

ANG 5621 Cultural & Linguistic Anthropology Proseminar
Spring 2026
Sec 213a, Course #10259

Mondays per 7-9 (1:55 -4:55pm), Turlington Hall rm 2333

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Course Description and Objectives:

This course provides an overview of major ideas, current trends, debates and research areas within the subfields of cultural and linguistic anthropology. The objective of the course is to provide a foundation for a graduate four-field Anthropology degree by orienting students to key themes, theories, and influential thinkers along with foundational and emergent questions. Through course readings, assignments and class activities, students will learn to identify, compare and critically analyze core concepts and arguments as well as methods and schools of thought 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 both prevailing precedents and hidden histories with the larger aim of contributing to the discipline's future.

Attendance and Participation:

This is a collaborative, discussion-based course and a required foundational course for the Anthropology PhD degree. Students are expected to complete all weekly course readings and assignments prior to class and play a central role in class discussions. Because we meet only once per week, in-person attendance is mandatory. Unless there is a compelling reason such as an official medical excuse or personal emergency, and you cannot attend class in person, you are expected to be here. Students are expected to actively engage in class discussions, both sharing comments and questions related to the course material, responding with respect and curiosity to ideas raised by others, taking notes, cross-referencing works and ideas across weeks, topics and readings, and identifying points of engagement with one's research interests. If you struggle with public speaking, please come to talk with the instructors to work on strategies to improve your participation in class. You will not be evaluated on how many times you speak up in class, but on effort, progress and engagement with course material and classmates. Participation/attendance grade is worth 10% if your total grade. 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](#). Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.

Course Materials:

The majority of the readings come from the primary literature and will be available on the course CANVAS site. No textbooks are required. Bibliographic information for course readings are indicated on the weekly schedule below. You are expected to read the material and submit related assignments prior to the class in which the material is covered. ***Pay close attention to the page numbers and highlighted sections of the assigned readings.***

Assignments and Grading:

This course is divided into two sections. The first 6 weeks of class is devoted to Cultural Anthropology. The remaining 6 weeks are devoted to Linguistic Anthropology. Both sections of the class involve reading and writing assignments, group activities, discussion leadership and a final essay exam. Attendance and participation in group and class activities are both required.

Weekly Assignments & Discussion Posts 10 x 6pts each (5xCult + 5xLing) = 60pts

Group Discussion and Activity 2 x 5 pts each (1 Cult Group + 1 Ling Group) =10pts

Participation and Attendance (5 pts Cult + 5 pts Ling) = 10 points

Final Essay Exam (Due 4/30) (10pts Cult + 10 pts Ling) = 20 points

Cultural and Linguistic Anthropology total (50 pts Cult + 50 pts Ling) = 100 pts

Cultural and Linguistic Anthropology Weekly Assignments: Consists of one quote and related comment or question for each reading and a more in-depth discussion of 200 words comparing/contrasting and/or critically evaluating 2 readings or connecting them to your own research concerns. Each submission is worth 6 points (total 30). Submission is required for all the class periods other than your designated Group Activity. You should not summarize the works other than briefly and instead drill down to core findings, perspectives, arguments, and implications. What claims do you find most compelling or problematic? What ideas inspire you and suggest lines for further inquiry or incorporation into your own research? Late submissions during any week will be deducted by 1 point for each day past the due date. Assignments are due by noon on day of class. Assignments submitted after the designated class meeting will be considered late. Submit your assignment on the indicated CANVAS Assignment Portal.

Cultural Anthropology Team Work and Class Activities: Students will be divided into teams to examine and apply the readings and themes for the week. On their assigned week, each team member will complete the usual assignment and be prepared to share their responses during the first half of the class. For the second half of the class, the group will collectively prepare and guide an in-class or campus-based activity *for each the other student groups* that applies and examines the week's core themes, approaches and case studies. The activity will take place during the second half of the class and include an overview with instructions, a 20-30 minute activity, and a debriefing session where the groups share and discuss their findings. It is important that these activities *apply, test, or experiment* with the ideas raised in the week's readings. You are encouraged to share your activities with Professor Chalfin by the Friday prior to the class meeting and are welcome to consult with her as you plan. This is encouraged but not required.

