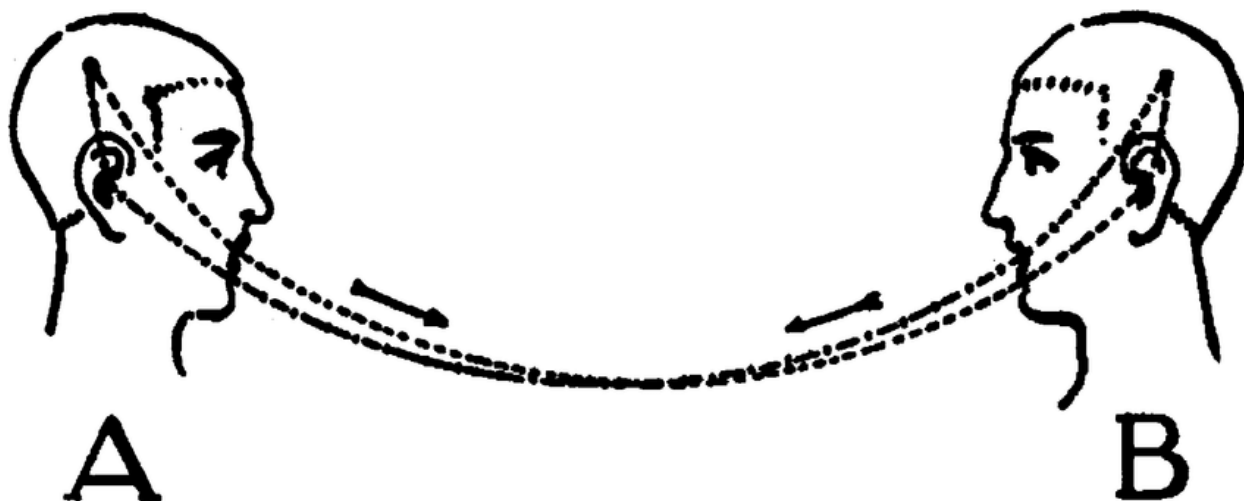


## ANT 3620 Language and Culture

University of Florida  
Fall 2020



From Ferdinand de Saussure, *Course in General Linguistics*

### Instructor Information

Name: Saul Schwartz

Email: saulschwartz@ufl.edu

### Office Hours

Office Hours: T 5-6 pm  
W 1-2 pm  
R 5-6 pm

Virtual Office: <https://ufl.zoom.us/j/91723191438>

### Class Information

Meeting Times: T 3-4:55 pm  
R 4:05-4:55 pm

Virtual Classroom: <https://ufl.zoom.us/j/94287420029>

### Appointments

Office Hour Appointments: [www.calendly.com/saulschwartz](http://www.calendly.com/saulschwartz)

## 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. It also has close connections to the field of linguistics. Its beginnings go back to the formation of anthropology in the late nineteenth 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:

language documentation and revitalization; interactions between linguistic and non-linguistic cognition; language and social categories such as class, gender, race, and ethnicity; and language, evolution, and history.

### **Course 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 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 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 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

After successfully completing this course, students will have achieved General Education student learning outcomes in the areas of content, communication, and critical thinking. Students will be able to:

- demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline
- communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline
- analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems

After successfully completing this course, students will have achieved course-specific student learning outcomes. Students will be able to:

- identify and explain the relationship between linguistics, anthropology, and linguistic anthropology
- identify, describe, and explain basic principles of the human vocal tract and sound production, using these principles for phonetic transcription and analysis
- identify, describe, and explain basic principles of word and sentence construction, applying these principles to word and sentence analysis
- identify and explain basic principles of sign languages and written language
- identify and explain connections between linguistic and non-linguistic cognition, as well as cross-cultural variation in these areas
- identify and explain relationships between language use and social categories such as class, age, gender, race, and ethnicity
- describe and explain linguistic inequality and its connections to language endangerment

### Expectations

**-Do attend and participate in class.** Class time will consist of a combination of lecture, discussion, activities, and other educational shenanigans.

**-Do engage with course materials.** When reading, watching a film, or listening to a podcast, focus on the main points and don't get bogged down in anxiety about minute details. The point is to understand the main ideas and the types of evidence that are used to support them. This can be hard to get used to. If you would like help with this, please see your instructor. Some course materials are more challenging than others.

