ANT 3620 Language & Culture

Spring 2026

Time, date, and location: Tuesdays Per 4 (10:40-11:30am) & Thursdays Per 4-5 (10:40-12:35pm) (Location: Turlington 2319)

Section number: 26153
Credit hours: 3.0
Prerequisites: Sophomore standing or higher

Instructor: Ian Iglesias

Email: ianiglesias@ufl.edu
Office: Turlington B335
Office Phone: (352) 392-2253
Office hours: Tuesday 11:45am–2:00pm & Thursday 12:45pm–2:00 pm (Zoom link)
   You may reserve a meeting on Calendy: https://calendly.com/ianiglesias-ufl/30min

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.

Fulfills General Education (GenEd) requirement in International (N) (area objectives available here)

<u>**Course Overview**</u>
   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. As English scholar Henrietta Mann would put it, without a community, who does one speak their language to? And without a culture to draw from, what does the speaker have to express?
   In this course, we will explore basic concepts in *linguistic anthropology* in order to understand how this field approaches 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 Native American, or 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; language acquisition and socialization; language, globalization, and digital worlds; language politics and national borders; language documentation and revitalization.

General education objectives and learning outcomes

This course is an **International 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)

By the end of the course, students will be able to demonstrate improved skill in, and familiarity with:

- **Content** – Recall, recognize, and explain basic concepts, theories, and methodologies used in linguistics and in linguistic anthropology. 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 and quizzes.***
- **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 and written assignments.***
- **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. Present, defend, and re-evaluate original ideas when confronted with new information or more effective explanations for observed phenomena. Critically examine the interaction of languages with social categories such as gender, race, culture, 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***

Comment [SG1]: Missing word?

2

anthropology. Students will summarize, evaluate, and critique these materials, using the methods and terminology of linguistic anthropology.

- *NOTE: In this General Education course, any class topics that touch on identities, politics, and 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.*

Required Readings

Language, Culture, and Society: An Introduction to Linguistic Anthropology, by Zdenek Salzmann, James Stanlaw, and Nobuko Adachi. 7th Edition. Westview Press.

This text will be abbreviated to L.C.S. in the timetable below.

Please note that this textbook is required and can be purchased as an eBook through online retailers. Additional readings and links to other resources will be posted on Canvas. No materials fee is attached to this course.

Grading Scale

The following scale will be used for the final grade of the course, and as a metric for satisfying the specifications of the rubric on all assignments: 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-; <60%=F.

Grading Assessments and Policy

Grades are based on the following percentages:

- Quizzes (13, x 3 %)   39%
- Online Discussions & Responses (7, x 3%) 21%
- Activities (8, x 2.5%)   20%
- Peer Evaluations   20%

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. C- does not fulfill that requirement.

Comment [SG2]: This is unclear. Does every assignment receive a letter grade? Or does every assignment receive a percentage as a score (e.g., 87%).
Usually the syllabus grading scale is for the final letter grade.

Comment [IJ3R2]: This has been clarified.

Assignment Descriptions

Assignments consist of online discussions on Canvas (accompanied by 2-3 responses to other students' online discussion posts), group quizzes (administered in class and consisting of multiple choice & short-answer sections), and activities (based on relevant class multimedia). Quizzes will take place in class, but class discussions and readings will be posted on Canvas. In-class activities will include small group discussions and video screenings. Most assignment due dates occur toward the end of the week. It will be in your best interest, therefore, to begin your work early in the week and hold yourself accountable for completing each module in succession. This is especially true in weeks with discussion posts. The material is cumulative, meaning you will need to complete earlier modules in order to make sense of the later ones. Do not wait until the last minute to begin reading and viewing lectures! Notice that there is no final exam.

