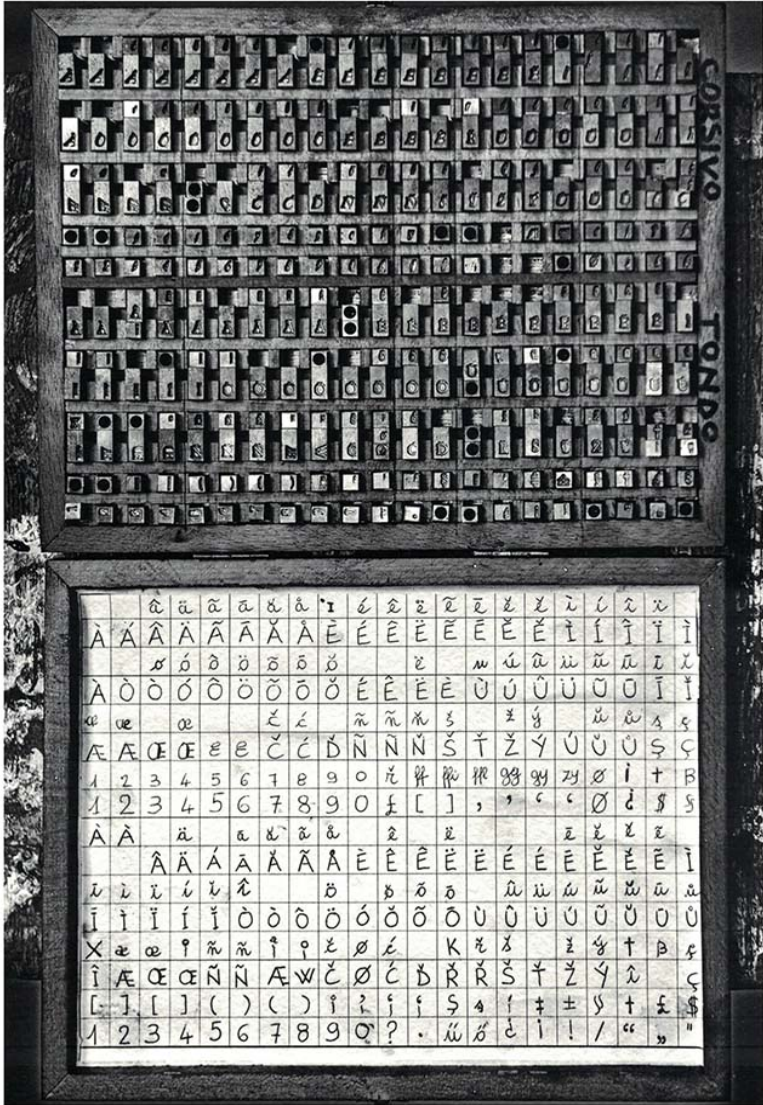


Language Matters

Exploring the Cultural Grammars of Capitalism

Aurora Donzelli
Advanced Yearlong 2018-2019



Ferdinando Scianna-un fotografo in Tipografia-2017
<http://www.henrybeyle.com/libro/un-fotografo-in-tipografia-223>

****Most of what you need to know about this class is explained in this syllabus****
Please read carefully

Sarah Lawrence College

ANTH 4514-R

Class: Mondays 2-5:00

Location: SHEFF 22

Conferences: First Semester Thursdays of A weeks

Second Semester: Thursdays of B weeks

Instructor: **Aurora Donzelli**

Office Location: **Mansell Annex**

Email: adonzelli@slc.edu

Course Syllabus

Course description

A long-standing tradition within Western thought has conceptualized language as a system of signs clearly separate from material reality and aimed at enabling the transmission of information. The divide between the intangible realm of language and the material domain of things has dominated scholarship across several disciplines, leaking into common sense. This yearlong course questions this deeply entrenched divide and suggests that in order to understand the contemporary radicalization of market ideologies we need to bring into the same analytical field the linguistic and the material.

On the one hand, the course will dialogue with the emerging cross-disciplinary interest in material culture studies to invert the longstanding exploration of how people make things and generate a new reflection on how things make people and how inanimate objects may in fact be endowed with a form of agency. On the other hand, the course will engage the role of language—both as a symbolic code and as a material tool—in the spreading of late/neoliberal capitalism. While most analyses of the world's current order tend to focus on political and economic aspects, this course explores how certain ways of speaking and using language may partake in producing capitalist forms of reasoning and practical conduct. Students will learn, for example, how to look at graphic artifacts (i.e., street signage, wall texts, typefaces, letterforms, logos, and other types of graphic media) as socially and politically meaningful semiotic technologies that shape our contemporary capitalist landscapes. They also will learn how to analyze new protocols of discourse that characterize our everyday lives: the customer satisfaction survey, the service encounter, the checklist, the logbook, the flowchart, the electoral mission statement, the training session, etc. In spite of their apparent ordinariness, these discursive genres and textual artifacts are key for the production of the self-improving and self-reflexive subjects required by the regimes of moral accountability and the forms of market rationality that characterize our contemporary moment. While reading ethnographic

analyses of specific technologies of discourse, students will engage broader questions: How pervasive are neoliberal structures of practice? To what extent can neoliberalism be represented as an overarching and coherent global trend generated by the homogenizing forces of Late Western Capitalism? Is our moral and affective experience completely shaped by the extension of economic rationality to all areas of life?

Assignments, Writing, and Workload for class

- (1) Response pieces on each week's readings-once a week, with a few exceptions
- (2) Conference journals, after each individual conference meeting
- (3) Conference Paper Abstracts (one for each semester)
- (4) Conference Paper First Draft (one for each semester)
- (5) A one-to-three-page letter of response to each one of your colleagues' conference papers first draft (Spring semester only)
- (6) Two Midterm papers
- (7) Two Conference Papers
- (8) Video-presentation of font-midterm paper (on 12/17)
- (9) Video-assignment (due date end of the spring semester-more details to follow)
- (10) Additional individual exercises, rewrites, or other work assigned at your instructor's discretion.

Description of Assignments and Tasks.

There will be a number of written assignments and tasks throughout the year. These pieces are evaluated on the basis of your capacity to respond to the prompt, your writing skills (and most importantly your capacity to improve by receiving and providing feedback), your ethnographic creativity, and the proper formatting of the essay (see details in the "how to format your texts" materials on MySLC handout tab).

(1) Response pieces on each week's readings.

Due dates: on **Friday at 11 PM.**

Prompt: For each class, I would like you to write **200-500 words ca.** on the assigned readings. In these short responses, you are NOT supposed to summarize the reading, but you should note down the most salient thoughts and questions triggered by the reading. What interested/annoyed/stimulated you? Responses should identify main arguments; key words, links to class discussion, as well as your own reflections. You will be evaluated on comprehension of texts and the depth of your engagement with these materials. You are welcome to make direct reference and quote the author's words, but please make sure you provide the exact page number.

Submission: You will need to **upload** your texts on the **course discussion board**. You are also expected to bring a printed version of your response to each class where response pieces will be required, as your interventions in seminar will in part drawn on your written responses.

(2) Conference journaling.

Due date: By midnight of the day of every conference individual meeting.

Prompt: Write a note on our discussion and your thoughts on the meeting, provide a summary of what we worked on for conference in the form of short answers to the following questions: What did we discuss? What have I encouraged you to look at? What work will you complete for our next conference meeting? I will not assess the quality of your writing so please feel comfortable writing in a drafty and unsystematic manner, but bear in mind that timeliness of your submission will be of paramount importance.

