I. CONTACT INFORMATION

Class Time/Location: T, R 12:30-1:50 / SS 252
Professor: Irene Appelbaum irene.appelbaum@umontana.edu
Office: Social Sciences 211
Office Hours: T 2-3, W 11-12 & by appointment

II. READINGS

There is no required textbook for this course. Readings will be available on-line either through Moodle or the Mansfield Library Course Reserves.

III. COURSE DESCRIPTION

In this course, we will look at three broad approaches to the study of discourse, paying particular attention to the conception of language underlying each approach.

First, we will look at discourse identified by reference to traditional semantics and syntax. In this tradition, the context-independent sentence is taken to be the primary unit of analysis, the central function of language is assumed to be reference and predication, and meaning is largely understood as the state of affairs represented by a sentence. On this approach, topics in discourse are identified largely negatively—as those for which this traditional picture does not hold. In some such cases, the traditional picture does not hold because context-independent sentences are insufficient to specify a particular state of affairs (DEIXIS). In other cases, it is because the state of affairs represented by a sentence does not exhaust the information it conveys—either because the same state of affairs is "packaged" differently in different sentences (INFORMATION STRUCTURE), or because different sentences representing the same state of affairs convey different information about the speaker or the relation between speaker and addressee (PARTICIPANTS). In still other cases, the sentence may describe a particular state of affairs, but doing so is not its primary function (SPEECH ACTS). Finally, discourse on this approach, includes the study of structural units larger than an individual sentence (NARRATIVE STRUCTURE).

On the second approach to discourse, the central unit of analysis shifts from abstract sentences to events of speaking, with an emphasis on the relationship between utterances and the real-world events in which they occur (INTERACTION), including events of story-telling (NARRATIVES REVISITED). Within this framework, language is viewed as multifunctional and, in particular, as having multiple social functions. While the previous approach treats discourse phenomena as exceptional and peripheral, on the present approach these same phenomena are viewed as pervasive and constitutive (DEIXIS REVISITED, SPEECH ACTS REVISITED, PARTICIPANTS REVISITED). Discourse, on this approach, just *is* language viewed from an interactional perspective.

The third approach to discourse focuses on connections between individual events of speaking and broader social practices. More specifically, the focus is on how these connections are viewed, both by those who study language and by language users more generally. On the one hand, language analysts in this tradition emphasize the contingent, sociohistorical processes involved in creating, maintaining, and altering these connections (ENTEXTUALIZATION, ENREGISTERMENT). On the other hand, language users often view these connections as intrinsic, uniformly distributed, and ahistorical in ways that are socio-politically and linguistically consequential (IDEOLOGY).

IV. LEARNING OUTCOMES

After successfully completing this course, students should have a good understanding of a variety of discourse topics, as well as an appreciation for how different underlying frameworks for studying language lead to different treatments of these topics. More specific learning outcomes for this course include:

- a basic understanding of truth-conditional semantics and the role it plays in linguistics;
- the ability to identify and distinguish a variety of information-structure concepts;
- knowledge of the basic categories of deictic expressions and how they differ from each other and from non-deictic expressions;
- the ability to identify and distinguish different types of speech acts;
- an understanding of how reference to participant roles can index a variety of social relationships;
- an understanding of different structural parts of narratives;
- an understanding of interactional approaches to studying language;
- a basic understanding of the semiotic approach to the study of language;
- an understanding of the processes by which acts of speaking influence and are influenced by broader social and institutional practices;
- an understanding of the processes by which views about language influence and are influenced by broader social and institutional practices.

V. ASSESSMENT & GRADING

Your performance in this course will be assessed by the following requirements:

Short Papers: You will be asked to write **six short papers** on assigned topics from the reading. (For undergraduates, each paper should be approximately 250 words; for graduate students, approximately 500 words.) These essays will be exegetical in nature, aimed at developing your ability to write clearly and concisely about some of the theoretical concepts introduced in the course. Essays will typically be assigned on a Thursday and be due the following Tuesday. Topics will be assigned on a weekly basis. You are encouraged, but not required to write more than six papers. In this case, your highest six grades will count toward your final course grade.

Mid-Term Paper: A mid-term paper is due on **Friday, Oct. 18 by 4 PM**. (For undergraduates, the paper should be approximately 1,000 words; for graduate students, approximately 1,500 words.) Topics for this paper will be assigned by the instructor on Tues. Oct 8. Please submit papers to the instructor by email as a Word or ODT file attachment.

Final Paper: A final paper is **due on Friday, Dec. 6.** (For undergraduates, the final paper should between 2,000-2,500 words; for graduate students, the final paper should be between 2,500-3,000 words.) For the final paper, you may write on an approved topic of your own choosing. You will also be required to submit a brief abstract and outline of your paper no later than **Friday, Nov. 15.** You will not receive a grade for the abstract and outline, but you are expected to incorporate feedback you receive into your final paper.

Leading Discussion: Each student will be responsible for leading seminar discussion on an assigned reading during the semester. (Undergraduates will be required to lead discussion once during the semester and graduate students will be required to do so twice.) Sign-up slots for presentations are available on Moodle. Students are required to meet with the instructor in the week prior to that in which they are leading seminar discussion.

