

Language and Culture, Fall 2017

ANT 3620

Lectures Time:	M 7-8; W 7	
Section meetings:	Section 02B0 – R 4	Trevor Duke
	Section 02B5 – R 5	Trevor Duke
	Section 02BG – R 3	Trevor Duke
	Section 02CB – R 6	Sean King
	Section 02CC – R 7	Sean King
	Section 177F – R 8	Sean King

Professor: George Aaron Broadwell
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352-294-7598

Office location: B364 Turlington Hall
Office hours: Thursday 10-11:45 or by appointment

Teaching assistants:
Sean King (slking88@ufl.edu) Office: Turlington B335
Office hours: Monday: 12 - 2pm Wednesday: 3 - 4pm

Trevor Duke (trevarch88@ufl.edu) Office: Turlington B335
Office hours: Mondays 9am-12pm

Required Text:

Language, culture, and society: An introduction to linguistic anthropology, by Zdenek Salzman, James Stanlaw, and Nobuko Adachi. 7th edition. Westview Press. (abbreviated LCS below)

Course Description:

This course is an introduction to the field of linguistic anthropology. Linguistic anthropology is one of the four primary subfields of anthropology in the United States, and has close connections to the field of linguistics. Its beginnings go back to the formation of the discipline in the late 19th century, and are strongly influenced by the study of American Indian languages.

Linguistic anthropologists combine linguistic and anthropological techniques in their work, and focus on a variety of areas, including

- a) language documentation and revitalization,
- b) interactions between linguistic and non-linguistic cognition,
- c) language and social categories such as class, gender, race, and ethnicity
- d) language, evolution, and history

General Education Objectives and Learning Outcomes

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course is also an International (N) subject area course in the UF General Education Program. International courses provide instruction in the values, attitudes, and norms that constitute the contemporary cultures of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the students' own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the contemporary world.

This course meets the general education objectives in social and behavioral sciences through

- Examination of the biological and social underpinnings of language.
- Use of problem-solving techniques to discover cognitive and social patterns underlying linguistic structure.
- Identification of key aspects of the evolution of human verbal and non-verbal communicative behavior.
- Analysis of historical evidence on the correlation of linguistic and archaeological information.
- Examination of the interaction of languages with social categories such as gender, race, ethnicity and class.

This course meets the general education objectives in international studies through

- Examination of world-wide variation in linguistic structure
- Use of resources to identify language relationships around the world.
- Comparison of linguistic practice in the United States with linguistic practice more widely.

General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline.

Students will acquire a basic familiarity with the concepts and terminologies of phonetics, phonology, morphology, syntax, sociolinguistics, historical linguistics, and cognitive linguistics. This will be tested through weekly quizzes, a midterm exam, and a final assignment.

Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Students will participate in weekly discussions to further explore course content and to compare results of linguistic anthropology with other social science disciplines. Achievement of this learning outcome be assessed through student discussions during class time as well as during presentations of arguments on specified topics at the end of class small group discussions. Participation grades will reflect how well a

student communicates during these tasks.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will read papers in linguistic anthropology and watch videos with content relevant to the discipline. Students will summarize, evaluate, and critique these materials, using the methods and terminology of linguistic anthropology.

Class objectives

Through lectures, assignments, and videos you will develop the basic skills and knowledge to

1. Identify and explain the relationship between linguistics, anthropology, and linguistic anthropology.
2. Identify, describe, and explain basic principles of the human vocal tract and sound production, using these principles for phonetic transcription and analysis.
3. Identify, describe, and explain basic principles of word and sentence construction, applying these principles to word and sentence analysis.
4. Identify and explain basic principles of sign languages and written language
5. Describe and explain basic ideas in the evolution of language
6. Use and interpret standard reference materials relevant to language change
7. Correlate results in language change and archaeology
8. Identify and explain connections between linguistic and non-linguistic cognition, as well as cross-cultural variation in these areas
9. Identify and explain relationships between language use and social categories such as class, age, gender, race, and ethnicity
10. Describe and explain linguistic inequality and its connections to language endangerment.

Course Policies

Make-up Policy: Work, including in-class evaluation, can only be accepted late if arrangements have been made ahead of time with the professor, or if a documented emergency was responsible for the missing work. 'Extra-credit' work will not be available to make up for missing work.

