

**ANT 3620**  
**Language and Culture**  
**Spring 2021**

Wednesdays 6<sup>th</sup> period Leigh Hall 207  
 Fridays 6<sup>th</sup>-7<sup>th</sup> periods Little Hall 101

Instructor:

**Dr. Peter Collings**

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*Dr. Collings' Office Hours:*  
 Mondays 2-4 pm and by appt.

Teaching Assistant:

**Ms. Caitlin Robison**

Office: TBA  
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 Office Hours TBA

Office hours this semester will be held via Zoom conference. Zoom addresses are available through the Canvas course page.

## **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

## Course Policies and Important Links

**Academic Honesty.** Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same work for different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University's Honor Code](#).

**Accommodation for Students with Disabilities.** Students requesting classroom accommodation must first register with the [Disability Resource Center](#). The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Please make requests by January 29.**

**UF Counseling Services.** Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. [University Counseling and Wellness Center](#), 3190 Radio Road, 392-1575. Personal, career, and emergency counseling
2. [Career Resource Center](#), Reitz Union, 392-1601, Career development assistance and counseling
3. [Writing Studio](#), 302 Tigert Hall, 846-1138. Writing assistance, study skills, test preparation

**Course Evaluations.** Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last 2-3 weeks of the semester, but students will be notified of specific times when they are open. [Summary results](#) of these assessments are also available to students.

## 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. You are expected to complete ten out of twelve 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. 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 activities and assignments are posted in Canvas.

Grades for the course will be assigned as follows:

A: 93+; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 60-66; E: <60

## Course Materials and Instructional Modalities

Textbooks: The following textbooks are required for this course:

Stanlaw, J., N. Adachi, and Z. Salzmman. 2018. *Language, Culture, and Society: An Introduction to Linguistic Anthropology*, 7<sup>th</sup> Ed. New York: Routledge.

Additional class materials will be available through Canvas.

HyFlex Modes: This course will be taught as a Hyflex course due to Covid-19 conditions. That means that this course will be taught with a small group of students in the classroom with the instructor while the other students participate remotely via zoom. Only students registered for the

face-to-face section may attend class in person. Students who are attending classes in person must, per university guidelines, be tested for Covid-19 and cleared for campus. Students who are not cleared for campus may not attend class. If you are cleared for campus but do not feel well, please do come to campus.

## Course Schedule and Outline

We may alter time spent on some topics as class interest dictates. Due dates for activities and assignments will not change. All assignments and supplemental materials are available through Canvas. The Zoom address for class sessions is available through Canvas.

### *Unit 1: What is Language?*

#### Week 1 (Jan 13 & 15): The Methods of Linguistic Anthropology

- Read: Textbook Chapters 1 & 2

#### Week 2 (January 20 & 22): Sound Systems

- Read: Textbook Chapter 3
- Read: Wong, Andrew. 2014. "Branding and Linguistic Anthropology: Brand Names, Indexical Fields, and Sound Symbolism." *Practicing Anthropology* 36, no. 1: 38-41.
- **Due Jan 26: Activity 1 - Phonetics and Phonology Problem Set.**
- **Due Jan 29: Activity 2 - Sound Symbolism Problem Set.**

#### Week 3 (Jan 27 & 29): Morphology and Syntax

- Read: Textbook Chapter 4
- **Due Feb 4: Activity 3 - Morphology and Syntax Problem Set.**

#### Week 4 (February 3 & 5): Nonverbal Communication

- Read: Textbook Chapter 5
- Read: Hall, Edward T. TBA
- **Due Feb. 9: Activity 4 - Kinesics and Proxemics Problem Set**

### *Unit 2: A Natural History of Language*

#### Week 5 (Feb 10 & 12): Language and Evolution

- Read: Textbook Chapter 6
- Read: McWhorter, John. 2001. Most of the World's Languages Went Extinct. Pp. 253-286 in *The Power of Babel*. New York: Henry Holt and Company
- Read: Aiello, L.C. and R. Dunbar. 1993. Neocortex size, group size, and the evolution of language. *Current Anthropology* 34: 184-194.
- **Due February 16: Assignment 1 - Studying Language.**

#### Week 6 (Feb 17 & 19): Language Acquisition

- Read: Textbook Chapter 7

- Additional Readings TBA
- **Due Feb 23: Activity 5 - Language Acquisition Problem Set**

#### Week 7 (Feb. 24 & 26): Linguistic Change

- Read: Textbook chapter 8
- Additional Readings TBA
- **Due March 2: Activity 6 - Historical Linguistics Problem Set.**

#### Week 8 (March 3 & 5): Language Variation: Pidgin, Creole, Dialect

- Read: Textbook chapter 9
- 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 Sinfree Makoni, Geneva Smitherman, Arnetha F. Ball, and Arthur K. Spears, 155-168. London: Routledge.
- Read/Watch: Stoever-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/>.
- **Due March 9: Activity 7 - Personal Dialect Map.**

### *Unit 3: Culture and Communication*

#### Week 9 (March 10 & 12): Ethnography of Communication

- Read: Textbook Chapter 10
- Read: Ahearn, Laura, TBA
- **Due: Assignment 2 - Dictionary Comparison.**
- **Due March 16: Activity 8 - Ethnography of Communication Exercise.**

#### Week 10 (March 17 & 19): Semantics and the Study of Meaning

- Read: Textbook Chapter 11
- Read: Austin, John L. 1962. Pp 1-11 in *How to do Things with Words*. Cambridge: Harvard University Press.
- **Due March 23: Activity 9 - Semantics Problem Set.**

#### Week 11 (March 26): Language, Culture, and Thought

- No Class March 24
- Read: Textbook Chapter 12
- Read: Martin, Laura. 1986. "Eskimo words for snow": a case study in the genesis and decay of an anthropological example. *American Anthropologist* 88: 418-423.
- Read: Kay, P. & Kempton, W. 1984. What is the Sapir-Whorf Hypothesis? *American Anthropologist* 86: 65-79.
- **Due March 30: Activity 10 - Sapir-Whorf Problem Set.**

#### Week 12 (March 31 & April 2): Language, Sex, and Gender

- Read: Textbook Chapter 13
- 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: Zimman, Lal. 2018. "Transgender Voices: Insights on Identity, Embodiment, and the Gender of the Voice." *Language and Linguistics Compass* 12, no. 8: 1-16.
- Read or Listen: Sedaris, David. 2000. "Go Carolina." *In Me Talk Pretty One Day*, 3-15. Boston: Little, Brown and Company. (Listen here: TPAudiobook | Me Talk Pretty One Day AUDIO BOOK By David Sedaris).
- **Due April 6: Activity 11 - Sex and Gender Problem Set.**

#### Week 13 (April 7, 9, & 14): Race, Class, and Ethnicity

- Read: Textbook chapter 14
- Read: Labov, William. 1964. Phonological correlates of social stratification. *American Anthropologist* 66: 164-176.
- Read: TBA
- **Due April 12: Assignment 3 - Amicus Brief.**
- **Due April 15: Activity 12 - Slang.**

#### Week 14 (April 16 & 21): Globalization and the Digital World

- Read: Textbook chapter 15
- Read: Additional Readings TBA
- **Due April 26: Assignment 4 - Book Review.**