

Instructor

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Office Hours: TBA
TBA

Course Description and Objectives

The purpose of this course is to provide a basic introduction to the study of linguistics from an anthropological perspective. It is of importance that the student learns how language functions differ across cultures and how anthropologists have interpreted topics ranging from the origins of humans to language phenomena in the present day. The student should be able to think about how language is used in daily life: through linguistic expressions, linguistic structures and current social discourses. The student is encouraged to think about the different ways that language is used in everyday life: to express ourselves and how it enables, structures, and constrains our interactions.

In addition to the texts, the course depends on anthropological and personal experiences, as well as films and other audiovisual aids. Most importantly, the course is designed to encourage active student participation.

This course is divided into three units. The first unit provides a foundation for the study of language and culture: the origins of language and the techniques used to analyze the basic building blocks of all human languages. The second unit examines the social implications of language in which we will focus on how society affects language and vice versa. The third unit of the course focuses on multilingualism; from the subtle differences in language across subcultures in a region (patterns according to gender, race, etc.), to broader implications of multilingualism (language policy, code switching, *Spanglish*, etc.).

Required Course Materials

- Blum, Susan. *Making Sense of Language*. Oxford University Press, 2009
- Additional articles available through the Lessons tab on Sakai (<http://lss.at.ufl.edu>)

Grading

Quizzes: There will be five quizzes based on material presented in class (lecture, films and guest presentations, if any) and assigned readings. Each quiz is worth 10 points and will cover 2 topics at a time—Quiz number 5 will cover 3 interrelated topics. Quizzes will consist of a combination of multiple choice and true/false questions. These quizzes will be administered through Sakai (<http://www.lss.at.ufl.edu>) for a period of four to five days, as stated in the course outline. As a general rule, the quiz will become available on the last day of its respective the topic and will be available until the next quiz is due. Make-up quizzes are granted only under extreme strenuous documented circumstances. In cases of unexpected situations, the student is responsible to let the instructor know up to 24 hours after the quiz period is over. Otherwise, the student must provide the instructor with written documentation from an appropriate authority at least 24 hours before the quiz.

In class pop quizzes: The student is responsible for taking all 5 pop quizzes, which will be administered in class. The specific dates of these 3 points quizzes will be determined by the instructor. Their purpose is to assess comprehension of the material and, more specifically, attendance.

Final Project: The student is required to do a final project due on June 22. To fulfill this requirement there are two options.

(1) Individual Project: Write a short ethnography based on a speech event. Several examples of these ethnographies will be discussed throughout the semester. The student will choose a speech event of their interest and write a 3-5 page ethnography (Bonvillain, Ch. 4). The format must follow Bonvillain's Chapter 4 (available in the Sakai Lessons Tab). Further guidelines and rubric will be posted online.

(2) Group Project (no more than 5 students per group): the student has the choice to make an audiovisual project on **any** of the topics covered in class. The project should be no less than 7 minutes and no more than 15 minutes long. The project must be copied on a CD or DVD and turned in to the instructor by the deadline. Although only one copy of the audiovisual project is required, each group member must fill out a 2 page form provided at the end of this syllabus that will detail the role and rate the effort of each member.

Every student must turn in a one page preliminary description of their project by June 8th by 11:55pm on Sakai.

Further guidelines and rubric will be posted on Sakai.

Extra Credit: A total of 5 extra credit points will be awarded if the student:

- (1) Participates in an extracurricular activity that is related to class and presents evidence of their participation. The evidence would consist in writing a short summary of the activity, between half a page and a full page, along with any flyer, brochure, ticket stub, etc.
- (2) Other opportunities might become available as the semester progresses.

Grades: Final grades are based on points accumulated during the semester. Points will be awarded as follows:

Sakai Quizzes	(5 x 10 pts)	50 pts	50%	(on Course Outline)
Pop Quizzes	(5 x 3)	15	15%	(dates to be determined)
Preliminary Project	(1 x 5)	5	5%	(June 8)
Final Project	(1x 30)	30	30%	(June 22)
Total:		100 pts	100%	

Grades are calculated as follows:

A	92-100%	C	72-77%
A-	90-92%	C-	70-71%
B+	88-89%	D+	68-69%
B	82-87%	D	62-67%
B-	80-81%	D-	60-61%
C+	78-79%		

Please note that minus grades are calculated into your GPA according to the Registrar's formula:

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0

Honor/Conduct Code: Students who do not comply with the student honor or conduct code will be subject to sanctions. <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

All writing assignments are put through “Turn it In” automatically, so any copying of papers off the internet or from other sources will be recognized. Cheating that is established and admitted by a student on any exam will result in zero points for that exam. Cheating on an essay will result in a zero for that assignment. If cheating is not admitted, students will be referred to student judicial affairs. All plagiarism will be reported to student judicial affairs.

Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

E-learning -- Sakai: <https://lss.at.ufl.edu/>

All important materials can be viewed here, including the syllabus, additional readings, and guidelines for the Final Project, and other useful documents. It is through here that the student take their quizzes and submit the final project –unless the student is part of the group project which requires a CD/DVD turn-in.

Attendance: Although attendance is not strictly required, it is strongly encourage through examinations such as quizzes and exams.

Classroom Behavior: The use of laptops is allowed for class purposes only (taking notes and following the power point slides). However, the use of laptop computers for email, facebook, and other non-course related activities is not acceptable in this course. Classroom disruptions will not be tolerated. If a student is talking, reading newspapers, listening to an mp3 player, texting on a cell phone, or being disruptive in any other way, the student will be asked to leave. All cell phones **MUST** be turned off or silenced during the lecture.