Submission: Via email to my email address. Specify in the subject heading your name_Conference_journal_number.

(3) Conference Papers Abstracts.

Due date: 9/28, at 11 PM (First Semester). 02/15, at 11 PM (Second Semester)

Prompt: Write 3 short abstracts (200 words each, 600 words in total, **Max.**) on three possible different topics on which you could imagine yourself working for this Semester. These abstracts will not be binding. Since you will have to decide the topic of your research project by 02/12. This assignment is designed to help you think through possible lines of research you would like to pursue in the course of the semester.

Submission: You will need to **upload** your texts on **MySLC** Assignment tab by the due date and bring a hardcopy to conference. You are also expected to bring a printed version of this task to our second conference meeting (week of 10/1 for First Semester and 2/18 for Second Semester).

(4) Midterm paper on fonts and typefaces - First Semester Only.

Due date: 11/12, at 2 PM

Prompt: Graphic artifacts—letterforms, logos, internet memes, bureaucratic documents, product catalogs, and other graphic media and visual forms— are embedded in constellations of moral and aesthetic meanings. As we will see through the readings assigned in the first few weeks of school, scholars may use the term “graphic ideology” or “semiotic ideology” to refer to these, often arbitrary, but always systematic associations between graphic artifacts and moral-aesthetic meanings. Though often tacit and implicit, these ideologies play an important role in structuring our interpersonal encounters and our experience of the world. Drawing on the documentary by Gary Hustwit on Helvetica and on the readings assigned on fonts, street signage, and typeface, pick a specific case in point (i.e., NYC street signage, Sarah Lawrence website graphics, the graphic style of an art show you have recently gone to, the brand/logo of a specific product, the font used in a book you like) analyze the graphic ideologies in which this

typographic object is embedded, and discuss with concrete examples how graphic artifacts partake in larger ideologies and how they shape our affective and social landscape.

Among the questions you may ask yourself while completing this inquiry are: What are the moral, social, and affective meanings attached to certain sets of graphic artifacts? How these meanings may have become invisible or natural? Under what (social, affective, moral) conditions such meanings can instead be exposed and become the object of active reflection and explicit and explicit meta-semiotic debate? When is the authenticity of an object-sign called into question? How do graphic ideologies mediate relations between texts and the personas they purport to animate? Your paper (4-5 page 1500-2000 word long) will draw on the readings you have done so far, on the documentary and on your ethnographic observations (which we will discuss in a one workshop scheduled on 9/17).

Your Multimedia presentations may include creative use of power-point, video-clips, audio or video recorded material (edited audio-interviews or footage), digital pictures, etc.

Please bear in mind that, as it will be the case with other assignments you will prepare during the year, you should elaborate on my prompts *by discussing the literature you read for class* as well as providing concrete examples from the empirical data you gathered for this mini ethnographic project. *One of the main goals of the essay is to prompt you to establish connections between the different readings done in the first classes of the semester.* So the more connections you will be able to make in your reflections, the better. *In quoting the literature covered in this course (Please follow the detailed guidelines provided on MySLC handout tab in the document entitled "How to format your texts").* You are free to refer to other sources if you want, but you will need to prioritize the readings and discussions done for this course. In case there were thematic overlaps and congruencies, you may, if you wish, utilize some of the work (theoretical and/or empirical) done for your mid-term essay for your conference paper and project.

Submission: You will need to **upload** your assignment on **MySLC** Assignment tab by **11/12 at 10 AM** and bring a hardcopy to class in the afternoon.

You will give an audiovisual presentation of your paper on the last class of the semester on **12/17**.

(5) Ethnographic assignment on the Service Encounter

Due date: Friday 10/12, at 10 AM.

Service encounters are a pervasive and fundamental practice in everyday life whereby products, information, or commodities are traded between a service provider and a service seeker. What makes them interesting for our course is that they both encode and reproduce fundamental aspects of our political economy of language. Drawing on readings on Service Encounter done so far and on those anthropological fieldwork and on the examples provided in Emerson et. al. at pp. 6-9. Write one page of field notes on a service encounter you recently experienced. We will workshop your field notes on 10/15.

Due on Saturday 10/13 at 11 PM. Upload digital copy on MySLC and email it to the rest of the class. Bring hardcopy to Class on 10/15.

(6) Conference papers First Drafts and Outlines.

Due dates: 11/7, at 11 PM (First Semester). 03/22, at 11 PM (Second Semester).

During the year we will have two conference papers workshops: before Thanksgiving in the First semester and after Spring break in the Second semester.

Prompt: This is a preliminary version of your final conference paper. It will contain a draft of some of the paper's key sections and an outline of how you are planning on articulating the paper's section (generally 6 or 7). Keep always in mind that this is a draft aimed at a workshop where you will receive feedback without being evaluated: Only your final drafts will and even those will not be "graded". Do not approach this assignment with anxiety. You will be evaluated on the thoroughness of your comments (see next assignment). The goal of this assignment is to be able to share with your peers and instructor your work in progress.

Therefore the main principle that should orient your draft submission should be: "what is it that I would most need feedback on?" This may include the presentation of your theoretical or methodological framework, the way you introduce the relevance of your ethnographic topic, a review of the relevant literature you are planning on including in your final draft, descriptions of your ethnographic setting, the analysis of some of your ethnographic findings, etc. The more specific/articulated/candid you are going to be now, the better feedback you will receive for the final drafts.

Though this draft will only be preliminary, you should have a sketch of the overall articulation of the final paper (what I call an outline), even if it entails merely jotting down the sections that you were not able to fully develop. You are more than welcome to insert comments directly aimed at the readers: such as "Not sure how to go about this", "need to find a better kick off", "this section will be shortened/expanded".

In spite of the fact that you are free to develop your preliminary draft in the way you find most convenient for the preparation of your final draft, your preliminary draft will need to provide a sense to the reader of the following five points:

- A theoretical introduction to the topic and a concise review of the relevant literature
- A description of the phenomenon that you will be analyzing in your data
- A description of the ethnographic setting
- A description of the data you will be using
- Conclusions that you may draw

Submission: You will **upload** your texts on **MySLC** Assignment tab (naming it YourName_First_Draft) by the due date and email a copy of your draft to all the other members of our class. Each one of you will have to read every body else's work and make comments on the way the draft is articulated and the ethnographic material is analyzed. Please insert your comments using track change tool on in Microsoft word (Tools>Track Changes>Highlight changes) and print a hardcopy of your colleagues' draft with your comments to ensure a more productive discussion during the workshop.

(7) Feedback on your peers' conference first drafts. (Second Semester Only)

Due Date: 04/1/2019.

A one-to-three-page letter of response to each one of your colleagues' conference papers first draft. This class operates on the belief that you'll improve as a scholar and a writer by receiving

detailed criticism and by becoming a more sophisticated and articulate critic of other writers' work. The purpose of this workshop on conference papers preliminary drafts is to generate such feedback and train students in how to give and receive comments. Each one of you will have to read every body else's work and make comments on the way the draft is articulated and the ethnographic material is analyzed. Please insert your comments using track change tool on in Microsoft word (Tools>Track Changes>Highlight changes) and print a hardcopy of your colleagues' draft with your comments to ensure a more productive discussion during the workshop. You will be required to put great care in reading each of your colleagues' essays, make helpful and specific comments on the manuscript copy, and provide possible methodological suggestions.

