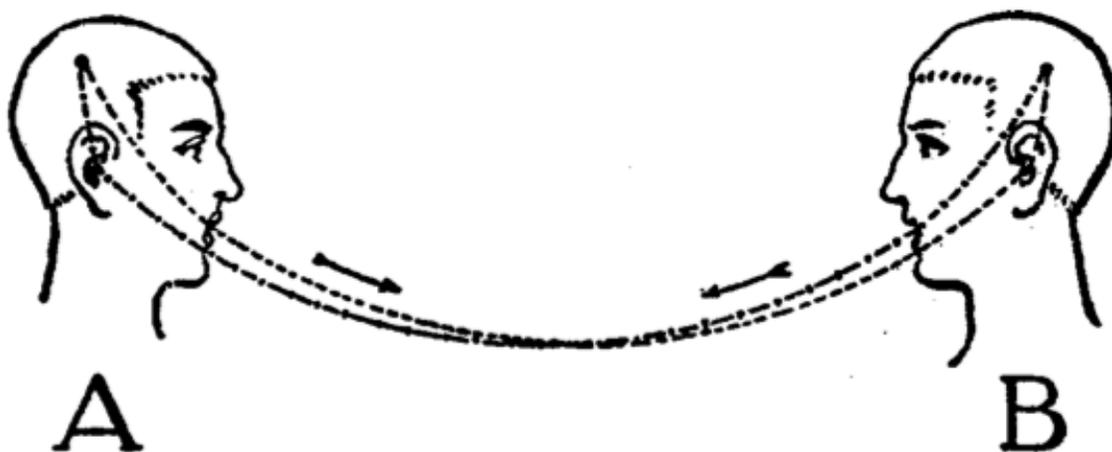


ANT 3620 Language and Culture

University of Florida
Fall 2019



From Ferdinand de Saussure, *Course in General Linguistics*

Instructor

Name: Saul Schwartz

Office: Turlington B133

Email: saulschwartz@ufl.edu

Office Hours: W 12-3 and
by appointment

Phone: 352-294-1896

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.

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 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

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>.

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/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/>.

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.

Evaluation

Students will be expected to complete five exercises, two assignments, and a take-home final exam over the course of the semester. The exercises, assignments, and final exam are the sole basis for assessment in this course. They are in place of quizzes, tests, midterms, reading checks, attendance, participation, and the like. You are expected to submit your work according to the instructions on the exercise, assignment, or exam sheet the day they are due. Late submissions not covered by university attendance and make-up policies (see below) will be penalized.

Exercises are short activities or problem sets intended to take no more than one hour to complete. Each exercise is worth 5% of your grade. Taken together, then, exercises total 25% of your final grade.

Assignments are 2-3 page essays intended to give you an opportunity to demonstrate your comprehension and analysis of course materials. Each assignment is worth 15% of your grade. Taken together, then, assignments total 30% of your final grade.

The take-home final exam will consist of three essay questions intended to give you an opportunity to demonstrate your comprehension and analysis of course materials as well as your ability to apply them to new situations. Each essay question on the final exam is worth 15% of your grade. Taken together, then, the final exam is worth 45% of your final grade.

Epic Finale

Since there is no in-class final exam in this course, our final exam period will be repurposed for the epic finale. The epic finale will provide an opportunity for students who choose the language construction option on the final exam to showcase their work. Don't want to show up for the epic finale at 7:30 am during finals week? No problem! Simply choose the other options on your final exam and submit it on Canvas.

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 requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure 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.bluera.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 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.

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

All other course materials are available on Canvas or online.

Course Schedule

Part 1: Grammar and Culture

Week 1: Phonetics and Phonology

T, 8/20

- Welcome!

R, 8/22

- Read: Selections from Salzman, 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.
- **Due: Exercise 1: Phonetics and Phonology Problem Set**

Week 2: Sound Symbolism

T, 8/27

- 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.

R, 8/29

- Read: Wong, Andrew. 2014. "Branding and Linguistic Anthropology: Brand Names, Indexical Fields, and Sound Symbolism." *Practicing Anthropology* 36, no. 1: 38-41.
- **Due: Exercise 2: Sound Symbolism Problem Set**

Week 3: Morphology and Syntax

T, 9/3

- Read: Salzman, 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.

R, 9/5

- **Due: Exercise 3: Morphology and Syntax Problem Set**

Week 4: Cultural Influence on Morphology and Syntax

T, 9/10

- Read: Colapinto, John. 2007. "The Interpreter." *The New Yorker*, April 16. <http://www.newyorker.com/magazine/2007/04/16/the-interpreter-2>.
- In-class: O'Neill, Michael, and Randall Wood, dirs. 2015. *The Grammar of Happiness*. Video, 53:00. Stonington, CT: Green Planet Films.

R, 9/12

- Read: Zimman, Lal. 2016. "Pronouns Have Always Been Political." *Medium*, August 26. <https://medium.com/trans-talk/pronouns-have-always-been-political-a32c753a1539>.

Week 5: Semantics

T, 9/17

- Read/Watch: Anderson, Catherine. 2018. "Chapter 10: Word Meanings." In *Essentials of Linguistics*. Hamilton, ON: McMaster University. <https://ecampusontario.pressbooks.pub/essentialsoflinguistics/part/chapter-10-word-meanings/>

R, 9/19

- **Due: Exercise 4: Semantics Experiment**

Week 6: Pragmatics

T, 9/24

- Read: Solnit, Rebecca. 2012[2008]. "Men Explain Things to Me." *TomDispatch.com*, 19 August. <http://www.tomdispatch.com/blog/175584/>.

