Language and Culture, Spring 2019

ANT 3620

Lectures Time: W 6 (Tur L011); F 6-7 (Tur L005)

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Office location: B364 Turlington Hall
Office hours: Wed 10-12 or by appointment

Teaching assistant:
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Required Text:
Language, culture, and society: An introduction to linguistic anthropology, by Zdenek Salzmann, James Stanlaw, and Nobuko Adachi. 7th edition. Westview Press. (abbreviated LCS below)

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, 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

a) language documentation and revitalization,
b) interactions between linguistic and non-linguistic cognition,
c) language and social categories such as class, gender, race, and ethnicity
d) language, evolution, and history

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 through
- Examination of the biological and social underpinnings of language.
- Use of problem-solving techniques to discover cognitive and social patterns underlying linguistic structure.
- Indentification 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 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.

General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline.
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 quizzes, a midterm exam, and a final assignment.

Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
Students will participate in weekly discussions to further explore course content and to compare results of linguistic anthropology with other social science disciplines. Achievement of this learning outcome be assessed through student discussions during class time as well as during presentations of arguments on specified topics at the end of class small group discussions. Participation grades will reflect how well a student communicates during these tasks.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will read papers in linguistic anthropology and watch videos with content relevant to the discipline. Students will summarize, evaluate, and critique these materials, using the methods and terminology of linguistic anthropology.

Class objectives

Through lectures, assignments, and videos you will develop the basic skills and knowledge to

1. Identify and explain the relationship between linguistics, anthropology, and linguistic anthropology.
2. Identify, describe, and explain basic principles of the human vocal tract and sound production, using these principles for phonetic transcription and analysis.
3. Identify, describe, and explain basic principles of word and sentence construction, applying these principles to word and sentence analysis.
4. Identify and explain basic principles of sign languages and written language
5. Describe and explain basic ideas in the evolution of language
6. Use and interpret standard reference materials materials relevant to language change
7. Correlate results in language change and archaeology
8. Identify and explain connections between linguistic and non-linguistic cognition, as well as cross-cultural variation in these areas
9. Identify and explain relationships between language use and social categories such as class, age, gender, race, and ethnicity
10. Describe and explain linguistic inequality and its connections to language endangerment.

Course Policies
Make-up Policy: Work, including in-class evaluation, can only be accepted late if arrangements have been made ahead of time with the professor, or if a documented emergency was responsible for the missing work. 'Extra-credit' work will not be available to make up for missing work.

UF Policies
University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Requirements and grading
You must attend both the lecture for this course and a weekly section meeting. Grades are based on the

following percentages:

Midterm: 15%
Final exam: 20%
Section: 20%
Pop quizzes   10%
Homeworks: 35%

The following grading scale, suggested by CLAS, will be used to determine final grades:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
90+	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	57-59	below 56

Additional information about the University's grade policies is available at

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

Homeworks are due at the beginning of lecture on their assigned date. We do not accept homework submitted more than 10 minutes after the start of class.

Pop quizzes are unscheduled short quizzes during the lecture. We do not schedule make-ups for pop quizzes. You may drop one pop quiz score.

Section attendance: You are required to attend a section for this class. Attendance and participation in section count for 20% of your grade.

Required textbook: *Language, culture, and society: An introduction to linguistic anthropology*, by Zdenek Salzmann, James Stanlaw, and Nobuko Adachi. 7th edition. Westview Press. (abbreviated LCS below)

Week	Dates	Topic	Readings and Assignments
1	Jan 9-11	Topic 1: Introduction Objectives: • Identify connections between linguistic anthropology and other subfields of anthropology • Identify connections between linguistics and linguistic anthropology • Identify differences between linguistics and linguistic anthropology • Discuss the role of language consultants in linguistic anthropology Lectures: • Introduction • Fieldwork in Linguistic Anthropology	LCS, chapter 1 and 2
2	Jan 16-18	Topic 2: Speech sounds – Part 1 Objectives: • Transcribe words in phonetic transcription • Identify manner and place of articulation for English consonants and vowels Lectures: Week 1 • Introduction • Consonants • Vowels	LCS, chapter 3

