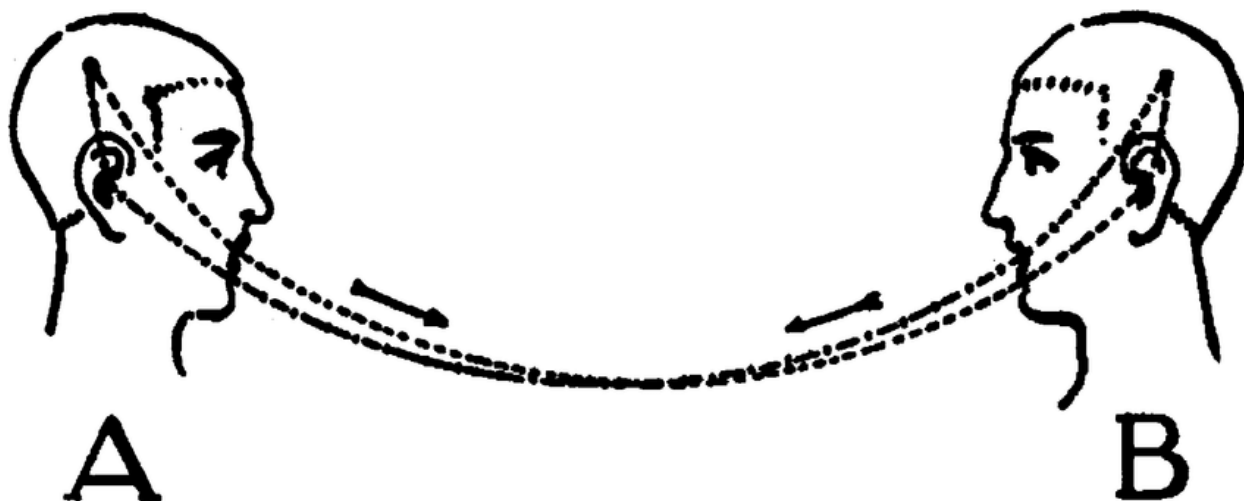


ANT 3620 Language and Culture

University of Florida
Spring 2020



From Ferdinand de Saussure, *Course in General Linguistics*

Instructor and TA

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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 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.
- Gilmore, Perry. 2016. *Kisisi (Our Language): The Story of Colin and Sadiki*. Chichester, West Sussex: Wiley-Blackwell.

Hard copies of both books are currently available on reserve at the library, and e-books are in the process of being acquired.

All other course materials are available on Canvas or online.

Evaluation

Students in this course will be evaluated based on four assignments that will be submitted in Weeks 4, 8, 12, and 16 (final exam week) of the semester. Each assignment should be a 1000-word essay and will count for 25% of the final grade in this course. Students who complete all assignments and receive a minimum grade of C in the course will also be eligible to receive 4000 words of credit toward the university's writing requirement.

With the exception of Assignment 1, which will be submitted in class in hard copy form, students are expected to submit their assignments on Canvas the day they are due. Due dates for the assignments are as follows:

Assignment 1 is due Friday, January 31, at 12:50 pm
 Assignment 2 is due Friday, February 28, at 11:59 pm
 Assignment 3 is due Friday, April 3, at 11:59 pm
 Assignment 4 is due Wednesday, April 29, at 2:30 pm

Late submissions not covered by university attendance and make-up policies (see below) will be penalized.

Course Schedule

Unit 1: Language Ideologies

Week 1: Dictionaries!

M, 1/6: No discussion sections.

W, 1/8

- Welcome!

F, 1/10

- 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.

Unit 2: Grammar and Culture

Week 2: Phonetics and Phonology

M, 1/13

- In-class: Dictionary Activity.

W, 1/15

- 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/>

F, 1/17

- 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.

- In-class: Phonetics and Phonology Problem Set.

Week 3: Sound Symbolism

M, 1/20: No discussion sections.

W, 1/22

- 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.

F, 1/24

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

Week 4: Assignment 1 Workshops / Morphology and Syntax

M, 1/27

- In-class: Assignment 1 Workshops.

W, 1/29

- In-class: Assignment 1 Workshops.