Other Information and Resources:

UF Anthropology Department Policy: <http://www.web.anthro.ufl.edu>

UF LIBRARY: <http://www.uflib.ufl.edu/instruct/neworient.html>

UF Grading System: <http://www.isis.ufl.edu/minusgrades.html>

UF Academic Honesty Code: <http://www.dso.ufl.edu/scer/honorcode.php>

UF Disability Services: <http://www.ufl.edu/disability>

UF Counseling Services: www.consel.ufl.edu/cwc/counseling-services.aspx

UF’s Reading & Writing Center: www.at.ufl.edu/rwcenter

Course Schedule and Readings

The following course outline is tentative. We may spend more or less time on specific topics as class interest dictates, and some readings may change. Any changes to the readings will be posted on the syllabus and announced in class at least one week prior to the week in question. Due dates are not subject to change. **Guide for readings: B = Blum; S = Lessons Tab on Sakai.**

Topics		Topic	Readings
I. The Nature of Language			
1	May 14	Introduction to the Study of Language and Culture	B: Introduction; What is Language?
2 & 3	May 15, 16, 17, 18 <i>Quiz #1 May 18 available</i>	What is Language? Language and Thought	<u>Origin:</u> B: 2, 6 <u>Language and Thought:</u> B: 9-12
4	May 21, 22 Quiz #1 Deadline (22nd)	Descriptive Linguistics	B: 3,4,7,8
5	May 23, 24, 25 <i>Quiz #2 May 25 available</i>	Nonverbal communication	B: 45 S: Iverson
II. Language as Social Phenomena and Action			
6	May 29, 30 Quiz #2 Deadline (30th) <i>May 28 no classes</i>	Language Life Cycle – Birth and Death?	B: 20, 21
7	May 31, June 1 <i>Quiz #3 June 1 available</i>	Ethnography of Communication	S: Chapter 4 and Chapter 5 (Bonvillain)
8	June 4, 5, 6 Quiz #3 Deadline (6th)	Performance and Ideology	B: 38, 39, 44
9	June 7, 8 <i>Quiz #4 June 8 available</i> Final Project description <i>June 8</i>	The 21 st Century and Technology	B: 40 S: Java, Naaman, Nunberg
III. Multilingualism			
11	June 11, 12, 13 Quiz #4 Deadline (13th)	Class, Dialect, Ethnicity, Race	B: 23, 25-29
12	June 14, 15 <i>Quiz #5 June 15 available</i>	Sex, Gender, & Language	B: 30, 31, 33
13	June 18, 19 Quiz #5 Deadline (19th)	Multilingualism	B: 13-16, 19
14	June 20, 21	Code Switching: The Spanglish Case	B: 17-18 S: Morales, Nash
14	June 22 Final Project due June 22	Conclusions for the course	

List of Additional Readings on Sakai:

Bonvillain, Nancy.

2011 *Chapters 4 and 5. Language, Culture and Communication: the Meaning of Messages.* Prentice Hall, 6th edition, 2011

Iverson, Jana and Susan Goldin-Meadow

1998 Why people gesture when they speak. *Nature*. 396:228.

Java, Akshay, Xiaodan Song, Tim Finin and Belle Tseng

2007 Why We Twitter: Understanding Microblogging Usage and Communities. *Joint 9th WEBKDD and 1st SNA-KDD Workshop '07*, Conference Paper. San Jose, California, USA

Morales, Ed

2002 *Introduction: What I'm Talking About When I Speak in Spanglish, or the Spanglish Manifesto.* Living in Spanglish: the Search for Latino Identity in America. New York: Saint Martin's Griffin.

Naaman, Mor, Jeffrey Boase and Chih-Hui Lai

2010 Is it Really About Me? Message Content in Social Awareness Streams. *CSCW 2010.* Conference Paper. Savannah, Georgia, USA

Nash, Rose

1970 Spanglish: Language Contact in Puerto Rico. *American Speech* 45(3/4): 223-233.

ANT3620 – Language and Culture
Final Project Members’
Peer Evaluation

PRINT AND SUBMIT THIS FORM THE DAY THE FINAL PROJECT IS DUE

Topic presented: _____

Your name: _____

In the space provided below, please list the names of your team members – including yourself – and write the number (next to the name) that BEST describes that committee member’s contribution to the project, using the following scale. You may also include additional comments below.

By completing this form you agree that you:

(1) completed the form on your own. Orchestrating high reviews for each other will not benefit anyone except those that did not do much of the work;

and,

(2) are being honest. Accurate ratings will help differentiate the grades received in accordance with each person’s contribution. Giving everyone the same rating is probably unrealistic and will not help reward the better performers for their efforts.

4-5 Full Participation. This individual was a true team player; she or he made significant content and prose contributions throughout the semester and was clearly committed to making the whole project a success.

3-4 Strong Selective Participation. This individual made a significant contribution to the project, BUT within a clearly defined scope. She or he limited her or his participation to a particular content or process role – and showed initiative in that area – but did not view the overall project as her or his responsibility (not a “team worker,” did not attend all meetings, etc.).

2-3 Selective Participation. This individual made a contribution to the project, but the contribution was rather narrow. Her or his work was of good quality, but of minimum quantity. (not a “team worker,” did not attend all meetings, etc.).

1-2 Very Limited Participation. This individual made a minimal contribution to the project; her or his work was not of good quality, and was of minimum quantity (not a “team worker,” did not attend all meetings, etc.).

0 No Participation. This individual made no contribution to the project

Team Member Names/Scores

1. Your name _____ Rating: ____
Comments:

2. _____ Rating: ____
Comments:

3. _____ Rating: ____
Comments:

4. _____ Rating: ____
Comments:

5. _____ Rating: ____
Comments: