

האוניברסיטה העברית בירושלים

סילבוס

שפה ותרבות - 53884

תאריך עדכון אחרון 10-10-2019

נקודות זכות באוניברסיטה העברית: 2

תואר: מוסמך

היחידה האקדמית שאחראית על הקורס: סוציולוגיה ואנתרופולוגיה

השנה הראשונה בתואר בה ניתן ללמוד את הקורס: 0

סמסטר: סמסטר א'

שפת ההוראה: עברית

קמפוס: הר הצופים

מורה אחראי על הקורס (רכז): Dr. Marcy Brink-Danan

דוא"ל של המורה האחראי על הקורס: Marcy.bd@mail.huji.ac.il

שעות קבלה של רכז הקורס: Tues 10-11:30

מורי הקורס:

תאור כללי של הקורס:

Although most of our days are spent reading, writing and talking, we often take language itself for granted.

Communication is the most human form of behavior, and the investigation of the ways language and culture interact is one of the most fascinating aspects of the study of human beings. Linguistic anthropology investigates how humans create meaning through the use of language and communicative behavior. Throughout the semester, our readings will be augmented by discussions of ethnographic and linguistic methods. This course topic ties into debates current in anthropology, sociolinguistics, narrative studies, communication, semiotics, modern culture and media.

We also will learn about the linguistic basis for many sociological and anthropological theories.

מטרות הקורס:

Class goals include: understanding the role of language in society and focusing - theoretically and methodologically - on language as a source of rich ethnographic data;

תוצרי למידה

בסיומו של קורס זה, סטודנטים יהיו מסוגלים:

Students will possess the anthropological know-how to see language as key to social organization in the world around us. They will become more careful and critical interviewers, be able to transcribe spoken discourse and undertake critical discourse analysis of text and speech;

דרישות נוכחות (%) :

100

שיטת ההוראה בקורס: Discussion-based instruction. This is a graduate-level course, so it is crucial that ALL students participate in the class discussion. In general, the quality of questions and comments will be valued more than the quantity.

רשימת נושאים / תכנית הלימודים בקורס:

INTRO AND SCOPE OF LINGUISTIC ANTHROPOLOGY, LANGUAGE AND THEORIES OF CULTURE, LINGUISTIC DIVERSITY, ETHNOGRAPHIC METHODS, INTERVIEW LANGUAGE, TRANSCRIBING SPOKEN

LANGUAGE, SEMIOTICS AND MEANING, CRITICAL DISCOURSE ANALYSIS

חומר חובה לקריאה:

Reading schedule (Note: This syllabus is subject to REVISION!)

All readings are available as PDFs on moodle

Throughout the course we will use a book called "Linguistic Anthropology" (A. Duranti), a comprehensive textbook (on our moodle), in parallel to a collection of classic, ethnographically rich articles that focus on language and theories of language.

DURANTI, SCOPE OF LINGUISTIC ANTHROPOLOGY

Hall, K. 1995 Lip Service on the Fantasy Lines.

DURANTI, THEORIES OF CULTURE

Bucholtz, Mary 2001 The Whiteness of Nerds: Superstandard English and Racial Markedness

Monaghan, L. Ed. Ebonics Debate

DURANTI, LINGUISTIC DIVERSITY

Golden, D. 2001 "Now, like Real Israelis, Let's Stand Up and Sing": Teaching the National Language to Russian Newcomers in Israel.

DURANTI, ETHNOGRAPHIC METHODS

Briggs, C. 2007 Anthropology, Interviewing, and Communicability in Contemporary Society.

DURANTI, TRANSCRIPTION

Bucholtz, M. 2000 The politics of transcription.

DURANTI, MEANING

De Saussure, F. Course in General Linguistics (selections)

DURANTI, SPEAKING AS SOCIAL ACTION

Austin, J. How To Do Things With Words 1962 (selection)

Bourdieu, P. Economics of Linguistic Exchanges (selections)

Irvine, J. 1989 When talk isn't cheap: language and political economy.

DURANTI, CONVERSATIONAL EXCHANGES

Noy, C. 2002 "You MUST go trek there:" The Persuasive Genre of Narration among Israeli Backpackers.

DURANTI, CONCLUSIONS

DURANTI, PRACTICAL TIPS FOR RECORDING

Spitulnik, Debra, Media and Anthropology

Hill, J. 2002 "Expert Rhetorics" in Advocacy for Endangered Languages: Who Is Listening, and What Do They Hear?

Jones, G. and Schieffelin, B. 2011 Talking Text and Talking Back: "My BFF Jill" from Boob Tube to YouTube.

Doodstar, A. "The Vulgar Spirit of Blogging": On Language, Culture, and Power in Persian Weblogestan

Sonntag, S. Appropriating Identity or Cultivating Capital? Global English in Offshoring Service Industries

Fairclough, N. 2012. Critical discourse analysis

חומר לקריאה נוספת:

Lakoff and Johnson, Metaphors We Live By

Bakhtin, M. Selections from The Dialogic Imagination;

Cody, F. 2009 "Inscribing Subjects to Citizenship: Petitions, Literacy Activism, and the Performativity of Signature in rural Tamil India." Cultural Anthropology 24(3): 347-380.

הערכת הקורס - הרכב הציון הסופי :

מבחן מסכם בכתב/בחינה בעל פה 40 %
הרצאה 20 %

השתתפות 30 %
הגשת עבודה 0 %
הגשת תרגילים 0 %
הגשת דו"חות 0 %
פרויקט מחקר 0 %
בחנים 0 %
אחר 10 %
RAPPORTEUR

מידע נוסף / הערות:

Class Presentation: Each student will be responsible for giving a short presentation (about 15-20 minutes) at least once in the term. The presentation will be based on the week's readings. Since everyone will have read the required readings before coming to class, detailed summaries of the readings are unnecessary. Rather, presentations should focus on drawing out the key ideas and common themes covered in the readings. Presenters should ask questions, register agreements and disagreements, and offer interpretations of the week's readings. Each presentation should conclude by offering a few critical questions for the class to discuss collectively. The presenter is responsible for distributing an outline of the presentation to the class on our moodle. 20%

Rapporteur: Each student will act as 'rapporteur' for at least one seminar meeting. This involves providing comments, reflections, and elaborations on the discussion from the previous seminar meeting. The rapporteur's report should be one page and will be made available to all seminar participants at the beginning of the following seminar via moodle. 10%

All students are expected to complete the required readings (approximately 1-2 articles or chapters per week), think carefully about them before coming to class, and take an active part in the discussion. One cannot actively participate in discussions if one is not present, so attendance is mandatory; if you cannot attend, please let me know in advance. %30

Final exam (take home) %40 This exam will cover each of the major areas of content outlined in the syllabus. Short essays will respond to exam questions, not longer than 5 double spaced pages.

Class Presentation: 20%
Rapporteur: 10%
Participation: 30%

Final take home exam 40%