**-Do seek clarification when confused.** Please do not hesitate to ask questions about any areas that are unclear, either in class, during office hours, by e-mail, or on Canvas. For office hours, (virtual) walk-ins are always welcome, but students with appointments have priority. Click [here](#) to make an appointment for office hours with the instructor.

**-Do request appropriate academic accommodations.** Students with disabilities who experience learning barriers and would like to request academic accommodations

should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

**-Do utilize university resources.** The University of Florida offers a number of valuable resources to support student learning and wellness:

- For help with general study skills and tutoring, check out the [Teaching Center](#).
- For help brainstorming, formatting, and writing papers, contact the [Writing Studio](#).
- For e-learning technical support, call (352) 392-4357 or email [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- For help using the libraries or finding resources, [Ask a Librarian](#).
- For career assistance and counseling services, visit the [Career Connections Center](#).
- For mental health support, contact the [Counseling and Wellness Center](#) at (352) 392-1575.
- If you or someone you know is in distress, contact [U Matter, We Care](#) at (352) 392-1575 or [umatter@ufl.edu](mailto:umatter@ufl.edu).

### Required Verbiage

Requirements for class **attendance and make-up** exams, assignments, and other work in this course are consistent with [university policies](#).

Audiovisual **recordings** of the instructor's lectures may be provided to students in the class with an accommodation letter from the [Disability Resource Center](#) that includes "audio recorded lectures" among the recommended academic accommodations. Students who participate in lectures with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image during lectures. Likewise, students who un-mute during lectures and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during lectures, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. Discussion sections will not be recorded or shared, nor will class time be recorded or shared when the instructor is not lecturing (e.g., during discussion, in-class activities, student presentations, etc.). As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Requirements for **grades** in this course are consistent with [university policies](#). (You may notice that this information classifies W, H, I, N, and U as "non-punitive grades," which implies that other kinds of grades may in fact be punitive. Please note that the instructor unequivocally rejects the idea of any grades as punitive. A grade is simply an instructor's assessment of a student's learning outcomes in a given course—no more, no less. The idea that grades are punitive is pedagogically unjustifiable,

counterproductive to effective teaching and learning, and has no place whatsoever in the instructor's philosophy or practice of teaching.)

Students are expected to provide professional and respectful **feedback on the quality of instruction** in this course by completing course evaluations online via [GatorEvals](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Shockingly, summaries of course evaluation results are [publicly available](#). (Your instructor also welcomes your feedback at any point during the semester. If there is something that can be done to help you and your peers learn more effectively, please do not wait until the end of the semester to say so. I would encourage you to attend office hours or make an appointment to share your suggestions.)

### Evaluation

Students will be expected to complete **ten** activities and **four** assignments over the course of the semester. The activities and assignments are the sole basis for assessment in this course. They are in place of quizzes, tests, exams, reading checks, attendance, participation, and the like—though some of them, of course, do require you to attend class, participate, demonstrate familiarity with course materials, etc. You are expected to submit activity and assignment deliverables **before class** on the day they due. Late submissions not covered by [university attendance and make-up policies](#) will be penalized.

You are expected to complete ten out of eleven possible **activities** over the course of the semester. Each activity is worth 4% of your grade. Activities will primarily be evaluated as completion grades: either the deliverable is complete and receives full credit or is incomplete/missing and receives no credit. Partial credit for activities is rare. Taken together, activities total 40% of your final grade. Due dates for activity deliverables are as follows:

Activity	Title	Week	Date Due
1	Phonetics and Phonology Problem Set	1	9/3
2	Sound Symbolism Problem Set	2	9/10
3	Morphology and Syntax Problem Set	3	9/17
4	Semantics Problem Set	5	10/1
5	Pragmatics and Metapragmatics	6	10/8
6	Dictionary Example	7	10/15
7	Language and Identity Intuitions	8	10/20
8	Personal Dialect Map	9	10/29
9	Slang	11	11/10
10	Conlangs in Pop Culture	15	12/8
11	Speed Conlang Workshop	Finals	12/17

You are also expected to complete four **assignments** over the course of the semester. Each assignment is worth 15% of your grade and will be assessed using the rubric included in the assignment instructions. Assignments are intended to give you an opportunity to demonstrate your comprehension and analysis of course materials as well as your ability to apply course concepts to new contexts. Taken together, assignments total 60% of your final grade. Due dates for assignments are as follows:

Assignment	Title	Week	Date Due
1	Studying Language	7	10/13
2	Dictionary Comparison	9	10/27
3	Amicus Brief	13	11/24
4	Book Review	Finals	12/17

UF students are bound by the **Honor Pledge** which states, “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.” 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 or TAs in this class.

