ANT 3620 (online)
Language and Culture, Summer A 2020
Sections 05AD (10343) & 05AE (10344)

Instructor: Courtney Smith
Email: courtneysmith@ufl.edu

Online Office hours:
Monday 12:00 – 2:00 PM
Tuesday 1:00 – 2:00 PM   or by appointment

Emails:

TAs: Chris LeClere   cleclere@ufl.edu
Riley Ravary   ravaryri@ufl.edu
Hannah Toombs   toombshannah@ufl.edu

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). During virtual office hours, emails will be answered within 5 minutes unless conversing with another student. There is also a general Course Questions Discussion Board where you are encouraged to ask general questions about the course and how to upload assignments.

Required Readings

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

Additional readings and links to other resources will be posted on Canvas.

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.

Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in 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 two or three different modules of the course. All assignments for the modules must be completed during the seven-day period they are assigned and will be due each **Friday 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 to 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 thirteen (13) modules. Each quiz is made up of fill-in-the-blank or multiple choice questions and worth 20 points. They are usually due on **Friday by 11:59 p.m**. EST but check the dates in Canvas. The quizzes make up 50% of the total grade. The quizzes do not have a time limit. You may begin them at any time; however, you need to manually submit them by the due date. Quizzes are open until Saturday, 11:59 PM EST, for students who wish to complete them for a late penalty, so do not wait until the timer runs out or your quiz will automatically be submitted late.

Students will also need to complete seven (7) online **activities**. 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 (doc or docx) using Turnitin. Activities are usually due on **Friday by 11:59 p.m. EST** but check the dates in Canvas. The activities are worth 10 points each and form 30% of the total grade.

There will be five (5) required **discussion posts**. Each student must post a substantive original comment to the discussion by **Wednesday at 11:59 p.m. EST**. The only exception is the first week discussion post, which is due Thursday at noon (12:00 PM EST). They must then make two (2) substantive responses to other individual's comments by **Friday at 11:59 p.m. EST**.
This means there are five (5) original comments and ten (10) responses in total. Participation in these discussions is 20% 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 be no **exam** for this course.

Grading Policies
Grades are based on the following percentages:

Online discussions: 20%
Video activities: 30%
Quizzes: 50%

Homework is due at the time indicated in Canvas. Late work will not be accepted without a medical excuse (see below for make-up policy).

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 Friday** for full credit. Students have 24 hours or until Saturday at 11:59 p.m. EST to turn in assignments with the understanding that **20% of the grade will be docked for lateness**. After Saturday, no late work will be accepted without documentation of an excused absence and the student will be given a zero.

For the discussion posts due on Wednesday, students have until Thursday 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, the Instructor should be notified **48 hours prior,** or as soon as possible thereafter (within a reasonable period of time). It is the student's responsibility to contact the Instructor, provide documentation, and arrange the make-up. Documentation must be procured to both the Instructor

and the Dean of Student Office at https://care.dso.ufl.edu/instructor-notifications/ for verification.

Technology issues while turning in assignments or completing quizzes are handled differently and are addressed below in the section "Getting help: technological difficulties."

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. 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 honesty and integrity by abiding by the Student 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, your Instructor and TAs 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.

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 assignment and be reported to the Dean of Students Office. After receiving a warning, if cheating persists, the student will receive a zero (0) for the subsequent assignment, be reported to the Dean of Students

Office again, and incur any further penalties that are administered by the Dean of Students Office.

Once a student has been reported for cheating or plagiarism, they cannot drop the class. Plagiarism includes copying from websites or other students. Self-plagiarism will not be tolerated: you cannot duplicate your work from other courses. Any direct quotes should be properly cited with author, date, and page number(s). If you have questions about this, please use the Course Questions discussion board or email your Instructor and TAs directly. You are strongly discouraged from sharing your notes for this class on any online website. You are not permitted to distribute screen shots of any course content. *Remember that using and posting assignments on **Course Hero** or similar websites constitute a violation of the UF Student Honor Code.*

Basic guidelines for not plagiarizing:
- Do not copy and paste from any website
- Write your own words
- Do not collaborate with fellow students on any assignment unless otherwise noted
- Use in-text citations when using direct quotes, when paraphrasing, or when citing original research (https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/index.html)

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

Technical Difficulties
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.

UF Counseling Services

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.

