

A green starburst graphic with multiple points, containing the text 'COSM' in white.

COSM

Communities of Sara Mills

Jodie Clark
Sara Mills Symposium
Sheffield Hallam University
12 January 2017

Politeness and Power Conference Loughborough University

14 September 2002 (See special issue of *Multilingua*, edited by Christie 2004)



Class, gender and politeness (Mills 2004)



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Class, gender and politeness



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Situated Politeness, University of Leeds

2-4 July 2007 (see Davies et al. 2011)



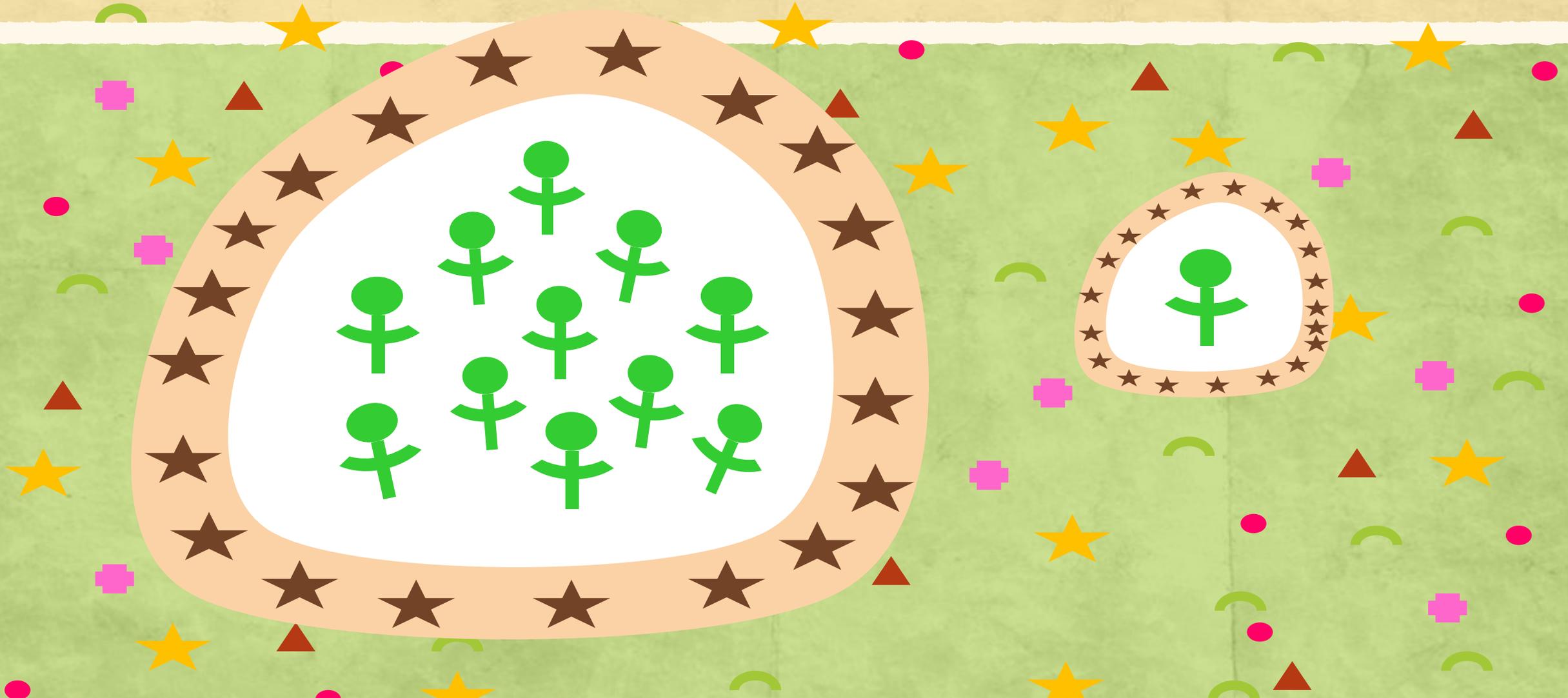
Situated Politeness

TUESDAY, 3RD JULY			
8.00 – 9.00	Breakfast – Lyddon Hall		
	Full / Day registration – School of Music Foyer		
9.30 – 10.45	PLENARY Miriam Locher <i>Investigating impoliteness: The interface between relational work and identity construction</i> Lecture Theatre 1		
10.45 – 11.15	COFFEE – School of Music Foyer		
	Session 6 Chair: Bethan Davis Lecture Theatre 1	Session 7 Chair: Meihui Tsai Lecture Theatre 2	Session 8 Chair: Karen Grainger Lecture Theatre 3
11.15 – 11.45	Relational practice in a sporting community of practice Jodie Clark	On Goffman on face Robert Arundale	Forms of address in Caribbean Creoles: The use of 'all-yuh' as a politeness strategy in conflict situations Susanne Mühleisen
11.50 – 12.20	Communities of practice and politeness Sara Mills	Unpacking the hearer's interpretation of 'situated politeness' Noriko Inagaki	On the use of disclaimers in argumentative discourse Angelika Bergien
12.25 – 13.30	LUNCH – School of Music Foyer		

Communities of practice and politeness



My understanding of communities of practice*



*see also Bucholtz 1999, Davies (2005), Eckert 2000, Eckert and McConnell-Ginet 1992, Jones 2012, Lave and Wenger 1991, Moore and Podesva

Communities of practice and politeness



- 'It is this dynamic nature of communities of practice and the often conflictual relation of individuals to particular communities of practice which is central to my work and which significantly extends the concept of community of practice beyond its current usage.' (Mills 2003, p. 4)

Doing Identity Differently

'Maryam'



<http://media.breitbart.com/media/2016/10/Noor-Tagouri-Twitter.jpg>