Linguistic Anthropology Group Discussion and Activities, Group members will collaboratively *prepare a presentation*, which lasts about 12-15 minutes. You will identify one or two interesting points in each assigned reading. You may also select a key quote and discuss why you think it is important to the overall argument. I do not expect discussion leaders to summarize the whole readings or to cover all key arguments. Second, you will *pose critical questions to class* and/or incorporate questions and comments submitted by your classmates as part of your discussion. Third, discussion should draw connections across text and/or bring in contemporary issues, audiovisuals, or outside materials relevant to the readings to stimulate class discussions. Handouts or PowerPoint/Google Slide presentations are required.

Final Exam: There will be one take-home essay-based exam due during finals week. The exam is worth 20 points total (10% Cultural, 10% Linguistic). The exam is due on CANVAS by 5p Wednesday, April 29.

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.

Class Expectations and Course Policies: This course complies with all UF academic policies. For information on those policies and for resources for students, please see
<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

Use of AI:

- Nothing submitted for a grade in this course may be generated by AI.
- Any use of AI requires adherence to academic honesty and integrity. You may not submit work generated by an AI program as your own. You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws. You may not use AI-based tools to cheat on assessments or use AI-based tools to plagiarize without citation.
- AI may be used to help you in the research stage as you prepare essays and presentations. Permitted uses include grammar checking, translation, and summary of research articles.
- Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. (For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query) "Text of your query."), If you use AI programs to help generate ideas and brainstorm or with editing or translating, this needs to be indicated as above.

- If you use AI tools for research, you are required to verify any listed sources as many sources are actually AI “hallucinations.” If the sources are real, accurate, and relevant, it is preferable better to read those original sources to learn from that research and paraphrase or quote from those articles, as applicable, than to use the model’s interpretation of them.

Procedure for conflict resolution:

Any issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum (krigbaum@ufl.edu, [\(352\) 294-7540](tel:352-294-7540)), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>
[Links to an external site.](#); [352-392-1308](tel:352-392-1308)) or the Dean of Students Office (<http://www.dso.ufl.edu>
[Links to an external site.](#); [352-392-1261](tel:352-392-1261)).

Communication practices for the course:

- You are responsible for materials posted on E-Learning (Canvas) at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support available at <https://elearning.ufl.edu/student-help-faqs/>.
- The instructor may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.
- Canvas Notifications: In your Canvas “Account,” click on “Notifications.” Set the notification for “Submission Comment” to either “Notify Immediately” or “Daily Summary.” The instructors communicate with you regarding your assignments through Submission Comments more so than e-mail. We expect every student to read their submission comments within 24 hours. Many of them may require immediate action on your part.

UF Counseling and Emergency Services:

On-campus services are available for students having personal problems or wanting career development assistance. They include:

- [Counseling and Wellness Center](#): Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need.
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
- Additionally, student web-based resources on sexual harassment are available at <http://www.ufsa.ufl.edu/students/sh/sexualharassment.shtml>
- [University Police Department](#): Visit UF Police Department [website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- [UF Health Shands Emergency Room / Trauma Center](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608.

- [GatorWell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell [website](#) or call 352-273-4450

U Matter We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. Nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1

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 1 (Jan 12): Course Overview for Cultural and Linguistic Anthropology

Introductions and Overview of Syllabus and Semester.

The last hour will be held at Library West with Anthropology Librarian, Dr. Ginessa Mahar, gjmahar@ufl.edu

MLK DAY Holiday Jan 19, 2026 - NO CLASS

CULTURAL ANTHROPOLOGY:

Week 2 (Jan 26): Problems of Culture and the Canon

Yarimar Bonilla, Y. 2017. Unsettling the classics: On symptomatic readings and disciplinary Agnosticism. *Hau: Journal of Ethnographic Theory* 7 (3): 23–28

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.

Gupta, A. & J. Stoolman. 2022. Decolonizing US Anthropology. *American Anthropologist*. 124 (4): 778-799

Simpson, A. 2018. "Why White People Love Franz Boas, or The Grammar of Indigenous Dispossession." In *Indigenous Visions: Rediscovering the world of Franz Boas*. Ed. N. Blackhawk. Yale. Pp. 166-180.

Ferrer, E. et al. 2023. "We Are Not Alternative: A Communal Take on Theorization and Canon in Anthropology Theory Courses." *American Anthropologist*. Online content.