Summer A 2020 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
		Week 1: Assignments due Friday, May 15, 11:59 PM EST	
1	May 11-15	**Module 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	Module Readings LCS, chapters 1 and 2 Module Assignments - Syllabus Quiz - Discussion 1

Week	Dates	Topic	Readings and Assignments
		• Fieldwork in Linguistic Anthropology	
1	May 11-15	**Module 2: Speech sounds – Part 1** Objectives: • Transcribe words in phonetic transcription • Identify manner and place of articulation for English consonants and vowels Lectures: • Introduction • Consonants • Vowels	Module Readings LCS, chapter 3 Module assignments - Quiz 2.1 - Video Activity 2.1
		**Week 2: Assignments due Friday, May 22, 11:59 PM EST**	
2	May 16-22	**Module 2: Speech sounds – Part 2** • Objectives: • Identify phonetic and phonemic transcription • Apply phonological rules to produce correct phonetic transcriptions Lectures: • Phonetic and phonemic representations • Phonological rules	Module Readings LCS, chapter 3 Module Assignments - Quiz 2.2 - Video Activity 2.2
2	May 16-22	**Module 3: 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	Module Readings LCS, chapter 4 (pp. 67–75) Module Assignments - Quiz 3
		Week 3: Assignments due Friday, May 29, 11:59 PM EST	
3	May 23-29	**Module 4: Structure of sentences** Objectives:	Module Readings

Week	Dates	Topic	Readings and Assignments
		• 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 (pp. 76–81) Module Assignments - Quiz 4 - Activity 4
3	May 23-29	**Module 5: Nonverbal communication** Objectives: • Identify types of writing systems and their principles • Identify basic principles of signed languages Lectures: • Writing systems • Sign language	Module Readings LCS, chapter 5 Module Assignments - Quiz 5 - Video Activity 5
			**Week 4: Assignments due Friday, June 5, 11:59 PM EST**
4	May 30 - June 5	**Module 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	Module Readings LCS, chapter 6 Module Assignments - Quiz 6 - Video Activity 6
4	May 30 - June 5	**Module 7: First and second language acquisition** Objectives: • Identify Chomskian approaches to language acquisition and their alternatives	Module Readings LCS, chapter 7 Module Assignments - Quiz 7

Week	Dates	Topic	Readings and Assignments

		• Distinguish varieties of multilingualism
		Lectures:
		  • Theories of language acquisition
		  • Multilingualism and diglossia
			- Discussion 7

4	May 30 - June 5	**Module 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
		  • Investigate word histories using online resources
		Lectures:
		  • Historical linguistics introduction
		  • Indo-European languages
		  • Native American languages
		  • Borrowings and word histories
			<u>Module Readings</u>
			LCS, chapter 8
			
			<u>Module Assignments</u>
			- Quiz 8
			- Video Activity 8

		Week 5: Assignments due Friday, June 12, 11:59 PM EST	

5	June 6-12	**Module 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
			<u>Module Readings</u>
			LCS, chapter 9
			
			<u>Module Assignments</u>
			- Quiz 9
			- Video Activity 9

5	June 6-12	**Module 10: Culture and cognition** **Objectives:** • Analyze concepts in terms of linguistic referents	<u>Module Readings</u> LCS, chapter 11 Read Frisch 1968

Week	Dates	Topic	Readings and Assignments
		• Recognize the intersection of cognition, language, and culture through ethnomethodological practices Lectures: • Concepts, words, categories	<u>Module Assignments</u> - Quiz 10
5	June 6-12	**Module 11: 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 • Colors and perception • Time, space, and motion	<u>Module Readings</u> LCS, chapter 12 Read Winawer et al. 2007 <u>Module Assignments</u> - Quiz 11 - Module 11 Discussion
		**Week 6: Assignments due Friday, June 19, 11:59 PM EST**	
6	June 13-19	**Module 12: 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	<u>Module Readings</u> LCS, chapter 13 Read Kulick 1998 <u>Module Assignments</u> - Quiz 12 - Module 12 Discussion
6	June 13-19	**Module 13: 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	<u>Module Readings</u> LCS, chapter 14 Read Buchholtz 1999 <u>Module Assignments</u> - Quiz 13

Week	Dates	Topic	Readings and Assignments
		• 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	- Module 13 Discussion