### Course Materials

The following textbooks are recommended for this course:

- Basso, Keith H. 1979. *Portraits of “the Whiteman”: Linguistic Play and Cultural Symbols Among the Western Apache*. Cambridge: Cambridge University Press. <https://uf.catalog.fcla.edu/permalink.jsp?20UFPDA009106534>.
- Gilmore, Perry. 2016. *Kisizi (Our Language): The Story of Colin and Sadiki*. Chichester, West Sussex: Wiley-Blackwell. <https://uf.catalog.fcla.edu/permalink.jsp?20UF037243566>.

E-books of both are available from the library at the links above. All other course materials are available on Canvas or online.

### Course Schedule

#### *Unit 1: Grammar and Culture*

#### Week 1: Phonetics and Phonology

T 9/1

- Read/Watch: Anderson, Catherine. 2018. "Chapter 1: Thinking Like a Linguist." In *Essentials of Linguistics*. Hamilton, ON: McMaster University.  
<https://ecampusontario.pressbooks.pub/essentialsoflinguistics/part/main-body/>

R 9/3

- Read: Selections from Salzmann, Zdenek, James M. Stanlaw, and Nobuko Adachi. 2012. "Language is Sound: Phonology." In *Language, Culture, and Society*, 33-48. 5th edition. Boulder, CO: Westview Press.
- **Due: Activity 1 - Phonetics and Phonology Problem Set.**

### Week 2: Sound Symbolism

T 9/8

- Read: Selection from Webster, Anthony K. 2015. "The Poetry of Sound and the Sound of Poetry: Navajo Poetry, Phonological Iconicity, and Linguistic Relativity." *Semiotica* 207: 7-16.

R 9/10

- Read: Wong, Andrew. 2014. "Branding and Linguistic Anthropology: Brand Names, Indexical Fields, and Sound Symbolism." *Practicing Anthropology* 36, no. 1: 38-41.
- **Due: Activity 2 - Sound Symbolism Problem Set.**

### Week 3: Morphology and Syntax

T 9/15

- Read: Salzmann, Zdenek, James M. Stanlaw, and Nobuko Adachi. 2012. "Structure of Words and Sentences." In *Language, Culture, and Society*, 53-71. 5th edition. Boulder, CO: Westview Press.

R 9/17

- **Due: Activity 3 - Morphology and Syntax Problem Set.**

### Week 4: Cultural Influence on Morphology and Syntax

T 9/22

- Read: Colapinto, John. 2007. "The Interpreter." *The New Yorker*, April 16. <http://www.newyorker.com/magazine/2007/04/16/the-interpreter-2>.
- Watch: O'Neill, Michael, and Randall Wood, dirs. 2015. *The Grammar of Happiness*. Video, 53:00. Stonington, CT: Green Planet Films. <https://uf.catalog.fcla.edu/permalink.jsp?20UF036799302>.

R 9/24

- Read: Zimman, Lal. 2016. "Pronouns Have Always Been Political." *Medium*, August 26. <https://medium.com/trans-talk/pronouns-have-always-been-political-a32c753a1539>.
- Read: Bejan, Teresa M. 2019. "What Quakers Can Teach Us About the Politics of Pronouns." *The New York Times*, November 16. <https://www.nytimes.com/2019/11/16/opinion/sunday/pronouns-quakers.html>.
- Read: American Dialect Society. 2020. "2019 Word of the Year is "(My) Pronouns," Word of the Decade is Singular "They." <https://www.americandialect.org/2019-word-of-the-year-is-my-pronouns-word-of-the-decade-is-singular-they>.