Submission: You will have to organize your comments in a one-to-three-page letter to the essay's author and make two hardcopy of such letter; one for me and one for your colleague. In your review, you will have to explain to the authors what you think the draft's strengths and weaknesses and thus formulate specific suggestions for the manuscript revision and improvement. At the top of each letter, please put your name, the author's name, the essay's title, and the date. You will upload your response on mySLC on **April 1** and **bring** your reviews/letters to the conference paper workshops we will have after Spring break in the Second semester.

(8) Multimedia presentation on font midterm paper

Due dates: 12/17 in Class.

(9) Conference papers Final Drafts.

Due dates: 12/10 at 2PM for **First Semester. 5/3** at 11 PM for **Second Semester.**

Bring a hard copy of the paper in class on 12/10 (First Semester) and 5/3 (Second Semester).

Prompt: Conference papers are not review articles, nor annotated bibliographies. They are research papers. Building on the work done during the first semester, students will need to work consistently on their conference project throughout the spring semester. We will talk about the nature and progressive development of these projects in our bi-weekly "conference" meetings.

Students are expected to make original claims, provide ethnographic evidence for their argument and show intellectual deference to the work of other scholars by referring to the relevant existing literature.

Your paper (16-20 page 5-7000 word long) should identify a key research question and a unifying theme that you will explore in relationship to the existing relevant bodies of academic literature and to your own original ethnographic investigation.

In your writing, you will need to discuss the relevant literature, describe your data and the methodology through which you collected them, advance your own interpretation of both the literature and your own data. Your own interpretation will be advanced in an introduction, articulated in the body of the paper, and clinched in your conclusion I expect your papers to be carefully polished.

You should present work of a quality that you would be willing to submit to a scholarly journal for consideration. Consequently, you must pay close attention to professional standards in your writing and citations. You should write for an imagined audience of fellow anthropologists who have not necessarily read the particular essays and books. Therefore, you should illustrate and explain your points carefully.

The paper must be proofread and spellchecked, in proper AAA formatting for all footnotes, citations within text, and references, see the AAA style guide

http://www.aaanet.org/pubs/style_guide.htm, as well as the additional guidelines I uploaded on the handout tab under the heading how to format your texts.

The final paper will need to have a:

Title

Subtitle

Abstract of no more than 250 words

A list of 6 keywords

A list of references cited at the end, following AAA format

It should be divided in number sections (and subsections if you deem it necessary) each bearing its own

heading (and subheading)

Length may vary, but it will need to be at least 16 pages long, 1.5 or 2 spaced, with 1-inch margins.

You must number your pages.

Submission: You will **upload** your final drafts on **MySLC** Assignment tab (naming it YourName_Conference_Paper) by the due date (12/10 and 5/3) and bring a hardcopy to class on December 10 and May 6.

NB Late submissions will not be accepted. Failure to submit a conference paper after the semester has ended results in a loss of two credits.

(10) Mid-term Papers on "Neoliberal SLC" - Second Semester.

Due date: 3/9, at 11 AM. Bring Hard copy to class on 3/11.

Prompt: US higher education has undergone a pervasive neoliberal reorganization. The neoliberal view of higher education is grounded in a market-driven paradigm aimed at promoting temporary and flexible labor for faculty, while turning the transmission of knowledge into a job preparation service pivoted on the notion of "skill". How are these processes, discourses, and practices affecting SLC? From the introduction of new metrics of evaluation, to the implementation of protocols for regimenting student life and conduct, from the ideology of skills to the rhetorical appeals to "excellence" and "diversity", SLC presents a compelling case to study the neoliberal reorganization of North American liberal arts education.

The aim of this paper is to allow students to combine a concrete discussion of how neoliberalism has impacted SLC daily experience with a theoretical engagement with the scholarly literature read in the first part of the semester. Your paper (4 page/1500-2000 ca. words) will identify and provide a brief ethnographic description of a specific aspect of the

neoliberal processes currently unfolding at SLC.

- . Please bear in mind that this paper requires a *discussion of the literature you read for class* as well as an analysis of concrete examples from the empirical data you gathered for this project. **One of the main goals of the essay is to prompt you to establish connections between the different readings done this semester.** So the more connections you will be able to make in your reflections, the better. *This will entail quoting the literature covered in this course (Please follow the detailed guidelines provided on MySLC handout tab in the document entitled "How to format your texts").* You are free to refer to other sources if you want, but you will need to prioritize the readings and discussions done for this course.
- . Your midterm paper (or your second semester conference paper) will become also a video assignment. During the last class of the semester, you will give either 5-8 minutes multimedia presentation of your mini-ethnographies or screen a 5 minutes clip on your conference paper. Your Multimedia presentations may include creative use of power-point, video-clips, audio or video recorded material (edited audio-interviews or footage), digital pictures, etc.

Submission: You will **upload** your essay on **MySLC** Assignment tab (naming it YourName_Midterm_Paper) by 3/9 by 11 AM and bring a hardcopy to class on 3/11.

(11) Video-assignment (due date end of the spring semester-more details to follow)

At the end of the Second semester, students will be expected to present their conference work or mid-term paper through a 5-minute video clip or through a multimedia presentation. Depending on what will be the topic you will choose for your Second semester conference projects (or midterm paper), we will discuss in our individual meetings ideas on how to establish viable connections between your conference paper and and of the semester video project.

Submission: You will **upload** your video on MySLC Assignment tab (naming it YourName_Videoproject) on **5/9**, by 11 PM. Video Projects will be screened in class on Monday 5/13.

Checklist for Assignment Preparation and Submission.

All the Assignments other than the weekly posts (which have to be posted on the discussion board) will be submitted online through the MySLC assignment tab. The following link provides you with a set of instructions of how to complete assignments online by using MySLC:

<http://pages.slc.edu/~support/myslc/show-article.php?id=478>

Please always remember to

- Include a list of references cited and give credit to the sources you use.
- Finish editing and revising far enough ahead of time that you can accommodate computer or printer

snafus.

- Always read carefully the assignment prompt to see if an additional hardcopy is required.
- Always ensure that you name your assignments according to the instructions.
- *Respect the Word limit.* Sticking to these limits will not always be easy, but it is an important requirement in many academic and non-academic professional environments. Hence, please be mindful of how much time and space you need to express your point. Remember that you will need to give the reader enough context to make yourself understood and at the same time that you will have to be prepared to having to trim down your writing in order to avoid going over the limits.
- All your written assignments must be high-quality printed in regular font and reasonable point-size. Everything must be 1.5 or double-spaced, with one-inch margins all around, and stapled. The main reason give your essays generous margins is to give me space to write marginalia.

Class rules and practicalities

Attendance. For obvious reasons, you're required to attend every class. **The maximum of allowed absences (including conferences) per semester is three.** If a student misses a combination of three or more classes or conference meetings per semester, she or he will be unable to receive full credit for the course. I will take the roll at the beginning of each class. If for any reason you must miss a class you **will not** need to provide me with a medical certificate or a written excuse. After the first two weeks, chronic or flagrant tardiness will count as an unexcused absence.

Laptops. The use of laptops, tablet computers, or smart phones **will not be permitted** except by students giving presentations, or if required for accommodation of a documented disability.

Timeliness. You are expected to read all the assigned readings ahead of the class on which they will be discussed. Complete all assignments on time. **Late submissions will not be accepted. Incompletes will not be granted, except in extraordinary circumstances and with proper documentation.** "After-the-fact" requests for extensions and incompletes will not be considered.

Class participation and Scholarly Attitude. A substantial part of the course will center on group discussions of the readings assigned for that week. Be prepared to talk and devote your full attention to discussion. Active participation and engagement in class discussions are requirements for both your individual and our collective success in this course. Students must come prepared for each week's class by doing the assigned reading ahead of time. Your approach to the course will follow a few basic guidelines:

Be Charitable. All the readings selected for the syllabus are insightful and theoretically innovative. Listen to what the texts have to say. Critiquing aspects of the readings is fine, but if you find yourself rejecting an argument *in toto*, this indicates your reading is insufficiently generous.

Be Open to discomfort. Remember that a learning process always entails a certain degree of discomfort and effort. You will read interesting and engaging materials, but there may be difficult concepts or technical aspects that you may find challenging. Some of the texts are quite complex and that not all of them are entertaining. When you encounter a difficult concept, please avoid a whining approach and focus on developing a constructive and proactive attitude towards the intellectual challenges you face:

Take notes on what you could not understand and ask questions. Re-read difficult passages and be patient. Understanding a text is a process that requires time.

Be open to the possibility of changing your mind. Seminar discussions entail the possibility of revising our inherited positions. You are allowed, or better said, encouraged to speak in a provisional manner and required to be supportive and patient towards the other participants.

Be relevant. "Active participation" in class and group conferences is encouraged. However, this does not mean bringing the discussion on a tangent. It means listening carefully to what other people have to say, engage with the topics discussed by the readings, come to class with questions and issues to be vetted and debated, and offer feedback and advice on your classmates' work in progress.

Be collectivity-minded. Students have a *collective responsibility* towards seminar discussion and class participation. Participating in a scientific community requires embracing the special commitment to collective work that should always distinguish any individual pursuit of knowledge. Although I am profoundly aware that people may have different personalities and different ways to participate in class discussions, active engagement in classroom activities is not simply a course requirement, but a fundamental responsibility towards the rest of the class and the scientific community at large. By registering for this class students commit to offer their contribution to seminar discussion.

Conference. I take conference work very seriously and I expect that you will too.

Engagement. Great value will be given to your capacity of being an engaging interlocutor in our one-on-one conference meetings. You will need to come prepared to conferences. If on one conference we decide that for our next meeting you will have read, thought about, or written something, then at the following encounter you will be expected to fulfill the objectives we had agreed upon.

Conference Paper Topic Decision. Students will be required to make up their minds on a conference topic by **10/5**, that is after our second conference meeting. Change of topics after this date is unwelcome.

Collaboration. I am very willing to accommodate your research interests and I give great value to your own individual trajectories, but **conference work is NOT something you do on your own**. I expect you to engage in a dialogue with me, commit to the topic we choose together, and produce very good quality conference papers.

Missed conferences will not be rescheduled. If you must miss a conference due to a scheduling conflict in any given week, it is *your responsibility* to switch conference times with another student. Alternatively, you may contact me with a 48 hours notice and I will try to accommodate your request. But please avoid emailing me minutes before the conferences you are planning of not attending with a rescheduling request.

Conferences Schedule

Individual conferences. We will have six **individual conferences** throughout the fall semester always on **Thursdays of A weeks** during the First Semester and on **Thursdays of B weeks** during the Second Semester.

NB No conferences will take place on October Study Days and Thanks giving weeks.

In spite of the fact that this is a yearlong seminar, students will have to turn in a conference paper at the end of the fall semester. In the spring semester, they may expand and develop their first semester's paper or work on a different topic.

Academic Integrity and Plagiarism. Plagiarism is defined as using the ideas or words of someone else without acknowledging their source, for example:

- Copying of passages from works of others into your papers without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's original phraseology, metaphor, or other literary device without acknowledgment.

You are required to uphold the Sarah Lawrence College's Undergraduate Policy on Academic Integrity found at

https://my.sl.c.edu/ICS/Campus_Life/Departments/Dean_of_Studies/Academic_Integrity.jnz?portlet=Free-form_Content

Acts of plagiarism and violations of the principles of academic integrity will be VERY strictly sanctioned. Plagiarism on any assignment is grounds for **credit loss** and may lead to academic probation, suspension for a specified period, expulsion, or recommendation to the dean of the college and president that the degree be revoked (in the case of a student already graduated). For more details see the link above.

Readings. Readings are available as E-reserve. Since laptops are not allowed in class, each student will need to *print* a copy for her/himself to read and *bring to class*. In other words, do not merely read the article "online."

Books for the first semester—available from our book store or at Amazon.com

- Nakassis, Constantine V. 2016. *Doing style: Youth and mass mediation in South India*. University of Chicago Press.

Suggested

- Graeber, David. *The utopia of rules: On technology, stupidity, and the secret joys of bureaucracy*. Melville House, 2015.
- Garfield, Simon. 2011. "Just My Type: A Book About Fonts." Penguin
- Pinker, Steven. 2015. *The sense of style: The thinking person's guide to writing in the 21st century*. Penguin Books.
- Klein, Naomi. 2000 [1990] *No logo: Taking aim at the brand bullies*. New York: Picador.

Xeroxing. The College's standard "free" printing/copying allocation for students is 500 pages single-sided or 625 pages double-sided, black-and-white, per semester. Students can pay for printing/copying beyond the 500/625 page allocation using Card Cash (\$25). B/W double-side printing/copying is priced at 4-cents per page, while B/W single-sided printing/copying is priced at 5-cents per page. Color prints and copies are priced at 24-cents per page duplex, 25-cents per page single-sided, and thus heavy use of color printers/copiers will greatly reduce the total number of pages available within the \$25 allocation.

As students use their 1Cards for printing/copying, the declining dollar balance will be displayed on the printing/copying equipment.

Credit Loss.

Anyone who appears to be heading for loss of credit should not worry about asking — I'll make it a point to let you know. *Throughout the semester, students will be notified in case their lack of commitment to the coursework and poor performance in class, conference, or both put them at risk of credit loss. For the sake of clarity here are the major sources of credit loss:*

- Bad record of attendance.
- Failure to participate in seminar discussions.
- Lack of engagement in conference work: by not coming to conference meetings, by systematically not doing the to do list we agreed upon on each conference, by changing your topic late or at the end of the semester, by focusing only on the product and not on the process: *no matter how good the final paper might be! Conference work is not only about the final output, it requires working together with your advisor/teacher.*
- Failure to turn in weekly assignments or turning them in late.
- Plagiarism.

Communication. I may send updates concerning the course via email. Students are expected to have an email account that they check regularly. Your email inquiries will be answered as fast as possible. But please bear in mind that I may need up to 72 hours to get back to you specially during weekends and holidays.

Due Dates and Important deadlines- First Semester

- * Conference Paper Abstracts -Due on 9/28, will be discussed during our second conference Meetings
- * Conference Paper Topic decision 10/5. **Please send me an email communicating your choice.**
- * Workshop on Fonts ideas-9/17
- * Mid-term paper on Fonts-Due on 11/5
- * Conference Paper Workshop-bring review-letters to on you peers' essays (for Second Semester)
- * Conference Papers--Due on 12/10, bring Hardcopy to class and upload it onto Myslc
- * Audiovisual Presentation of Mid-term essay on fonts 12/17

NB All the assignments (weekly responses, ethnographic tasks, and conference papers) must be submitted on the due date stated in syllabus. For any assignments submitted after the posted due date, one half a grade (will be deducted from the evaluation: A becomes an A- etc).

Writing and academic standards. The evaluations you will receive at the end of each semester will assess both your writing and your performance in class and conference. In order to achieve good-results you will have to pay attention to the quality of your writing and be committed to improve it. By quality of writing I mean evidence of care for your readers, as well as of facility in written English. Your essays need to follow formatting guidelines and be carefully proofread and edited for typos, misspellings, convoluted constructions, and basic errors in punctuation.