F, 1/31

- 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.
- In-class: Morphology and Syntax Problem Set.
- **11:59 pm: Assignment 1 Due.**

Week 5: Cultural Influence on Morphology and Syntax

M, 2/3

- In-class: O'Neill, Michael, and Randall Wood, dirs. 2015. *The Grammar of Happiness*. Video, 53:00. Stonington, CT: Green Planet Films. (Also available to stream online through the library at: <https://uf.catalog.fcla.edu/permalink.jsp?20UF036799302>.)

W, 2/5

- Read: Colapinto, John. 2007. "The Interpreter." *The New Yorker*, April 16. <http://www.newyorker.com/magazine/2007/04/16/the-interpreter-2>.

F, 2/7

- 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 6: Semantics and Pragmatics

M, 2/10

- TBD

W, 2/12

- TBD

F, 2/14

- 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.

Week 7: Silence, Kinesics, and Proxemics

M, 2/17

- Read: Basso, Keith H. 1970. "To Give up on Words': Silence in Western Apache Culture." *Southwestern Journal of Anthropology* 26, no. 3: 213-230.
- Read: Selections from Bauman, Richard. 1983. *Let Your Words Be Few: Symbolism of Speaking and Silence among Seventeenth-Century Quakers*, 20-31, 44-46, 120-126. Cambridge: Cambridge University Press.

W, 2/19

- Read: Hall, Kira, Donna M. Goldstein, and Matthew Bruce Ingram. 2016. "The Hands of Donald Trump: Entertainment, Gesture, Spectacle." *HAU: Journal of Ethnographic Theory* 6, no. 2: 71-100.

F, 2/21

- Read: Hall, Edward T. 1966. "Distances in Man" and Plates 1-14. In *The Hidden Dimension*, 113-129. Garden City, NY: Doubleday.
- Read: Hern, Warren M. 1991. "Proxemics: The Application of Theory to Conflict Arising from Antiabortion Demonstrations." *Population and Environment* 12, no. 4: 379-388.
- Read: Liptak, Adam, and John Schwartz. 2014. "Court Rejects Zone to Buffer Abortion Clinic." *New York Times*, June 26.
<https://www.nytimes.com/2014/06/27/us/supreme-court-abortion-clinic-protests.html>.

Week 8: Assignment 2 Workshops

M, 2/24

- In-class: Assignment 2 Workshops.

W, 2/26

- In-class: Assignment 2 Workshops.

F, 2/28: No class.

- **11:59 pm: Assignment 2 Due.**

3/2-3/6: Spring break.

Unit 3: Language and Social Identity

Week 9: Language, Race, and Ethnicity

M, 3/9

- Read: *Clifford v. Commonwealth of Kentucky*, 7 S.W.3d 371 (Ky.1999).

W, 3/11

- 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/>.

F, 3/13

- 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.

Week 10: Language and Gender

M, 3/16

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

W, 3/18

- 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.

F, 3/20

- 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

M, 3/23

- 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.

W, 3/25

- 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 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>).

F, 3/27

- In-class: Thorpe, David, dir. 2014. *Do I Sound Gay?* Video, 1:17:21. New York: Sundance Selects.

Week 12: Assignment 3 Workshops

M, 3/30

- In-class: Assignment 3 Workshops.

W, 4/1

- In-class: Assignment 3 Workshops.

F, 4/3: No class.

- **11:59 pm: Assignment 3 Due.**

Unit 4: Cases Studies in Language, Play, and Power

Week 13: Western Apache Linguistic Play

M, 4/6

- Read: Basso, Keith H. 1979. Preface and Chapters 1-2. In *Portraits of "the Whiteman": Linguistic Play and Cultural Symbols Among the Western Apache*, xix-34. Cambridge: Cambridge University Press.

W, 4/8

- Read: Basso, Keith H. 1979. Chapter 3. In *Portraits of "the Whiteman": Linguistic Play and Cultural Symbols Among the Western Apache*, 35-64. Cambridge: Cambridge University Press.

F, 4/10

- 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 14: Pidgins and Creoles

M, 4/13

- Read: Gilmore, Perry. 2016. Prologue and Chapters 1-2. In *Kisisi (Our Language): The Story of Colin and Sadiki*, xv-34. Chichester, West Sussex: Wiley-Blackwell.

