

Language and Culture, Fall 2017

ANT 3620 (online)

Sections 1E79 and 1E81

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Course Communications:

We will attempt to respond to all email within 48 hours.

Course Website:

<https://ufl.instructure.com/courses/343180>

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 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/>

****Netiquette: Communication Courtesy:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior] <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://request.it.ufl.edu>

**** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from ELS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit

<http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Grading Policies

Grades are based on the following percentages:

Midterm:	15%
Final assignment:	20%
Online discussions:	15%
Video activities	15%
Quizzes:	35%

Homework is due at the time indicated in Canvas. Late work will not be accepted without a medical excuse.

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>.

Week	Dates	Topic	Readings and Assignments
1	Aug 21-25	<p>Module 1: Introduction</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify connections between linguistic anthropology and other subfields of anthropology • Identify connections between linguistics and linguistic anthropology • Identify differences between linguistics and linguistic anthropology • Discuss the role of language consultants in linguistic anthropology <p>Lectures:</p> <ul style="list-style-type: none"> • Introduction • Fieldwork in Linguistic Anthropology 	<p>LCS, chapter 1 and 2</p> <p>All module content due Aug 27, 11:59PM</p>
2	Aug 28- Sept 1	<p>Module 2: Speech sounds – Part 1</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Transcribe words in phonetic transcription • Identify manner and place of articulation for English consonants and vowels <p>Lectures:</p> <p>Week 1</p> <ul style="list-style-type: none"> • Introduction • Consonants • Vowels 	<p>LCS, chapter 3</p> <p>Part 1 module content due Sept. 3, 11:59PM</p>

Week	Dates	Topic	Readings and Assignments
3	Sept 4-8	<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 	Part 2 module content due Sept. 10, 11:59PM
4	Sept 11-15	<p>Module 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) All module content due Sept 17, 11:59PM

Week	Dates	Topic	Readings and Assignments
5	Sept 18-22	<p>Module 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 • Word order correlations 	<p>LCS, chapter 4</p> <p>All module content due Sept 24, 11:59PM</p>
6	Sept 25-29	<p>Module 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 	<p>LCS, chapter 5</p> <p>All module content due Oct 1, 11:59PM</p>
7-8	Oct 2-13		<p>LCS, chapter 6</p> <p>All module content due</p>

Week	Dates	Topic	Readings and Assignments
		<p>Module 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>	<p>Oct 8, 11:59PM</p>
9	Oct 16-20	<p>Module 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 	<p>LCS, chapter 7</p> <p>All module content due Oct 22, 11:59PM</p>

Week	Dates	Topic	Readings and Assignments
10	Oct 23-27	<p>Module 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 	<p>LCS, chapter 8</p> <p>Part 1 module content due Oct 29, 11:59PM</p> <p>Part 2 module content due Nov 5, 11:59PM</p>
11	Oct 30 -Nov 3	<p>Module 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 • 	

Week	Dates	Topic	Readings and Assignments
12	Nov 6-10	<p data-bbox="409 310 1039 346">Module 9: Languages in variation and contact</p> <p data-bbox="409 359 552 394">Objectives:</p> <ul data-bbox="456 401 1039 661" style="list-style-type: none"> <li data-bbox="456 401 1039 478">• Identify major dialect variation areas in English <li data-bbox="456 491 1039 569">• Distinguish pidgins and creoles from each other <li data-bbox="456 581 1039 661">• Identify major creole languages and their source languages <p data-bbox="409 699 527 735">Lectures:</p> <ul data-bbox="456 741 1039 863" style="list-style-type: none"> <li data-bbox="456 741 747 777">• Language variation <li data-bbox="456 789 747 825">• Pidgins and creoles <li data-bbox="456 837 1039 863">• Language prejudice and human rights 	<p data-bbox="1068 310 1250 346">LCS, chapter 9</p> <p data-bbox="1068 352 1380 420">All module content due Nov 12, 11:59PM</p>
13	Nov 13-14	<p data-bbox="409 926 876 961">Module 10: Culture and Cognition</p> <p data-bbox="409 974 552 1010">Objectives:</p> <ul data-bbox="456 1016 1039 1182" style="list-style-type: none"> <li data-bbox="456 1016 1039 1094">• Analyze concepts in terms of linguistic referents <li data-bbox="456 1106 1039 1182">• Classify terms of a language based on ethnomethodological practices <p data-bbox="409 1220 527 1255">Lectures:</p> <ul data-bbox="456 1262 876 1287" style="list-style-type: none"> <li data-bbox="456 1262 876 1287">• Concepts, Words, Categories 	<p data-bbox="1068 926 1266 961">LCS, chapter 11</p> <p data-bbox="1068 968 1380 1035">All module content due Nov 19, 11:59PM</p>

Week	Dates	Topic	Readings and Assignments
13, 14	Nov. 15-24	<p>Module 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 <ul style="list-style-type: none"> ○ 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 	<p>LCS, chapter 12</p> <p>All module content due Nov 26, 11:59PM</p>
15	Nov 27-Dec 1	<p>Module 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>All module content due Dec 3, 11:59PM</p>

Week	Dates	Topic	Readings and Assignments
16	Dec. 4 - 8	<p>Module 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>All module content due Dec 3, 11:59PM</p>
		Final assignment	Final assignment due Dec 14 th 11:59AM

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.