How have colonial and post-colonial states formulated language policies, and to what degree have their subjects conformed to or resisted these attempts? How does language use relate to a sense of belonging to a national or local entity? What aspects of language use represent and reproduce such forms of collective identity? This course proposes a selective survey of anthropological, historical, and linguistic approaches to these questions, through a consideration of language contact in colonial and neo-colonial situations, a comparison of linguistic policies imposed by empires and nation-states on their subjects, and the conflict between official languages and linguistic minorities—such as the “English Only” movement in the U.S., or linguistic conflicts in Spain, Canada, and the former Soviet Republics. The course addresses a number of case studies—drawn from cultural localities in the Americas, Europe, the Middle East, and Asia—that cover the range between institutional language reform and individual strategies of accommodation and resistance. Students may elect to pursue a short research project informed by these approaches.

Required books


Evaluation

- Participation and quality of discussion questions 30 %
- Position paper 10 %
- Midterm take-home exam 25 %
- Group presentation (collective grade) 10 %
- Final project OR take-home exam 25 %

General participation and quality of discussion questions (30%)  
You should prepare for class by taking notes on the readings, and coming to class prepared to discuss them. Do not be afraid to ask questions about terms that are freely bandied about in the readings or in class discussions. Your participation grade will reflect quality, relevance, and willingness, rather than frequency. After our first two sessions, the class will be divided, much like many Amazonian and Andean societies, into two halves, A and B (“moieties” in anthropological parlance). Each class participant will be individually responsible for preparing 3 discussion questions in an alternating fashion: on Mondays, members of moeity
A will provide us with questions, which will be directed towards moiety B, and this arrangement will be reversed on Wednesdays (this arrangement may be suspended when one of this course's major assignments is due). Each moiety may choose a name more descriptive than “A” or “B” if its member so wish. After a lecture-style introduction to the day’s topic, any member of the appropriate moiety will be welcome to pose one of his/her questions; if no one volunteers (or if the same two or three people volunteer time and time again), I may go down a list of moiety members. You will be provided with suggestions as to how to draft good questions, and I will collect your questions at the end of each class.

**Position paper (10%)**
You will write one position paper (minimum length 4 pages) due on **Feb. 27** in response to one of several essay-format questions regarding theory and colonial linguistic projects.

**Midterm take-home examination (25%)**
This exam will cover the readings and discussion for the first half of the course. You will choose two out of four essay questions, and write two short essays with a combined page length of at least 8 pages, excluding your (brief) bibliography. This exam is due in class right after Spring Break on **March 27**.

**Final project OR final take-home examination (25%)**
After consulting with me, you may develop a final research project that examines any topic of your choice that is pertinent to this course. If you choose this path, you will turn in a brief (2-page) outline and tentative bibliography on **April 17**, and a final draft of your project (8-10 pages) on **May 18**.

If you cannot decide on a topic or do not want to pursue a final project, you will complete a final examination similar in format to your midterm. You will choose from a variety of essay questions, and address two questions in two short essays with a combined length of 8-10 pages. You need not refer to any materials beyond assigned readings, lectures, and class discussions in order to complete this exam, but I will give extra credit for the appropriate use of additional sources. This final examination will be due on **May 18**.

**Individual OR group presentation (10%)**
If you are working on a final project, you will prepare a brief and informal (6-8 minute) presentation, and deliver it on either April or May.

If you are not engaged in a final project, you will be part of a small group formed after Spring Break. Each of these groups will choose a topic combining the study of language use or language ideologies with colonialism or nationalism, notify me of their choice and turn in a 2-page outline by **April 17**, select a short reading (circa 20 pp., excluding bibliography) that will be assigned to the class, and prepare a 20-30-minute presentation. You may select a reading from a list of relevant sources located either at library reserves or on Blackboard (in “The Vault”), or do a periodicals search. The rest of the class will prepare questions for the exponents ahead of time.

**Attendance and extension policies**
Attendance and lateness will be noted at each session. You should aim to have, at most, one unaccounted absence. After two unaccounted absences, your final grade will be adjusted downward at the instructor's discretion. Contact the Dean of Students if you have any personal or health emergency; they will notify all of your professors, and your grade will not suffer as a result. If you have a disability, you should identify yourself and discuss your needs with me so special arrangements may be made well ahead of time.
Please note that extensions for turning in your work will be given only under exceptional circumstances (i.e., family emergencies or illnesses corroborated by the Dean of Students) and on a case-by-case basis. This means that most extensions and all requests for an incomplete grade are, in practice, granted at the discretion of the Dean of Students.
Course schedule

Readings marked with (✱) are available at the ANTH 240 Blackboard site under “Course Documents.”

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
</tr>
<tr>
<td>W Jan 25</td>
<td>Introduction: Linguistic anthropology and the study of ideologies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>I. THEORETICAL AND ANALYTICAL TOOLS</td>
</tr>
<tr>
<td>M Jan 30</td>
<td>Phonemes, morphemes, and units of analysis in linguistics</td>
</tr>
<tr>
<td>W Feb 1</td>
<td>Linguistic relativity: Does language influence how we perceive the world?</td>
</tr>
<tr>
<td>WEEK 3</td>
<td></td>
</tr>
<tr>
<td>M Feb 6 (A)</td>
<td>What are language ideologies (and where are they)?</td>
</tr>
<tr>
<td>W Feb 8 (B)</td>
<td>Bourdieu on legitimate language, symbolic authority, and the marketplace</td>
</tr>
</tbody>
</table>
# II. LANGUAGE AND COLONIAL RULE IN THE SPANISH, BRITISH, AND BELGIAN EMPIRES

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Selections from the Florentine Codex, translated by James Lockhart: omens and first encounter between Cortés and Moteuczoma. |
| W Feb 22   | **British colonial linguistic projects in India**               | [Cohn, Bernard. 2000. The Command of Language and the Language of Command.](#) In [CFK](#). Pp. 16-56. |

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
*In LCP.* |
| W Mar 1    | **Belgian colonial rule and the refashioning of Swahili in the Congo (II)** | [Fabian, Johannes. 1986.](#) Chapters 4 (selection), 5, 6. *In LCP.*  
Pp. 106-162. |
# III. LANGUAGE, NATION-STATES & STATELESS COMMUNITIES

## WEEK 7

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 10-26</td>
<td>SPRING BREAK!</td>
<td></td>
</tr>
</tbody>
</table>

## WEEK 8

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Sources</th>
</tr>
</thead>
</table>

## WEEK 9

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Sources</th>
</tr>
</thead>
</table>
### WEEK 10

**M Apr 10**  
Codeswitching, bilingualism, and multiple identities  

**W Apr 12**  
Language loss and revitalization  

### WEEK 11

**M Apr 17**  
French language politics and global language ideologies  

**W Apr 19**  
The rise and fall (and rise?) of the “English-Only” movement in the U.S.  

### WEEK 12

**M Apr 24**  
No class (instructor at conference)

**W Apr 26**  
Global Englishes: India, South Africa, and Nepal  
- Sonntag, Selma. Subaltern Language Politics in India (pp. 59-78); Language Politics in Democratic Transitions (pp. 79-111). In LPGE.

### WEEK 13

**M May 1**  
PRESENTATIONS: Group & individual projects

**W May 3**  
PRESENTATIONS: Individual projects

### WEEK 14

**M May 8**  
PRESENTATIONS: Group & individual projects

**May 10-16**  
READING PERIOD

### WEEK 15

**MAY 18**  
FINAL PROJECT/TAKE-HOME EXAM DUE AT 5 PM