

Spring 2012
Wednesday 3: 35 -6: 30
ANDH 101

Political Language and Performance

ANTH 4512 R 1
Advanced Seminar

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Course Description

The involvement of humans with the world is essentially manifested in our being constantly engaged in performing actions, evaluating the potential results or regretting the actual outcomes of our own or other people's deeds, assuming or disclaiming responsibility for the acts we actually perform or imagine performing, debating whether to act or to refrain from action or whether we should act in a certain way or another. Language plays a key role in structuring and mediating humans' political agency and moral reasoning. However, while language is often understood as a mere device for the transmission of information, the term "politics" often evokes in our minds large-scale processes involving local institutions, national governments, or international agencies. This course would like to challenge these traditional representations of both language and politics and provide an understanding of how the micro-political usages of language lie at the heart of human sociality. Through a series of readings and practical exercises we will see how the way that we say something is often just as (or even more) important than what we actually say. We will discover how language is inherently political and how politics entails an important performative and aesthetic component.

Goals

Throughout the semester, we will explore how, in our everyday lives, we are often (although not always completely consciously) involved in subtle and complex political dynamics concerning our own and/or our interlocutors' identity and "footing". We will seek to understand how speakers construct credibility and assertiveness while communicating among themselves and how they manage issues of agreement, affiliation, and disalignment in the moral domain of everyday conversation and political speech making. At the same time we will examine how political discourse both in the US and in more "exotic" contexts constitutes a form of verbal art that entails different aesthetics of persuasion and reproduces different moral philosophies and cultural values. Students will be involved in conducting original research about the ethnography of everyday speech and political discourse in settings of their choice, either individually or in small groups. Through the selected readings, students will achieve a deeper appreciation of how speakers use language as well as other semiotic resources (i.e. space, nonverbal behavior, cosmetics, and clothing) to construct meaning. Throughout the semester students will also become acquainted with some basic multimedia technologies. They will be expected to:

- Videotape and audio record human interaction in natural settings
- Learn how to transcribe the talk they record

- Learn how to edit their audiovisual material

SPRING SEMESTER

WEEK 1 (A) Introduction

Wed, Jan 25 Introduction to the course

Readings

- Duranti, Alessandro. 2002. "Linguistic Anthropology" (pp. 8899-906). In *International Encyclopedia of the Social and Behavioral Sciences*. Oxford: Elsevier. [MySLC Reserves]

Assignment # 1 Conference paper topics

Due on Sunday, Jan 29th at 7PM

Please follow the guidelines on how to submit assignments on MySLC provided above.

Write 3 short paragraphs (200 words each, 600 words in total, Max.) on three possible different topics on which you could imagine yourself working for this Semester. (NB these abstracts will not be binding, but you will have to decide the topic of your research project by Thursday, February 16th. Please see the course "important deadlines section").

WEEK 2 (B) Language, Politics, and Performance (and ways to go about them)

Wed, Feb 1

Readings

- Hill, Jane. 2000. Read my article: Language ideology and the overdetermination of promising in American presidential politics. In Paul V. Kroskrity, ed., *Regimes of Language*, pp. 259-292. Santa Fe, NM: SAR Press. [MySLC Reserves].
- Goffman, E. 2004 [1959]. "Introduction". In *The presentation of self in everyday life*. Anchor. Pp. 112-122.
- Agar, Michael, H. 1980. "The concept of fieldwork". (Chapter 2, pp. 53-73). In *The professional stranger: an informal introduction to ethnography*: Academic Pr. [MySLC Reserves]
- Duranti, Alessandro. 1994. "Methods as forms of life". In *From grammar to politics: linguistic anthropology in a Western Samoan village*. (Chpt 2). Berkeley; London: University of California Press. [MySLC Reserves]
- 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. [MySLC Reserves].

Assignment # 2 Transcription exercise. Due on Sunday, February 5th at 7PM

Go to <http://www.youtube.com/watch?v=gdJ7Ad15WCA>

After having done all the readings for next week, transcribe 2 minutes of Obama's speech following the transcript notations provided by Atkinson & Heritage that we reviewed in class (if you have lost them by accident, you can download them from MYSLC handout portlet). After you have completed the transcription, write a 500 word piece on the aspects (prosodic, gestural, lexical, metapragmatic, etc.) that you found particularly striking in the fragment you transcribed motivating your choice of using certain transcription notations among those provided in the handout I distributed in class. If you are not satisfied with the conventions provided by the handout or if you find that a certain aspect that struck your attention is not adequately conveyed by the notation in the handout, you can invent your own. If you do so, you only need to explain your choice of deviating from the standard notations in the 500 words thought piece that should accompany the transcription.

Once your transcription and thought piece are completed, follow the guidelines for assignment submission described at page 5 and upload it on the Assignment section in Myslc.

