

ANG 5621 Linguistic and Cultural Anthropology Proseminar Spring 2024

Mondays 7-9 (1:55 -4:55pm)

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Course Description and Objectives

This course provides an overview of current trends, major ideas and research areas within the subfields of cultural and linguistic anthropology. The objective of the course is to provide a solid foundation for a graduate four-field Anthropology degree by orienting students to key thinkers, debates and foundational as well as emergent questions. Through course readings, assignments and class activities, students will learn to identify, compare and critically analyze core themes, theories and methods in cultural and linguistic anthropology. Students will develop the capacity to utilize them to articulate and refine their own research and professional concerns and participate in wider disciplinary conversations informed by these precedents.

Textbooks and Reading Assignments:

The majority of the readings come from the primary literature. Bibliographic information for these readings can be found in the weekly schedule, below. We will discuss access to these articles on the first day of class.

Assignments and Grading

Team Discussions: This course is divided into two sections. During the Linguistic Anthropology Section, 5 points will be awarded for the completion of weekly in-class activities. During the Cultural Anthropology Section, each week, teams of students will guide class discussion. Each group is expected to meet outside of class to evaluate readings, highlight core themes, prepare a list of questions and points for discussion as well as 2-5 key quotes from each reading, and guide class discussion, which may include an in-class prompt or activity. Each student team will present once during the second half of the course. Team discussion preparation and participation is worth 5 points. Additional requirements specific to the cultural and linguistic parts of the course will be provided by the instructors of those respective sections.

Written assignments: Students are required to write essays based on that week's readings. We will post assignments for each week. During the Linguistic Anthropology Section, students will be required to complete 5 of 6 weekly assignments. These assignments vary by week and include problem sets, activities, and essays. Each assignment is worth 6 points (total 30). During the Cultural Anthropology Section, students are required to complete 5 of 6 assignments. Students leading a discussion in a particular week do not also submit individual written assignments. Essays are due via Canvas the evening before each class. Each essay is worth 6 points (total 30). Essays should be approximately 750 words (double-spaced, 12 pt. font) and address reading themes as well as controversies and debates, attending to implications, questions raised, and areas for further consideration. Each essay should cover

at least 3 readings from a given week. Late submissions during any week will be deducted by 1 point per day past the due date.

Final Exam: There will be one take-home exam, due during finals week. The exam is worth 20 points.

Attendance and Participation: This is a graduate seminar, and students are expected to alternatively participate and play a leading role in class discussions. Because this is a graduate seminar and we meet only once per week, attendance is effectively mandatory. Unless there is a compelling reason you cannot attend class, you are expected to be here. More importantly, students are expected to actively engage in class discussions, both sharing comments related to the course material and responding with respect and curiosity to ideas raised by others. The participation grade is worth 10 points. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found [here](#).

The grades and assignments for this course break down as follows:

Class participation: 10 pts

Writing Assignments: 60 pts.

Final Exam: 20 pts.

Team Discussion: 10 pts

Total 100 points. As for letter grades, the numbers are as follows:

Grade	Scale	Grade	Scale
A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

Please note that this is a required course for Anthropology graduate students. A grade of B or better is necessary to satisfy this requirement.

Accommodation for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should register with the disability Resource Center (<https://disability.ufl.edu/>) by providing appropriate documentation.

Accommodations should be communicated with us ideally before our first full class session on January 22.

Course Evaluations – GatorEvals: Students in this class are participating in the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>.

Student Conduct and Academic Honesty and Integrity: Cheating, copying other's work, plagiarism, and other acts of academic misconduct are unethical. UF and the instructor consider these to be serious offenses. The Honor Code specifies a number of behaviors that are in violation of this code and the

possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor(s). Students should behave in accordance to the University of Florida's [student conduct code](#).

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Harassment and Discrimination: Harassment is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual's work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. "Discrimination" is defined as a conduct that (1) adversely affects any aspect of an individual's employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with UF Department of Human Resources.

Campus Resources: Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the [Counseling and Wellness Center](#):

- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575. Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center.

Academic Resources:

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://elearning.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Schedule of Topics:

Week 0 (Jan 11): Introductions

Martin Luther King holiday (Jan 15)

Week 1 (January 22): What is Language? Why Grammar is Important for Anthropologists.