Weekly Course Schedule

Module & Class Topics	Readings	Assignment
Unit 1: Foundations of Language		
Week 1: January 12-16		
0: Start here	'Start Here' page on Canvas	Syllabus Quiz – 1/15
1: Introduction	LCS Chapters 1 (14 pp.) & 2 (pp. 16 pp.)	Discussion: 1/15, Two Responses: 1/16
Week 2: January 20-23		
2.1 Speech Sounds (Part 1)	LCS Chapter 3 (30 pp.)	Video Activity 2.1 (5:54) – 1/21, Quiz 2.1 – 1/21
2.2 Speech Sounds (Part 2)		Video Activity 2.2 (11:13): 1/23, Quiz 2.2: 1/23
Week 3: January 26-30		
3: Structure of Words & Sentences	LCS Chapter 4 (pp. 19 pp.)	Quiz 3: 1/27, Video Activity 4 (11:13): 1/30, Quiz 4: 1/29
Week 4: February 2–6		
5: Non-Verbal Communication	LCS Chapter 5 (25 pp.)	Activity 5: 25, Quiz 5: 2/5
Unit 2: Natural History of Language		
Week 5: February 9–13		
6: Development and Evolution of Language	LCS Chapter 6 (pp. 26 pp.)	Video Activity 6 (9:59): 2/12, Quiz 6: 2/12
Week 6: February 16– 20		
7: First and Second Language Acquisition	LCS Chapter 7 (13 pp.), Rosa 2016 (22 pp. on Canvas)	Discussion: 2/17, Two Responses: 2/19, Quiz 7: 2/19

Week 7: February 23–27		
8: Language Through Time	LCS Chapter 8 (19 pp.)	Video Activity 8 (10:10): 2/26, Quiz 8: 2/26
Week 8: March 2 – 6		
9: Languages in Variation and Contact	LCS Chapter 9 (17 pp.)	Video Activity 9 (2:12): 3/5, Quiz 9: 3/5
Week 9: March 9 – 13		
10: Ethnography of Communication	LCS Chapter 10 (22 pp.), Black 2012 (22 pp. on Canvas)	Discussion: 3/12, Two Responses: 3/12
Holiday – Spring Break, March 14-21		
Unit 3: Culture + Communication		
Week 10: March 23 – 27		
11: Culture and Cognition	LCS Chapter 11 (16 pp.), Frisch 1968 (5 pp. on Canvas)	Quiz 11: 3/24
12a: Language, Culture, & Thought	LCS Chapter 12 (21 pp.)	Discussion: 3/26, Activity: 3/26,
Week 11: March 30 - April 3		
12b: Language, Culture, & Thought, cont.	Winawer et al., 2007 (6 pp. on Canvas)	Two Responses: 3/31, Quiz 12: 3/31
13a: Language and Gender	LCS Chapter 13 (37 pp.)	Discussion: 4/2
Week 12: April 6 – 10		
13b: Language and Gender, cont.	Kulick 1998 (10 pp. Canvas), Zimman 2019 (7 pp. on Canvas)	Two Responses: 4/7, Quiz 13: 4/7
14a: Race, Class, Ethnicity & Language	LCS Chapter 14 (35 pp.)	Discussion: 4/9
Week 13: April 13 – 17		
14b: Race, Class, Ethnicity & Language, cont.	Bucholtz 1999 (14 pp. On Canvas)	Two Responses: 4/14 Quiz: 4/14
15a: Globalization and Digital Worlds	LCS Chapter 15 (34 pp.), Ross 2019 (16 pp. on Canvas)	Discussion: 4/16
Week 14: April 20 – 22 (half-week)		
15b: Globalization and Digital Worlds, cont.	Chapter 15, Course conclusions (no new readings)	Two Responses: 4/21
Reading Days – April 23-24		

Quizzes will be administered in class. Discussions & responses are submitted online on Canvas under "Assignments."

Course Policies

<u>Assignment Policies</u>

Assignment Breakdown: *Quizzes*: There are a total of thirteen (13) content quizzes in this course; Modules 10 and 15 do not have quizzes while Module 2 has two quizzes. Quizzes are primarily made up of fill-in-the-blank or multiple-choice questions. Each Quiz is worth 3% of the final grade). Quizzes will be taken in groups of ≤5 students. Quiz questions will be based on assigned readings for the week and lectures from previous weeks. Most but not all are 7-15 questions. Group members are also allowed to look at lecture notes and readings while completing quizzes. Quizzes make up ~40% of the total grade.

Peer Evaluations: 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' mid-term 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?). Students must complete 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.

Discussion posts: There will be seven (7) required discussion posts. Each student must post a substantive original comment to the discussion. Students must then make two (2) substantive responses to other individuals' comments, by the due dates specified in the weekly course schedule. Discussion posts and responses will be considered substantive when they pose or affirm a thesis with evidence & examples, or question the main point with counterevidence or counterexamples. The discussion post assignments for each week will be worth 3% of the final grade.