WEEK 3 (A) Language, Politics, and Performance (and ways to go about them- Part II)

Wed, Feb 8

Readings

- Ochs, Elinor. 1979. Transcription as theory. *Developmental pragmatics*: 43-72. [MySLC Reserves]
- Couper-Kuhlen, E. 2009. "Prosody". In *The pragmatics of interaction*. D'hondt, S., J.O. Ostman, and J. Verschueren (eds.). Volume 4: John Benjamins Publishing Company. Pp. 174-189. [MySLC Reserves]

- Atkinson, Maxwell. 1984. "Public speaking and audience responses: Some techniques for inviting applause". In John Heritage and Maxwell J. Atkinson (eds.) *Structures of social action: Studies in conversation analysis*. Pp.: 370-409. **[MySLC Reserves]**
- Bauman, R. 1989. "Performance". In *International Encyclopedia of Communications*. Erik Barouw (eds.). New York: Oxford UP. Pp. 262- 266. **[MySLC Reserves]**
- Bauman, Richard. 1975. Verbal art as performance. *American Anthropologist* 77(2):290-311. **[MySLC Reserves]**
- Del Negro, G., and H.M. Berger. 2002. Bauman's verbal art and the social organization of attention: The role of reflexivity in the aesthetics of performance. *Journal of American folklore* 115(455):62-91. **[MySLC Reserves]**

Optional

- O'Connell C.D. and S. Kowal 2009. "Transcription systems for spoken discourse". In *The pragmatics of interaction*. D'hondt, S., J.O. Ostman, and J. Verschueren (eds.). Volume 4: John Benjamins Publishing Company. Pp. 240-254.

Assignment # 3 Ethnography of Performance and Speech events Due on Wed, Feb. 15

Drawing on the articles you read on performance (Bauman, Goffman, Del Negro and Berger), Hymes' model for the study of speech events, and Berger's ethnographic description of hard rock performances in Cleveland, Ohio, select a performance (in the broad sense given to this term by Bauman and Goffman) and write a 700 word ethnographic description of it. In doing this, you may seek inspiration in Berger's account, but you should try to bear in mind that you should make also reference to Bauman, Goffman, Berger, and Del Negro's theoretical insights (such as Goffman's notion of intentionality and theatricality, Berger and Del Negro's reflections on the relations between genre and structures of attention, Bauman's critique to common definitions of performance and verbal art, his definition of performance as an interpretative frame, his discussion of universal versus cultural variable aesthetics, his distinction between etic-emic notions of performance). As you write your account, try to think whether ideas such as the emergent nature of performance, the notion of key, genre, etc. could be used to make better sense of the performance event you are trying to document.

Before completing your ethnographic account, on a separate sheet, using the framework provided by Hymes (see Hymes' 1972 Chapter below and the Speaking diagram below) for the analysis of Speech events, write down detailed notes in which you identify all the different SPEAKING components.

The goal of this exercise is twofold:

- 1) Put you in a position from which you can understand, clarify, and question the different components of the Speaking model
- 2) Use the SPEAKING model to get to a better understanding of
 - How activities are distributed within the space;
 - What the boundaries of the performance event you attended/observed are
 - Whether, and how, participants' behavior changes according to their position within the space;
 - Whether the spatial organization undergoes a change/transformation when certain social activities are taking place (example: putting several tables together for a large dinner gathering; selecting /clearing up a space for children to have a sleep-over party, etc.);
 - How artifacts, clothing worn (and other types of bodily adornment), and other symbolic tools (example: rules of conduct on the wall) that are present within the space and /or used by participants in the activity (example: family photographs, objects of religious or spiritual significance, sports trophies, etc.) play a role in defining the event
 - If you want you can take photographs of the site where the event takes place and with a video camera you can make slow pan-shots of the space, both inside and outside (but this is optional).

Hymes' SPEAKING diagram

Speaking: situation, setting and scene; physical circumstances of the communicative event, including time and place

Scene: psychological setting; kind of speech event according to cultural definitions

Participants; addresser and audience; could be the addresser head of state whose message is read to reported by press agent

Ends: outcomes, goals, purposes of participants (wanting to sell something)

Act sequence: message form and content; must know how to formulate speech events in ways that culture values: indirect and direct quotations

Key: manner or spirit in which speech act carried out: mock or serious, perfunctory or painstaking; sarcasm

Instrumentalities: channels and forms: way message travels; smoke signals, telegraph, drumming

Norms: of interaction and interpretation; Americans do no gap, no overlap, norm of conversational turn taking

Genres: poems, myths, proverbs, lectures, commercial messages, stories (like speech event), sermons.