Writing Assistance. Writing assistance is offered by Carol Zoref and the College's Writing Coordinators. One of the reasons that I require drafts and benchmarks of your "final" work is so that you can benefit from that support. Students can sign up for appointments with the Writing Coordinators, can meet one-on-one with Graduate Writing Assistants, and/or can attend the Nuts & Bolts Writing Lab (for students writing in English as a second language.)
Kevin Pilkington Osilas C-1 kpilking@slc.edu
Carol Zoref Bates 100 czoref@slc.edu

Institutional Review Board. The purpose of the Sarah Lawrence IRB is to support the practice of ethically sound scientific research with human participants by faculty, staff, and students of Sarah Lawrence College. The IRB will review proposals in accordance with the principles of respect for persons, beneficence, and justice set out in the Belmont Report and the principles set out in the Federal Policy for the Protection of Human Subjects, 45CFR 46 (known as the "Common Rule"): minimizing risk, weighing benefits against risks, fully informing participants of the voluntary nature of their participation through a process of informed consent, and maintaining the confidentiality and safety of participants.

For more details on our institution's IRB please visit:

https://my.slc.edu/ICS/Campus_Life/Departments/Institutional_Review_Board/

Reasonable Accommodations. If you have a disability that may interfere with your ability to participate in the activities, coursework, or assessment of the objectives of this course, you may be entitled to reasonable accommodations. Please contact Polly Waldman, Associate Dean of Studies and Disabilities Services located in Westlands 116. You may also call Disability Services at 914.395.2235 or email pwaldman@sarahlawrence.edu. Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Sarah Lawrence College and the College will make reasonable accommodations when appropriate and necessary.

Schedule

(Subject To Possible Change As We Proceed)

Fall Semester

1. Week

No web-post

No conference

Longer (3 hrs) class: Film Screening and Syllabus presentation

Mon. 10 Sept. -Film screening and discussion

- Hustwit, Gary 2007 Helvetica. *Brooklyn, NY: Plexi Productions, LLC*. Distributed by Newvideo, c2007. (80 mins.). Call number: Z246 .H45 DVD. Documentary website: <http://www.helveticafilm.com/about.html>

This screening will inspire your midterm paper essay due on 11/5 (see Prompt above).

For next week (Monday,17) you will need to collect a series of notes and observations on graphic artifacts. You will bring your notes and observations and we brainstorm collectively possible directions for your midterm paper.

2. Week

A Week

1st Conference

Web-posts due on Fri

Longer (3 hrs) class: Workshop on Mid-term paper ideas

Mon. 17 Sept. – Workshop on Midterm paper ideas/Graphic Ideologies

- Trinch, Shonna, and Edward Snajdr. "What the signs say: Gentrification and the disappearance of capitalism without distinction in Brooklyn." *Journal of Sociolinguistics* 21.1 (2017): 64-89.
- Murphy Keith M. 2017. "Fontroversy! Or, How to Care About the Shape of Language." In Cavanaugh, Jillian R., and Shalini Shankar, eds. *Language and materiality: Ethnographic and theoretical explorations*. Cambridge University Press, pp. 63-86.
- Jaffe, Alexandra, and Cedric Oliva. 2013. "Linguistic creativity in Corsican tourist context." In Pietikainen, Sari, and Helen Kelly-Holmes, eds. *Multilingualism and the periphery*. Oxford University Press, pp. 95-117.

- Kallen, Jeffrey L. 2010. "Changing landscapes: Language, space and policy in the Dublin linguistic landscape." In Jaworski, Adam, and Crispin Thurlow, eds. *Semiotic Landscapes: Language, Image, Space*. Bloomsbury Publishing, pp. 41-58.

Optional

- Zukin, Sharon. "Restaurants as "post racial" spaces. Soul food and symbolic eviction in Bedford-Stuyvesant (Brooklyn)." *Ethnologie française* 44.1 (2014): 135-147.
- Jaffe, Alexandra, and Shana Walton. "The voices people read: Orthography and the representation of non-standard speech." *Journal of Sociolinguistics* 4.4 (2000): 561-587.

Workshop on Mid-term paper ideas

3. Week

B Week

Web-post

Mon. 24 Sept. –Theories of Sign Formation and Semiotic Ideologies

- Saussure, F. [1916] 1966. "[Subject Matter and Scope of Linguistics; Its relations with Other Sciences](#)" (pp.6-7); "The Object of Linguistics" (pp. 7- 17); "Linguistics of Language and Linguistics of Speaking" (pp. 17- 20); "Nature of Linguistic Sign" (pp. 65-70). In *Course in general linguistics* (Wade Baskin, Trans. Charles Bally and Albert Sechehaye, Eds.). Edited by New York, Toronto, London: McGraw Hill.
- Woolard, Kathryn. 1998. "Introduction: Language Ideology as a Field of Inquiry". In *Language Ideologies: Practice and Theory*. New York: Oxford University Press. **[Read only until p. 11]**
- Samuels, D. 2004. Language, meaning, modernity, and doowop. *Semiotica* (149):297-323.
- Keane, Webb. "Sincerity," modernity," and the Protestants." *Cultural Anthropology* 17.1 (2002): 65-92.
- Keane, Webb. 2001. Money is no object: Materiality, desire, and modernity in an Indonesian society. In *The Empire of Things*, edited by Fred R. Myers, pp. 65-90. School of American Research Press, Santa Fe.

Optional

- Hanks, W. 1996. Chapter 2 "[The Language of Saussure](#)" In *Language and Communicative Practices* (pp. 21-37). Westview Press.
 - Joseph, J.E. 2004. "[The linguistic sign](#)" (pp. 59-76). Chapter 4. In "The Cambridge Companion to Saussure". Carol Sanders ed. Cambridge University Press.
 - Burks, Arthur W. 1949. "Icon, index, and symbol." *Philosophy and phenomenological research* 9(4): 673-689.
 - Mertz, E. 2007 Semiotic Anthropology. *Annual Review Of Anthropology* 36:337.
-

4. Week

A Week

Web-post

2nd Conference

Mon. 1 Oct. – Language Markets and Political Economies of Language

- Bourdieu, P. (1977) The economics of linguistic exchanges. *Social Science Information* 16(6): 645-668.
- Heller, Monica. 2017. "Can Language Be a Commodity?" In J. Cavanaugh and S. Shankar, (eds.), *Language Materiality: Theoretical and Ethnographic Approaches*. New York: Cambridge University Press, pp. 251-254.
- Jaffe, Alexandra. "Packaged sentiments: The social meanings of greeting cards." *Journal of Material Culture* 4.2 (1999): 115-141.
- Thurlow, Crispin, and Adam Jaworski. "The alchemy of the upwardly mobile: Symbolic capital and the stylization of elites in frequent-flyer programmes." *Discourse & Society* 17.1 (2006): 99-135.
- Negrin, Llewellyn. "The contemporary significance of 'pauperist' style." *Theory, Culture & Society* 32.7-8 (2015): 197-213.

