#### INTRODUCTION TO GRADUATE LINGUISTIC ANTHROPOLOGY

Course #: ANT 392N / LIN 396-2 Unique ID#: 31395 / 40900 Class Time/Location: Tuesday 4-7 p.m. in SAC 4.116

Instructor: **Dr. Angela M. Nonaka**Email: angelanonaka@austin.utexas.edu

Office#: SAC 5.116 Dept. Tel. #: 512- 471- 4206

Office Hours: Tuesday 10:30 – 11:30 a.m.; Thursday 2:30-3:30 p.m.; & by appointment

#### **COURSE DESCRIPTION**

'Language(s)' and 'culture(s)' are complex, quintessentially human phenomena that are both universal and particular. 'Language(s)' and 'culture(s)' are also mutually constitutive. The former is the primary resource that we use in the structuring and accomplishment of social life. Investigation of the characteristics and inter-dynamics of 'language(s)' and 'culture(s)' is the focal concern of Linguistic Anthropology.

This course provides a graduate-level introduction to Linguistic Anthropology. In the U.S., the discipline of Anthropology has historically been divided into four major subfields, one of which is Linguistic Anthropology (along with Socio-cultural Anthropology, Archaeology, and Physical/Biological Anthropology). 'Holism,' both methodological and theoretical, has been a hallmark of American Anthropology. In the spirit of that tradition, this seminar takes a broad, comprehensive approach to the study of Linguistic Anthropology.

In this class, students will learn to distinguish different definitions of and approaches to 'language' and to understand their respective analytical implications. More specifically, they will learn how linguistic anthropologists go about doing their work: the range of topics they examine, the kinds of questions they ask, the types of approaches and methods they utilize, as well as the sorts of conclusions they reach.

Selected readings for this course include classic books, seminal articles, and cutting-edge contemporary pieces that are initially organized historically and later topically. Their selection and organization are purposeful: an effort to trace major topical, methodological, and theoretical development (their persistence and change over time) in linguistic anthropology and to demonstrate their convergences and divergences with other subfields in anthropology as well as with other academic disciplines.

WEEKLY READING ASSIGNMENTS
\*\*\*(Readings should be completed before class.)\*\*\*

WEEK 1: NO CLASS meeting (according to UT calendar)

#### **WEEK 2:** 9/4 **Getting Started**

- --Self-Introductions
- -- Administrative housekeeping
- --Overview lecture: Intellectual history of anthropology/linguistics
- -- Analysis/discussion: Language & linguistics in early ethnography

#### **WEEK 3:** 9/11 Early US Anthropology: The Boasian Tradition

Required readings: #1, #2, #4, & #5 available on Blackboard; #3 in Blount's reader, p. 9-28.

- Tylor, (1930) [1881] *Anthropology: An Introduction to the Study of Man and Civilization*. London: Watts and Company, p. 1-26 & 92-143
- Morgan (1978) [1877 New York: Henry Holt & Company], Ancient Society, New York & 2. Palo Alto: Labor News, p. v-18.
- 3. Boas, (1911). "Introduction" *Handbook of American Indian Languages*. In Blount (1995). Language, Culture and Society: A Book of Readings (Second edition). Prospect Heights, IL: Waveland Press, p. 9-28.
- 4. Saussure, (1966) [1916] Course in General Linguistics, (excerpts: Subject Matter and Scope of Linguistics; Its Relations with other Sciences; The Object of Linguistics; Nature of the Linguistic Sign; Linguistic Value)
- "An Essay on the Poetry of the Eastern Nations." (1984) [1772] Reprinted in *The Works of* 5. Sir William Jones Volume I. New York & London: Garland Publishing.

#### Recommended readings: #1 in Blount's reader; #2, #3, #4, & #5 on Blackboard

- Blount (1995) "Part I: Formative Period 1910s-1940s." In Blount Language, Culture & Society: A Book of Readings (2<sup>nd</sup> edition). Prospect Heights, IL: Waveland Press, p. 2-7.
- Duranti (2001), Linguistic Anthropology: History ideas, and Issues." In Duranti (ed) 2. (2001). Linguistic Anthropology: A Reader. Malden, MA: Blackwell, p. 1-10
- 3. Swartz & Jordan (1976). Anthropology: Perspective on Humanity. New York: John Wiley and Sons. p. 12-34
- Campbell (1999), "Philology: The Role of Written Records" In *Historical Linguistics: An* 4. Introduction. Cambridge, MA: MIT Press, p. 327-338.
- 5. Hock (1991). "Introduction" Principles of Historical Linguistics (Second revised and updated edition). New York: Mouton de Gruyter, p. 1-10.