WEEK 4 (B) Performance, Performativity, and the Aesthetics of Persuasion

Wed, Feb 15 WORKSHOP on Voice Recording and Editing /Presentation of Kodak cameras

NB Class will be in HEIMBOLT 209a

- * Record using Zoom H2 and H4
- * Import into Audacity
- * Extract section of audio from larger recording

Readings

- Berger, H.M. 1999. "Commercial Hard Rock in Cleveland, Ohio: Dia Pason and Max Panic". In *Metal, rock, and jazz: Perception and the phenomenology of musical experience*: Wesleyan University Press. Pp. 31-56. **[MySLC Reserves]**
- Kulick, Don. 2001. "No". In Alessandro Duranti (ed.) *Linguistic Anthropology: A Reader*. New York: Blackwell Publishers. Pp. 493-504. **[MySLC Reserves]**
- Hymes, D. [1972] 1986. Models of the interaction of language and social life. In J. J. Gumperz & D. H. Hymes (Eds.), *Directions in sociolinguistics: The Ethnography of Communication* (pp. 35-71). New York: Blackwell Publisher. **[MySLC, Reserves]**
- Sbisá, M. 2009. "Speech Act Theory". In *Key notions for pragmatics*. Verschueren J. and Jan-Ola Ostman (eds.). John Benjamins Publishing Company. Pp. 229-244. **[MySLC Reserves]**
- Briggs, Charles L. 1986. Chapters 1, 3, 5 **[NB Chpt 5 is Optional]**. In *Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research*. Cambridge University Press. **[MySLC Reserves]. Pp. 1-31; pp. 39-61; 93-11**

Optional

- Sbisá, M. 2009. "John L. Austin". In *Philosophical Perspectives for Pragmatics*. Sbisá, M., J.O. Ostman, and J. Verschueren (eds). John Benjamins Pub Co. Pp. 38-53. **[Available to download from MySLC, Reserves portlet]**.
- Briggs, C. 2009. "Interview". In *Culture and language use*, Senft, G., J.O. Ostman, and J. Verschueren (eds.). Volume 2: John Benjamins Pub Co. pp. 203-209. **[Available to download from MySLC, Reserves portlet]**.

Assignment #4 *Voice Recording & Editing Assignment*

Due on Tuesday, February 28th at 10 AM (AT THE VERY LATEST). Upload your audio MP3 files, texts, and handouts on MySLC Assignment Portlet.

This assignment presupposes the audio recording and audio editing techniques that you learnt in Gary Ploski's workshop AND the readings on language ideology, as well as the chapters drawn from Briggs' "Learning how to ask".

As you should have discovered by reading the above mentioned literature, the notion of language ideology is used to refer to native theories on

-) the role and the nature of language and communication,
-) and to the ideas with which speakers express their understanding of language varieties constituting their own repertoire (or the repertoire of some other group)

Choose a linguistic ideology that you want to explore and, drawing on the recording techniques that you have learnt in Gary Ploski's workshop, use a digital voice recorder (Zoom H2 or H4) to interview a few subjects (the actual number is up to you to decide, but 3 or 4 people would be a good sample) about beliefs and ideas they may have about a certain language variety, register, style (these might include anything from professional jargons to dialects and accents, from languages to gender or class based linguistic differences) or even a certain property of Language (such as the referential versus the performative value of the linguistic sign). Remember to archive your data properly choosing a unique (and convenient) code to identify each recording and create a separate sheet where you should put a brief description of the meta-data (interviewees' names, age, social background, as well as interviews' setting, dates, and other relevant facts).

Drawing on the readings that dealt with the methodology and epistemology of the interview, reflect on the interviews you conducted and take notes on relevant methodological aspects of the experience.

Drawing on the audacity editing techniques that you learnt in Gary Ploski's workshop, you should select relevant fragments and produce a 5 minute long MP3 audio file containing a few excerpts from your interviewees' accounts. Aside from editing your material into a 5 minute long clip that you should upload on MySLC Assignment Tab, you should write *two brief texts*

(600ca. words each). These should both be co-authored by all the participants in the research team (in case you decide to work with a partner).

The first text should be a brief commentary on the language ideologies that you collected. In this text you should address specific aspects of the content of the interviews: what are your interlocutors' beliefs about Language or about the specific language variety/dialect that you focused on in your interview? How were these beliefs mapped onto the speakers of the variety in question? How were they naturalized in the minds' of your interviewees? Etc.

In the second text, you will have to discuss some relevant methodological issues that you encountered in the process, including the discussion of possible difficulties or challenges you encountered as well as a meta-analysis of the interaction between interviewers and interviewees such as turn taking sequence, power dynamics, stance-taking, vagueness, evasiveness, disclaimers, etc.

Finally, you should prepare **a handout** that you will use in class to present your ethnographic findings to the rest of the class. Material included in the handout may include age, pseudonyms, and origin of the interviewees, key research questions, emblematic quotes from the interviews, etc.

Aside from training you in applying basic voice recording and editing techniques, this exercise aims at familiarizing you with sharing and presenting ethnographic material to an academic audience. Remember that in your presentations and handout you should be clear and concise and at the same time provide enough background information to allow your audience to understand your data. Also remember that in the study of language ideologies, you should avoid imposing simplistic coherence on the different beliefs that members of a speech community may have about their linguistic repertoire. The articles you have read for the past few classes emphasized the importance of taking into account the (at times very discordant) ideas that members of a speech community have about the linguistic varieties they speak. So in selecting the fragments for your Mp3 File and in your handout and presentations, you will have to highlight possible inconsistencies and debates underlying different persons' opinions and propose different ways for interpreting them.