Hockett, Charles. 1960. The Origin of Speech. *Scientific American* 203:88-96.

Parker, Frank, and Kathryn Riley. 2005. Phonology. Pp. 102-130 in *Linguistics for Non-Linguists*, 4th ed. Boston: Pearson.

Parker, Frank, and Kathryn Riley. 2005. Morphology. Pp. 83-101 in *Linguistics for Non-Linguists*, 4th ed. Boston: Pearson.

O'Grady, William, John Archibald. 2005. Syntax: The Analysis of Sentence Structure. Pp. 151-188 in *Contemporary Linguistics*, 5th ed. Boston: Bedford/St. Martin's.

Week 2 (January 29): The Language Instinct: Evolution, Development, and Language Acquisition.

Aiello, L., and R.M. Dunbar. 1993. Neocortex Size, Group Size, and the Evolution of Language. *Current Anthropology* 34(2):184-194.

Deacon, T.W. 2000. Evolutionary Perspectives on Language and Brain Plasticity. *Journal of Communication Disorders* 33(4):273-291.

Ochs, Elinor, and Bambi B. Schieffelin. 1984. Language Acquisition and Socialization: Three Developmental Stories and Their Implications. Pp. 276-320 in R.A. Shweder and R.A. Levine (eds.), *Culture Theory: Essays on Mind, Self, and Emotion*. New York: Cambridge University Press.

Pinker, Steven. 1994. Baby Born Talking Describes Heaven. Pp. in *The Language Instinct*.

Rowe, Bruce M., and Diane P. Levine. 2009. Language Acquisition. Pp. 232-262 in *A Concise Introduction to Linguistics*, 2nd ed. Boston: Pearson.

Week 3 (February 5): Language and Worldview: Linguistic Relativity and Implications for Understanding Culture.

Kay, P., and W. Kempton. 1984. What is the Sapir-Whorf Hypothesis? *American Anthropologist* 86:65-79.

Lakoff, George, and Mark Johnson. 1980. Metaphors We live By and the Systematicity of Metaphorical Concepts. Pp. 3-9 in *Metaphors We Live By*. Chicago: University of Chicago Press.

Santa Ana, Otto. Proposition 187: Misrepresenting Immigrants and Immigration. Pp. 65-103 in *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. Austin: University of Texas Press.

Wassman, J., and P. Dasen. 1998. Balinese Spatial Orientation. *Journal of Royal Anthropological Institute* 4(4):689-713.

Week 4 (February 12): Linguistic Variation and The Ethnography of Speaking.

Bonvillian, Nancy. Contextual Components: An Outline of an Ethnography of Communication.

Pp. 79-113 in *Language, Culture, and Communication*. Upper Saddle River, NJ: Pearson Prentice-Hall.

Hall, Kira. 2002. "Unnatural" Gender in Hindi. Pp. 133-162 in M. Hellinger and H. Bussman (eds.), *The Linguistic Representation of Women and Men*. Amsterdam: John Benjamins.

Leap, William. 1999. Language, Socialization and Silence in Gay Adolescence. Pp. 259-272 in M. Bucholtz, A.C. Liang, and L. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse*. New York: Oxford University Press.

O'Barr, William M. and Bowman K. Atkins. 1998. "Women's Language" or "Powerless Language?" P. 377-387 in Jennifer Coats (ed.), *Language and Gender: A Reader*. Oxford: Blackwell.

Trudgill, P. 1972. Sex, Covert Prestige, and Linguistic Change in the Urban British English of Norwich. *Language in Society* 1:179-195.

Week 5 (February 19): Language Change over Time: A Natural History of Language.

Graca Da Silva, S. & Tehrani, J. 2015. Comparative Phylogenetic Analysis Uncover the Ancient Roots of Indo-European Folktales. *Royal Society of Open Science* 3:150645.

McWhorter, John. 2001a. The World's Simplest Grammars are Creole Grammars. *Linguistic Typology* 5: 125-166.

McWhorter, John. 2001b. Some Languages are Crushed to Power and Rise Again as New Ones. Pp. 131-176 in *The Power of Babel: A Natural History of Language*. New York: Times Books.

Additional Readings TBA

Week 6 (February 26): Language Endangerment and Revitalization: Why linguistic diversity matters.

