
Instructor

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Course Description and Objectives

The purpose of this course is to provide a basic introduction to the study of linguistics from an anthropological perspective. It is of importance that the student learns how language functions differ across cultures and how anthropologists have interpreted topics ranging from the origins of humans to language phenomena in the present day. The student should be able to think about how language is used in daily life: through linguistic expressions, linguistic structures and current social discourses. The student is encouraged to think about the different ways that language is used in everyday life: to express ourselves and how it enables, structures, and constrains our interactions.

In addition to the texts, the course depends on anthropological and personal experiences, as well as films and other audiovisual aids. Most importantly, the course is designed to encourage active student participation.

This course is divided into three units. The first unit provides a foundation for the study of language and culture: the origins of language and the techniques used to analyze the basic building blocks of all human languages. The second unit examines the social implications of language in which we will focus on how society affects language and vice versa. The third unit of the course focuses on multilingualism; from the subtle differences in language across subcultures in a region (patterns according to gender, race, etc.), to broader implications of multilingualism (language policy, code switching, *Spanglish*, etc.).

Required Course Materials

- Blum, Susan. *Making Sense of Language*. Oxford University Press, 2009
- Additional articles available through the Lessons tab on Sakai (<http://lss.at.ufl.edu>)

Exams and Grading

Exams: There will be two exams based on material presented in class (lecture, films and guest presentations, if any) and assigned readings. Exams will consist of a combination of multiple choice and true/false questions. Exams will be administered through Sakai (<http://www.lss.at.ufl.edu>). The exam dates are not negotiable. Make-up exams are granted only under the following circumstances: a documented medical emergency, religious holiday, and students travelling on official school business. In cases of unexpected situations, the student is responsible to let the instructor know up to 48 hours after the exam was given. Otherwise, the student must provide the instructor with written documentation from an appropriate authority at least 24 hours before the exam.

Quizzes: The student is responsible for taking all 5 quizzes, which will be administered in class. The specific dates of these 5-question quizzes will be determined by the instructor. Their purpose is to assess comprehension of the material that is currently being covered in class and to encourage the student to keep up with the reading assignments and, more specifically, attendance.

Reflection Essays: The student will write two short reflection essays. The dates for these papers are specified on the schedule below. Their purpose is to let the instructor know that the student is able to tie in the topics of the units chosen to their daily lives. Essays should be no less than 1 page and no more than 2 pages, double-spaced, in 12-point Times New Roman font with 1-inch margins. A cover page must be used and should include the student's name, Instructor name and course number, and the unit chosen. Further guidelines and rubric will be posted on Sakai.

Movie Reflections: Short movies will be showed on 3 Fridays, as stated on the schedule below. The student is responsible for handing in a short review (1 page, double-space 12 point Times New Roman font) on the movie. The student is expected to summarize the movie and present a critical view of the topics presented. Further guidelines and rubric will be posted on Sakai.

Final Project: In lieu of a third exam and reflection essay for Unit 3, the student is required to do a final project. To fulfill this requirement there are two options.

(1) Do research on a country that is **not** the United States, including background historical information on the country, linguistic issues associated with its culture (dialects, government language vs colloquial language, etc.) and any impact the country is having on the world and vice versa.

(2) Write a personal reflection/reaction to an excerpt of literature that uses code switching (e.g. Spanglish). Examples of literature that can be used will be posted online. If the student wishes to use another one, they should bring it to the instructor so it can be approved.

Further guidelines and rubric will be posted on Sakai.

Extra Credit: A total of **5** extra credit points will be awarded if the student:

- (1) Participates in an extracurricular activity that is related to class and presents evidence of their participation. The evidence would consist in writing a short summary of the activity, between half a page and a full page, along with any flyer, brochure, ticket stub, etc.
- (2) Other opportunities might become available as the semester progresses.

Grades: Final grades are based on points accumulated during the semester. Points will be awarded as follows:

Exams	(2 x 30 pts)	60 pts	30%	(Feb 4 and March 4)
Quizzes	(5 x 5)	25	12.5%	(dates to be determined)
Reflection Essays	(2 x 10)	20	10%	(Feb 11, March 18)
Movie Reflections	(3 x 15)	45	22.5%	(Jan 26, Feb 16, April 6)
Final Project	(1x 50)	50	25%	(April 20)
Total:		200 pts	100%	

Grades are calculated as follows:

A	92-100%	C	72-77%
A-	90-92%	C-	70-71%
B+	88-89%	D+	68-69%
B	82-87%	D	62-67%
B-	80-81%	D-	60-61%
C+	78-79%		

Please note that minus grades are calculated into your GPA according to the Registrar's formula:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0

Honor/Conduct Code: Students who do not comply with the student honor or conduct code will be subject to sanctions. <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

All writing assignments are put through "Turn it In" automatically, so any copying of papers off the internet or from other sources will be recognized. Cheating that is established and admitted by a student on any exam will result in zero points for that exam. Cheating on an essay will result in a zero for that assignment. If cheating is not admitted, students will be referred to student judicial affairs. All plagiarism will be reported to student judicial affairs.

Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

E-learning in sakai: <https://lss.at.ufl.edu/>

All important materials can be viewed here, including the syllabus, guidelines for writing the essays, and other useful documents. It is through here that the student will submit their electronic copy of the Unit Reflection essays, Movie Reflections and the Final Project.