Optional

- Heller, Monica. 2010. The commodification of language. *Annual Review of Anthropology* 39:101-114.
 - Agha, Asif. 2003. The social life of cultural value. *Language and Communication* 23(3- 4):231- 273
 - Cavanaugh, Jillian, R. 2005. Accent matters: Material consequences of sounding local in northern Italy. *Language & Communication* 25(2): 127-148.
 - Johnstone, B. 1999. [Uses of Southern-sounding speech by contemporary Texas women](#). *Journal of Sociolinguistics* 3:505-522.
-

5. Week

B Week

Web-post

Mon. 8 Oct. – Language Ideologies and Indexical Orders Of Language

- Irvine, JT, and S Gal. 2009. *Language Ideology and Linguistic Differentiation*. In *Linguistic Anthropology: A Reader*. Ed. A. Duranti. Malden, Mass.: Blackwell.
- Hill, Jane H. 1998. *Language, Race, and White Public Space*. *American Anthropologist* 100(3): 680-689.
- Bucholtz, Mary. "The whiteness of nerds: Superstandard English and racial markedness." *Journal of linguistic anthropology* 11.1 (2001): 84-100.
- Reyes, Angela. 2005. Appropriation of African American slang by Asian American youth. *Journal of Sociolinguistics* 9(4):509-532.

Optional

- Donzelli, Aurora. 2012. "The Fetish of Verbal Inflexion: Lusophonic Fantasies and Ideologies of Linguistic and Racial Purity in Postcolonial East Timor." In *Language, Ideology, and the Human: New Interventions*, Sanja Bahun and Dusan Radunovic (eds), Ashgate, pp. 131-157.
 - Hanks, William. 2001. "[Indexicality](#)" (pp. 119-122). In *Key terms in language and culture*. A. Duranti (ed.). Blackwell Malden, Mass.
 - Errington, Joseph. 2001. "[Ideology](#)". In *Key terms in language and culture*. A. Duranti (ed.). Blackwell Malden, Mass.
 - Kroskrity, Paul V. 2004. "[Language ideologies](#)" (pp. 496-518). In *Companion to Linguistic Anthropology*. A. Duranti (ed.). Oxford: Blackwell.
-

6. Week

A Week

Web-post

3rd Conference

[Longer \(3 hrs\) class: Ethnographic assignment on Service Encounters](#)

Mon. 15 Oct. – Language and Economic Transactions

- Hochschild A. 1983. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: Univ. Calif. Press pp. 3-23.
- Cameron, Deborah. 2000. Styling the worker: Gender and the commodification of language in the globalized service economy. *Journal of Sociolinguistics* 4(3):323-347.
- Gaudio RP. 2003. Coffeetalk: Starbucks and the commercialization of casual conversation. *Language in Society* 32.5 (2003): 659-691.
- Barrett, Rusty. 2006. [Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant](#). *Language in Society* 35(02): 163-204.

Optional on fieldwork and on service encounters

- Bailey, B. 2009. Communication of Respect in Interethnic Service Encounters. *Language in Society* 26
- Duranti, Alessandro. 1997. "Ethnographic methods" (pp. 84-121). In *Linguistic Anthropology*. A Duranti (ed.). Cambridge

For Workshop

- Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. "Preface to the Second Edition", "Preface to the First Edition", "Field notes in Ethnographic Research" (Chp 1), "In the Field Participating, Observing, and Jotting Notes" (Chpt 2). In *Writing ethnographic fieldnotes*: University of Chicago Press. Pp. ix-43.
- Agar, Michael, H. 1980. "[The concept of fieldwork](#)". (Chapter 2, pp. 53-73). In *The professional stranger: an informal introduction to ethnography*: Academic Pr.

Workshop on Ethnographic Description of a Service Encounter of your Choice

See Prompt above for assignment (5) **Ethnographic assignment on the Service Encounter**

7. Week

October Study Days Week

No Conferences

No Class on Monday

Mon. 22 Oct. – No Class due to October Study Days

8. Week

B Week

Web-post

Mon. 29 Oct. - Chronotopes of Desire: Intertextuality & Advertising

- Perec, Georges. 2011. *Things: A Story of the Sixties [with a Man Asleep.]* Random House [book]
- Bakhtin, M. M. 1981. "Discourse in the Novel". In *The Dialogic Imagination*. M. Holquist (ed.). Austin: University of Texas Press. Pp. 259-356. (**Note that this is not the totality of the essay, which ends at p. 440**)
- Briggs, Charles L., and Richard Bauman. "Genre, intertextuality, and social power." *Journal of linguistic anthropology* 2.2 (1992): 131-172.
- Perec, Georges. 2009. "Georges Perec Owns Up: An Interview with Marcel Benabou and Bruno Marcenac." *The Review of Contemporary Fiction* 29 (1): 25-30.

Optional

- Oniki, Yuji. 1995. Perec, Marx, and Les Choses. *Qui Parle* 9(1): 92-118. (If you want to hear an interesting perspective on Perec's novel)
- Bjorklund, M. 2009. "Mikhail Bakhtin". In *Philosophical Perspectives for Pragmatics*. Sbisá, M., J.O. Ostman, and J. Verschueren (eds). John Benjamins Pub Co. Pp. 38-53
- Roulet, E. 2009. "Poliphony". In *Discursive Pragmatics*. Zienkowski, J. (ed.). John Benjamins Publishing Company. Pp. 208-222.
- Slembrouck, S. 2009. "Intertextuality". In *Discursive Pragmatics*. Zienkowski, J. (ed.). John Benjamins Publishing Company. Pp. 156-175.
- Solin, A. 2009. "Genre". In *Discursive Pragmatics*. Zienkowski, J. (ed.). John Benjamins Publishing Company. Pp. 119-134.

9. Week

A Week

Web-post

4th Conference

Mon. 5 Nov. – **Doing Style**

- Nakassis, Constantine V. 2016. *Doing style: Youth and mass mediation in South India*. University of Chicago Press.
-

10. Week

B Week

No Web-post

Longer (3 hrs) class:

Mon. 12 Nov. – Conference Papers Workshop

11. Week

Thanks-Giving Week

Web-post for Monday

No Class

No conference

Mon. 19 Nov. – No Class- due to Instructor's participation in AAA meeting

12. Week

A Week

5th Individual Conference

Web-post

Mon. 26 Nov. – **Publics and Counterpublics**

- Strassler, Karen. 2009. "The Face of Money: Currency, Crisis, and Remediation in Post-Suharto Indonesia." *Cultural Anthropology*, 24(1): 68-103.
- Boyer, Dominic, and Alexei Yurchak. 2010. "American Stio: Or, What Late-Socialist Aesthetics of

Parody Reveal about Contemporary Political Culture in the West." *Cultural Anthropology* 25 (2): 179-221.

- Donzelli, Aurora and Powell, Ally. 2018. The "Tiny Hand" of Donald Trump and the Counterpolitics of Typographic Parody. Author's Manuscript
- Warner, Michael. 2002. Publics and counterpublics. *Public Culture* 14(1): 49-90.

Optional

- Cody, Francis. 2011. "Publics and politics." *Annual Review of Anthropology* 40: 37-52.
-

13. Week

B Week

Web-post

• **Mon. 3 Dec. – Brands, Citationality, and Performativity**

- Nakassis, Constantine V. 2012. Brand, citationality, performativity. *American Anthropologist* 114(4): 624-638.
- Manning, Paul. "The semiotics of brand." *Annual Review of Anthropology* 39 (2010): 33-49.
- Davis, Bud. "Hashtag politics: the polyphonic revolution of# Twitter." *Pepperdine Journal of Communication Research* 1.1 (2013): 4.
- Zappavigna, Michele, and Sumin Zhao. (2017). Selfies in 'mommyblogging': An emerging visual genre. *Discourse, Context & Media*, 20, 239-247.
- Harkness, Nicholas. 2011 "Culture and interdiscursivity in Korean fricative voice gestures." *Journal of Linguistic Anthropology* 21 (1): 99-123.

