ANT 3620 Language & Culture

Spring 2024

Tuesday 3-4:55 and Thursday 4:05-4:55 (FLO 100)

Fulfills General Education (GenEd) requirement in as Social and Behavioral Sciences (S) (area objectives available here), *as well International (N)* (area objectives available here)

Primary General Education Designation: Social and Behavioral Sciences (S) (area objectives available here)
Secondary General Education Designation: International (N) (area objectives available here)

(Note: A minimum grade of C is required for general education. Courses intended to satisfy the general education requirement cannot be taken S-U)

Instructor: Moodjalin "Mood" Sudcharoen (pronunciation: *soot-jah-rern*)
Email: m.sudcharoen@ufl.edu
Office: Turlington B133
Office hours: Tuesday 1-2:30 and Thursday 2-3:30 ***Set up a meeting time in advance on Calendly:*** https://calendly.com/m-sudcharoen/office-hours-2024-2025

Course Description

Whether speaking, reading, writing (or texting), language pervades our lives. Language shapes our everyday reality. It informs our sense of self, identity, and community. Language is part of culture, and culture is communicatively constituted.

In this course, we will explore basic concepts in *linguistic anthropology* in order to understand how this field approach enduring questions about language and the ways it shapes—and is shaped by—culture and society. (S) 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: Interactions between linguistic and non-linguistic cognition (S); language and social categories such as class, gender, race, and ethnicity; language acquisition and socialization (S, N); language and digital worlds (S); language politics and national borders (N); language documentation and revitalization (S, N).

- *NOTE: In this General Education course, any class topics that touch on identity politics or topics of discrimination will be covered objectively without endorsements of viewpoints, will be observed from multiple perspectives, and will be taught as objects of analysis within the larger course of instruction. All viewpoints will be welcome in class discussions.*

Course activities, assignments, and evaluation

Peer evaluations (40 points)

I strive to create a dynamic classroom, and I do not want to be the only one who speaks in class! Therefore, our class meetings will include low-stakes activities that allow you to actively engage with class materials and lectures and interact with your classmates. Each student will be assigned to a permanent group during the first week of the semester. More information about this will be given in class and posted on Canvas. The group will be used for group quizzes, group presentations, and other in-class activities. You will be given a chance to evaluate your group members twice during the semester.

The mid-term evaluations will be informal and used as feedback for individual team members. At this time, your grade will not be impacted by your peers' feedback, nor will they be affected if others do not submit their feedback on your in-class performances.

In **the final evaluations**, which occurs at the end of the semester, each of you will evaluate other members of the group on their participation in group activities. (Did they miss in-class activities regularly? Did they contribute productively to the group? Did they exchange ideas with others in a respectful manner?). **30 points from your team members will be counted towards your final grade.**

Each student will receive additional 10 points for completing the first and final peer evaluations for their team members.

One of the most significant concerns with working in a group and receiving team grades is that some members of the group may work harder than others or "free ride" off those in the group willing to put in more effort. These evaluations are anonymous and give you a chance to reward or punish your teammates based upon their team efforts. I will provide more information about the evaluation processes in class.

Group Quizzes (50 points)

There will be a total of five graded group quizzes. The purpose of this activity is to give you opportunities to review and discuss course materials with other group members. All quizzes will be assigned and submitted in class on the date provided in the course schedule. Quiz questions will be based on assigned readings for the week and lectures from previous weeks. Most but not all are 6-10 fill in the blank questions. Group members are also allowed to look at lecture notes and readings while completing quizzes.

Group presentations: language politics and policies around the world (50 points)

You will work collaboratively with other members in your pre-assigned group to prepare a presentation which lasts about 10-15 minutes. The presentation will be about language planning and language politics in a specific nation. By the end of Week 6, each group will be randomly assigned a name of a country. Group members will find information online and/or at libraries about the country's language situation. Here are some guiding questions:

- What is the country's official/national language (if any)? Which language(s) is used in education, bureaucracy, and media?
- How many varieties of language are there? What are some of the dominant attitudes towards each variety of language?
- Are there any tensions or conflicts between groups of speakers? Do these tensions or conflicts reflect broader political issues in the country?
- Does the country have an official language policy? What are some of the challenges in implementing the language policy? How do different groups of speakers respond to the policy?

Each group should also relate the information they have found to the course materials and lectures. The presentation may include a PowerPoint presentation with key questions or brief talking points. You may also bring in videos, photographs, and other visual aids to keep the audience engaged. All presentations will take place during Week 15-16.

Individual assignments (70 points)

You will be expected to complete **seven** out of nine possible assignments over the course of the semester. These assignments will 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 assignments is rare. Most assignments are due one week after the date they were assigned, but please double check the deadlines for each assignment on Canvas and in the scheduled below. Due dates for assignments are as follows:

Activity	Title	Week assigned	**Due date**
1	Personal language history	3 (Thu 9/5)	**Thu 9/12**
2	Politeness across cultures	6 (Thu 9/26)	**Thu 10/3**
3	Bilingualism and language learning	7 (Thu 10/3)	**Thu 10/10**
4	Metaphor we live by	8 (Thu 10/10)	**Thu 10/17**
5	Mapping your language choice	9 (Thu 10/17)	**Thu 10/24**
6	Social media and the self	10 (Thu 10/24)	**Thu 10/31**
7	Politics of pronouns	11 (Thu 10/31)	**Thu 11/7**
8	Language and race	12 (Thu 11/7)	**Thu 11/14**
9	Language, asylum, and national order	13 (Thu 11/14)	**Thu 11/21**

All assignments are submitted on Canvas under "Assignments."

Final project (40 points)

Your final project is **due on *Monday 12/9***. You will receive a few prompts to choose from by the end of Week 12. The prompts will ask you to explore the theoretical themes discussed in the course in relation to contemporary issues or real-life examples. You may write a traditional essay (approximately 800-1000 words) or use any online platform for combining text and other media which you are comfortable (e.g., blogging, YouTubing, podcasting). Regardless of your chosen medium, you need to cite at least three sources, including at least one reading from this class (It is also fine if all sources are all from class). These sources should be contributing insight to your analysis. Please submit your project under "Assignments" on Canvas. *Please save the file with **your last name** followed by "final."*

Grading

Group work
Group quizzes   50 points (10 points/quiz; 20%)
Group presentation   50 points (20%)

Individual work
Peer evaluations   40 points (16%)

7 individual assignments	70 points (10 points/assignment; 28%)
Final project	40 points (16%)
Total	250 points (100%)

The following scale will be used for grades on all assignments and exams: 94-100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; below 60=E (failing).

Requirements for grading are consistent with the university policy: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Course materials

- There is one required **textbook**:

    o Ahearn, Laura. 2021. *Living Language: An Introduction to Linguistic Anthropology.* Wiley Blackwell.

- **Other reading materials** are available on Canvas. Please look under "Modules" or "Course Reserves" for PDF files and links to additional sources. If you encounter **problems accessing course materials** through The University of Florida Library, please find more information at https://accesssupport.uflib.ufl.edu/course-reserves/.

- You do **not** need to watch **films/videos** before class. We will watch them together in class.

- You are expected to read the assigned materials prior to the class date designated on the syllabus. Studying materials beforehand will also prepare you for group activities and allow you to follow lectures more easily.

- Some course materials might be more challenging than others, but **do not give up!** It is totally okay if you do not fully catch every single line of a text. The point is to understand the main ideas and the types of evidence that are used to support them. Take notes while reading, highlight important information and interesting quotes, and come to class with questions. If you need help with this, please come to see me.

Course schedule

I might make adjustments to readings, in-class activities, and deadlines for assignments as the course progresses. I will communicate any changes to you with as much notice as possible.

Class meeting	Readings	Assignments
Week 1	**Introduction**	
Thu, 8/22	- Review of syllabus, course expectations, and requirements - Introduction to anthropology: History and subdisciplines - Reflection on prior knowledge and beliefs about language	
Week 2	**What is linguistic anthropology?**	
	Students explore basic concepts in linguistic anthropology as well as the history of the discipline in order to understand how this field approaches enduring questions about language in its sociocultural context.	
Tue, 8/27	Ahearn, *Living Language* – Chapter 1	
Thu, 8/29	Stanlaw, James et al. 2017. "Introducing Linguistic Anthropology." In *Language, Culture, and Society*, pp.1-13. New York; London: Routledge.	**Project groups created**
Week 3	**What is language?**	
	Students explore various elements of language, including sounds, lexicons, grammatical structures, semantics, and pragmatics.	
Tue, 9/3	Ahearn, *Living Language* – Chapter 1	
Thu, 9/5	"International Phonetic Alphabet (IPA) Chart with Sounds" https://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/ "The sounds of English and the International Phonetic Alphabet" https://www.antimoon.com/how/pronunc-soundsipa.htm Matthew S. Dryer. 2013. "Order of Subject, Object and Verb." https://wals.info/chapter/81	**Assignment 1** *(due 9/12)*

Week 4	**Multifunctionality and multimodality of language**	
	What do we use language for? Students learn about functions and forms of language. Emphasis is given to Roman Jakobson's theory of language.	
Tue, 9/10	Ahearn, *Living Language* – Chapter 2 Review Ahearn, *Living Language* – Chapter 1 "multifunctionality"	**Group quiz 1**
Thu, 9/12	"Deafblind communities may be creating a new language of touch" https://www.newyorker.com/culture/annals-of-inquiry/deafblind-communities-may-be-creating-a-new-language-of-touch	
Week 5	**Multifunctionality and multimodality of language (cont.)**	
Tue, 9/17	**Watch in class:** *Sound and Fury* (1 hour 20 mins)	
Thu, 9/19	**Library Instruction session (Guest speaker: Ginessa J. Mahar, Anthropology Librarian)**	
Week 6	**Language acquisition and socialization/The Research process in linguistic anthropology**	
	Students discuss varying patterns of language socialization across sociocultural settings and explore different theoretical perspectives on language acquisition. Students also learn about methodological frameworks and ethical concerns related to linguistic anthropological research.	
Tue, 9/24	Ahearn, *Living Language* – Chapter 4 Howard, Kathryn M. 2009. "'When Meeting Khun Teacher, Each Time We Should Pay Respect': Standardizing Respect in a Northern Thai Classroom." *Linguistics and Education* 20: 254-272.	
Thu, 9/26	Ahearn, *Living Language* – Chapter 3	**Assignment 2** *(due 10/3)*
Week 7	**Politics of language learning and literary practices**	
	Students compare literacy practices across cultures and discuss the impacts of writing on human societies. Using ideological approaches to literacy, students also critically analyze the ways in which the idea of "standard language" affects the lives of linguistically marginalized groups of people.	
Tue, 10/1	Ahearn, *Living Language* – Chapter 7	*Group presentations assigned

	Johnson, Eric. 2018. "A Critical Interrogation of the 'Language Gap.' In *Language and Social Justice in Practice,* N. Avineri, L. Graham, E. Johnson, R. Riner, and J. Rosa (eds.). pp. 97-103. Rosa, Jonathan Daniel. 2016. "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts." *Journal of Linguistic Anthropology* 26 (2): 162-183. *Recommended:* "Language gap between rich and poor children begins in infancy, Stanford psychologists find" https://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html	**Group quiz 2**
Thu, 10/3	Class cancelled	**Assignment 3** *(due 10/10)*
Week 8	**Language, thought, and culture**	
	To what extent, does language directly shape thought? How does language construct the world for speakers?	
Tue, 10/8	Ahearn, *Living Language* – Chapter 5	
Thu, 10/10	Kovecses, Zoltan. 2010. *Metaphor: A Practical Introduction.* New York: Oxford University Press. (Chapter 1, 3)	**Assignment 4** *(due 10/17)* *Mid-term peer evaluation begins
Week 9	**Global communities of multilingual language users**	
	What is "speech community"? How do linguistic anthropologists study groups of speakers in multilingual settings?	
Tue, 10/15	Ahearn, *Living Language* – Chapter 6 *Recommended:* Morgan, Marcyliena. 2004. "Speech Community." In *A Companion to Linguistic Anthropology*, Duranti, Alessandro (ed.), pp. 3-22.	**Group quiz 3**
Thu, 10/17	Lippi-Green, Rosina. 2012. "The Standard Language Myth." *English with an Accent: Language, Ideology, and Discrimination in the United States.* Pp. 55-65 (Chapter 4) "Why do people have accent? LSA" https://www.linguisticsociety.org/content/why-do-some-people-have-accent *Recommended:* "How immigration changes language."	**Assignment 5** *(due 10/24)* *Mid-term peer evaluations end

	https://www.theatlantic.com/international/archive/2015/12/language-immigrants-multiethnolect/420285/	
Week 10	**Online communities and internet linguistic practices**	
	What are the effects of introducing a new channel of communication to a community or culture? What communicative possibilities for performing the "self" exist on social media? How are various modalities of virtual communication transforming the way we communicate?	
Tue, 10/22	Ahearn*, Living Language* – Chapter 12	
Thu, 10/24	Ross, Scott. 2019. "Being Real on Fake Instagram: Likes, Images, and Media Ideologies of Value." *Journal of Linguistic Anthropology* 29(3): 359-374. *Recommended:* Bonilla, Yarimar and Jonathan Rosa. 2015. "Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." *American Ethnologist* 42(1): 4-17.	**Assignment 6** *(due 10/31)*
Week 11	**Language and gender**	
	What is gender, and how does it relate to language? Do men and women speak differently? Do women and men of all ages and all ethnic and cultural backgrounds share the same gendered differences in their language use? What is gender inclusive language, and why does it matter?	
Tue, 10/29	Ahearn*, Living Language* – Chapter 10 Kulick, Don (1998). "Anger, gender, language shift, and the politics of revelation in a Papua New Guinean village." In *Language Ideologies*, Bambi B. Schieffelin et al. (eds.), 87–102. *Recommended:* Kiesling, Scott. 2004. "Dude." *American Speech* 79(3): 281-305.	**Group quiz 4**
Thu, 10/31	Zimman, Lal. 2018. "Pronouns and Possibilities: Transgender Language Activist and Reform." In *Language and Social Justice in Practice,* N. Avineri, L. Graham, E. Johnson, R. Riner, and J. Rosa (eds.). Pp. 176-183. "What Quakers can teach us about politics of pronouns." https://www.nytimes.com/2019/11/16/opinion/sunday/pronouns-quakers.html	**Assignment 7** *(due 11/7)* *Final prompts assigned

Week 12	**Language, class, race/ethnicity**	
	Students learn about concepts, theories, and discussions related to the study of language and social differentiation, with emphasis on race, ethnicity, and class.	
Tue, 11/5	Ahearn*, Living Language* – Chapter 11 **Watch in class:** "Talking Black in America" (YouTube/56:49 mins)	
Thu, 11/7	Ro, Christine. 2021. "The Pervasive Problem of Linguistic Racism." BBC article https://www.bbc.com/worklife/article/20210528-the-pervasive-problem-of-linguistic-racism Hill, Jane. 1998. "Language, Race, and White Public Space." *American Anthropologist* 100 (3): 680-689.	**Assignment 8** *(due 11/14)*
Week 13	**Migration, colonization, and linguistic rights/Student presentations**	
	Students explore complex factors that contribute to language endangerment as well as ethical issues associated with language revitalization. Students also discuss how globalizing forces reshape the ways linguistic anthropologists view language.	
Tue, 11/12	Ahearn*, Living Language* – Chapter 12 Blommaert, Jan. 2009. "Language, Asylum, and the National Order." *Current Anthropology* 50(4): 415-441. Gjelten, Tom. 2015. "Should immigration require assimilation?" *The Atlantic*. https://www.theatlantic.com/politics/archive/2015/10/should-immigration-require-assimilation/406759/ *Recommended:* Piller, Ingrid. 2001. "Naturalization language testing and its basis in ideologies of national identity and citizenship." *International Journal of Bilingualism* 5(3): 259–277. *Recommended:* Davis, Jenny. 2017. "Resisting rhetorics of language endangerment: Reclamation through Indigenous language survivance." In *Language Documentation and Description*, vol 14, edited by Wesley Y. Leonard& Haley De Korne, pp. 37-58. London: EL Publishing.	**Group quiz 5**
Thu, 11/14	Group presentations	**Assignment 9** *(due date 11/21)*
Week 14	**National language policies around the world (student presentations)**	

	Students do research on language situations and policies in global contexts and give an in-class presentation.	
Tue, 11/19	Group presentations	*Final peer evaluations begin
Thu, 11/21	Class cancelled	
	Thanksgiving break 11/25-11/29	
Week 15	**National language policies around the world (student presentations)**	
Tue, 12/4	Group presentations and wrap-up activities	*Final peer evaluation ends
*Reading Days 12/5-12/6 *Final project due Monday 12/9		

Other course policies

Attendance and late work

Attendance and full participation in the course are expected because I believe it will lead to your success in the class. Although attendance will not be taken, you are required to regularly participate in in-class activities. Absences from class, as well as late submissions, will negatively impact your grade, unless you have an excusable reason covered by university attendance and make-up policies:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Absences for reasons of religious holiday, illness, and official university business are excused; however, proper notification should still be provided.

Students unable to complete assignments due to documented, excused reasons must provide documentation to the instructor no less than 48 hours before the due date. We must then agree on an alternative due date. **Verification for excused absences due to illness must be received within 24 hours after the coursework due date.** Late submissions will be accepted with a 10% penalty within 24 hours of the original due date. After 24 hours, they will not be accepted.

