readings (completed prior to coming to class):**

Kroskrity (2000). *Regimes of Language*, Chapters 5-9.

**WEEK 15: MONDAY, NOVEMBER 29, 2010**

**Final oral presentations (approximate 15~20 minutes per student)**

- Present preliminary ideas for final projects: Grant proposals sections III & IV (revisions I, II & V)
  - Methodology
  - Results
  - (--Proposed topic)
  - (--Theoretical background)
  - (--Working bibliography)
- Receive feedback from peers & from instructor

**WEEK 16: MONDAY, DECEMBER 6, 2010**

**\*\*\*Final Paper Due\*\*\***

- Submit hard copy of final mini-grant research proposal

## COURSE & UNIVERSITY POLICIES

### **Academic Honesty:**

Although I encourage you to study and learn collaboratively, you are expected to do your own work and acknowledge use of anyone else's work or ideas. Academic dishonesty includes but is not limited to: (1) copying another student's work or letting another student copy your work; (b) copying passages or ideas directly from another source and passing them off as your own, that is, without properly referencing them; (c) inappropriate use of blackberries, cell phones, computers, etc. when taking in-class tests, etc. When scholastic dishonesty is suspected, I am required to notify you and possibly turn the matter over to the Dean of Students office. Penalties for academic dishonesty include a failing grade on the assignment or in this course and possible expulsion from the university. If you have specific questions about these issues, contact the Office of the Dean of Students in FAC 248.

### **Special Needs:**

If you have any special needs associated with any learning or physical disability, please see me. Before course accommodations can be made, you may be required to provide documentation from the Office of the Dean of Students—Services for Students with Disabilities. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 512-471-6259 (or for TTY 512-471-4641).

### **Official Written (Medical) Excuses:**

If you are unable to complete any course requirement due to a medical or another type of genuine emergency, please contact me as soon as possible to apprise me of the situation, and consistent with university policy, please be prepared to provide an official written excuse (e.g. from the UT health center, a doctor, the police department, etc.).

### **Incompletes:**

\*\*\*Incompletes are not given, save in rare, documented instances of unavoidable hardship.\*\*\*

### **Religious Holidays:**

If you need to miss a class or a deadline in order to observe a religious holiday anytime during the semester, the university requires that you let me know in writing two weeks before the absence.

## SEMINAR ETIQUETTE

### **Communicating with the Instructor:**

Remember that you are but one of many students (both undergraduates and graduates) that the instructor mentors, all of whom believe his/her issue(s) to be of paramount importance. Alas, however, there are just 24 hours in a day.

--Emails can be sent instantly, but responses, especially thoughtful ones, take time. Keep this in mind. Students are responsible for managing their schedules in such a way as to communicate with the instructor in an organized and timely fashion.

--Phone messages should be left with the Department of Anthropology. (Regrettably, due to UT budget cuts, the instructor has no voice mailbox for her office phone.)

### **Turning in Assignments:**

There are reasons for deadlines, both pedagogical and practical and ones. Honoring due dates is important and makes an impression (a favorable one) on the instructor, who in turn has grading deadlines.

--Late or missed assignments require a formal excuse and will incur a grading penalty.

--Assignments will NOT be accepted electronically.

**Turning off Personal Telecom Devices in Class:**

When you come to class, personal telecommunication devices (e.g., cell phones, beepers, blackberries, iphones, instant messaging computer chat programs, etc.) should be turned off! Research demonstrates that multi-tasking is not conducive to listening and learning. Rapt attention and active participation, by contrast, facilitate learning. Our classroom community meets for just 3 hours each week. That is our time together—precious pedagogical time during which we give each other our full attention and effort.

**Requests for Letters of Reference:**

If you ask the instructor for a reference, you must do so at least 2 weeks in advance, preferably even earlier. If the instructor agrees to write on your behalf, then be prepared to provide all necessary supporting materials (e.g. reference form, statement of purpose, resume, transcript, info about the organization or opportunity to which you are applying) ASAP. Remember that you are not the only student asking for references and that drafting a letter of recommendation takes considerable time.