<https://www.americananthropologist.org/online-content/we-are-not-alternative-2>

In class: Debate Definitions of Culture: refer to Kroeber, A.L. and C. Kluckhohn. 1952. *Culture: A critical review of concepts and definitions*. Peabody Museum Press. Pp.43-71.

Week 3 (Feb 2): 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.

Geertz, C. 1973. Excerpts from Ch. 1 "Thick Description: Toward an Interpretive Theory of Culture" & "Deep Play Notes on the Balinese Cockfight." *The Interpretation of Cultures*. Basic Books. Pp. 3-12, 412-421.

Crapanzano, V., 1986. "Hermes Dilemma" in *Writing Culture*, Ed. J. Clifford & G. Marcus. California. Pp. 51-54, 69-75

Abu-Lughod, L. 1991 "Writing Against Culture," in *Recapturing Anthropology: Working in the Present* R. Fox (ed.) School of American Research. Pp.137-162

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>

Williams. E. 2023. Book Review of “Ain’t I an Anthropologist: Zora Neale Hurston beyond the Literary Icon” By Jennifer L. Freeman Marshall. University of Illinois Press, 2023. *American Anthropologist*. 125 (4): 905-906.

Week 4 (Feb 9): Wealth, Power and Political Economy

Mauss, M. 1967 *The Gift: Forms & Functions of Exchange in Archaic Societies*, pp. 1-12.

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

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

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

Robbins, J. (2013). Beyond the suffering subject: toward an anthropology of the good. *The Journal of the Royal Anthropological Institute*, 19(3), 447–462

Ortner, S. <https://sites.lsa.umich.edu/cssh/2017/06/12/more-thoughts-on-resistance-and-refusal-a-conversation-with-sherry-ortner/>

Ho, Karen. N.d. Profile of Karen Ho. Ethnographer on Wall Street. Epic Online.
<https://www.epicpeople.org/karen-ho/>

Week 5 (Feb 16): 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.

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.

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

Kirksey, E. et al. 2014. “Introduction” in *The Multispecies Salon*, Duke. Pp.1-5

Bhan, M., & Govindrajan, R. (2024). More-than-human supremacy: Himalayan lessons on cosmopolitics. *American Anthropologist*, 126(2), 182-193.

Stoezer, B. (2018) "Ruderal Ecologies: Rethinking Nature, Migration and Urban Landscape in Berlin," *Cultural Anthropology* 33(2): 295-323.

Week 6 (Feb 23): Science and Technology Studies

Latour, B. 2005. "Objects too have agency," in *Reassembling the Social*, Oxford. Pp. 1-11, 70-75.

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

"Ethnographies of Science: Interview with the Authors." 2012.

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

Fortun, K. (2014). From Latour to late industrialism. *HAU: Journal of Ethnographic Theory*, 4(1), 309-329.

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

M. Lane. 2018. Review of Messeri, Lisa. 2016. [Placing Outer Space: An Earthly Ethnography of Other Worlds](#). Duke University Press. In *Journal of Anthropological Research*.

Week 7 (March 2): 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.

Pérez, Ramona L. 2024. "When do no harm becomes harm done: Re-centering ethics in anthropology." *American Anthropologist* 126: 388–395. <https://doi.org/10.1111/aman.13990>

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.

Peterson, K and V. Olsen. 2024. *The Ethnographers Way: A handbook for Multi-dimensional Research Design*. Duke. Pp. xvii-xxvi

Hanes, A. and H. Walters. 2021 "A Long Journey Home: Supporting Students in the Field." Metooanthro.org.

Collins, S. et al. 2017. Multimodality: An Invitation. *American Anthropologist*. 119/1.

LINGUISTIC ANTHROPOLOGY:

Week 8 (March 9): Basic linguistic ideas

Online lectures:

[Phonetics](#), [Sounds](#), [Phonetic and phonemic representations](#), [Morphology introduction](#), [Morphology in other languages](#), [Syntax around the world](#), [Word order correlations](#).

[Theories of language acquisition](#)

Chomsky, N. 1988. *Language and the Problems of Knowledge*, pp. 1-92. Cambridge, MA: MIT Press.

Spring Break 3/14-3/21 NO CLASS.