'Andrew'



http://funds.gfmcndn.com/1992934_1408602221.9752.jpg

'Beth'



<https://static.pexels.com/photos/27949/pexels-photo-27949.jpg>

The wrong crowd



<http://aubreydaniels.com/pmezine/sites/aubreydaniels.com.pmezine/files/Bullying.bmp>

1 Beth: When I started high school (0.4) I got in with the wrong crowd (0.4) and then
2 since I got in with that crowd- this were like first year of school (0.7) they
3 then didn't like the fact that I wasn't like them because I've never been one to
4 try and fit in.

5 Maryam: [() ((taking some food from the table?))]
6 Andrew: [mm]

7 Beth: So when I were trying to fit in they were laughing at all 't mistakes that I'd
8 made fitting in, like, Oh she's not doing her hair right and stuff like that. (0.4)
9 But from that then it started to get to 't point where they were getting er (0.4)
10 their boy- like they were ↑so young- they were- they were sleeping around at
11 like twelve. (0.6) ↑So so young. But they were getting their boyfriends at
12 time to like tie me up and punch me and (.) erm they were

13 Jodie: °oh°
14 Beth: putting me under boxes? And I'm very claustrophobic now cos they used to
15 put me under boxes and sit on 'em (.) and not let me- like, wooden boxes

16 Jodie: °yeah°
17 Beth: (0.5) and not let me get out. (0.6) Er::m (0.4) then (0.8) as I liked tried to
18 (0.4) grow up and get away from it because they were in my form. I couldn't
19 avoid 'em.

20 Jodie: (0.4) mm

21 Beth: I told all my teachers, and they found out that I'd told er my French teacher
22 who I were really close to and they came and dumped a load of water on me
23 hair? (0.7) So for rest of day I had wet hair that were all stuck to me face
24 Jodie: good God
25 Beth: (0.6) They used to push me down (0.3) and er try and hurt me (0.5) but when
26 teachers weren't there so it just looked like I'd [fallen?]
27 Maryam: [mmm]
28 Jodie: mmhm
29 Beth: Erm (0.4) they tried to make me go out with this boy that I didn't want to-
30 (0.7) like, I didn't want to be near him, he were nasty. (0.4) And then when I
31 wouldn't kiss him, cos I- I didn't want to, I mean, I were like ↑thirteen and he
32 were a dick (0.7) a:nd er when that didn't happen they shoved me off a kerb?
33 (0.4) And I cut all me leg, I've still got a scar.