Costa, J. 2015. Is Language Revitalization Really about Saving Languages? Some Insights from 150 Years of Language Revival in Occitania. *Proceedings from the Annual Meeting of the Chicago Linguistic Society* 51.

Errington, J. 2003. Getting Language Rights: The Rhetoric of Language Endangerment and Loss. *American Anthropologist* 105(4): 723-732.

Hale, K., M. Krauss, L. J. Watahomigie, A. Y. Yamamoto, C. Craig, L. Masayeva Jeanne, and N.C. England. 1992. Endangered Languages. *Language* 68(1):1-42.

Harmon, D. 1996. Losing Species, Losing Languages: Connections between Biological and Linguistic Diversity. *Southwest Journal of Linguistics* 15: 89-108.

McWhorter, John. 2001. Most of the World's Languages Went Extinct. Pp. 253-286 in *The Power of Babel: A Natural History of Language*. New York: Times Books.

Sims, C.P. 1998. Community-Based Efforts to Preserve Native Languages: A Descriptive Study of the Karuk Tribe of Northern California. *International Journal of the Sociology of Language* 132: 95-113.

Whaley, Lindsay J. 2003. The Future of Native Languages. *Futures* 35: 961-973.

Week 7 (March 4): The Culture Problem

- Boas, F., 1920. The Methods of Ethnology. *American Anthropologist*. 22(4): 311-321.
- Stocking, G. 1968. Franz Boas and the Culture Concept, in *Race, Culture and Evolution*, Chicago, Pp. 203-214.
- Harrison, F. 1992, The DuBoisian Legacy in Anthropology. *Critique of Anthropology*. 12 (3): 239-260.
- Kroeber, A.L. and C. Kluckhohn. 1952. *Culture: A critical review of concepts and definitions*. Peabody Museum Press. Pp.43-71 (skim)
- Geertz, C. 1973. Ch. 1 "Thick Description," *The Interpretation of Cultures*. Basic.
- Ortner, S. 2016. Dark Anthropology and its others. Theory since the eighties. *Hau*, 6(1): 47-73
- Gupta, A. & J. Stoolman. 2022. Decolonizing US Anthropology. *American Anthropologist*. 124 (4): 778-799.

Week 8 (March 18): Knowledge, Writing, and Representation

- Malinowski, B. 1922. "Subject, Method and Scope," in *Argonauts of the Western Pacific*, 1922, Dutton (1984, Waveland), pp. 1-20
- Hurston, Z.N. 1990. *Tell my horse: Voodoo and life in Haiti and Jamaica*. Ch.1 The Roosters Nest.
- Clifford, J and G. Marcus. 1986. J. Clifford, Introduction Pp.1-13 & R. Rosaldo, "From the Door of his Tent," in *Writing Culture*, California, Pp. 87-97
- Abu-Lughod, L. 1991 "Writing Against Culture," in *Recapturing Anthropology: Working in the Present* R. Fox (ed.) School of American Research. 137-162
- <https://sites.lsa.umich.edu/cssh/2017/06/12/more-thoughts-on-resistance-and-refusal-a-conversation-with-sherry-ortner/>
- Ingold, T. 2000. Chapter Nine, "Culture, perception and cognition," in *The Perception of the Environment*, Routledge. Pp. 168-171
- Taussig, M. 2011. Preface and Chapter 1, *I swear I saw this: Drawings in fieldwork notebooks, namely my own*. Chicago. Pp. xi-xii. 1-9
- Hamdy, S and C. Nye. 2022. Graphic Ethnography on the Rise. "Lissa's Multimodal Ethnography and Revolutionary Citation." *Cultural Anthropology*. Fieldsights: Theorizing the Contemporary. <https://culanth.org/fieldsights/series/graphic-ethnography-on-the-rise>

Week 9 (March 25): Environments, Nature-Culture, and Non-Human Others

- Steward, J. (1955). "The Concept and Method of Cultural Ecology," in *Theory of Culture Change: The Methodology of Multilinear Evolution*. (Excerpt in *The Environment in Anthropology*, N. Haenn ed. 2016. NYU Press. Pp. 12-17).
- Barnes, J., Dove, M., Lahsen, M., Mathews, A., McElwee, P., McIntosh, R., Moore, F., O'Reilly, J., Orlove, B., Puri, R. and Weiss, H., 2013. Contribution of anthropology to the study of climate change. *Nature Climate Change* 3(6): 541-544.
- Ingold, T. 2005. Epilogue, Toward a Politics of Dwelling. *Conservation & Society*. 3(2): 501-508.
- Swanson, H., A. Tsing, N. Bubandt, E. Gan. 2017. Monsters "Introduction: Bodies Tumbled into Bodies," in *Arts of Living on a Damaged Planet*. Minnesota. Pp. M1-10.