Week 9 (Mar 23): Language and thought

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

Whorf, Benjamin. 1964 [1941]. "The Relation of Habitual Thought and Behavior to Language." In *Language, Thought, and Reality*, edited by Benjamin Lee Whorf and John B. Carroll, 134-159. The MIT Press.

Hill, Jane and Bruce Mannheim. 1992. "Language and world view." *Annual Review of Anthropology* 21: 381-406.

Pederson et al. 1998. "Semantic typology and spatial conceptualization." *Language* 74(3):557-589.

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

Kovecses, Zoltan. 2010. *Metaphor: A Practical Introduction*. New York: Oxford University Press. (chapter 1 pp.3-14 and chapter 3 pp.29-42)

Week 10 (March 30): Politeness, power, and social status

Eckert, P. Three waves of variation study. *Annual Review of Anthropology*.

Shankar, Shalini. 2008. Speaking like a model minority. *Journal of Linguistic Anthropology*.

Rickford, J. R., & S. King. 2016. Language and Linguistics on Trial: Hearing Rachel Jeantel (and other Vernacular Speakers) in the Courtroom and Beyond. *Language* 92(4): 948-988.

Week 11 (April 6): Language, society, and sociolinguistics

Eckert, Penelope. 2012. "Three waves of variation study." *Annual Review of Anthropology* 41: 87-100.

Bucholtz, Mary. 2009. "From Stance to Style: Gender, Interaction, and Indexicality in Mexican Immigrant Youth Slang." In *Stance: Sociolinguistic Perspectives*, edited by Alexandra Jaffe, pp. 146-170. New York: Oxford University Press.

Cameron, Deborah. 1997. "Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity." In *Language and Masculinity*, edited by Sally A. Johnson and Ulrike Hanna, pp. 47-64. Oxford: Blackwell.

Shankar, Shalini. 2008. "Speaking like a model minority: "FOB" Styles, Gender, and Racial Meanings among Desi Teens in Silicon Valley." *Journal of Linguistic Anthropology* 18(2): 268-289.

Reyes, Angela. 2004. "Asian American Stereotypes as Circulating Resources." *Pragmatics* 14(2/3): 173-192.

Carr, Summerson. 2009. "Anticipating and inhabiting institutional identities." *American Ethnologist* 36(2): 317-336.

Week 12 (April 13): Language and history

Salzman et al. 2011. Language Through Time. Pp.141-167 in *Language, Culture, and Society*. Boulder, CO: Westview Press.

Anthony, David and Don Ringer. 2015. The Indo-European Homeland from Linguistic and Archaeological Perspectives. *Annual review of linguistics*. 1:199-219

Bellwood, P. 2008. Archaeology and the Origins of Language Families. Pp. 225-244 in *Handbook of Archaeological Theories*, P. Bentley, H. Maschner, and C. Chippindale (eds.). New York: AltaMira.

Clendon, M. 2006. Reassessing Australia's Linguistic Prehistory. *Current Anthropology* 47: 39-61.

Sapir, E. (1936). Internal linguistic evidence suggestive of the northern origin of the Navaho. *American Anthropologist*, 38(2), 224-235.

Week 13 (April 20): Language, Power, and Endangerment

Himmelmann, Nikolaus. P. 2008. "Reproduction and preservation of linguistic knowledge: Linguistics' response to language endangerment." *Annual review of anthropology*, 37: 337-350.

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

Hill, Jane H. 2002. "Expert rhetorics" in advocacy for endangered languages." *Journal of Linguistic Anthropology* 12(2): 119-133.

Schwartz, Saul. 2018. "The Predicament of Language and Culture: Advocacy, Anthropology, and Dormant Language Communities." *Journal of Linguistic Anthropology* 28(3):332-355.

Woodbury, Anthony C. 1998 "Documenting rhetorical, aesthetic and expressive loss in language shift." In *Endangered Languages: Language Loss and Community Response*, edited by Lenore A. Grenoble and Lindsay J. Whaley, pp. 234-258. Cambridge University Press.

Costa, James. 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.

Walker, Casey. 2000. "Vanishing Voices: The Extinction of the World's Languages – An Interview with Suzanne Romaine." *Wild Duck Review* 6(1): pp.1-7.