WEEK 5 (A) Language Ideologies and Political Economies of Language

Wed, Feb 22

Readings

- Kroskrity, Paul V. 2004. "[Language ideologies](#)" (pp. 496-518). In *Companion to Linguistic Anthropology*. A. Duranti (ed.). Oxford: Blackwell. [MySLC Reserves]
- Ochs, Elinor. 1992. "[Indexing gender](#)". In *Rethinking context: language as an interactive phenomenon*. A. Duranti & C. Goodwin (eds). Cambridge: Cambridge University Press. [MySLC Reserves]
- Lutz, C.A. 1996. Engendered emotion: Gender, power, and the rhetoric of emotional control in American discourse. In Abu-Lughod, L., and C.A. Lutz (eds.). Cambridge University Press. Pp. 69-92. [MySLC Reserves]
- Cmiel, K. 1991. "Introduction" (pp.10-20), "The Best Speech of the Best Soul" (pp. 23-55), "The Democratic Idiom" (pp. 56-74), "Saxon Eloquence (pp. 94-121) . In *Democratic eloquence: The fight over popular speech in nineteenth-century America*: Univ of California Pr. [MySLC Reserves]

Optional

- Hanks, William. 2001. "[Indexicality](#)" (pp. 119-122). In *Key terms in language and culture*. A. Duranti (ed.). Blackwell Malden, Mass. [MySLC Reserves]
- Errington, Joseph. 2001. "[Ideology](#)". In *Key terms in language and culture*. A. Duranti (ed.). Blackwell Malden, Mass. [MySLC Reserves]

WEEK 6 (B) Language Ideologies and Political Economies of Language (part II)

Wed, Feb 29

Readings

- Johnstone, B. 1999. [Uses of Southern-sounding speech by contemporary Texas women](#). *Journal of Sociolinguistics* 3:505-522. [MySLC Reserves]
- Irvine J. T. 1990. "Registering Affect: Heteroglossia in the Linguistic Expression of Emotion". In L. Abu-Lughod and C. A. Lutz, (Eds.), *Language and the Politics of Emotion*, New York, Cambridge University Press, pp. 126-185. [MySLC Reserves]
- Cavanaugh, R. Jillian. 2004. [Remembering and forgetting: Ideologies of language loss in a Northern Italian town](#). *Journal of Linguistic Anthropology* 14(1): 24-38. [MySLC Reserves]

- Kulick, D. 1992. [Anger, gender, language shift and the politics of revelation in a Papua New Guinean village](#). *Pragmatics* 2(3): 281–96. [MySLC Reserves]

Optional

- Gal, Susan. 1989. [Language and Political Economy](#). *Annual Review of Anthropology* 18:345-367. [MySLC Reserves]

Assignment #5 Outline of conference Projects – First Group

Due on Sunday, March 4th at 11PM (AT THE VERY LATEST).

Write a 6-7 page draft of your conference paper, submit it to myslc and email it to the rest of the class. Everyone should have read everyone's draft and have comments and feedback to give to the authors by the day of the workshop, which is when we'll workshop the drafts.

WEEK 7 (A) Conference Papers Workshop

Wed, Mar 7

Assignment #5 Outline of conference Projects – Second Group

Due on Saturday, March 10th at 11PM (AT THE VERY LATEST).

Papers discussed today

Nasrene

Erin

Sam

Chloe

WEEK 8 (B) Conference Papers Workshop

Wed, Mar 15

Papers discussed today

Alanna

Nicole

Naomi

Ian

**March 17 - March 31
SPRING BREAK**

WEEK 9 (A) Genre, Heteroglossia, and Intertextual Gaps

Tue, Apr 3

Readings

- Hodges, A. 2011. "Preface" (pp. ix-x), "Introduction" (pp. 3-15), "The Characterization of 9/11 and America's Response to Terrorism" (Chapter 2, pp. 18-41), "Intertextual Series: Reproduction and Resistance in the Media" (Chapter 5, pp. 84-112), "Talking Politics: The Narrative Reception among College Students" (Chapter 6, pp.112-133). In *The "War on Terror" Narrative: Discourse and Intertextuality in the Construction and Contestation of Sociopolitical Reality*. Oxford and New York: Oxford University Press. [MySLC Reserves]
- 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)** [MySLC Reserves]
- 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. [MySLC Reserves]

Optional

- 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. [MySLC Reserves]
- Roulet, E. 2009. "Poliphony". In *Discursive Pragmatics*. Zienkowski, J. (ed.). John Benjamins Publishing Company. Pp. 208-222. [MySLC Reserves]
- Slembrouck, S. 2009. "Intertextuality". In *Discursive Pragmatics*. Zienkowski, J. (ed.). John Benjamins Publishing

Company. Pp. 156-175. [MySLC Reserves]

- Solin, A. 2009. "Genre". In *Discursive Pragmatics*. Zienkowski, J. (ed.). John Benjamins Publishing Company. Pp. 119-134. [MySLC Reserves]