R, 9/26

- **Due: Exercise 5: Dictionary Activity**

Week 7: Linguistic Relativity

T, 10/1

- Watch: Chen, Keith. 2012. "Could Your Language Affect Your Ability to Save Money?" TEDGlobal 2012: Radical Openness, June 28.
http://www.ted.com/talks/keith_chen_could_your_language_affect_your_ability_to_save_money

R, 10/3

- Read: Chiang, Ted. 2010[1998]. "Story of Your Life." In *Stories of Your Life and Others*, 91-145. Easthampton, MA: Small Beer Press.

Part 2: Language in Context

Week 8: The "Sound" of Silence

T, 10/8

- **Due: Assignment 1**

R, 10/10

- 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.

Week 9: Kinesics and Proxemics

T, 10/15

- 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>.

R, 10/17

- 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.

Week 10: Language, Gender, and Sexuality

T, 10/22

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

R, 10/24

- Listen: Glass, Ira. 2015. "Freedom Fries." *This American Life*, NPR, January 23. Audio, 26:38-35:22. <https://www.thisamericanlife.org/545/if-you-dont-have-anything-nice-to-say-say-it-in-all-caps/act-two>.
- Listen: Gross, Terry. 2015. "From Upspeak to Vocal Fry: Are We 'Policing' Young Women's Voices?" *Fresh Air*, NPR, July 23. Audio, 36:38. <https://www.npr.org/2015/07/23/425608745/from-upspeak-to-vocal-fry-are-we-policing-young-womens-voices>.
- 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.

Week 11: Language, Race, and Ethnicity I

T, 10/29

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

- 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/>.
- Read: McWhorter, John. 2019. "Could Black English Mean a Prison Sentence?" *The Atlantic*, January 31. <https://www.theatlantic.com/ideas/archive/2019/01/stenographers-need-understand-black-english/581671/>.

R, 10/31

- Read: Ronkin, Maggie, and Helen E. Karn. 1999. "Mock Ebonics: Linguistic Racism in Parodies of Ebonics on the Internet." *Journal of Sociolinguistics* 3, no. 3: 360-380.
- 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/>.
- Listen: Mputubwele, Ngofeen. 2019. "We Don't Say That." *Rough Translation*, NPR, May 1. Audio, 43:52. <https://www.npr.org/2019/04/30/718729150/we-dont-say-that>.

Week 12: Language, Race, and Ethnicity II

T, 11/5

- Read: Basso, Keith H. 1979. Preface and Chapters 1-3. In *Portraits of "the Whiteman": Linguistic Play and Cultural Symbols Among the Western Apache*, xix-64. Cambridge: Cambridge University Press.

R, 11/7

- 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 13: Endangered Languages and Language Policy

T, 11/12

- **Due: Assignment 2**
- Read: Kanter, James. 2017. "As the E.U.'s Language Roster Swells, So Does the Burden." *New York Times*, January 4
<https://www.nytimes.com/2017/01/04/world/what-in-the-world/eu-official-languages.html>.
- Listen: Turin, Mark. 2012. "Our Language in Your Hands: South Africa." *BBC Radio 4*, December 10. Audio, 28:06.
<http://www.bbc.co.uk/programmes/b01p6zt6>.
- In-class: Kramer, Seth, Daniel A. Miller, and Jeremy Newberger, dirs. 2008. *The Linguists*. Video, 1:05:00. Garrison, NY: Ironbound Films.

R, 11/14

- Read: Zepeda, Ofelia. 1990. American Indian Language Policy. In *Perspectives on Official English: The Campaign for English as the Official Language of the USA*. Karen L. Adams and Daniel T. Brink, eds. Pp. 247-256. Berlin: Mouton de Gruyter.
- Read: Ahtone, Tristan. 2014. "Navajo Presidential Race Shaken By Language Gap" and "Navajo Nation Changes Language Law." *Codeswitch*, NPR, October 16 and October 27.
<https://www.npr.org/blogs/codeswitch/2014/10/16/356627850/navajo-presidential-race-shaken-by-language-gap>.
- Read: Section 5 (pp. 8-12) in *Tsosie v. Deschene*, SC-CV-57-14 (Nav. Sup. Ct. 2014).
- Native American Languages Act of 1990, Pub. L. No. 101-477.

Week 14: Pidgins and Creoles

T, 11/19

- Read: Gilmore, Perry. 2016. Prologue and Chapters 1 and 3-4. In *Kisisi (Our Language): The Story of Colin and Sadiki*, xv-16, 35-92. Chichester, West Sussex: Wiley-Blackwell.

R, 11/21

- 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 Constructed Languages

T, 11/26

- Read: Okrent, Arika. 2009. “John Wilkins and the Language of Truth” and “Ludwik Zamenhof and the Language of Peace.” In *In the Land of Invented Languages: A Celebration of Linguistic Creativity, Madness, and Genius*, 18-131. New York: Spiegel and Grau.

T, 12/3

- Read: Tolkien, J. R. R. 1983. “A Secret Vice.” In *The Monsters and the Critics and Other Essays*, edited by Christopher Tolkien, 198-223. London: George Allen and Unwin.

Final-Exam Epic Finale

T, 12/10, 7:30 am

- **Due: Final Exam.**