#### Week 5: Semantics

T 9/29

- Read/Watch: Anderson, Catherine. 2018. "Chapter 10: Word Meanings." In *Essentials of Linguistics*. Hamilton, ON: McMaster University. <https://ecampusontario.pressbooks.pub/essentialsoflinguistics/part/chapter-10-word-meanings/>.

R 10/1

- **Due: Activity 4 - Semantics Problem Set.**

#### Week 6: Pragmatics

T 10/6

- Read: Solnit, Rebecca. 2012[2008]. "Men Explain Things to Me." *TomDispatch.com*, 19 August. <http://www.tomdispatch.com/blog/175584/>.
- Read: Bridges, Judith. 2017. "Gendering Metapragmatics in Online Discourse: 'Mansplaining Man Gonna Mansplain...'" *Discourse, Context & Media* 20: 94-102.



R 10/8

- **Due Activity 5 - Pragmatics and Metapragmatics.**

Week 7: Dictionaries!

T 10/13

- **Due: Assignment 1 - Studying Language.**
- Read: Fitz-Adam, Adam [Lord Chesterfield]. 1754. "Essays Appearing in *The World*." In *A Dictionary of the English Language: A Digital Edition of the 1755 Classic by Samuel Johnson*, edited by Brandi Besalke.  
<https://johnsonsdictionaryonline.com/history-of-johnsons-dictionary/essays-appearing-in-the-world/> and <https://johnsonsdictionaryonline.com/history-of-johnsons-dictionary/essays-appearing-in-the-world/2/>.
- Read: Baldwin, Stanley. 1986[1928]. "Our Mother Tongue: Mr. Baldwin on the Oxford Dictionary." *Dictionaries: Journal of the Dictionary Society of North America* 8: 246-250.
- Read: McHugh, Jess. 2018. "The Nationalist Roots of *Merriam-Webster's Dictionary*." *The Paris Review*, March 30.  
<https://www.theparisreview.org/blog/2018/03/30/noah-websters-american-english/>.
- Read: Skinner, David. 2009. "Ain't That the Truth." *Humanities* 30, no. 4.  
<https://www.neh.gov/humanities/2009/julyaugust/feature/ain%E2%80%99t-the-truth>.
- Read: Ehrlich, Eugene. 1997. "Preface." In *The Highly Selective Dictionary for the Extraordinarily Literate*, xiii-xvi. New York: HarperCollins.

R 10/15

- **Due: Activity 6 - Dictionary Example.**

*Unit 2: Language and Identity*

Week 8: Race and Linguistic Profiling

T 10/20

- Read: *Clifford v. Commonwealth of Kentucky*, 7 S.W.3d 371 (Ky.1999).
- **Due: Activity 7 - Language and Identity Intuitions.**

R 10/22

- Read: Carlson-Wee, Anders. 2018. "How-To." *The Nation*, July 5. <https://www.thenation.com/article/how-to/>.
- Read: McWhorter, John. 2018. "There's Nothing Wrong With Black English." *The Atlantic*, August 6. <https://www.theatlantic.com/ideas/archive/2018/08/who-gets-to-use-black-english/566867/>.
- Read: Baugh, John. 2003. "Linguistic Profiling." In *Black Linguistics: Language, Society, and Politics in Africa and the Americas*, edited by Siffree Makoni, Geneva Smitherman, Arnetha F. Ball, and Arthur K. Spears, 155-168. London: Routledge.
- Read/Watch: Stoeve-Ackerman, Jennifer. 2010. "The Noise of SB 1070: Or Do I Sound Illegal to You." *Sounding Out!*, August 19. <https://soundstudiesblog.com/2010/08/19/the-noise-of-sb-1070/>.

#### Week 9: Dialectology and Forensic Profiling

T 10/27

- **Due: Assignment 2 - Dictionary Comparison.**
- Read: Rickford, John R., and Sharese King. 2016. "Language and Linguistics on Trial: Hearing Rachel Jeantel (and Other Vernacular Speakers) in the Courtroom and Beyond." *Language* 92, no. 4: 948-988.
- Read: Schilling, Natalie, and Alexandria Marsters. 2015. "Unmasking Identity: Speaker Profiling for Forensic Linguistic Purposes." *Annual Review of Applied Linguistics* 35: 195-214.
- Shuy, Roger W. 2001. "DARE's Role in Linguistic Profiling." *DARE Newsletter* 4, no. 3: 1-5.