Optional

- Murphy, Keith M. Sweden Sans, Qualicraft, and the Semiotics of Typographic Nationalism. Author's manuscript
 - Clarke, Kamari Maxine. "Rethinking Sovereignty through Hashtag Publics: The New Body Politics." *Cultural Anthropology* 32.3 (2017): 359-366.
-

14. Week

A Week

Web-post

6th Conference

Mon. 10 Dec. – Indigenous Objects of Discourse

- **The Linguists**, Kramer, Seth; Miller, Daniel A ; Newberger, Jeremy S ; Anderson, Gregory D. S ; Harrison, K. David . Ironbound Films; National Science Foundation (U.S.) ; Nonprofit Media Group . P40.5.E53 L56 DVD

- Moore, Robert E. 2017. "Language and Materiality in the Renaming of Indigenous North American Languages and Peoples." In J. Cavanaugh and S. Shankar, (eds.), *Language and Materiality: Theoretical and Ethnographic Approaches*. New York: Cambridge University Press, pp. 204-225.
 - Errington, J. 2003. *Getting Language Rights: The Rhetorics of Language Endangerment and Loss*. *American Anthropologist* 105(4):723-732.
-

15. Week

B Week

No Web-post

Longer (3 hrs) class: [Audiovisual Presentation of Midterm papers on Graphic Artifacts](#)

Mon. 17 Dec. – [Audiovisual Presentation of Midterm papers on Graphic Artifacts](#)

Spring Semester

1. Week

A Week

No web-post required

NB- No web post required for this week, but you are encouraged to read (or re-read) Harvey's selected chapters where you will find a clear historical outline of neoliberalism.

Mon. 28 Jan. -Film screening and discussion

- Course Logistics
- Film screening: *Chain of Love*. Dir. Marije Meerman. First Run/Icarus Films, 2001.
<http://icarusfilms.com/new2002/chain.html>
- Read the essay on *Filming the Care Chain: A Review Essay* by Wendy Kozol
http://sfoonline.barnard.edu/work/print_kozol.htm
- Hochschild, Arlie Russell. 2000. *The nanny chain*. *American Prospect* 11(4): 32-36.
<https://prospect.org/article/nanny-chain>

Optional

- Harvey, David. 2005. *A brief history of neoliberalism*: Oxford University Press. Introduction, Chpt 1, Chpt, 2.
-

2. Week

B Week

Web-posts

[1st Conference](#)

Mon. 4 Feb. – Spiritual Economies and Affective Labor

- Richard, Analiese, and Daromir Rudnykyj. 2009. Economies of affect. *Journal of the Royal Anthropological Institute* 15(1):57-77.
- Rudnykyj, Daromir. 2004. Technologies of servitude: governmentality and Indonesian transnational labor migration. *Anthropological quarterly* 77(3):407-434.
- Rudnykyj, Daromir. 2009. Spiritual economies: Islam and neoliberalism in contemporary Indonesia. *Cultural Anthropology* 24(1):104-141.
- Weeks, Kathi. "Life within and against work: Affective labor, feminist critique, and post-Fordist politics." *Ephemera: Theory and Politics in Organization* 7.1 (2007): 233-249.

Optional on Governmentality and Affective Labor

- Foucault, M. 2006. "Governmentality" *The Anthropology of the State: A Reader*, Aradhana Sharma and Akhil Gupta (eds.), Blackwell, Malden, MA, (2006), pp. 131-143.
 - Li, Tania Murray. 2007. Governmentality. *Anthropologica* 49(2):275-281.
 - Hardt, Michael. 1999. Affective labor. *Boundary 2* 26(2):89-100.
-

3. Week

A Week

Web-post

Mon. 11 Feb. – Defining the Neoliberal

- Brown, Wendy. "Neo-liberalism and the End of Liberal Democracy." *Theory & Event* 7.1 (2003).
- Gershon, Ilana. 2011. Neoliberal agency. *Current Anthropology* 52(4):537-555.
- Adams V. et al. 2009. Anticipation: technoscience, life, affect, temporality. *Subjectivity* 28:246–65
- Brown, Wendy. "American nightmare: Neoliberalism, neoconservatism, and de-democratization." *Political theory* 34.6 (2006): 690-714.

Optional

- Bockman, Johanna. "The political projects of neoliberalism." *Social Anthropology* 20.3 (2012): 310-317.
 - Hilgers, Mathieu. 2010. The three anthropological approaches to neoliberalism. *International Social Science Journal* 61.202: 351-364.
 - Ong, A. 2006. "Introduction: Neoliberalism as Exception, Exception as Neoliberalism" (pp.1-27). In *Neoliberalism as exception: Mutations in citizenship and sovereignty*. Duke University Press.
 - Wacquant, Loïc. 2012. Three steps to a historical anthropology of actually existing neoliberalism. *Social Anthropology* 20(1):66-79.
 - Collier, Stephen J. 2012. Neoliberalism as big Leviathan, or ... ? A response to Wacquant and Hilgers. *Social Anthropology* 20(2):186-195.
-

4. Week

B Week

Web-post

2nd Conference

Mon. 18 Feb. – Neoliberal Technologies of the Inner and Outer Self

- Matza, Tomas. 2009. Moscow's Echo: Technologies of the Self, Publics, and Politics on the Russian Talk Show. *Cultural Anthropology* 24(3): 489-522.
- Cruikshank, Barbara. "Revolutions within: self-government and self-esteem." *Economy and Society* 22.3 (1993): 327-344.
- Gershon, Ilana. 2011. Un-friend my heart: Facebook, promiscuity, and heartbreak in a neoliberal age. *Anthropological quarterly* 84(4):865-894.
- Gershon, Ilana. "'I'm not a businessman, I'm a business, man'" Typing the neoliberal self into a branded existence." *HAU: Journal of Ethnographic Theory* 6.3 (2016): 223-246.

Optional

- Goffman, Erving 1955 On face-work: an analysis of ritual elements in social interaction. *Psychiatry: Journal for the Study of Interpersonal Processes*. Reprinted in *Reflections*, volume 4, number 3
 - Rose, Nikolas. *Governing the soul: the shaping of the private self*. Taylor & Frances/Routledge, 1990. Preface to the second edition, preface to the first edition, introduction
 - Brotherton, P. Sean. 2008. "'We have to think like capitalists but continue being socialists': Medicalized subjectivities, emergent capital, and socialist entrepreneurs in post-Soviet Cuba." *American ethnologist* 35 (2): 259-274.
 - Jones, Carla. 2004. Whose stress? Emotion work in middle-class Javanese homes. *Ethnos* 69(4):509-528.
 - Mahmood, Saba. 2001. "Feminist theory, embodiment, and the docile agent: Some reflections on the Egyptian Islamic revival." *Cultural anthropology* 16 (2): 202-236.
 - Hall, Kira. 1995. Lip service on the fantasy lines. In Hall, Kira, and Mary Bucholtz, eds. *Gender articulated: Language and the socially constructed self*. Routledge. Pp. 183-216.
-

5. Week

A Week

Web-post

*****Workshop: brainstorming on ideas for midterm paper*****

Mon. 25 Feb. – Neoliberal Pedagogies and Neoliberal Markets

- Matza, Tomas. 2012. "'Good individualism'?" Psychology, ethics, and neoliberalism in postsocialist Russia." *American Ethnologist* 39(4): 804-818.
- Urciuoli, Bonnie. 2003. "Excellence, leadership, skills, diversity: Marketing liberal arts education." *Language & communication* 23(3): 385-408.
- Urciuoli, Bonnie. 2008. Skills and selves in the new workplace. *American Ethnologist* 35 (2): 211-228.
- Gershon, Ilana. 2018. "Employing the CEO of Me, Inc.: US corporate hiring in a neoliberal age." *American Ethnologist* 45(2): 173-185.