General Participation: Active student participation is essential to the success of a seminar. Participation may take a variety of forms, but includes coming to class having read the assignment carefully (and

preferably multiple times), being prepared to discuss the material, listening attentively, and having identified central points or themes in the reading as well as questions for discussion. You are not expected to understand every point in the reading prior to discussing it in class, but it should be clear that you have made an earnest attempt to do so.

Grades: Your final grade in this course will be based on the following calculation:

		Undergraduates	Graduate Students
• Short Papers (6 x 4% each)	24 %	~250 words	~500 words
• Mid-Term Paper	16 %	~1000 words	~1500 words
• Final Paper	24 %	2000-2500 words	2500-3000 words
• Leading Discussion	12 %	1x/semester	2x/semester
• Participation	24 %		

VI. COURSE POLICIES

Student Conduct Code: You are expected to adhere to the University of Montana Student Conduct Code.

Academic Honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. (See the Plagiarism Warning in the Catalog.)

Course Accommodations: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide an appropriate modification. For more information, visit the Disability Services website.

Withdrawing from the Course: From the Registrar: Through the 15th instructional day, all classes are dropped in CyberBear. From the 16th through the 45th instructional day, all classes must be dropped using Drop forms (instructor signature required, advisor signature required for undergraduates), $10 fee applies. From the 46th to the last instructional day prior to finals week, classes must be dropped using the Drop form (instructor and Dean signatures required, advisor signature required for undergraduates). $10 fee applies.

Moodle: This course has an online Moodle component. The Moodle website will be used to post course materials and to make announcements. It is your responsibility to check Moodle for course announcements and schedule changes. Technical support is available online through UMOnline Technical Support, or by calling (406) 243- 4999.

Email: In accordance with University policy, I will use only the email address provided for you on the Moodle website for class emails. I will only respond to emails sent to me from your University email address. I will not communicate grade information via email. It is your responsibility to keep informed about information contained in email sent to your University email account.

VII. Course Outline (subject to change)

I. DISCOURSE AND SENTENCES

Truth-Conditional Semantics (8/29)
• *Language Files* (2011): Semantics.
• Urmson (1956): A Preliminary Sketch of Logical Atomism.

Information Structure (9/3, 9/5)
• Chafe (1976): Givenness, Contrastiveness, Definiteness, Subjects, Topics, and Point of View.
• Gundel and Fretheim (2019): Topic and Focus.
• Dahlstrom (2017): Obviation and Information Structure in Meskwaki

Deixis (9/10, 9/12)
• Levinson (1983): Deixis

Speech Acts (9/17, 9/19)
• Austin (1962): *How to Do Things With Words*, Lectures I-II, V, IX-XI.
• Searle (1975): Indirect Speech Acts.
• Searle (1965): What is a Speech Act?

Participants (9/24)
• Brown and Gilman (1960): The Pronouns of Power and Solidarity.

Narrative Structure (9/26)
• Labov (1972): The Transformation of Experience in Narrative.

II. DISCOURSE AND INTERACTION

Interaction (10/1, 10/3)
• Hymes (1962): The Ethnography of Speaking.
• Goffman (1983) The Interaction Order.

Narratives Revisited (10/8, 10/10)
• Schegloff (1997): "Narrative Analysis" Thirty Years Later.
• Hymes (1994): Ethnopoetics, Oral-Formulaic Theory, and Editing Texts, Oral Tradition.

Deixis Revisited (10/15, 10/17)
• Sidnell & Enfield (2016): Deixis and the Interactional Foundation of Reference.
• Hanks (2017): Deixis and Pragmatics.

Speech Acts Revisited (10/22, 10/24)
• Hanks, Ide, Katagiri (2009): Towards an Emancipatory Pragmatics.
• Silverstein (2010): ''Direct'' and ''Indirect'' Communicative Acts in Semiotic Perspective.

Participants Revisited (10/29 – 11/5)
• Agha (2007): Registers of Person Deixis.
• Irvine (1996): Shadow Conversations: The indeterminacy of participant roles.

III. DISCOURSE AND SOCIAL PRACTICE

Entextualization (11/7, 11/12)
• Silverstein and Urban (1996): The Natural History of Discourse.

Enregisterment (11/14, 11/19)
• Agha (2004): Registers of Language.
• Agha (2003): The Social Life of Cultural Value.

Ideology of Language (11/21 –12/5)
• Kroskrity (2004): Language Ideologies.
• Silverstein (1979): *from* Language Structure and Linguistic Ideology.
• Silverstein (1985): *from* Language and the Culture of Gender: At the Intersection of Structure, Usage, and Ideology.
• Irvine and Gal (2000): Language Ideology and Linguistic Differentiation.

VIII. References for Readings

Agha, Asif. (2007). Registers of Person Deixis. Chapter 6 of *Language and Social Relations*. Cambridge: Cambridge University Press, pp. 278–300.