WEEK 10 (B) Voice, Narrative, and the Presentation of the Self

Wed, Apr 11

Readings

- Goffman, Erving. 1981. "Footing" In *Forms of Talk*. Univ of Pennsylvania Pr. Pp. 124-159. Originally Published in 1979. *Semiotica* 25(1/2):1-29. [MySLC Handout]
- Capone, A. 2010. Barack Obama's South Carolina speech. *Journal of Pragmatics* 42(11): 2964-2977. [MySLC Handout]
- Duranti, Alessandro. 2003. "The Voice of the Audience in Contemporary American Political Discourse." In Deborah Tannen and James Alatis (eds.) *Linguistics, Language, and the Real World: Discourse and Beyond: Georgetown University Roundtable in Languages and Linguistics, 2001*. Pp.: 114- 134. [MySLC Handout]
- Ochs, Elinor. 1997. "Narrative". In *Handbook of discourse: A multidisciplinary Introduction*, ed. by Teun A. van Dijk. London: Sage. [MySLC Handout]
- Duranti, Alessandro. 2006. Narrating the Political Self in a Campaign for US Congress. *Language in Society* 34: 467-497. [MySLC Reserves]

Optional

- Lakoff, G., and M. Johnson. 1980. *Metaphors we live by*. The University of Chicago Press. (Chpt. 8). Pp. 35-40. [MySLC Reserves]
- Keane, Webb. 2001. "Voice" (pp. 268-272). In *Key terms in language and culture*. A. Duranti (ed.). Blackwell Malden, Mass. [MySLC Reserves]
- O' Driscoll, J. 2009. "Erving Goffmann". In *The pragmatics of interaction*. D'hondt, S., J.O. Ostman, and J. Verschueren (eds.). Volume 4: John Benjamins Publishing Company. Pp. 79-95. [MySLC Handout]

WEEK 11 (A) Metaphor, Meaning, Manipulation, and the Aesthetics of Persuasion

Wed, Apr 18

Readings

- Chilton, P. 2009. "Manipulation". In *Discursive Pragmatics*. Zienkowski, J. (ed.). John Benjamins Publishing Company. Pp. 166-189. [MySLC Handout]
- Tannen, Deborah. 2007. "Involvement in discourse" (pp. 25- 47), "Oratory (pp. 88-92), "Involvement strategies in consort: literary nonfiction and political oratory" (pp. 161- 186). In *Talking Voices : Repetition, Dialogue, and Imagery in Conversational Discourse*. Cambridge University Press. [MySLC Reserves]
- Dunmire, P.L. 2005. Preempting the future: Rhetoric and ideology of the future in political discourse. *Discourse & Society* 16(4):481-513. [MySLC Handout]
- Charteris-Black, J. 2011 [2005]. "Metaphor in Political Discourse" (Chapter 2, pp. 28-50). In *Politicians and Rhetoric: The Persuasive Power of Metaphor*. Palgrave MacMillian. [MySLC Handout]
- Lakoff, G., and M. Johnson. 1980. *Metaphors we live by*. The University of Chicago Press. (Chpt 1, 2, 3). Pp. 3- 13. [MySLC Handout]
- Charteris-Black, J. 2011 [2005]. "Barack Obama and the Myth of the American Dream" (Chapter 11, pp. 280-309). In *Politicians and Rhetoric: The Persuasive Power of Metaphor*. Palgrave MacMillian. [MySLC Handout]

Optional

- Keinpointer, M. 2009. "Figures of Speech". In *Discursive Pragmatics*. Zienkowski, J. (ed.). John Benjamins Publishing Company. Pp. 102-118. [MySLC Reserves]
- Charteris-Black, J. 2011 [2005]. "Persuasion, Speechmaking, and Rhetoric" (Chapter 1, pp. 1-26). In *Politicians and Rethoric: The Persuasive Power of Metaphor*. Palgrave MacMillian. [MySLC Reserves]
- Ritivoi, A.D. 2008. "Talking the (political) talk". In *Rhetoric in detail: discourse analyses of rhetorical talk and text*. B.

Assignment #6 Final Paper (1500 to 2000 words ca.)

Due on Wed, April 25th at 9AM

This final paper is, in a way, an extended version of your Second Assignment. It will require you to analyze Obama's Springfield speech in the light of some of the readings we have been doing during the semester. This will require you to go back and revise/re-read some of the materials covered in the past weeks. Please note there is no assigned reading for the week it is due.

Look at the whole transcript of Obama's Springfield speech now uploaded on myslc (you may make changes if you think the transcription needs to be edited in order to make more visible certain aspects that you want to analyze in your paper such as intonation units, line numbers, volume, pauses, audience responses, etc....). Pick one of the prompts from the list below and try to interpret a fragment of your choice of Obama's in the light of one of the theoretical frameworks suggested in one of the prompts (you will have to choose the one that interests you the most). Please bear in mind that in your text you will have to refer to the relevant literature, but at the same time include an analysis of short excerpts from the whole transcription (these will need to be inserted in your text in order to make your point clearer).

Aside from uploading the .doc file on Myslc assignment portlet, please bring a hardcopy of your essay to class on Wed, April 25th. On that class you will have to give a short presentation on the key points that you made in your papers so please remember to prepare yourself to give a very concise presentation of the bulk of your analysis to the rest of the class.