Viveiros de Castro, E. 1998. "Cosmological Deixis and Amerindian Perspectivism." *Journal of Royal Anthropological Institute*. 4(3): 469-488.

Haraway, D. "Ch. 4 Making Kin," in *Staying with the Trouble*, 2016, Duke, Pp. 99-103.

A. Tsing, A. Matthews and N. Bubandt, 2019. "Patchy Anthropocene...Retooling Anthropology," *Current Anthropology* 60(S20): 186-197.

Week 10 (April 1): Wealth, Power and Political Economy

Mintz, S. "Introduction," in *Sweetness & Power*, 1986, Penguin, p. xv-xxx.

Mauss, M. 1967 *The Gift: Forms & Functions of Exchange in Archaic Societies*, pp. 9-12, 19-29.

Foucault, M. 1984. "The means of Correct Training," in *The Foucault Reader*. P.Rabinow (ed.) Pantheon. Pp. 7-12, 14-20, 188-205.

De la Cadena, M., 2010. Indigenous cosmopolitics in the Andes: Conceptual reflections beyond "politics". *Cultural anthropology*, 25(2), pp.334-370.

De Genova, N. and Roy, A., 2020. "Practices of illegalisation." *Antipode*, 52(2), pp.352-364.

Ho, K., 2012. "Wall Street: Reflections on theory and methodology." *Researching amongst elites: challenges and opportunities in studying up*, L. Aguiar and C. Schneider (eds.) Routledge. pp.29-48.

Appel, H., S. Whitley, C. Kline, 2019 *The Power of Debt*, Section I, Section III.

Week 11 (April 8). Science and Technology Studies

Latour, B. 2005. "Objects too have agency," in *Reassembling the Social*, Oxford. Pp. 1-11, 63-86,

Latour, B. 1987. Ch.2 "Laboratories," *Science in Action: How to follow scientists and engineers through society*, Harvard. Pp. 62-74

Helmreich, S. 2011. What was Life? Answers from Three Limit Biologies. *Critical Inquiry*, 37(4):671-696

<https://journal.culanth.org/index.php/ca/ethnographies-of-science-interview>

P. Destree. 2021. The struggle for capacity: a historical ethnography of toxicology in Senegal. *Anthropology Book Forum*. Review of N. Tousignant. 2018. *Edges of Exposure: Toxicology and the problem of capacity in postcolonial Senegal*. Duke.

Bessire, L. and Bond, D., 2014. Ontological anthropology and the deferral of critique. *American Ethnologist*, 41(3): 440-456.

Fortun, K., 2012. Ethnography in late industrialism. *Cultural Anthropology*, 27(3): 446-464.

Week 12 (April 15): Ethics and Futures

<https://americananthro.org/about/past-statements-on-ethics/>

Price, D.H., 2017. A Short History of American Anthropological Ethics, Codes, Principles, and Responsibilities—Professional and Otherwise. In *Anthropological Ethics in Context*. Routledge. Pp. 23-38.

Cassell, J., 1980. Ethical principles for conducting fieldwork. *American Anthropologist* 82: 28-41.

Plattner, S. 2003. Human subjects protection and cultural anthropology. *Anthropological Quarterly* 76: 287-297.

Benton, A. and Y. Bonilla. 2017. Rethinking Public Anthropologies in the Digital Age. *American Anthropologist*. 119 (1): 154-156

Davis, D. and S. Mulla. 2023. "The Unbearable Whiteness of Citational Practices in US Medical Anthropology." *Medical Anthropology Quarterly* 37(3): 182-189.

Hanes, A. and H. Walters. "A Long Journey Home: Supporting Students in the Field."
Metooanthro.org.

Week 13 (April 22): Wrap-up and Review for Final