Agha, Asif. (2004). Registers of Language. In *A Companion to Linguistic Anthropology*, edited by Alessandro Duranti. Blackwell, pp. 23–45.

Agha, Asif. (2003). The Social Life of Cultural Value. *Language & Communication* 23, pp. 231–273.

Austin J. L. (1962). *How to Do Things with Words*, Lectures I-II, V, IX-XI. Oxford: Oxford University Press.

Brown, R. and Gilman, A. (1960). The Pronouns of Power and Solidarity. In *Style in Langu*age, edited by T. A. Sebeok. MIT Press, pp. 253–76.

Chafe, Wallace. (1976). Givenness, Contrastiveness, Definiteness, Subjects, Topics, and Point of View. In *Subject and Topic*, edited by Charles N. Li. New York: Academic Press, pp. 25–55.

Dahlstrom, Amy (2017). Obviation and Information Structure in Meskwaki. *Papers of the Forty-sixth Algonquian Conference 2014*, edited by Monica Macaulay and Margaret Noodin, pp. 39–54. Michigan State University Press.

Goffman, Erving. (1983). The Interaction Order. *American Sociological Review* 48:1, pp. 1-17.

Gundel, Jeanette and Fretheim, Thorstein. (2019). Topic and Focus. Chapter 8 of *Handbook of Pragmatics*, edited by Laurence Horn, and Gergory Ward. John Wiley & Sons, pp. 175–196.

Hanks, William. (2017). Deixis and Pragmatics. *Oxford Research Encyclopedia of Linguistics*. Online Publication Date: Mar 2017 DOI: 10.1093/acrefore/9780199384655.013.213.

Hanks, W., Ide, S., Katagiri, Y. (2009). Towards an Emancipatory Pragmatics. *Journal of Pragmatics* 41, pp. 1–9.

Hymes, Dell. (1994). Ethnopoetics, Oral-Formulaic Theory, and Editing Texts, *Oral Tradition* 9/2, pp. 330–370.

Hymes, Dell. (1962). The Ethnography of Speaking. Reprinted in *Language, Culture, and Society*, Second Edition, edited by Ben Blount. Waveland Pres, 1995, pp. 248–282.

Irvine, Judith. (1996). 'Shadow Conversations: The Indeterminacy of Participant Roles'. In *Natural Histories of Discourse*, edited by Michael Silverstein and Greg Urban. Chicago: University of Chicago Press, pp. 131–159.

Irvine, Judith and Gal, Suan. (2000). Language Ideology and Linguistic Differentiation. In *Regimes of Language*, edited by Paul Kroskrity. Santa Fe: School of American Research Press, pp. 35–83.

Kroskrity, Paul (2004). Language Ideologies, In *A Companion to Linguistic Anthropology*, edited by Alessandro Duranti. Blackwell, pp. 497–517.

Labov, William. (1972). The Transformation of Experience in Narrative. Chapter 9 of *Language in the Inner City*. University of Pennsylvania Press, pp. 254–396.

Levinson, Stephen. (1983). Deixis. Chapter 2 of *Pragmatic*s. Cambridge: Cambridge University Press, pp. 54–96.

Ohio State University, Department of Linguistics. (2011). Semantics. Chapter 6 of *Language Files*, 11th edition, pp. 241–259.

Schegloff, Emanuel. (1997). "Narrative Analysis" Thirty Years Later. *Journal of Narrative and Life History*, 7 (1-4), pp. 97–106.

Searle, John. (1975). Indirect Speech Acts. In *Syntax and Semantics*, volume 3, edited by Peter Cole and Jerry L Morgan. NY: Academic Press, pp. 59–82.

Searle, John. (1965). What is a Speech Act? In *Philosophy in America*, edited by Maurice Black. London: Allen and Unwin, pp. 221–239.

Sidnell, Jack & Enfield, N.J. (2016). Deixis and the Interactional Foundation of Reference. In *The Oxford Handbook of Pragmatics*, edited by Yan Huang, pp.217–239.

Silverstein, Michael. (2010). ''Direct'' and ''Indirect'' Communicative Acts in Semiotic Perspective. *Journal of Pragmatics* 42, pp. 337–353.

Silverstein, Michael. (1985). Language and the Culture of Gender: At the Intersection of Structure, Usage, and Ideology, *Semiotic Mediation: Sociocultural and Psychological Perspectives*, edited by E. Mertz and R.J. Parmentier. pp. 219–259. Orlando: Academic Press.

Silverstein, Michael. (1979). Language Structure and Linguistic Ideology. In *The Elements: A Parasession on Linguistic Units and Levels*, edited by Paul Clyne, William Hanks, and Carol Hofbauer. Chicago Linguistic Society, University of Chicago, pp. 193–247.

Silverstein, Michael and Urban, Greg (1996). The Natural History of Discourse. In *Natural Histories of Discourse*, edited by Michael Silverstein and Greg Urban, pp. 1–17. University of Chicago Press.

Urmson, J.O. (1956). A Preliminary Sketch of Logical Atomism. Chapter 2 of *Philosophical Analysis*, pp. 6–21. New York: Oxford University Press.