#### **WEEK 4:** 9/18 Language: Two Classic Monographs

Required readings: Two books available at UT Co-Op Bookstore

- Sapir, (2004) [1921] Language: An Introduction to the Study of Speech. Mineola, NY: Dover Publications.
- Bloomfield, (1984) [1933] Language. Chicago: The University of Chicago Press. 2. Recommended readings:

- "Introduction" to Sapir's Language 1.
- 2. "Introduction" to Bloomfield's Language

#### Formative Period in U.S. Linguistic Anthropology 1910 ~ 1940s **WEEK 5:** 9/25 Required readings: ALL in Blount's reader

Sapir, (1927). "The Unconscious Patterning of Behavior in Society." In Blount (1995). Language, Culture and Society: A Book of Readings (Second edition). Prospect Heights, IL: Waveland Press, p. 29-42.

- 2. Whorf, (1941). "The Relation of Habitual Thought and Behavior to Language." In Blount (1995). *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 64-84.
- 3. G. Mead (1936). "The Problem of Society: How We Become Selves." In Blount (1995). Language, Culture and Society: A Book of Readings (Second edition). Prospect Heights, IL: Waveland Press, p. 85-94.
- 4. G. Mead (1934). "Relation of Mind to Response and Environment." In Blount (1995). *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 95-101.

#### Recommended readings: #1 in Blount reader; #2 on Blackboard

- 1. Blount (1995), "Part I: Formative Period 1910s-1940s." In Blount (1995). *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 2-7.
- 2. Duranti (2001), Linguistic Anthropology: History ideas, and Issues." In Duranti (ed) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 1-17.

## WEEK 6: 10/2 Paradigm Developments & Divergence of Disciplines (Part 1) Required readings: #1, #3, & #5 in Blount's reader; #2, #4, #6 & #7 on Blackboard

- 1. Hoijer (1954) "The Sapir-Whorf Hypothesis." In Blount (1995) *Language, Culture & Society: A Book of Readings* (2<sup>nd</sup> edition) Prospect Heights, IL: Waveland Press,p.113-124.
- 2. Chomsky (2002) [1957]. *Syntactic Structures* (2<sup>nd</sup> edition) New York: Mouton de Gruyuter, p. 11-108.
- 3. Frake, (1962). "The Ethnographic Description of Cognitive Systems." In Blount (1995). *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 125-142.
- Greenberg (ed.) (1963). *Universals of Language*. Cambridge, MA: MIT Press.
   Chapter 1 The Problem of Universals in Language (Hocket, p. 1-22).
   Chapter 5 Some Universals of Grammar with Particular Reference to the Order of Meaningful Elements (Greenberg, p. 58-90).
- 5. Hymes (1963) "Ethnography of Speaking." In Blount (1995) *Language, Culture & Society: A Book of Readings* (2<sup>nd</sup> edition). Prospect Heights, IL: Waveland Press, p. 248-282.
- 6. Gumperz, (1968). "Speech Community." Reprinted in Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 43-52.
- 7. Hymes, (1972). "Communicative Competence." Reprinted in Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 53-73.

### Recommended readings: #1 in Blount reader; #2, #3, & #4 on Blackboard

- 1. Blount (1995) "Introduction" to Part II: Paradigm Development 1950s-1970s. In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 104-112.
- 2. Duranti (2001), Linguistic Anthropology: History ideas, and Issues." In Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 1-23.
- 3. "Introduction" to Chomsky's *Syntactic Structures* by David W. Lightfoot, p. v-xviii.
- 4. Chomsky (1988). "The Research Program of Modern Linguistics" In Language and *Modern Problems of Knowledge: The Managua Lectures*. Cambridge, MA: MIT Press.