Class activities: There will be eight (8) activities in this course, which will consist of assignments assisted by videos, interactive pages, and other multimedia. Each activity will be worth 2.5% of the final grade.

<u>Deadline & Makeup Policies</u>
For the purposes of my class, quizzes will be open 24 hours after the posted due date for students who wish to complete them for a late penalty (10%). Do not wait until the timer runs out,

---

Comment [SG4]: This entire section is a mix of your specific policies and general UF policies. Please sort them out. I realize it's not all that clear on the Syllabus Guidelines Dr. Bogart circulated.

Comment [IJ5R4]: I've added some verbiage to clarify when a policy is just mine.

Comment [SG6]: This is not an assignment breakdown. It mentions only the quizzes.

Comment [IJ7R6]: I've added some verbiage regarding the other assignments and discussion assignments.

Comment [SG8]: The number of points on a quiz (30) seems to have little relationship to its point value toward the final grade.

Comment [IJ9R8]: That mostly has to do with the number of questions a quiz has. Do you recommend some sort of re-formulation?

or your quiz will automatically be submitted late. After more than 24 hours, no late work will be accepted without documentation of an excused absence. Assignments missed due to a documented illness or emergency may be rescheduled, and some form of documentation will be required for each rescheduled assignment. The instructor should be notified 48 hours prior, or as soon as possible thereafter within a reasonable period. It is the student's responsibility to contact the instructor, provide documentation, and begin the conversation about alternative arrangements. Documentation must be provided to both the Instructor and the Dean of Students Office at https://care.dso.ufl.edu/instructor-notifications/ for verification. Please note that this course does not offer extra credit opportunities.

Communication
You can contact me via email 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 personally do not normally check the inbox over the weekend. I cannot address same-day requests for deadline extensions, so please be in touch as far in advance as possible if you need an assignment extension.
I may use General Class Announcements on Canvas. These announcements should show up as Canvas messages and also as emails that should appear in your UF outlook inboxes. You are responsible for checking your official UF email and Canvas inbox 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.

Classroom etiquette
I ask that you please raise your hand when you want to speak. It does not benefit anyone when people interrupt or talk over others. 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.

Technology Malfunctions
Technology issues while turning in assignments or completing quizzes are handled differently and are addressed below in the section "Getting Help: Technological Difficulties

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, but instead to assure that critical thinking skills are being employed to the

greatest extent possible for every student.

The department strives 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, consider the following:

- I ask that you please let me know if you have preferences for your name, pronouns, or terms for your cultural, regional, or linguistic community. Feel free to correct me if I pronounce your name inaccurately; I study language– I should be pronouncing your name correctly!
- **Please utilize university resources if you need them.** The University of Florida offers several 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 difficulties, anxieties, or insecurities that stem from *any* experience in class. I will find ways to improve the classroom to reduce any undue stress a student may be experiencing. Considering all of 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. I want you, and us, to do well! Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with me so that we can best support you.

Comment [SG10]: How is this part of diversity and inclusivity?

Comment [IJ11R10]: I think this section is included to let neurodivergent students know about some additional resources on campus. Unfortunately neurodivergence is often lumped in with mental health or distress. Should I remove this section?

Comment [SG12]: This is relevant to your course.

Comment [IJ13R12]: When you say this, do you mean that it should be bumped up in the ordering of the syllabus? I certainly agree that it's relevant, but I think this comment is probably telling me something needs to change; I'm just not sure what that is yet.

University Policies

This course complies with all UF academic policies. For information on those polices and for resources for students, please see this link.

Religious observances

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

Getting Help

Technical Difficulties: For issues with technical difficulties for E-Learning in Canvas, please contact the UF ComputingHelp Desk at:

- helpdesk@ufl.edu
- 352-392-HELP → select option '1'.
- http://helpdesk.ufl.edu/ Any requests for make-up work due to technical issues MUST be accompanied by the ticket number received from ELS when the problem was reported to them. The ticket number will document the time and date of the problem. For my class, you MUST send me an email within 24 hours of the technical difficulty if you wish to request alternative arrangements. Assignments started unreasonably close to the deadline may still be liable to receive a late-submission penalty.

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 bibliographies, and research submissions, 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.

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.eduLinks to an external site.; 352-392-1308) or the Dean of Students Office (http://www.dso.ufl.eduLinks to an external site.; 352-392-1261).