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All communication involves acts of stance, in which speakers take up positions vis-?-vis the expressive, referential, interactional and social implications of their speech. This book brings together contributions in a new and dynamic current of academic explorations of stancetaking as a sociolinguistic phenomenon. Drawing on data from such diverse contexts as advertising, tourism, historical texts, naturally occurring conversation, classroom interaction and interviews, leading authors in the field of sociolinguistics in this volume explore how linguistic stancetaking is implicated in the representation of self, personal style and acts of stylization, and self- and other-positioning. The analyses also focus on how speakers deploy and take up stances vis-a-vis sociolinguistic variables and the critical role of stance in the processes of indexicalization: how linguistic forms come to be associated with social categories and meanings. In doing so, many of the authors address critical issues of power and social reproduction, examining how stance is implicated in the production, reproduction and potential change of social and linguistic hierarchies and ideologies. This volume maps out the terrain of existing sociolinguistic and linguistic anthropological research on stance, synthesizes how it relates to existing theoretical orientations, and identifies a framework for future research.

Drawing on an ethnographic study of a remote farming community in the Auvergne, Dr Reed-Danahay challenges conventional views about the operation of the French school system. She demonstrates how parents and children subvert and resist the ideological messages of the teachers, and describes the ways in which a sense of local difference is sustained and valued, through a complex interplay of schooling and family life. This book explores the role played by history, identity, and power in local responses to a national institution. A significant contribution to the anthropology of education, this book offers fresh insights into the ways in which French culture is transmitted to the coming generation. Dr Reed-Danahay also provides lucid and critical discussions of sociological theories on education, including those of Bourdieu.

First published in 1986. Routledge is an imprint of Taylor & Francis, an informa company.

George and Louise Spindler are widely regarded as significant founders of the field of educational anthropology. This book brings together their best, most seminal work from the last 50 years--a time frame representing the developmental epoch of the field--and binds them together with a master commentary by George Spindler. Previously scattered over a wide range of publications, the articles collected here allow for a unified view of the Spindlers' work and of the development of the field. The book opens with an insightful Foreword by Henry T. Trueba, a fascinating piece titled "A Life With Anthropology and Education: Interviews With George and Louise Spindler by Ray McDermott and Frederick Erickson," and George Spindler's "Previews" essay which gives the reader a grasp of the whole to which the parts of the book contribute. These pieces frame and contextualize the work that follows. In Part I, Character Defining, many of the major themes of this volume are first encountered; this section sets the stage for what follows. Part II, Comparisons, focuses on comparison, which the Spindlers view as essential to an anthropological approach. Part III, Ethnography in Action, is devoted to the explicit exposition of ethnographic methods (though actually every piece in the book is a demonstration of method). Part IV, American Culture, moves from a traditional representation of American Culture to a processual analysis of how the culture is transmitted in real situations, and finally to an interpretation of right-wing actions that seem to constitute a reactive movement; the implications for education are pursued. Part V, Cultural Therapy , explains what cultural therapy is and how it may be applied to teachers and students. The volume concludes with Part VI, Orientation, Susan Parman's overview of the works of the Spindlers that spans their whole career.

Draws on anthropological and psychological literature to throw light on the problems and processes of learning and teaching in societies with no literacy tradition; no specifically Aboriginal material.