3	Jan 23-25	Speech sounds – Part 2 Objectives: • Identify phonetic and phonemic transcription • Apply phonological rules to produce correct phonetic transcriptions Lectures: Week 2 • Phonetic and phonemic representations • Phonological rules	**Assignment #1 (Phonetic transcription) Due Sept 23**
4	Jan 30-Feb 1	Topic 3: The structure of words Objectives: • Identify the number of morphemes in a word • Identify allomorphic variation based on sound • Apply a morphological rule to produce the correct output in an unfamiliar language Lectures: • Morphology introduction • Morphological rules • Morphology in other languages	LCS, chapter 4 (pp. 79-89) **Assignment #2 (Proto-Quechua) Due Jan 30**

5	Feb 6-8	Topic 4: Structure of sentences Objectives: • Identify syntactic ambiguity • Identify part of speech categories • Identity syntactic patterns in another language • Use online resources on syntactic typology Lectures: • Syntax introduction • Questions in syntax • Syntax around the world • Word order correlations	LCS, chapter 4 **Assignment #3 (Morphological analysis) due Feb 6**

6	Feb 13-15	Topic 5: Nonverbal communication Objectives: • Identify types of writing systems and their principles • Identify basic principles of signed languages Lectures: • Writing systems • Sign language	LCS, chapter 5 **Assignment #4 (Chinantec and World Atlas of Linguistic Structures) due Feb 13**
7	Feb 20-Mar 1	Topic 6: Development and evolution of language Objectives: • Distinguish different types of evolution relevant to language • Identify sources of language endangerment and death • Use resources to gather information on language endangerment Lectures: • Evolution of language • The birth and death of languages First half review Feb 27: Midterm exam	LCS, chapter 6 **Assignment #5 (Armenian alphabet) due Feb 20**

| 8 | Mar 13-15 | Topic 7: First and second language acquisition

Objectives:
- Identify Chomskian approaches to language acquisition and their alternatives
- Distinguish varieties of multilingualism

Lectures:
- Theories of language acquisition
- Multilingualism and diglossia | LCS, chapter 7 |
| 9 | Mar 20-22 | Topic 8: Language through time
Objectives:
- Identify Indo-European languages and subfamilies
- Name instances of Grimm's Law
- Identify important Native American language families
- Use online resources to identify world language families

Lectures:
- Historical linguistics introduction
- Indo-European languages
- Native American languages
- Borrowings and word histories | LCS, chapter 8
Assignment #6 (Indo-European) due Mar 20 |

10	Mar 27-29	Topic 9: Languages in variation and contact Objectives: • Identify major dialect variation areas in English • Distinguish pidgins and creoles from each other • Identify major creole languages and their source languages Lectures: • Language variation • Pidgins and creoles • Language prejudice and human rights	LCS, chapter 9 **Assignment #7 (Lexical borrowing) due Mar 27**
11	Apr 3-5	Topic 10: Language, culture, and thought Objectives: • Illustrate the intersection of language and perception • Analyze material that indicates the effects of linguistic relativity • Judge whether language affects speakers' perceptions of the world Lectures: • Language, Culture, Thought – Introduction • Colors and Perception • Time, Space, and Motion	LCS, chapter 12 **Assignment #8 (Tok Pisin) due Apr 3**

12	Apr 10-12	Topic 11: Language and gender Objectives: - Assess the intersection between language, gender, and cultural practices through different theoretical stances on the relations between different genders. - Read about and evaluate how linguistic practices encode thoughts and attitudes about gender. Lectures: - Language and Gender – Introduction - Language and Gender – Case Study	**LCS, chapter 13** **Read** Kulick **Assignment #9 (Colors) due Apr 10**
13	Apr 17-19	Topic 12: Language and Race, Ethnicity, and Nationality Objectives: - Examine evidence that differences in speech mark differences in social space. - Understand the pivotal role language has in marking certain classes in positions of dominance and subordination. - Understand that differences in speech are not inherently better or worse, and that those notions are culturally constructed. Lectures: - Language and Ethnicity – Introduction - Language and Ethnicity – Race and Nationality	**LCS, chapter 14** **Read** Mary Buchholtz "You da man: Narrating the racial other in the production of white masculinity."
	Apr 24	Final review	
		Final Exam Apr 29 10am-12pm	

Academic Honesty Guidelines

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:
Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.
Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Students with disabilities

 Students with disabilities must register with the Dean of Students office. Contact the Assistant Dean of Students/Director of the Disability Resources Program at:

P202 Peabody Hall
Gainesville, FL 32611-5055
Phone (352) 392-1261 (V), 392-3008 (TDD)

For stress, emotional and psychological support, please contact the Counseling Center at:

301 Peabody Hall

Phone (352) 392-1575

Or: www.counsel.ufl.edu