'The conflictual nature of individuals to particular communities of practice' (Mills 2003, p. 4)

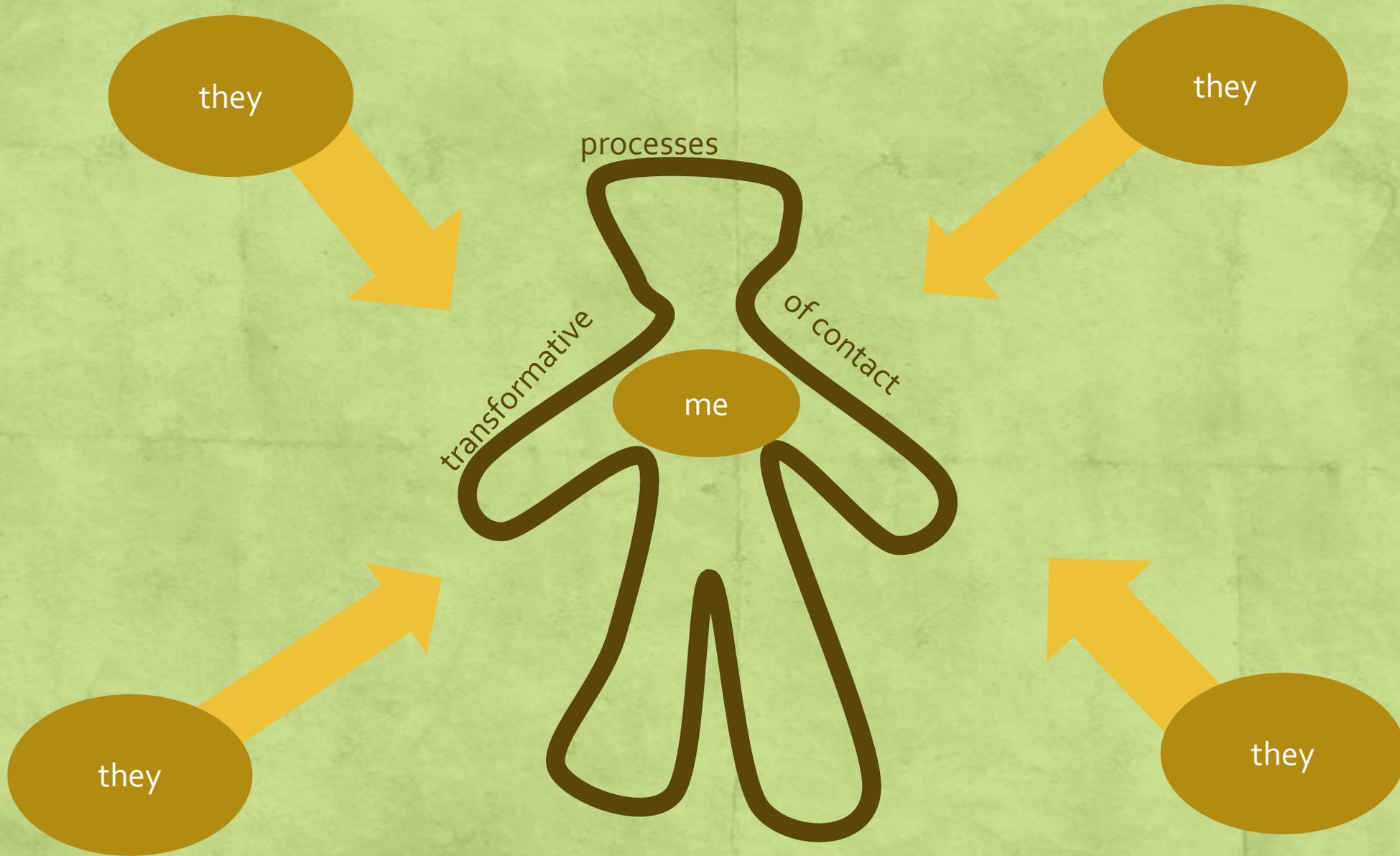
- I got in with *the wrong crowd*
- I got in with *that crowd*
- I wasn't like *them*
- *they* were laughing at all 't mistakes that I'd made fitting in
- *they* were getting their boyfriends at time to like tie me up and punch me
- *they* were putting me under boxes
- *they* used to put me under boxes and sit on 'em ... and not let me get out
- *they* were in my form
- I couldn't avoid 'em.
- *they* found out that I'd told er my French teacher
- *they* came and dumped a load of water on me hair
- *They* used to push me down (o.3) and er try and hurt me
- *they* tried to make me go out with this boy that I didn't want to
- *they* shoved me off a kerb

'The conflictual nature of individuals to particular communities of practice' (Mills 2003, p. 4)

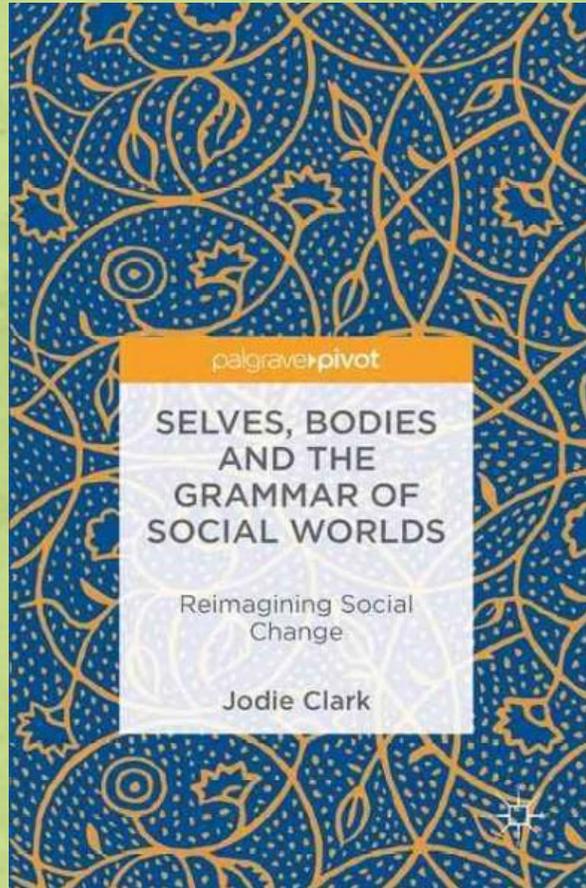
Agent	Material Action Process	Goal	Scope
they	were putting	me	under boxes
they	used to put	me	under boxes
they	used to not let get out	me	
they	came and dumped	a load of water	on me hair
they	used to push	me	down
they	used to try and hurt	me	
they	shoved	me	off a kerb

'The conflictual nature of individuals to particular communities of practice' (Mills 2003, p. 4)

<i>Agent</i>	<i>Material Action Process – Transformative – Contact</i>	<i>Goal</i>
They	used to put, used to not let get out, came and dumped, used to push, used to try and hurt, shoved	me



Communities, social structure and social change



- 'a new way of imagining social structure, such that the social world is viewed as in embodied relationships with embodied selves' (Clark 2016, p. 134)

A new vision of community?