Prompt A - (Hill- On metapragmatic discourse, Bauman – On performance, Sbisá – Speech Act Theory, Goffman- On footing)

Look at the whole transcript of Obama's Springfield speech. Mark all the instances of performative verbs and metapragmatic statements. How do you think the "discourse of theatre" and the "discourse of truth" intertwine throughout the speech?

What kind(s) of political self(ves) is/are constructed through these discursive devices?

Do you think Hill's distinction between the "discourse of truth" and the "discourse of theatre" suits Obama's rhetoric or do you think we should introduce other kinds of discursive categories to analyze contemporary American political language?

Prompt B - (Atkinson- On eliciting affiliative response, Duranti- On inter-subjectivity and recipient design, Bakhtin –on dialogism)

"Such observations also have some important implications for the design and production of sequences of talk that precede affiliative audience responses. For if audience members are so regularly able to start cheering or clapping immediately after or just before a possible completion point in the talk, they must presumably be not only paying close attention to the ongoing talk, but also prospectively orienting to an upcoming transition relevance place in advance of its occurrence. [...]. The sequential positioning and timing of applause onset in relation to the prior talk, then, suggests that public speakers must be constructing that prior talk in such a way as to give audience members advance notice that and when a collective affiliative response will become a relevant activity for them to do."

(Atkinson 1984: 378).

Look at the whole transcript of Obama's Springfield speech. Mark all the instances of audience affiliative responses and analyze a few of these instances. Observe the sequential positioning and timing of the audience's applauses. Could you identify the cues given by Obama in order to elicit a collective affiliative response from the audience?

Look at the whole transcript of Obama's Springfield speech. Highlight (& indicate the time code) all the parts that are "audience designed" (Duranti 2003: 118) and discuss the dynamics of inter-subjectivity underlying these fragments of interaction.

Prompt C – (Capone – On voice and personification, Bakhtin – On dialogism, Ochs On narrative, Duranti- narrating the political self)

Re-listen to Obama's Springfield Speech focusing on how the speaker embeds a personal narrative in the speech and drawing on the analyses of narrative developed by the readings we did, try to develop an analysis of the usage of narrative in this political speech.

Prompt D – (Bakhtin – On dialogism, Hodges –on genre and intertextuality)

"As a living, socio-ideological concrete thing, as heteroglot opinion, language for the individual consciousness, lies on the borderline between oneself and the other. The word in language is half someone else's" (Bakhtin 1981: 293). Could you detect specific instances of heteroglossic dimension and the intertextual series that inhabit Obama's speech?

Prompt E- (Dunmire – On preempting the future, Charteris-Black – on Obama and the American Dream)

As pointed out by Dunmire a key component of political discourse is production, authorization, and naturalization of a (specific) representation of future. Obama's first presidential race greatly focused on an appeal to "hope". Elusively suspended between a cognitive stance and an emotional state, hope is endowed with a complex future-oriented temporal outlook. Reflect on the forms of agency and the structures of temporality underlying Obama's rhetoric of hope.

WEEK 12 (B) Revisions and Discussion of final papers

Wed, Apr 25

No Readings

WEEK 13 (A) Agency and Vulnerability Imovie editing workshop

Wed, May 2

Readings

- Ochs, Elinor & Taylor, C. 1996. " 'The Father Knows Best': dynamic in dinnertime narratives" (pp. 431-449). In *Linguistic Anthropology: A Reader*. A. Duranti (ed.). Blackwell Anthologies in Social and Cultural Anthropology. [MySLC Handout]
- Young, A. 2008. "Disciplinary rhetorics, rhetorical agency, and the construction of voice". In *Rhetoric in detail: discourse analyses of rhetorical talk and text*. B. Johnstone and C. Eisenhart (eds.). John Benjamins. Pp. 227-246. [MySLC Handout]

Optional

- Duranti, A. 2004. "Agency in Language" In *A Companion to Linguistic Anthropology*. Ed. by A. Duranti. Malden, Mass.: Blackwell, pp. 451-73. [MySLC Handout]

Assignment #7 Video Project

Due on Monday, May 7th at 7PM

WEEK 14 (B) Video projects Screening

Wed, May 9

STUDY QUESTIONS

Wed, Feb 22

Kroskrity

- What are, according to K., the main reasons for the delay with which linguistic anthropologists started to consider language ideologies as an object of study?
- Could you reflect on the main methodological implications of what K. (2004: 498-9) considers Silverstein's pioneering contribution to the study of language ideologies?
- Could you think of any concrete example of how speakers' "interests and positions" (Kroskrity 2004: 498) may shape speakers' view of language?
- Compare the different definitions of language ideologies quoted by K. (Errington's, Rumsey's, Silverstein's, Irvine's) and try to spell out what the major differences in the theoretical assumptions underlying the different formulations are.
- What do you think Kroskrity means by indexical connections (p. 500)?
- What is the "myth of the socio-politically disinterested language user" ? (Kroskrity 2004: 501)
- What does it mean that language ideologies highlight the value of the non-referential functions of language (Kroskrity 2004: 500)?