Attendance: Although attendance is not strictly required, it is strongly encourage through examinations such as quizzes and exams.

Classroom Behavior: The use of laptops is allowed for class purposes only (taking notes and following the power point slides). However, the use of laptop computers for email, facebook, and other non-course related activities is not acceptable in this course. Classroom disruptions will not be tolerated. If a student is talking, reading newspapers, listening to an mp3 player, texting on a cell phone, or being disruptive in any other way, the student will be asked to leave. All cell phones MUST be turned off or silenced during the lecture.

Other Information and Resources:

UF Anthropology Department Policy: <http://www.web.anthro.ufl.edu>

UF LIBRARY: <http://www.uflib.ufl.edu/instruct/neworient.html>

UF Grading System: <http://www.isis.ufl.edu/minusgrades.html>

UF Academic Honesty Code: <http://www.dso.ufl.edu/sccr/honorcode.php>

UF Disability Services: <http://www.ufl.edu/disability>

UF Counseling Services: www.consel.ufl.edu/cwc/counseling-services.aspx

UF's Reading & Writing Center: www.at.ufl.edu/rwcenter

Course Schedule and Readings

The following course outline is tentative. We may spend more or less time on specific topics as class interest dictates, and some readings may change. Any changes to the readings will be posted on the syllabus and announced in class at least one week prior to the week in question. Exams and essay due dates are not subject to change. **Guide for readings: B = Blum; S = Lessons Tab on Sakai.**

Week		Topic	Readings
I. The Nature of Language			
1	Jan 5 and 7	Introduction to the Study of Language and Culture	B: Introduction; What is Language? S: Duranti
2 & 3	Jan. 10, 12, 14, 19, 21 *No class Mon, 1/17: MLK	Origins of Language Language and Thought <i>Movie on Friday Jan 21 (Koko)</i>	<u>Origin:</u> B: 2, 5-6 <u>Language and Thought:</u> B: 9-12, Whorf
4	Jan 24, 26, 28	Descriptive Linguistics <i>Movie Reflection due on Jan. 26</i>	B: 3,4,7,8
5	Jan 31, Feb 2 and 4 Feb 4: Exam I	Nonverbal communication	B: 44, 45 S: Iverson
II. Language as Social Phenomena and Action			
6	Feb 7, 9, 11	Sociolinguistics and the Brain <i>Reflection Essay due on Feb 11</i> <i>Movie on Friday Feb 11 (The Linguists)</i>	S: Burns
7	Feb 14, 16 18	Language Endangerment <i>Movie Reflection due on Feb 16</i>	B: 20-22
8	Feb 21, 23, 25	Performance and Ideology	B: 38, 39, 44, 45
9	Feb 28, March 2 and 4 March 4: Exam 2	The 21 st Century and Technology	B: 40 S: Java, Naaman, Nunberg,
SPRING BREAK: March 5th – 12th			
III. Multilingualism			
11	March 14, 16, 18	Class, Dialect, Ethnicity, Race <i>Reflection Essay due on March 18</i>	B: 24-29 S: Hill
12	March 21, 23, 25	Sex, Gender, & Language	B: 30, 31, 33 S: Coates
13	March 28, 30, April 1	Societal Multilingualism <i>Movie on Friday April 1 (People of the Rock)</i>	B: 13-15
14	April 4, 6, 8	Individual Multilingualism <i>Movie Reflection due on April 6</i>	B: 16, 17, 18, 19
15	April 11, 13, 15	Code Switching: The Spanglish Case	S: Morales, Nash, Santiago
16	April 18 and 20 Final Project due on April 20	Conclusions for the Course	

List of Additional Readings on Sakai:

Coates, Jennifer and Mary Ellen Jordan

1997 Que(e)ring Friendship: Discourses of Resistance and the Construction of Gendered Subjectivity. *In Queerly Phrased: Language, Gender & Sexuality*. Anna Livia and Kira Hall, eds. pp 214-233.

Duranti, Alessandro

2003 Language as Culture in U.S. Anthropology: Three Paradigms. *Current Anthropology* 44(3): 323-347.

Hill, Jane

1998 Language, Race, and White Public Space. *American Anthropologist*. 100(3):680-689.

Iverson, Jana and Susan Goldin-Meadow

1998 Why people gesture when they speak. *Nature*. 396:228.

Java, Akshay, Xiaodan Song, Tim Finin and Belle Tseng

2007 Why We Twitter: Understanding Microblogging Usage and Communities. *Joint 9th WEBKDD and 1st SNA-KDD Workshop '07*, Conference Paper. San Jose, California, USA

Morales, Ed

2002 *Introduction: What I'm Talking About When I Speak in Spanglish, or the Spanglish Manifesto*. Living in Spanglish: the Search for Latino Identity in America. New York: Saint Martin's Griffin.

Naaman, Mor, Jeffrey Boase and Chih-Hui Lai

2010 Is it Really About Me? Message Content in Social Awareness Streams. *CSCW 2010*. Conference Paper. Savannah, Georgia, USA

Nash, Rose

1970 Spanglish: Language Contact in Puerto Rico. *American Speech* 45(3/4): 223-233.

Nunberg, Geoffrey

2001 *How the Web Was Won*. The way we talk now: commentaries on language and culture from NPR's "Fresh air". Boston: Houghton Mifflin.

Whorf, Benjamin

1950 An American Indian Model of the Universe. *International Journal of American Linguistics* 16:67-72.