Communication

Please direct general questions about course requirements, assignments, activities, etc. to the student Q&A discussion board under "Discussion" on Canvas. You can also contact me via email. *However, please check if your question has already been addressed on one of the course's Canvas question board.*

If contacted, I will attempt to respond to messages within 48 hours of receiving them. I do not normally check the inbox over the weekend. I cannot address *same-day* requests for deadline extensions, so please be in touch in as much advance as possible if you need an assignment extension.

Office hours

My office hours are listed on the first page of the course syllabus. If you cannot make the regular times, I will try our best to accommodate your request. Please note that I cannot arrange meetings with you on the weekends or outside normal business hours.

Please make an appointment with me before coming to office hours. Please choose a time and date in advance via Calendly.

Classroom etiquette

- Please raise your hand when you want to speak. Don't interrupt or talk over your fellow students.
- Keep the usage of electronic devices to a minimum. It is understandable that on some days you need to use laptops or tablets in order to access electronic copies of class readings. In this case, please turn WiFi off, unless we are doing specific activities that require it.
- Except for family emergencies, unusual circumstances, or specific class activities, cell phones should be silenced and put away.

Academic integrity

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ If you have any questions or concerns, please consult with me.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For more information, please see: https://sccr.dso.ufl.edu/policies/codechanges/

Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. 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/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

I also welcome 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 attend office hours or make an appointment to share your suggestions.

Diversity and inclusivity

I strive to create an accessible classroom environment for all students, regardless of your lived experiences and identities (including race, gender, class, sexuality, religion, linguistic background, ability, etc.). To help accomplish this:

- Please let me know if you have preferences for **a name and a set of pronouns** you want to use in class (that differ from those appearing in your official records). Feel free to correct me if I pronounce your name inaccurately.

- **Students with disabilities requesting accommodations** should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Please also discuss with me how I should plan classroom activities, the use of media, and other aspects of the course in order to accommodate you.

- *Students with disabilities have an equal right to use and benefit from resources at the George A. Smathers Libraries*, including (but not limited to) Course Reserves materials. To ensure this right, students with disabilities:

  o Have the responsibility to identify themselves as needing appropriate, reasonable accommodations for their disabilities
  o Have the responsibility for making their needs known in a timely manner
  o Have the same obligation as any library user to comply with library policies and procedures

  The George A. Smathers Libraries Course Reserves Unit will work with patrons needing assistance or accommodations to access course reserves materials. Please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu for information or assistance.

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

  o For help with general study skills and tutoring, check out the Teaching Center.
  o For help brainstorming, formatting, and writing papers, contact the Writing Studio.
  o For e-learning technical support, call (352) 392-4357 or email helpdesk@ufl.edu.
  o For help using the libraries or finding resources, Ask a Librarian.
  o For career assistance and counseling services, visit the Career Connections Center (352-392-1601 | CareerCenterMarketing@ufsa.ufl.edu).
  o 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.

- Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

- ***Please do not hesitate to talk with me*** about your discomfort and insecurity that stem from your specific experience in class. I will find ways to improve the classroom environment.

Inclusive of all above, **communication is key**. If for whatever reason attending classes or submitting assignments on time is not possible, please let me know and we will figure out how to make this work. Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with me so that we can best support you.

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. After successfully completing this course, students will be able to:

- Identify and explain the relationship between linguistic anthropology and other disciplines including cultural anthropology, sociolinguistics, and semiotics.
- Identify, describe, and explain basic concepts in the field of linguistic anthropology.
- Examine the social and cultural underpinnings of language.
- Identify key aspects of the evolution of human verbal and non-verbal communicative behavior.

This course meets the general education objectives in international studies. After successfully completing this course, students will be able to:

- Examine the interaction of languages with social categories such as gender, race, ethnicity and class.
- Describe and explain the relationship between language, power, and social inequality.
- Understand how geographic location and socioeconomic factors affect cultures and the lives of citizens in the United States and other countries.
- Develop a cross-cultural understanding of the rest of the contemporary world.

General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline of linguistic anthropology. 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 assignments and quizzes.***

Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in discussions to further explore course content and to compare results of linguistic anthropology with other social science disciplines. ***Achievement of this learning outcome will be assessed through participation in classroom, group discussions, written assignments, and student presentations.***

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. ***Students will write critical responses to research papers in linguistic anthropology. Students will summarize, evaluate, and critique these materials, using the methods and terminology of linguistic anthropology. The final project also requires students to connect class materials to real world problems and to express their ideas through multimedia platforms.***