Ochs

- What do you think the main points of Ochs' article are?
- What is the relationship between linguistic forms and social meaning of gender?
- How does Ochs' discussion of linguistic meaning differ from Saussure's?
- What's the difference between referential and non-referential indexes?
- How does Ochs define the notion of marked/unmarked behavior?
- What is the main difference between the communicative style of white middle class Americans and that of Samoan caregivers?

- What are the linguistic features of Baby Talk?
- How could the relationship between gender and linguistic forms discussed by Ochs be related to the discussion of the relationship between linguistic forms and broader social meanings discussed by Hill (1998)?
- Could you think of any criticism against Ochs' discussion?

Lutz

- How would you compare Lutz and Ochs' approach to the relation between language and gender?
- What are the main features of Western representation of emotions? And how is the Janus-faced representation of emotion paralleled by cultural stereotypes of women?
- What is the "rhetoric of control"?
- What does L. mean when she argues that the understanding of emotions is "dominated by a biomedical model" (p. 72)?
- What is Lutz' point about scholarly analyses of emotions?
- What is Lutz' point about lay discourse on emotions?
- Were you convinced by Lutz' findings/methodology?

Wed, Feb 29th

Woolard and Schieffelin

- What is the difference between ideologies of Language and ideologies of language?
- Where are languages ideologies located?
- How has Speech Act theory shaped our view of communication?
- Could you think of some examples of disciplinary and/or scholarly language ideologies?
- What is the difference between neutral and critical understanding of ideology?
- Could you think of any concrete example of WHAT W. and S. mean when they refer to the critical meaning of "ideology"?

Johnstone

- Could you reflect on the relation developed in this article between the notion of performance and the practice of styling and language crossing?
- What is language crossing and what is its relevance for cultural analysis?
- What are the author's reflections on the connection between geographical and linguistic facts?
- What are the commonalities and the differences between J. and Ochs' analyses of the relation between linguistic indexicality and socio-cultural construction of gender?
- What is the mismatch between cultural and physical southern status of Texan?
- What are the features associated with the interactional style of Southernness?
- What are the multiple indexicalities of Southern stylistic features? And why is context important in identifying indexical connections?
- What does J. mean by "stylization"?
- Could you reflect on some of the ideological assumptions that underlie scholarly approaches to region and language found in traditional dialectology and variationist sociolinguistics?

Irvine

- What are, according to the author, the reasons for fact that linguists tend to neglect emotions?
- What are the structural elements that may be used to encode affect?
- What are the commonalities between Kulick and Irvine's analyses of the connection between language, culture, and emotions in Gapun and Senegal?
- Why does Irvine believe that looking at register is important for understanding the cultural organization of emotions in a specific speech community?
- Why does Irvine's analysis suggest the need to move the focus from the individual to the societal aspects of affectivity?
- How would you define register? And how does it differ from "dialect" and style"?
- What is the difference between waxu gewel and waxu géér?
- Why does Irvine prefer to label waxu gewel and waxu géér as registers rather than as social dialects?

Tues, April 3rd

Hodges

- What view of language emerges from Hodges' introductory reflections?
- What is the difference between vernacular and Foucauldian views of discourse?
- What is the meaning of the notion of inter-textuality?
- What is the difference between intertextuality and interdiscursivity?
- What is Hodges' point about the transition between the crime and the war frame?
- What is Hodges' understanding of the function of metaphors in political discourse?
- What is the role of the personification of history in the excerpt from Bush's speech at p. 32-33?
- What type of general point on the relationship between form and content we could draw from the analysis of parallelism and alliteration deployed in the speeches quoted at p. 35, 37, and 38?
- What is the idea of the relation between speech and speakers that emerges from Agha's Bakhtinian notion of "Speech chain" (p. 84)?
- What is the difference between Silverstein's notions of presupposed and creative indexicalities?
- What is the dual function of repetition?
- How would you define Bakhtin's idea of double-voiced discourse?
- Could you think of concrete examples of chains of authentication?

Wed, Apr 11

Goffman –Footing

- What is the traditional communicative paradigm that Goffman wants to challenge in this piece?
- How can the traditional notion of "hearer" (p. 131) be questioned?
- What is the difference drawn by Goffman between "participation status" and participation framework" (p. 137)?
- What does Goffman mean by "production format" of an utterance? (P. 144)?
- How Goffman's notions of production format complicate traditional distinctions between direct and indirect quotation: 150-1)?

Capone- Barack Obama's South Carolina Speech

- What is the technique of personification used by Obama in his speeches and what is its impact on the type of agency and authorship projected by Obama's speeches?
- In what sense is slower and softer speech is a "predictive device" (p. 2968)?
- In what sense Obama is "recycling the words of others" (p. 2969)?
- What are the main characteristics of Obama's speech according to the author?
- What is the meaning of the open ended slogan "Yes, we can"?
- What is significant in the different strategies used by Obama to ventriloquize supportive voices and those of the opponents?