### WEEK 7: 10/9 Paradigm Developments & Divergence of Disciplines (Part 2)

Required readings: #1, #2, #3, #4, & #6 on Blackboard; #5 & #7 in Blount reader

- 1. Austin (1962) How to Do Things with Words; Lecture 1 (p. 1-11).
- 2. Searle (1970) *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press. (Chapters 1 & 2)
- 3. Grice (1989) Studies in the Ways of Words. Cambridge, MA: Harvard University Press.
- 4. Garfinkel, (1967). "Studies of the Routine Grounds of Activities." In *Studies in Ethnomethodology*, p. 35-75.
- 5. Goffman, (1962). "On Face Work: An Analysis of Ritual Elements in Social Interaction." In Blount (1995). *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 222-247.
- 6. Schegloff (1968). "Sequencing in Conversational Openings." *American Anthropologist* 70: 1075-1095.
- 7. Ervin-Tripp (1969). "Sociolinguistics." In Blount (1995). *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 300-366. Recommended readings: #1 in Blount reader; #2, #3, #4, #5 & #6 on Blackboard
- 1. Blount (1995) "Introduction" to Part II: Paradigm Development 1950s-1970s. In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 104-112.
- 2. Duranti (2001), Linguistic Anthropology: History ideas, and Issues." In Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 1-23.
- 3. Comrie (1989). "Preface(s)" to *Language Universals and Linguistic Typology* (Second edition). Chicago: University of Chicago Press, p. viii-32.
- 4. Goodwin & Heritage "Conversation Analysis" (1990). *Annual Review of Anthropology* 19: 283-307.
- 5. Garfinkel (1967). "What is Ethnomethodology?" In Studies in Ethnomethodology, p. 1-34.
- 6. Chapman (2005). "Logic and Conversation." In *Paul Grice, Philosopher and Linguist*. New York: Palgrave MacMillan, p. 85-113.

## WEEK 8: 10/16 Influential Articles in Linguistic Anthropology in the 1970s Required readings: #1, #2, #4, & #6 in Blount reader; #3, #5, #7, & #8 on Blackboard

- Turner (1970). "Words, Utterances & Activities." In Language, Culture and Society: A Book of Readings (Second edition). Prospect Heights, IL: Waveland Press, p. 367-385.
- 2. Berlin (1972). "Speculations on the Growth of Ethnobotanical Nomenclature." In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 152-186.
- 3. Labov (1972). "Social Stratification of (r) in New York City Department Stores." *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press, p. 43-69.
- 4. Gumperz (1972). "Linguistic and Social Interaction in Two Communities." In *Language*, *Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 283-299.
- 5. Bauman (1975). "Verbal Art as Performance." Reprinted in Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 165-188.
- 6. Silververstein (1976). Shifters, Linguistic Categories, and Cultural Description. In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 187-221.

- 7. Irvine (1979). "Formality and Informality in Communicative Events." Reprinted in Duranti (ed.) (2001). *Lingusitic Anthropology: A Reader*. Malden, MA: Blackwell, p. 189-207.
- 8. Ochs (1979). "Transcription as Theory." In Ochs & Schieffelin (1979). *Developmental Pragmatics*. New York: Academic Press, p. 43-72.

#### Recommended readings: #1 in Blount reader; #2 on Blackboard

- 1. Blount (1995) "Introduction" to Part II: Paradigm Development 1950s-1970s. In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 104-112.
- 2. Duranti (2001), Linguistic Anthropology: History ideas, and Issues." In Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 1-23.

## WEEK 9: 10/23 Influential Articles in Linguistic Anthropology 1980s~1990s Required readings: #1 in Blount reader; #2, #3, #4, #5, #6, #7, #8 on Blackboard

- 1. Ochs & Schieffelin (1984). "Language Acquisition and Language Socialization: Three Developmental Stories and Their Implications." In Blount (1995). *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 470-512.
- 2. Brice-Heath (1982). "What No Bedtime Story Means: Narrative Skills at Home and School." Reprinted in Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 318-342.
- 3. Hanks (1987). "Discourse Genres in a Theory of Practice." *American Ethnologist* 14 (4): 668-692.
- 4. Besnier (1990). Language and Affect. Annual Review of Anthropology 19: 419-451.
- 5. Bucholtz, Mary (1999). "Why be normal?": Language and identity practices in a community of nerd girls. *Language in Society* 28: 203-223.
- 6. Gal (1991). "Language, Gender, Power: An Anthropological Review." