

ANT 3620 (online)
Language and Culture, Spring 2019
Sections 33B1(10680) and 33B2(10681)

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Course Communications

For all emails, first review this syllabus to determine if the answer to your question is addressed. In the content of the email, specifically state the particular assignment that is at issue. We will attempt to respond to all email within 48 hours (excluding weekends and holidays).

Course Website: <https://ufl.instructure.com/courses/361458>

Required Readings

Language, culture, and society: An introduction to linguistic anthropology, by Zdenek Salzman, 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.
- 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 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 of linguistic anthropology. 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 will be assessed through student discussion posts: one substantive original comment to the discussion and two substantive responses to other individuals' comments. Grades will reflect how well a student communicates in these posts.

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 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 Mechanics

Given that this course is an online class, students are expected to be self-motivated. Each week of the semester, we will cover a different module of the course. All assignments for the modules must be completed during the seven-day period they are assigned and will be due each **Sunday at 11:59 p.m. EST**. Do NOT wait until the last minute to complete the assignments.

The instructions and materials needed for each assignment can be found under the relevant module. Please make sure you read the syllabus and familiarize yourself with Canvas. Students are responsible for all the material in each module and need to view all links posted on the course's website (e.g., lecture videos, films, and articles) and read any of the assigned reading in the textbook. All of the material is fair game when it comes to quizzes, discussions and activities. If there are questions about any assigned work, it is the student's responsibility to contact the instructor or TA prior to the due date.

Course Policies

Assignments

There is one **quiz** for each of the twelve modules. Each quiz is multiple choice and worth 20 points. They are usually due on **Sunday by 11:59 p.m. EST**, but check the dates in Canvas. The quizzes make up 36% of the total grade.

Students will also need to complete ten online **activities**. Some module do not have activities, while others may have one or two to complete. Activities are submitted in essay form and relate to the theme of the week. Grades will be based on the quality of the response, following the instructions, and demonstrating a grasp of the weekly topics. Instructions should be read carefully, as each assignment has its own requirements. Files must be uploaded in the correct format (generally doc or docx). Activities are usually due on **Sunday by 11:59 p.m. EST**, but check the dates in Canvas. The activities range from 10 to 15 points and form approximately 15% of the total grade.

There will be six required **discussion posts**. Each student must post a substantive original comment to the discussion by **Thursday at 11:59 p.m. EST**. They must then make two substantive responses to other individual's comments by **Sunday at 11:59 p.m. EST**. This means there are 6 original comments and 12 responses in total. Participation in these discussions is approximately 15% of the final grade. The grade for this component of the course will be derived from the quality of participation and use of the anthropological concepts from the readings and lectures for the week. Online discussion groups will be assigned by the instructor once the Add/Drop period has closed.

There will also be a midterm and final exams, worth 14% and 20%, respectively.

Grading Policies

Grades are based on the following percentages:

Midterm:	14%
Final assignment:	20%
Online discussions:	15%
Video activities:	15%
Quizzes:	36%

Homework is due at the time indicated in Canvas. Late work will not be accepted without a medical excuse.

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

Final grades will be rounded following conventional math standards; grades ending with a decimal of 0.5 or greater will be rounded up to the next integer.

Additional information about the University's grade policies is available at:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Make-up Policy

Given that this is an online class, students are responsible for making sure that they have functioning internet connection and computer access. Assignments are due at **11:59 p.m. EST on Sunday** for full credit. Students have 24 hours or until Monday at 11:59 p.m. EST to turn in assignments with the understanding that 20% of the grade will be docked for lateness. After Monday, no late work will be accepted without documentation of an excused absence and the student will be given a zero.

For the discussions due on Thursday, students have until Friday at 11:59 p.m. EST to turn in the assignment with the understanding that 20% will be docked for lateness. After this date and time, no late discussion submissions will be accepted without documentation of an excused absence.

Assignments missed due to a documented illness or emergency may be rescheduled; however, **48 hours prior notice** should be given to the Instructor, and documentation must be supplied. In the case of unexpected emergencies, the Instructor must be notified in advance, or as soon as possible thereafter (within a reasonable period of time), and the student should provide

documentation immediately following the absence. It is the responsibility of the student to contact the instructor and provide documentation and arrange the make-up.

Online Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at Gator Rater (<https://evaluations.ufl.edu>). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

University of Florida Policies

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>). The DRC will provide an accommodation letter to the student who must be presented 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://sccr.dso.ufl.edu/process/student-conduct-code/>. Plagiarism and/or cheating on any exam, assignment, or quiz will not be tolerated. Students found to be engaging in these behaviors will receive zero (0) points for that exam, assignment, or quiz. Disciplinary action will follow university policy outlined by the Dean of Students Office.

*****Netiquette: Communication Courtesy:*** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Students should treat others with respect. It is helpful to use clear and concise language, full sentences, and correct spelling and grammar. Students should be careful when providing personal information and remember that using all CAPS can be interpreted as yelling. Additional information can be found at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 1
- <http://helpdesk.ufl.edu/>

****** Any requests for make-ups 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. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

If you are experiencing personal problems that are interfering with your studies, you are encouraged to take advantage of the available university resources:

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student. Also see <http://www.umatter.ufl.edu/>
- UF Counseling and Wellness Center: <https://counseling.ufl.edu>, 352-392-1575
- Sexual Assault Recovery Services: Student Health Care Center, 352-392-1161
- University Police Department: 352-392-1111

Other resources are available at <http://distance.ufl.edu/getting-help/> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course, please visit <http://distance.ufl.edu/student-complaint-process/> to submit a complaint.

Spring 2019 Schedule

Below is a schedule of topics to be discussed over the course of the semester. Dates and topics may be subject to change. However, the instructor will make all attempts to notify the class of any changes as they arise. Due dates for assignments and exams will not change except for university wide cancellation of courses.

Week	Dates	Topic	Readings and Assignments
1	Jan 7-11	<p>Module 1: Introduction</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 <p>Lectures:</p> <ul style="list-style-type: none"> • Introduction • Fieldwork in Linguistic Anthropology 	<p>LCS, chapter 1 and 2</p> <p>All module content due Jan 13, 11:59PM</p>

Week	Dates	Topic	Readings and Assignments
2	Jan 14-18	<p>Module 2: Speech sounds – Part 1</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Transcribe words in phonetic transcription • Identify manner and place of articulation for English consonants and vowels <p>Lectures:</p> <ul style="list-style-type: none"> • Introduction • Consonants • Vowels 	<p>LCS, chapter 3</p> <p>Part 1 module content due Jan 20, 11:59PM</p>
3	Jan 21-25	<p>Module 2: Speech sounds – Part 2</p> <ul style="list-style-type: none"> • Objectives: • Identify phonetic and phonemic transcription • Apply phonological rules to produce correct phonetic transcriptions <p>Lectures:</p> <ul style="list-style-type: none"> • Phonetic and phonemic representations • Phonological rules 	<p>LCS, chapter 3</p> <p>Part 2 module content due Jan 27, 11:59PM</p>
4	Jan 28-Feb 1	<p>Module 3: The structure of words</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 <p>Lectures:</p> <ul style="list-style-type: none"> • Morphology introduction • Morphological rules • Morphology in other languages 	<p>LCS, chapter 4 (pp. 67–75)</p> <p>All module content due Feb 3, 11:59PM</p>
5	Feb 4-8	<p>Module 4: Structure of sentences</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify syntactic ambiguity • Identify part of speech categories • Identify syntactic patterns in another language • Use online resources on syntactic typology <p>Lectures:</p> <ul style="list-style-type: none"> • Syntax introduction 	<p>LCS, chapter 4 (pp. 76–81)</p> <p>All module content due Feb 10, 11:59PM</p>

Week	Dates	Topic	Readings and Assignments
		<ul style="list-style-type: none"> • Questions in syntax • Syntax around the world • Word order correlations 	
6	Feb 11-15	Module 5: Nonverbal communication Objectives: <ul style="list-style-type: none"> • Identify types of writing systems and their principles • Identify basic principles of signed languages Lectures: <ul style="list-style-type: none"> • Writing systems • Sign language 	LCS, chapter 5 All module content due Feb 17, 11:59PM
7	Feb 18-22	Module 6: Development and evolution of language Objectives: <ul style="list-style-type: none"> • Distinguish different types of evolution relevant to language • Identify sources of language endangerment and death • Use resources to gather information on language endangerment Lectures: <ul style="list-style-type: none"> • Evolution of language • The birth and death of languages 	LCS, chapter 6 All module content due Feb 24, 11:59PM
8	Feb 25-Mar 1	Review for midterm	Feb 28: Midterm exam
SPRING BREAK MARCH 2-10			
9	Mar 11-15	Module 7: First and second language acquisition Objectives: <ul style="list-style-type: none"> • Identify Chomskian approaches to language acquisition and their alternatives • Distinguish varieties of multilingualism Lectures: <ul style="list-style-type: none"> • Theories of language acquisition • Multilingualism and diglossia 	LCS, chapter 7 All module content due Mar 17, 11:59PM

Week	Dates	Topic	Readings and Assignments
10	Mar 18-22	Module 8: Language through time Objectives: <ul style="list-style-type: none"> Identify Indo-European languages and subfamilies Name instances of Grimm's Law Lectures: <ul style="list-style-type: none"> Historical linguistics introduction Indo-European languages Native American languages Borrowings and word histories 	LCS, chapter 8 All module content due Mar 24, 11:59PM
11	Mar 25-29	Module 9: Languages in variation and contact Objectives: <ul style="list-style-type: none"> Identify major dialect variation areas in English. Distinguish pidgins and creoles from each other. Identify major creole languages and their source languages. Lectures: <ul style="list-style-type: none"> Language variation Pidgins and creoles Language prejudice and human rights 	LCS, chapter 9 All module content due Mar 31, 11:59PM
12	Apr 1-5	Module 10: Language, culture, and thought Objectives: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Language, Culture, Thought – Introduction Colors and Perception Time, Space, and Motion 	LCS, chapter 12 Read Winawer et al. 2007 All module content due Apr 7, 11:59PM
13	Apr 8-12	Module 11: Language and gender Objectives: <ul style="list-style-type: none"> Assess the intersection between language, gender, and cultural practices through 	LCS, chapter 13 Read Kulick 1998

Week	Dates	Topic	Readings and Assignments
		<p>different theoretical stances on the relations between different genders</p> <ul style="list-style-type: none"> • Read about and evaluate how linguistic practices encode thoughts and attitudes about gender <p>Lectures:</p> <ul style="list-style-type: none"> • Language and Gender – Introduction • Language and Gender – Case Study 	<p>All module content due April 14, 11:59PM</p>
14	Apr 15-19	<p>Module 12: Language and Race, Ethnicity, and Nationality</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 <p>Lectures:</p> <ul style="list-style-type: none"> • Language and Ethnicity – Introduction • Language and Ethnicity – Race and Nationality 	<p>LCS, chapter 14 Read Buchholtz 1999</p> <p>All module content due April 21, 11:59PM</p>
		Final Assignment	<p>Final assignment due May 2, 11:59PM</p>