W, 4/15

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

F, 4/17

- 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: Assignment 4 Workshops

M, 4/20

- In-class: Assignment 4 Workshops.

W, 4/22

- In-class: Assignment 4 Workshops.

Final Exam Week

W, 4/29

- **2:30 pm: Assignment 4 Due.**

Additional Information

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, and group activities.

-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. 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, before or after class, during office hours, or by e-mail. For office hours, walk-ins are always welcome, but students with appointments have priority. E-mail the instructor to make an appointment for office hours or to schedule a meeting for another time.

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

- For help with general study skills and tutoring, check out the Teaching Center in Broward Hall. You can call them at (352) 392-2010 or (352) 392-6420. More info at <http://teachingcenter.ufl.edu/>.
- For help brainstorming, formatting, and writing papers, visit the Writing Studio in 302 Tigert Hall. Their phone number is (352) 846-1138, and their website is <http://writing.ufl.edu/writing-studio/>.
- For e-learning technical support, call (352) 392-4357 and select option 2. You can also e-mail them at learningsupport@ufl.edu or browse their website at <https://lss.at.ufl.edu/help.shtml>.
- For help using the libraries or finding resources, see <http://cms.uflib.ufl.edu/ask>.
- For career and counseling services, visit the Career Connections Center in Reitz Union. Their phone number is (352) 392-1601 and their website is <https://career.ufl.edu/>.
- For mental health support, see the UF Counseling and Wellness Center at 3190 Radio Road. Their phone number is (352) 392-1575 and their website is <https://counseling.ufl.edu/>.

-Don't distract yourself and others with technology: Technology can be a productive or counterproductive tool depending on how it's used. In my own experience, I find that taking notes by hand, with pen and paper, helps me understand and retain more information than taking notes on a laptop.

Research on the psychology of learning suggests that this is a more general phenomenon. One study, for example, found that “even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing.” This is because “laptop note takers’ tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.”¹ A randomized trial at another university found that “average final exam scores among students assigned to classrooms that allowed computers were

¹ Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25, no. 6 (2014): 1159-1168, <https://sites.udel.edu/victorp/files/2010/11/Psychological-Science-2014-Mueller-0956797614524581-1u0h0yu.pdf>. For a summary and link to an interview with one of the authors, see James Doubek, “Attention, Students: Put Your Laptops Away,” *National Public Radio*, April 17, 2016, <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>.

18 percent of a standard deviation lower than exam scores of students in classrooms that prohibited computers.”²

In light of these findings, I encourage you to take longhand notes and discourage the use of laptops, tablets, phones, and similar devices during class. Nevertheless, you are responsible for making your own decisions about what tools best serve your learning goals. If you feel that using electronic devices is the best choice for you then I will respect your decision as long as you respect those around you by resisting the temptation to check e-mail, read the news, peruse listicles, take quizzes, catch Pokémon, and/or shop online during class. Believe me, I know how entertaining those activities are, and I enjoy them myself—outside of class. Off-task technology use during class is not only detrimental to your own learning; it’s also distracting for those sitting nearby.

University Policies

Requirements for class **attendance and make-up** exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>. 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.

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. Please note that your instructor also welcomes your feedback at any point during the semester. If there is something that I can do to help you and your peers learn better (or if I am doing something that you find especially helpful), you don’t have to wait until the end of the semester to say so. I

² Susan Payne Carter, Kyle Greenberg, and Michael Walker, “The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy,” School Effectiveness and Inequality Initiative Working Paper 2016.02 (Cambridge, MA: MIT Department of Economics and National Bureau of Economic Research, 2016), <https://seii.mit.edu/wp-content/uploads/2016/05/SEII-Discussion-Paper-2016.02-Payne-Carter-Greenberg-and-Walker-2.pdf>. For a summary, see Jeff Guo, “Why Smart Kids Shouldn’t Use Laptops in Class,” *The Washington Post*, May 16, 2016, <https://www.washingtonpost.com/news/wnk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/>.

encourage you to attend office hours or make an appointment to discuss your suggestions.

University policy requires that you be provided with the following link to information on current **UF grading policies** for assigning grade points: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-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.

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-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.