Optional

- Sa'ar, Amalia. 2016. Emotional Performance as Work Skill: Low-Income Women in Israel Learning to Talk the Talk. *Ethos* 44.2: 171-185.

- Wilce, James M., and Janina Fenigsen. 2016. "Emotion Pedagogies: What Are They, and Why Do They Matter?" *Ethos* 44.2: 81-95.
 - Greenhouse, Carol J. 2010. "Introduction". In *Ethnographies of neoliberalism*. Univ of Pennsylvania Press.
-

6. Week

B Week

Web-post

[3rd Conference](#)

Mon. 4 Mar. – Neoliberal Scripts (or how to talk in the service economy)

- Swales, John M., and Priscilla S. Rogers. 1995. "Discourse and the projection of corporate culture: The mission statement." *Discourse & Society* 6 (2): 223-242.
- Cavanaugh, Jillian R. 2016. Documenting subjects: Performativity and audit culture in food production in northern Italy. *American Ethnologist* 43.4: 691-703.
- Graeber, David. 2012. "Dead zones of the imagination: On violence, bureaucracy, and interpretive labor: The Malinowski Memorial Lecture, 2006." *HAU: journal of Ethnographic Theory* 2.92): 105-128.
- Shore, Cris. 2008 "Audit culture and illiberal governance: Universities and the politics of accountability." *Anthropological theory* 8.(3): 278-298.

Optional

- Cameron, Deborah. 2000. Styling the worker: Gender and the commodification of language in the globalized service economy. *Journal of Sociolinguistics* 4(3):323-347. [re-read from first semester]
 - Graeber, David. *The utopia of rules: On technology, stupidity, and the secret joys of bureaucracy*. Melville House, 2015. [book]
-

*****Midterm Papers due on 03/11*****

7. Week

A Week

Web-post

Mon. 11 Mar. – Transparent Ideologies and Material Mediations

- Gershon, Ilana. 2010. "Media ideologies: An introduction." *Journal of Linguistic Anthropology* 20(2): 283-293.
- Tidey, Sylvia. 2016. "Between the ethical and the right thing: How (not) to be corrupt in Indonesian bureaucracy in an age of good governance." *American Ethnologist* 43(4): 663-676
- Kunreuther, Laura. 2010. "Transparent media: radio, voice, and ideologies of directness in postdemocratic Nepal." *Journal of Linguistic Anthropology* 20(2): 334-351
- Hull, Matthew S. "The file: agency, authority, and autography in an Islamabad bureaucracy." *Language & Communication* 23.3-4 (2003): 287-314

Optional

- Hull, Matthew S. "Ruled by records: The expropriation of land and the misappropriation of lists in Islamabad." *American Ethnologist* 35.4 (2008): 501-518
 - Jackson, J.L. 2009. To tell it directly or not: Coding transparency and corruption in Malagasy political oratory. *Language in Society* 38(01):47-69.
 - Göpfert, Mirco. "Bureaucratic aesthetics: Report writing in the Nigérien gendarmerie." *American Ethnologist* 40.2 (2013): 324-334.
 - Gershon, Ilana. 2010. "Breaking up is hard to do: Media switching and media ideologies." *Journal of Linguistic Anthropology* 20 (2): 389-405.
-

Spring Break March 17-March 31

*****First draft of Conference Papers due on 03/25, at 11 PM *****
*****Reviews of Peers' drafts due on 03/29, at 11 PM *****

8. Week

B Week

No Web-post and no readings

[4th Conference](#)

Mon. 1 Apr. – Conference Papers Workshop

9. Week

B Week

No Web-post and no readings

Mon. 8 Apr. – Conference Papers Workshop

10. Week

B Week

Web-post

[5th Conference](#)

Mon. 15 Apr. – Exporting Neoliberalism (in an Out-of-the-way Place)

- Donzelli, Aurora. 2019. *Methods of Desire*. University of Hawaii Press.
-

11. Week

A Week

Web-post

Mon. 22 Apr. – The Semiotics of Brands and Places

- Moore, Robert E. 2003. "From genericide to viral marketing: on 'brand'." *Language & Communication* 23 (3-4): 331-357.
- Manning, Paul. "The semiotics of brand." *Annual Review of Anthropology* 39 (2010): 33-49.
- Murphy, Keith M. Sweden Sans, Qualicraft, and the Semiotics of Typographic Nationalism. Author's manuscript.
- Johansson, Ola, and Michael Cornebise. "Place branding goes to the neighbourhood: the case of pseudo-swedish andersonville." *Geografiska Annaler: Series B, Human Geography* 92.3 (2010): 187-204.

Optional

- Daveluy, Michelle, and Jenanne Ferguson. "Scripted urbanity in the Canadian north." *Journal of Linguistic Anthropology* 19.1 (2009): 78-100. [e-reserve]
 - Dickinson, Jennifer A. "Plastic letters Alphabet Mixing And Ideologies Of Print In Ukrainian Shop Signs." *Pragmatics. Quarterly Publication of the International Pragmatics Association (IPrA)* 25.4 (2015): 517-534.
 - Johan Järlehed & Adam Jaworski (2015) *Typographic landscaping: creativity, ideology, movement, Social Semiotics*, 25:2, 117-125. [e-reserve]
-

12. Week

B Week

Web-post

[6th Conference](#)

Mon. 29 Apr. – Rebranding the Nation

- Varga, Somogy. "The politics of nation branding: Collective identity and public sphere in the neoliberal state." *Philosophy & Social Criticism* 39.8 (2013): 825-845.
- Graan, Andrew. 2013. "Counterfeiting the nation? Skopje 2014 and the politics of nation branding in Macedonia." *Cultural Anthropology* 28(1): 161-179.
- Kavaratzis, Michalis. "From city marketing to city branding: Towards a theoretical framework for developing city brands." *Place branding* 1.1 (2004): 58-73. [e-reserve]
- Narotzky, Viviana. "Selling the nation: identity and design in 1980s Catalonia." *Design Issues* 25.3 (2009): 62-75. [e-reserve]

Optional

- Dzenovska, Dace. 2005. "Remaking the nation of Latvia: Anthropological perspectives on nation branding." *Place Branding* 1 (2): 173-186. [e-reserve]

- Kaneva, Nadia. 2011. "Nation branding: Toward an agenda for critical research." *International journal of communication* 5: 25. [e-reserve]
 - Lucarelli, Andrea, and Per Olof Berg. 2011. "City branding: a state-of-the-art review of the research domain." *Journal of place management and development* 4(1): 9-27. [e-reserve]
-

*****Conference Papers due on 05/5*****

13. Week

A Week

Web-post

Mon. 6 May. – Film screening and concluding remarks

- Klima, Alan, ed. *Ghosts and numbers*. Documentary Educational Resources, 2010.
 - Graeber, David. "Anthropology and the rise of the professional-managerial class." *Hau: Journal of Ethnographic Theory* 4.3 (2014): 73-88.
 - Keane, Webb. "Ontologies, anthropologists, and ethical life." (2013) *HAU: Journal Of Ethnographic Theory* 3 (1): 186-191.
-

*****Visual essay due on 05/9*****

14. Week

B Week

NB-No Web-post

Mon. 13 May. –Screening of students' visual essays