R 10/29

- **Due: Activity 8 - Personal Dialect Map.**

#### Week 10: Language and Gender

T 11/3

- Read: Lakoff, Robin. 1973. "Language and Woman's Place." *Language in Society* 2, no. 1: 45-80.

- Read: O'Barr, William, and Bowman Atkins. 2011[1980]. "Women's Language" or "Powerless Language"? In *Language and Gender: A Reader*, 2nd edition. Jennifer Coates and Pia Pichler, eds. Pp. 451-460. Chichester, West Sussex: Wiley-Blackwell.
- Read: Maltz, Daniel N., and Ruth A. Borker. 2011[1982]. "A Cultural Approach to Male–Female Interaction." In *Language and Gender: A Reader*, 2nd edition, edited by Jennifer Coates and Pia Pichler, 487-502. Chichester, West Sussex: Wiley-Blackwell.

R 11/5

- Read: Zimman, Lal. 2018. "Transgender Voices: Insights on Identity, Embodiment, and the Gender of the Voice." *Language and Linguistics Compass* 12, no. 8: 1-16.

### Week 11: Language and Sexuality

T 11/10

- Read: Hall, Kira. 1995. "Lip Service on the Fantasy Lines." In *Gender Articulated: Language and the Socially Constructed Self*, edited by Kira Hall and Mary Bucholtz, 183-216. New York: Routledge.
- Skim: Legman, Gershon. 2006[1941]. "The Language of Homosexuality: An American Glossary." In *The Language and Sexuality Reader*, edited by Deborah Cameron and Don Kulick, 19-32. London: Routledge.
- Read: Pandell, Lexi. 2018. "How *RuPaul's Drag Race* Fueled Pop Culture's Dominant Slang Engine." *Wired*, March 22. <https://www.wired.com/story/rupauls-drag-race-slang/>.
- **Due: Activity 9 - Slang.**

R 11/12

- Read or Listen: Sedaris, David. 2000. "Go Carolina." In *Me Talk Pretty One Day*, 3-15. Boston: Little, Brown and Company. (Listen here: <https://www.youtube.com/watch?v=yt77UXCke8M>).
- Watch: Thorpe, David, dir. 2014. *Do I Sound Gay?* Video, 1:17:21. New York: Sundance Selects. <https://youtu.be/guMibvGvM7o>.

### *Unit 3: Case Studies in Language, Play, and Power*

### Week 12: Western Apache Linguistic Play

T 11/17

- Read: Basso, Keith H. 1979. Preface and Chapters 1-3. In *Portraits of "the Whiteman": Linguistic Play and Cultural Symbols Among the Western Apache*, xix-64. Cambridge: Cambridge University Press.

R 11/19

- Read: Basso, Keith H. 1979. Chapters 4-5 and Appendix. In *Portraits of "the Whiteman": Linguistic Play and Cultural Symbols Among the Western Apache*, 67-94. Cambridge: Cambridge University Press.

### Week 13: Indigenous Language Policy in the United States

T 11/24

- **Due: Assignment 3 - Amicus Brief.**

**No class R 11/26.**

### Week 14: Pidgins and Creoles

T 12/1

- Read: Gilmore, Perry. 2016. Prologue and Chapters 1 and 3-4. In *Kisisi (Our Language): The Story of Colin and Sadiki*, xv-16, 35-92. Chichester, West Sussex: Wiley-Blackwell.

R 12/3

- Read: Gilmore, Perry. 2016. Chapter 5 and Epilogue. In *Kisisi (Our Language): The Story of Colin and Sadiki*, 93-136. Chichester, West Sussex: Wiley-Blackwell.

### Week 15: Constructed Languages

T 12/8

- Read: Tolkien, J. R. R. 1983. "A Secret Vice." In *The Monsters and the Critics and Other Essays*, edited by Christopher Tolkien, 198-223. London: George Allen and Unwin.
- **Due: Activity 10 - Conlangs in Pop Culture.**

Final Exam Epic Finale

T 12/17

- **10 am: Assignment 4 - Book Review due.**
- **10 am - 12 pm: Activity 11 - Speed Conlang Workshop due.**