Ochs- Narrative

- What are the main characteristics of the narrative according to Ochs?
- What is Ochs' general definition of narrative?
- What is Ochs' understanding of genre? And how does this resonate with Bakhtin's view of intertextuality and polyphonic understanding of genre?

Duranti- Narrating the Political Self

- Why is existential coherence an important factor in the presentation of the political self in American political practice and discourse?
- What are the three discursive devices used by candidates for building existential coherence?
- What is the difference between the approach adopted by Duranti in this article and those normally employed in other studies of political discourse and linguistic anthropological analysis of political speech making?
- Why do personal narratives play such an important role in American political speechmaking?
- What is the major challenge underlying the practice of embedding personal narrative in political speeches?

- What is the anthropological relevance of local conceptions of “the ideal candidate”?

Duranti- The voice of the audience

- What is the advantage of documenting speeches by the same political candidate, studying repetition across speech events and “variation on a theme” (p. 114)?
- How can issues of persuasion, manipulation, authorship, and coherence of the self be connected in the speeches by “political candidates who are seeking approval”? (p.115)
- What do people who work in CA (conversation analysis) mean when they use the term “recipient design”?
- How does the idea that “speakers fashion their speech in ways that make it interpretable by their listeners” (p.116) impact traditional notions of manipulation?
- What is significant about Capps’ itinerary narrative quoted at p. 118?
- What do you think is the most striking contrast between Duranti and Hodges’ interpretations of political discourse?
- What is interesting about the excerpt at quoted at p. 123?
- Please reflect on the different methodologies used by Hodges and Duranti and point out the most striking differences between the two.
- How did the shift to the call and response format described at p. 128-9 reconcile the expectation of criticizing the opponent with the speaker’s need to preserve an “image of fairness and compassion”?
- How does Duranti’s view of the role of the audience resonate with Bakhtin’s idea of the active role of the listener (Bakhtin 1981: 281)?

Wed, Apr 18

Tannen

- What is the main point of Tannen’s comparative research on the relation between ordinary conversation and literary discourse?
- What were the conclusions of Chafe’s comparative research on speaking and writing?
- What are the main involvement strategies that work on sound and meaning?
- What is a trope?
- What are the main effects of the employment of reported speech (direct or indirect)?
- What are the examples of intertextuality analyzed by Tannen in MLK’s “I have a dream speech”?
- What are the three main metaphors utilized by Jesse Jackson in his 1988 speech?
- What is Tannen’s main point about Jackson prosodically marked repetitions?
- What is the relation of formulaic-ness and improvisation in Jesse Jackson’s speech?

Chilton

- What is the main point of Chilton’s historical analysis of how “manipulation and persuasion have been viewed”?
- What role did the economic transformations of the industrial and post- industrial era on the significance of rhetoric?
- How could we reconnect the negative representation of rhetoric with the mainstream ideologies emotions we discussed earlier in the semester?
- What is the relation between language and thought imagined in Orwell’s 1984 dystopia and what are the parallels between Orwell’s language ideology and the approach put forth by Foucault and Critical discourse analysis (CDA)?
- What are the theoretical assumptions underlying Dawkins’ idea of memes and Sperber’s notion of epidemiology?

Lakoff, G., and M. Johnson

- What is the main point of Chilton’s historical analysis of how “manipulation and persuasion have been viewed”?
- What is the main conception of metaphors that L. and J. want to challenge in their book?
- What is L. and J’s definition of metaphor?
- What are the main characteristics of metaphor?
- What are the implications of L. and J’s notion of conceptual metaphors for the understanding of the relation between language, thought, and experience?

Dunmire

- How do dominant political discourses manage to “supplant the notion of the future as the site of the possible with a conception of the future as inevitable and, thereby, undermine the future as a site through which political change

can be imagined" (p. 482)?

- What is the difference between the deontic and the epistemic modalities for the representation of the future?
- What are the three main implications of the idea that texts are sites of "Struggle and contestation" (p. 487)?
- What is significant about Bush's Cincinnati speech?
- What are the ideological consequences of presenting "threat" as background knowledge?
- What does the nominalization do to the semantics of the verb "to threaten"?
- What are the consequences of nominalizations on the transitivity of the sentence and on the representation of agents and actions? What types of agency are implied in the nominalization of threat?
- In what sense do you think that Obama's discursive strategies for pre-figuring the future depart from those described in this article?
- What are the deontic and epistemic discursive strategies to support the doctrine of preemption and practice of anticipatory action?
- What are the functions of the interrogative mood of Bush's speech opening quotes at p. 498-9?
- What are the main differences between the effects created by this usage of the interrogative mood and Obama's deployment of personification in the South Carolina victory speech?
- What are the results of Bush's use of pronouns?
- What is evidentiality and how is the usage of evidential markers used for the representation of oppositional futures?

Charteris-Black-Barack Obama

- In what way does B.O.'s rhetorical achievement represent the unification of two mythologies?
- What are the main features of the "American Dream"?
- What is the difference between the deontic and the epistemic modalities for the representation of the future?
- What are the three main implications of the idea that texts are sites of "Struggle and contestation" (p. 487)?
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