

ANT 3620 Language & Culture

Fall 2025

Credit hours: 3.0

Section number: 16460

No prerequisites required for this course.

Fulfills General Education (GenEd) requirement in 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)

Time, date, and location: Tuesday 3-4:55 and Thursday 4:05-4:55 (TUR 2319)

Instructor: Moodjalin “Mood” Sudcharoen (pronunciation: soot-jah-rern)

Email: m.sudcharoen@ufl.edu

Tel: (352)392-2253

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-2025-2026> You will be able to choose whether you want to meet on Zoom or in Turlington B133.

Catalog Description: Role of speech in individual, social, and cultural settings. Linguistic basis of thought and perception. Mythological studies and analysis. Bilingualism, biculturalism, and minority language politics in current perspective.

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. 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; language and social categories such as class, gender, race, and ethnicity (N); language acquisition and socialization (N); language, globalization, and digital worlds (N); language politics and national borders (N); language documentation and revitalization (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 mid-term 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 country. 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 the last two weeks of the semester.

Individual assignments (70 points)

You will be expected to complete **seven** out of nine possible assignments over the course of the semester. 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:

Assignment	Title	Week assigned	Due date
1	Personal language history	2 (Thu 8/28)	Thu 9/4
2	Speech sounds	3 (Thu 9/4)	Thu 9/11
3	Politeness across cultures	6 (Thu 9/25)	Thu 10/2
4	Bilingualism and language learning	7 (Thu 10/2)	Thu 10/9
5	Metaphors we live by	8 (Thu 10/9)	Thu 10/16
6	Mapping your language choice	9 (Thu 10/16)	Thu 10/23
7	Social media and the self	10 (Thu 10/23)	Thu 10/30
8	Politics of pronouns	11 (Thu 10/30)	Thu 11/6
9	Language and race	12 (Tue 11/6)	Thu 11/13

All assignments are submitted on Canvas under "Assignments."

Final project (40 points)

Your final project is **due on Monday 12/8**. 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, YouTube, 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%)
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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/>

Note: A minimum grade of C is required for general education credit.

Course materials

- There is one required **textbook**. Please purchase this edition as far as possible.
 - 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, 8/21	In class activity: Review of syllabus, course expectations, and requirements.	
Week 2	What is linguistic anthropology?	
	<i>What is “anthropology” and “linguistic anthropology”? Students explore the history of the discipline to understand how linguistic anthropology approaches enduring questions about language in its sociocultural context. Students also learn about methodological frameworks and ethical concerns related to linguistic anthropological research.</i>	
Tue, 8/26	Stanlaw, James et al. 2017. “Introducing Linguistic Anthropology.” In <i>Language, Culture, and Society</i> , pp.1-13. New York; London: Routledge.	Project groups created Assignment 1 (due 9/4)
Thu, 8/28	Ahearn, <i>Living Language</i> – Chapter 3 In-class activity: Reflection on prior knowledge and beliefs about language.	
Week 3	What is language?	
	<i>Students explore various elements of language, including sounds, lexicons, grammatical structures, semantics, and pragmatics. Students also learn about multiple functions of language. Emphasis is given to Roman Jakobson’s theory.</i>	
Tue, 9/2	Ahearn, <i>Living Language</i> – Chapter 1	
Thu, 9/4	“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	Assignment 2 (due 9/11)
Week 4	Indexicality and social life of language	
	<i>What is “indexicality”? Students learn an important concept in linguistic anthropology as well as how it is used to study various sociolinguistic phenomena.</i>	

Tue, 9/9	Hanks, William F. 1999. "Indexicality." <i>Journal of Linguistic Anthropology</i> 9(1-2): 124-126.	Group quiz 1
Thu, 9/11	Duranti, Alessandro. 2023. "The Force of Indexicality." In <i>A New Companion to Linguistic Anthropology</i> , edited by Alessandro Duranti, Rachel George, and Robin Conley Riner, pp. 596-613. First Edition. John Wiley & Sons Ltd. Review Ahearn, <i>Living Language</i> – Chapter 1	
Week 5	Multimodality of language	
	<i>Students explore various forms of language. Emphasis is given to sign languages and Deaf culture.</i>	
Tue, 9/16	Watch in class: <i>Sound and Fury</i> (1 hour 20 mins)	
Thu, 9/18	Ahearn, <i>Living Language</i> – Chapter 2	
Week 6	Language acquisition and socialization	
	<i>Students discuss varying patterns of language socialization across sociocultural settings and explore different theoretical perspectives on language acquisition.</i>	
Tue, 9/23	Ahearn, <i>Living Language</i> – Chapter 4 Howard, Kathryn M. 2009. "'When Meeting Khun Teacher, Each Time We Should Pay Respect': Standardizing Respect in a Northern Thai Classroom." <i>Linguistics and Education</i> 20: 254-272.	
Thu, 9/25	Library Instruction session (Guest speaker: Guinnessa J. Mahar, Anthropology Librarian)	Assignment 3 (due 10/2)
Week 7	Politics of language learning and literary practices	
	<i>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.</i>	
Tue, 9/30	Ahearn, <i>Living Language</i> – Chapter 7 Johnson, Eric. 2018. "A Critical Interrogation of the 'Language Gap.' In <i>Language and Social Justice in Practice</i> , N. Avineri, L. Graham, E. Johnson, R. Riner, and J. Rosa (eds.). pp. 97-103.	*Group presentations assigned Group quiz 2
Thu, 10/2	Rosa, Jonathan Daniel. 2016. "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts." <i>Journal of Linguistic Anthropology</i> 26 (2): 162-183.	Assignment 4 (due 10/9)

	<p><i>Optional:</i> “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</p>	
Week 8	Language, thought, and culture	
	<p><i>To what extent, does language directly shape thought? How does language construct the world for speakers?</i></p>	
Tue, 10/7	Ahearn, <i>Living Language</i> – Chapter 5	
Thu, 10/9	Kovecses, Zoltan. 2010. <i>Metaphor: A Practical Introduction</i> . New York: Oxford University Press. (Chapter 1, 3)	<p>Assignment 5 (due 10/16)</p> <p>*Mid-term peer evaluation begins</p>
Week 9	Global communities of multilingual language users	
	<p><i>What is “speech community”? How do linguistic anthropologists study groups of speakers in multilingual settings?</i></p>	
Tue, 10/14	<p>Ahearn, <i>Living Language</i> – Chapter 6</p> <p><i>Optional:</i> Morgan, Marcyliena. 2004. “Speech Community.” In <i>A Companion to Linguistic Anthropology</i>, Duranti, Alessandro (ed.), pp. 3-22.</p>	Group quiz 3
Thu, 10/16	<p>Lippi-Green, Rosina. 2012. “The Standard Language Myth.” <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. Pp. 55-65 (Chapter 4)</p> <p>“Why do people have accent? LSA” https://www.linguisticsociety.org/content/why-do-some-people-have-accent</p> <p><i>Optional:</i> “How immigration changes language.” https://www.theatlantic.com/international/archive/2015/12/language-immigrants-multiethnolect/420285/</p>	<p>Assignment 6 (due 10/23)</p> <p>*Mid-term peer evaluations end</p>
Week 10	Online communities and internet linguistic practices	
	<p><i>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?</i></p>	

Tue, 10/21	Ahearn, <i>Living Language</i> – Chapter 12	
Thu, 10/23	<p>Ross, Scott. 2019. "Being Real on Fake Instagram: Likes, Images, and Media Ideologies of Value." <i>Journal of Linguistic Anthropology</i> 29(3): 359-374.</p> <p>Turk, Victoria. "The Great Language Flattening." <i>The Atlantic</i>. April 29, 2025. https://www.theatlantic.com/technology/archive/2025/04/great-language-flattening/682627/</p>	Assignment 7 (due 10/30)
Week 11	Language and gender	
	<p><i>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?</i></p>	
Tue, 10/28	<p>Ahearn, <i>Living Language</i> – Chapter 10</p> <p><i>Optional:</i> Kiesling, Scott. 2004. "Dude." <i>American Speech</i> 79(3): 281-305.</p>	Group quiz 4
Thu, 10/30	<p>Zimman, Lal. 2018. "Pronouns and Possibilities: Transgender Language Activist and Reform." In <i>Language and Social Justice in Practice</i>, N. Avineri, L. Graham, E. Johnson, R. Riner, and J. Rosa (eds.). Pp. 176-183.</p> <p><i>Read at least two of the following articles:</i></p> <p>Maneechote, Pear. "How Thai language reinforces hierarchy and perpetuates social divides." <i>Thai Enquirer</i>. February 27, 2020. https://www.thaienquirer.com/8487/how-thai-language-reinforces-hierarchy-and-perpetuates-social-divides/</p> <p>Waters, Michael. "Where Gender-Neutral Pronouns Come From." <i>The Atlantic</i>. June 4, 2021. https://www.theatlantic.com/culture/archive/2021/06/gender-neutral-pronouns-arent-new/619092/</p> <p>Bejan, Teresa M. "What Quakers can teach us about politics of pronouns." <i>The New York Times</i>. November 16, 2019. https://www.nytimes.com/2019/11/16/opinion/sunday/pronouns-quakers.html</p>	<p>Assignment 8 (due 11/6)</p> <p>*Final prompts assigned</p>

Week 12	Race/ethnicity, migration, and linguistic rights	
	<i>Students learn about concepts, theories, and discussions related to the study of language and social differentiation, with emphasis on race, ethnicity, and migration. 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.</i>	
Tue, 11/4	<p>Ahearn, <i>Living Language</i> – Chapter 11</p> <p>Ro, Christine. 2021. “The Pervasive Problem of Linguistic Racism.” BBC article https://www.bbc.com/worklife/article/20210528-the-pervasive-problem-of-linguistic-racism</p> <p>Hill, Jane. 1998. “Language, Race, and White Public Space.” <i>American Anthropologist</i> 100 (3): 680-689.</p>	
Thu, 11/6	<p>Ahearn, <i>Living Language</i> – Chapter 12</p> <p><i>Optional:</i> Davis, Jenny. 2017. “Resisting rhetorics of language endangerment: Reclamation through Indigenous language survivance.” In <i>Language Documentation and Description</i>, vol 14, edited by Wesley Y. Leonard & Haley De Korne, pp. 37-58. London: EL Publishing.</p>	Assignment 9 (due 11/13)
Week 13	Race/ethnicity, migration, and linguistic rights (Cont’d)	
Tue, 11/11	Holiday – Veterans Day	*Final peer evaluations begin
Thu, 11/13	<p>“Tower of Babble: Nonnative Speakers Navigate the World of ‘Good’ and ‘Bad’ English” [podcast] https://www.npr.org/sections/goatsandsoda/2021/04/25/989765565/tower-of-babble-non-native-speakers-navigate-the-world-of-good-and-bad-english?fbclid=IwAR0HC9bhLjuGjZV4rA6lZdNAA-L0eyU2pitN8HCONCVhWWH3f6JlZTpu4PA</p> <p><i>Optional:</i></p> <ul style="list-style-type: none"> - Blommaert, Jan. 2009. “Language, Asylum, and the National Order.” <i>Current Anthropology</i> 50(4): 415-441. - Piller, Ingrid. 2001. “Naturalization language testing and its basis in ideologies of national 	Group quiz 5

	identity and citizenship.” <i>International Journal of Bilingualism</i> 5(3): 259–277.	
Week 14	National language policies around the world (student presentations)	
	<i>Students do research on language situations and policies in global contexts and give an in-class presentation.</i>	
Tue, 11/18	Group presentations	
Thu, 11/20	Group presentations	
	Thanksgiving break 11/24-11/28	
Week 15	National language policies around the world (student presentations)	
Tue, 12/2	Group presentations and wrap-up activities	*Final peer evaluation ends
*Reading Days 12/4-12/5 *Final project due Monday 12/8		

Other course policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).

Late work and extension policies

- **Students unable to complete assignments** due to documented, excused reasons must provide documentation to the instructor or the teaching assistant 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 with inexcusable reasons and without notice will be accepted with a 10% penalty within 24 hours of the original due. After 24 hours, they will not be accepted.

