

ANG 5621 Linguistic and Cultural Anthropology Proseminar Spring 2023

Mondays 7-9 (1:55 -4:55 pm), Turlington 1208H

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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.

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 Cultural Anthropology Section (weeks 1-6) teams of 3 (plus or minus) students will lead class discussion. Each group is expected to meet outside of class to organize readings and prepare a plan to discuss them in class and organize any in-class activities. Each student should present once during the first six weeks. Team discussion leadership is worth 5 points. 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 Cultural Anthropology Section, students are required to complete 5 of 6 assignments. Essays are due via Canvas the Friday after the class meeting. Each assignment is worth 6 points (total 30). Requirements for each week's assignment are spelled out in the Assignments on Canvas. 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). 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 in essay format and synthesizes the material in each section of the course. The exam is worth 20 points.

Attendance and Participation: This is a graduate seminar, and students are expected to alternatively participate and lead 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 participate in class

discussion. 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 at: catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

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 (www.dso.ufl.edu/drc/) by providing appropriate documentation. Accommodations should be communicated with us ideally before our first full class session on January 24.

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/>. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu>.

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: <https://sccr.dso.ufl.edu/students/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:

<https://counseling.ufl.edu/about/location-hours-contact/>.

- 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://lss.at.ufl.edu/help.shtml>
- 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 9): Introductions

Martin Luther King holiday (Jan 16)

Week 1 (January 23): The Culture Problem

- Dilley, R.M. 2002. The Problem of Context in Social and Cultural Anthropology. *Language and Communication* 22:437-456.
- Hsu, Francis. 1979. The Cultural Problem of the Cultural Anthropologist. *American Anthropologist* 81(3):517-532.
- Keesing, Roger. 1990. Theories of Culture Revisited. *Canberra Anthropology* 13(2):46-60.
- Lancy, D.F., 2016. Ethnographic Perspectives on Culture Acquisition. In *Childhood: Origins, Evolution, and Implications*, C. Meehan and A. Crittenden, (eds.), 173-96. University of New Mexico Press.
- Rodseth, Lars. 2018. Hegemonic Concepts of Culture: The Checkered History of Dark Anthropology. *American Anthropologist* 120(3): 398-411.

Week 2 (January 30): Knowledge and Representation

- Chambers, C.M., and H. Balanoff. 2009. Translating "Participation" from North to South: A Case Against Intellectual Imperialism in Social Science Research. Pp. 73-88 in D. Kapoor and S. Jordan (eds.), *Education, Participatory Action Research, and Social Change: International Perspectives*. New York: Palgrave MacMillan.
- Descola, Phillippe. 2010. Cognition, Perception and Worlding. *Interdisciplinary Science Review* 35:334-40.
- Graeber, D., 2014. Anthropology and the Rise of the Professional-Managerial Class. *Hau: Journal of Ethnographic Theory* 4(3): 73-88.
- Hallowell, A. Irving. 1976. Ojibwa Ontology, Behavior, and World View. In *Contributions to anthropology: Selected papers of A. Irving Hallowell*. Chicago: University of Chicago Press.
- Kawagley, Oscar. 1990. Yup'ik Ways of Knowing. *Canadian Journal of Native Education* 17(2):5-17.
- Todd, Zoe. 2016. An Indigenous Feminist's Take on the Ontological Turn: Ontology is Just Another Word for Colonialism. *Journal of Historical Sociology* 29(1):4-22.

Week 3 (February 6): Environments

- 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.
- Bauer, A.M. and Ellis, E.C., 2018. The Anthropocene divide: Obscuring understanding of social-environmental change. *Current Anthropology* 59(2): 209-227.
- Hall, Elizabeth F., and Todd Sanders. 2015. Accountability and the academy: Producing knowledge about the human dimensions of climate change. *Journal of the Royal Anthropological Institute* 21:438-461.
- Mathez-Stiefel, S.L., Boillat, S. and Rist, S. 2007. Promoting the Diversity of Worldviews: an Ontological approach to Biocultural Diversity. *Endogenous development and bio-cultural diversity. The interplay of worldviews, globalization and locality. Compas Series on Worldviews and Science, Leusden, The Netherlands*, pp.67-81.
- Vasquez-Leon, Marcela. 2009. Hispanic farmers and farmworkers: social networks, institutional exclusion, and climate vulnerability in southeastern Arizona. *American Anthropologist* 111(3):289-301.

