LANGUAGE IDEOLOGIES: THE POLITICAL ECONOMY OF LANGUAGE BELIEFS, FEELINGS AND PRACTICES

Spring 2015 Professor: Paul V. Kroskrity
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Course Description: Current research on language ideologies challenges and problematizes many fundamental assumptions about how speakers use their languages and other communicative resources. Like many movements in contemporary linguistic anthropology, language ideological research emphasizes language activity as a form of action that is rooted in the sociocultural context of its production. What makes language ideological work comparatively distinctive, however, is its consideration of two relatively neglected factors: 1) speakers' partial awareness and understanding of their own linguistic and communicative practice, and 2) the relationship of this awareness to the speaker's socioeconomic or political economic perspective and to the communicative practices themselves. Since language ideologies are productively used by nation-states, ethnic groups, professions, and group members to erect or erase boundaries within and outside the group, they are especially important cultural resources in the construction of various identities. This seminar will introduce key readings and encourage students to perform or design original research informed by this theoretical orientation.

Requirements: Students are evaluated on the basis of 1) class participation, 2) identification of the literature in a selected field, and preliminary outline 3) production of a research paper and or [simulated] proposal. These are approximately 40%, 15%, and 45%, respectively, of the final grade.

The due date for setting a paper topic with a literature identified and a preliminary outline provided is the meeting in Week #6.

Participation includes both Overview responsibility and Commenting activities. Both are critical for the creation of a seminar community. See the end of the syllabus for discussion of suggested Overview strategies.

Texts:


**Week #1  March-31  Introduction and Overview**

**Read:**


Also Recommended:


**Week #2  April-7  The Emergence of a Language Ideologies Approach**


Silverstein, Michael. 1985. Language and the Culture of Gender: At the intersection of Structure, Usage, and Ideology. In *Semiotic*


Week #3 April-14 Dominant Language Ideologies


**Week #4 April-21  Multiplicity, Contention, Change**


**Week #5 April-28  Language Ideology and Nationalism**

Bauman and Briggs 2003 “Language, Poetry and the Volk” *VM* 163-196


Errington, Joseph. 2000. Indonesiant’s) Authority *RL* 205-228


Week #6  May-05 Language Ideologies Within Institutions I

Richland, Justin. 2009. “Language, Court, Constitution: It’s All Tied Up into One:” The (Meta)pragmatics of Tradition in a Hopi Tribal Court. NALI 77-98.

Collins, James. 1998. Our Ideologies and Theirs. LI 256-70

[NOTE: Literature Review Lists and Project Outlines Due today.]

Week #7  5-12 Language Ideologies Within Institutions II

**Week #8 5-19 Linguistic Racism and Language Ideologies**


*Also Recommended:*


Bucholtz, Mary and Sara Trechter. 2001. (Guest Editors) Discourses of Whiteness. Special Issue of *Journal of Linguistic Anthropology* 11: Number 1


**Week #9 5-26 New Directions—Applying Language Ideologies in Pacific and Native American Contexts**

*The Pacific Region*

Riley, Kathleen C. 2007. To Tangle or Not to Tangle: Shifting Language Ideologies and the Socialization of Charabia in the Marquesas, French Polynesia CC 70-95.


*Native American Contexts*


**Week #10  June-02 Language Ideologies and Language Endangerment**


*Also Recommended:*


**Due Date for Final Paper/Project/Proposals:** June 12. 6P PST emailed as either a WORD or PDF document.

*Participation Revisited—some suggestions for “Overviewers:”*

Plan on using no more than 5 minutes. Use an outline to help you structure your presentation. You should also make a handout for all members of the seminar but this is a strong suggestion not an absolute requirement (and you can dispense with it on those occasions where you simply don’t have the time to produce one.)

Please do not summarize the arguments and their sequencing (i.e. merely attempt to summarize and reproduce the linear argument).

Select 2-3 main contributions of the work—what you feel most readers will find important and/or interesting.
If the article contains technical or theoretical terms, provide a list of these and attempt to give a definition, either on the basis of the article itself or some other relevant source. [We will build a collective glossary as a class project—I will organize the input from students and provide some early examples].

**Individual Take:** how does this article relate to your research and scholarly interests, how do you feel it is relevant if at all.

**How does this chapter/article relate to other readings**—trace out the intertextuality of the work you are discussing with other course readings but also with other works you know about from outside of this course. Remember it is not sufficient to merely observe the intertextual connection; one needs to describe it more explicitly and discuss what you see as the connections.

**Relevant Questions to think about given the focus of this course:**

What dimensions of language ideologies are being explored in this work? Are language ideologies being used in a maximally productive way? What does the author analytically accomplish with this concept? Or alternatively, what might the author have accomplished with a more effective notion or application of "Language Ideologies?" Does the author add to our understanding of language ideologies? What did you find most effective about this study and, of course, what did you find most problematic?

Where possible, please have relevant quotes and passages selected to illustrate the textual basis of your points. Do this especially for anything you may want to suggest as appropriate for further seminar discussion.

These are just a few possibilities, there are certainly many other relevant questions. Try to rank order your points not to reproduce the logic of the chapter or article but rather to foreground your most important observations and use your limited time as effectively as possible. Do not think about exhaustive treatments—leave room for commentators to fill in the inevitable gaps in what you cover. After others have had a chance to comment feel free to both respond and comment yourself.

**Have fun with the ideas we are discussing!**

And always feel free to ask questions if you feel the article/chapter requires additional background knowledge that you do not possess. We’ll find it somewhere in our seminar meeting.

Also, as per all the published research on American address forms, I hereby give all participants who are not already accustomed to doing so, to call me by my first name (which is admittedly much easier to pronounce) UNLESS of course you are more comfortable with the more formal TLN (Title + Last Name). Whatever works for you to produce the best psychological setting works for me, too!

**My best wishes for a great seminar, Spring quarter, and conclusion to the Academic Year!**

All the best,

Paul Kroskrity