UF Policies

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Requirements and grading

You must attend both the lecture for this course and a weekly section meeting. Grades are based on the following percentages:

Midterm: 15%
Final exam: 20%
Section: 20%
Pop quizzes 10%
Homeworks: 35%

The following grading scale, suggested by CLAS, will be used to determine final grades:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
90+	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	57-59	below 56

Additional information about the University's grade policies is available at

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Homeworks are due at the beginning of lecture on their assigned date. We do not accept homework submitted more than 10 minutes after the start of class.

Section attendance: You are required to attend a section for this class. Attendance and participation in section count for 20% of your grade.

Required textbook: *Language, culture, and society: An introduction to linguistic anthropology*, by Zdenek Salzman, James Stanlaw, and Nobuko Adachi. 7th edition. Westview Press. (abbreviated LCS below)

Week	Dates	Topic	Readings and Assignments
1	Aug 21-25	<p data-bbox="402 380 695 415">Topic 1: Introduction</p> <p data-bbox="402 428 548 464">Objectives:</p> <ul data-bbox="451 470 1143 793" style="list-style-type: none"> <li data-bbox="451 470 1143 541">• Identify connections between linguistic anthropology and other subfields of anthropology <li data-bbox="451 548 1143 619">• Identify connections between linguistics and linguistic anthropology <li data-bbox="451 625 1143 697">• Identify differences between linguistics and linguistic anthropology <li data-bbox="451 703 1143 793">• Discuss the role of language consultants in linguistic anthropology <p data-bbox="402 827 521 863">Lectures:</p> <ul data-bbox="451 869 932 947" style="list-style-type: none"> <li data-bbox="451 869 651 905">• Introduction <li data-bbox="451 911 932 947">• Fieldwork in Linguistic Anthropology 	LCS, chapter 1 and 2
2	Aug 28-Sept 1	<p data-bbox="402 1003 841 1039">Topic 2: Speech sounds – Part 1</p> <p data-bbox="402 1052 548 1087">Objectives:</p> <ul data-bbox="451 1094 1117 1205" style="list-style-type: none"> <li data-bbox="451 1094 1003 1129">• Transcribe words in phonetic transcription <li data-bbox="451 1136 1117 1205">• Identify manner and place of articulation for English consonants and vowels <p data-bbox="402 1239 521 1274">Lectures:</p> <p data-bbox="402 1281 500 1316">Week 1</p> <ul data-bbox="451 1323 651 1442" style="list-style-type: none"> <li data-bbox="451 1323 651 1358">• Introduction <li data-bbox="451 1365 639 1400">• Consonants <li data-bbox="451 1407 586 1442">• Vowels 	LCS, chapter 3

3	Sept 4 - 8 (no class on Sept 4 – Labor Day)	<p>Speech sounds – Part 2</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify phonetic and phonemic transcription • Apply phonological rules to produce correct phonetic transcriptions <p>Lectures:</p> <p>Week 2</p> <ul style="list-style-type: none"> • Phonetic and phonemic representations • Phonological rules 	Assignment #1 (Phonetic transcription) Due Sept 6
4	Sept 11 -15	<p>Topic 3: The structure of words</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify the number of morphemes in a word • Identify allomorphic variation based on sound • Apply a morphological rule to produce the correct output in an unfamiliar language <p>Lectures:</p> <ul style="list-style-type: none"> • Morphology introduction • Morphological rules • Morphology in other languages 	LCS, chapter 4 (pp. 79-89) Assignment #2 (Proto-Quechua) Due Sept 11
5	Sept 18-22	<p>Topic 4: Structure of sentences</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify syntactic ambiguity • Identify part of speech categories • Identity syntactic patterns in another language • Use online resources on syntactic typology <p>Lectures:</p> <ul style="list-style-type: none"> • Syntax introduction • Questions in syntax • Syntax around the world 	LCS, chapter 4 Assignment #3 (Morphological analysis) due Sept 18