Week 4 (Feb 13): Power

- Babadzan, A., 2000, November. Anthropology, Nationalism and the Invention of 'Tradition'. In *Anthropological Forum* 10(2):131-155.
- Cardoso de Oliveira, R. 1999/2000. Peripheral Anthropologies "versus" Central Anthropologies. *Journal of Latin American Anthropology* 4(2):10-30.
- Cornwall, A. and Lindisfarne, N., 2016. Dislocating Masculinity: Gender, Power and Anthropology. In *Dislocating masculinity* (pp. 27-61). Routledge.
- Green, Maia. 2009. Doing Development and Writing Culture: Knowledge Practices in Anthropology and International Development. *Anthropological Theory* 9(4):395-417.
- Grewal Inderpal. 2003. Transnational America: Race, Gender, and Citizenship after 9/11. *Social Identities* 9(4):535-61.

Schmidt Camacho, Alicia. 2005. Gender Violence and the Denationalization of Women's Rights in Ciudad Juarez, Mexico. *CR: The New Centennial Review* 5(1):255–92 .

Week 5 (Feb 20): Health and Well-Being

Calestani, M., 2009. An anthropology of 'the good life' in the Bolivian Plateau, *Social Indicators Research*, 90(1):141-153.

Dressler, William W. 2007. Meaning and Structure in Research in Medical Anthropology. *Anthropology in Action* 14: 30-43.

Gurven, M., Stieglitz, J., Trumble, B., Blackwell, A.D., Beheim, B., Davis, H., Hooper, P. and Kaplan, H., 2017. The Tsimane Health and Life History Project: Integrating Anthropology and Biomedicine. *Evolutionary Anthropology: Issues, News, and Reviews* 26(2):54-73.

Strong, Adrienne, and Tara L. White. 2020. Using paired cultural modelling and cultural consensus analysis to maximize programme suitability in local contexts. *Health Policy and Planning* 35:115-121

Xygalatas, D., Khan, S., Lang, M., Kundt, R., Kundtová-Klocová, E., Krátký, J. and Shaver, J., 2019. Effects of extreme ritual practices on psychophysiological well-being. *Current Anthropology*, 60(5), pp.699-707.

Walker, H. and Kavedžija, I., 2015. Values of happiness. *HAU: Journal of Ethnographic Theory* 5(3):1-23.

Week 6 (Feb 27): Ethics and Research

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

Gupta, A. & Stoolman, J. 2021. Decolonizing US Anthropology. AAA Annual Mtg Presidential Address.

Lewis, H., et al. 2021. On Akhil Gupta's Counterfactual History of Anthropology (online comments)

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

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

Thorne, Barrie. 1980. "You still takin' notes?" Fieldwork and problems of informed consent." *Social Problems* 27:284-297.

Week 7 (Mar 6): 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.

Week 8 (Mar 20): Language, culture, and thought

Online lecture [Language, culture, thought | Colors and Perception]

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

Regier, T and P. Kay. 2009. Language, thought, and color: Whorf was half right. *Trends in cognitive sciences*.

Levinson, Stephen C. 1996. Language and space. *Annual Review of Anthropology*

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

Week 9 (Mar 27): Language, gender, and sexuality

Munson, Ben and Molly Babel. 2016. The phonetics of sex and gender.

Gal, S. 1978. Peasant Men Can't Get Wives: Language Change and Sex Roles in a Bilingual Community. *Language in Society* 7:1-16.

Week 10 (Apr 3) 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 (Apr 10): 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 12 (Apr 17): Language, Power, and Endangerment

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

Gal, Susan. 2015. Politics of translation. *Annual review of Anthropology* 44:225-40.

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

Himmelmann, N. P. (2008). Reproduction and preservation of linguistic knowledge: Linguistics' response to language endangerment. *Annual review of anthropology*, 37.

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