1 Beth: And minute I joined drama (0.4) my world completely changed? I got closer to
2 't friends that I have now, it's like made me have lasting friendships (0.6) it
3 gave me a bit more confidence and I- I mean, for one o' t nights we did a big
4 production and a Broadway- a Broadway, a West End critic came, we did We
5 Will Rock You, which is

6 Andrew: mm

7 Jodie: yeah

8 Beth: Queen musical (0.4) We did that and I were in that

[7 lines omitted]

9 Beth: D'you know what I mean, he ((the drama teacher)) did it to give us something
10 that we'd remember for 't rest of us lives and (0.8) that worked. (0.5) From
11 that minute onwards (0.9) when I stepped off that stage I just knew (.) I needed
12 to keep (.) with these friends that I made, cos they were- they still are so
13 protective over me (0.6) erm (0.7) but (0.3) I just knew that my life would
14 never be the same again, because minute I started that, bullying just stopped.

15 Jodie: (0.6) [°wow°]

16 Beth: [It's] like they saw me get confident and (0.3) get a good group of
17 friends around me and just backed away. (0.3) And it were (0.7) I can't even
18 describe to you that feeling

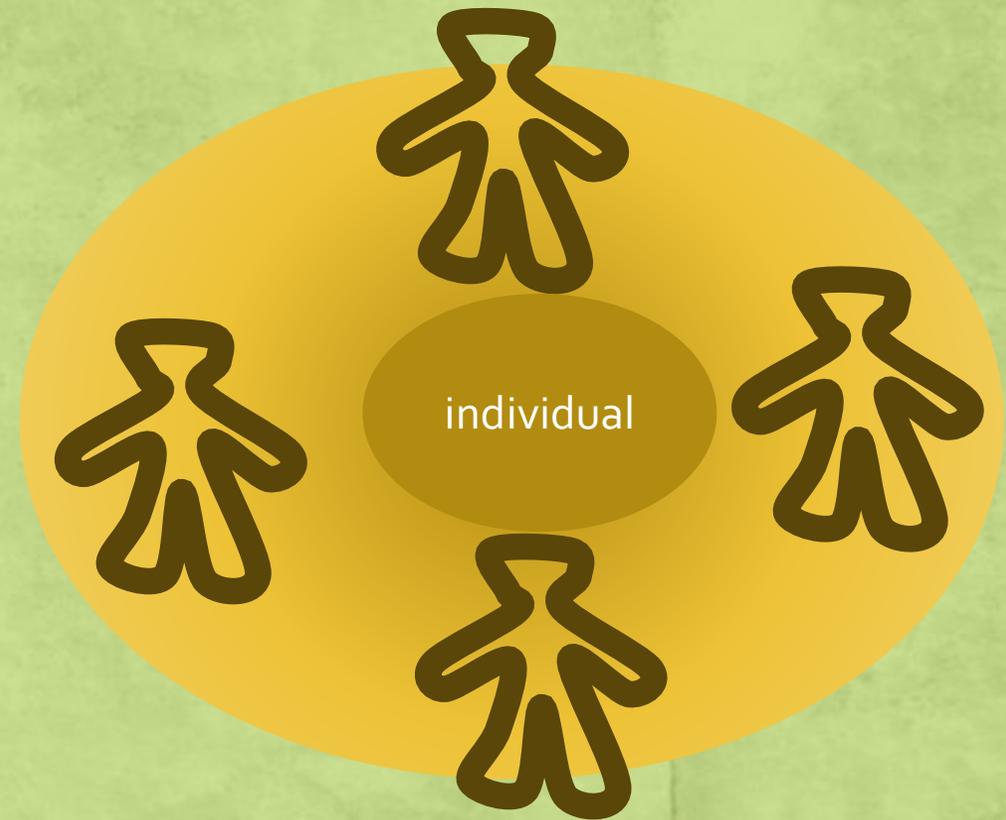
A new vision of community?



'It's like they saw me get confident and get a good group of friends around me and they just backed away'

Community as protective layer

- 'the body, which had served as an envelope to protect the integrity of the self, is later replaced with [...] the community' (Clark 2016, p. 71)
- Such a perspective 'allows for a social structure in which the self is embodied by the community' (Clark 2016, p. 71)



Community as protective layer



Sara, with the Linguistic Politeness Research Group at Sheffield Hallam University, 2009

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ANY
QUESTIONS
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