		<ul style="list-style-type: none"> • Word order correlations 	
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6	Sept 25-29	<p>Topic 5: Nonverbal communication</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify types of writing systems and their principles • Identify basic principles of signed languages <p>Lectures:</p> <ul style="list-style-type: none"> • Writing systems • Sign language 	LCS, chapter 5 Assignment #4 (Chinantec and World Atlas of Linguistic Structures) due Sept 25
7-8	Oct 2-13	<p>Topic 6: Development and evolution of language</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Distinguish different types of evolution relevant to language • Identify sources of language endangerment and death • Use resources to gather information on language endangerment <p>Lectures:</p> <ul style="list-style-type: none"> • Evolution of language • The birth and death of languages <p>First half review</p> <p>Oct 11: Midterm exam</p>	LCS, chapter 6 Assignment #5 (Armenian alphabet) due Oct 2

9	Oct 16- 20	<p>Topic 7: First and second language acquisition</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify Chomskian approaches to language acquisition and their alternatives • Distinguish varieties of multilingualism <p>Lectures:</p> <ul style="list-style-type: none"> • Theories of language acquisition • Multilingualism and diglossia 	LCS, chapter 7
10	Oct 23- 27	<p>Topic 8: Language through time, Part 1</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify Indo-European languages and subfamilies • Name instances of Grimm's Law <p>Lectures:</p> <ul style="list-style-type: none"> • Historical linguistics introduction • Indo-European languages 	LCS, chapter 8 Assignment #6 (Indo-European) due Oct 30
11	Oct 30 - Nov 3	<p>Topic 8: Language through time, Language through time, Part 2</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify important Native American language families • Use online resources to identify world language families <p>Lectures:</p> <ul style="list-style-type: none"> • Native American languages • Borrowings and word histories 	

12	Nov 6-10	<p>Topic 9: Languages in variation and contact</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify major dialect variation areas in English • Distinguish pidgins and creoles from each other • Identify major creole languages and their source languages <p>Lectures:</p> <ul style="list-style-type: none"> • Language variation • Pidgins and creoles • Language prejudice and human rights 	LCS, chapter 9 Assignment #7 (Lexical borrowing) due Nov. 6
13	Nov 13-14	<p>Topic 10: Culture and Cognition</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Analyze concepts in terms of linguistic referents • Classify terms of a language based on ethnomethodological practices <p>Lectures:</p> <ul style="list-style-type: none"> • Concepts, Words, Categories 	LCS, chapter 11 Assignment #8 (Tok Pisin) due Nov 13
13, 14	Nov. 15-24	<p>Topic 11: Language, culture, and thought</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Illustrate the intersection of language and perception • Analyze material that indicates the effects of linguistic relativity • Judge whether language affects speakers' perceptions of the world <p>Lectures:</p> <ul style="list-style-type: none"> • Language, Culture, Thought – Introduction • Colors and Perception • Time, Space, and Motion 	LCS, chapter 12 Assignment #9 (Animal names) due Nov 20

15	Nov 27- Dec 1	<p>Topic 12: Language and gender</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Assess the intersection between language, gender, and cultural practices through different theoretical stances on the relations between different genders. • Read about and evaluate how linguistic practices encode thoughts and attitudes about gender. <p>Lectures:</p> <ul style="list-style-type: none"> • Language and Gender – Introduction • Language and Gender – Case Study 	<p>LCS, chapter 13</p> <p>Read Kulick</p> <p>Assignment #10 (Colors) due Nov 27</p>
16	Dec. 4 - 8	<p>Topic 13: Language and Race, Ethnicity, and Nationality</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Examine evidence that differences in speech mark differences in social space. • Understand the pivotal role language has in marking certain classes in positions of dominance and subordination. • Understand that differences in speech are not inherently better or worse, and that those notions are culturally constructed. <p>Lectures:</p> <ul style="list-style-type: none"> • Language and Ethnicity – Introduction • Language and Ethnicity – Race and Nationality 	<p>LCS, chapter 14</p> <p>Read Mary Buchholtz "You da man: Narrating the racial other in the production of white masculinity."</p>
		<p>Final Exam Dec 14 10am-12pm</p>	

Academic Honesty Guidelines

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Students with disabilities

Students with disabilities must register with the Dean of Students office. Contact the Assistant Dean of Students/Director of the Disability Resources Program at:

P202 Peabody Hall
Gainesville, FL 32611-5055
Phone (352) 392-1261 (V), 392-3008 (TDD)

For stress, emotional and psychological support, please contact the Counseling Center at:

301 Peabody Hall

Phone (352) 392-1575

Or: www.counsel.ufl.edu