Extra credit policy

I do not give Extra Credit on a personal-need basis and cannot ethically change the rules for you and not the other students. I am required by the university to adhere to the policies outlined in the syllabus. It would not be fair or ethical to give you an opportunity that is not provided to the rest of your classmates.

Religious observances

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons should contact the instructor well in advance to request this modification,

which will then be granted.

Plagiarism and Chat GPT (AI) use

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to [ChatGPT/AI](#) detection. Assignments will be checked by the instructional team if more than 20% of the assignment suggests the content did not come from the student or is not properly cited. If there is any evidence of violation of the [Student Honor Code](#), that suggests the student *has not written the majority of the content on their own and is egregiously plagiarized*, the instructor may do one or more of the following: ask the student to redo the assignment, deduct major points from the score, or receive a *grade of zero* for the assignment. The instructor may offer a make-up assignment, but multiple offenses will be reported to the Anthropology department administration for review and could result in a report to the [Student Conduct and Conflict Resolution](#) Office.

Communication

- You can contact me via m.sudcharoen@ufl.edu or use the inbox in Canvas to send messages. 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.
- I 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.
- 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/>.
- I welcome your feedback on the course 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.

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. Choose a time and date in advance via Calendly ((link provided on the first page of the syllabus and in Canvas).

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.

Library Resources

The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional [resources, services, and study spaces](#). Further, as this class requires students to complete a bibliography, research paper, or project, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.

- **Ginessa Mahar** (Anthropology Librarian): gimahar@ufl.edu, office: Library West Room 500

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), 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) or the Dean of Students Office (<http://www.dso.ufl.edu> [Links to an external site.](#); 352-392-1261).

Diversity and inclusivity

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.

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.
- **Please utilize university resources.** The University of Florida offers a number of valuable resources to support student health and wellness:
 - o *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress. <http://www.umatter.ufl.edu/>
 - o *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. <https://counseling.ufl.edu>
 - o *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
 - o *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
 - o *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; Visit the UF Health Emergency Room and Trauma Center website.
 - o *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.
- **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 also an **International (N) subject area course** in the UF General Education Program. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Course objectives

- Identify, describe, and explain the terminology, concepts, theories, and methodologies used within the discipline of linguistic anthropology.
- Identify key aspects of human verbal and non-verbal communicative behavior.
- Examine the social and cultural underpinnings of language.
- Explain and critically discuss the relationship between language, power, and inequality in various sociohistorical and geographical contexts.
- Describe and analyze diverse forms of communicative practices in the United States and other geographical areas.
- Develop a cross-cultural understanding of the rest of the contemporary world.

Student Learning Outcomes (SLOs)

At the end of this course, students will be able to:

- **[Content]** Recall, recognize, and explain basic concepts, theories, and methodologies used in linguistic anthropological studies. Describe the relationship between linguistic anthropology and other disciplines including sociolinguistics, historical linguistics, cognitive linguistics, semiotics, and cultural anthropology. Examine how socioeconomic, cultural, political, historical, and technological factors affect verbal and non-verbal communication in the United States and other geographical areas. ***This will be tested through weekly assignments, quizzes, and student presentations.***
- **[Communication]** Interpret and evaluate academic texts and other informational sources through linguistic anthropological viewpoints. Articulate knowledge, ideas, and reasoning clearly and effectively in written and oral forms. Express, listen, and adapt ideas and messages based on others' perspectives. ***Achievement of this learning outcome will be assessed through participation in classroom, group discussions, written assignments, and student presentations.***
- **[Critical Thinking]** Analyze information carefully and logically from multiple perspectives, using concepts and methods in linguistic anthropology. Apply academic knowledge to everyday experiences and contemporary issues related to language and communication. Critically examine the interaction of languages with social categories such as gender, race, ethnicity and class, as well as the role of language in constructing social difference and inequality. Integrate different sources and types of knowledge into holistic perspectives on contemporary sociolinguistic phenomena in the United States and elsewhere. Analyze and reflect on the ways in which communicative practices and beliefs about language mediate understandings of an increasingly connected contemporary world. ***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.***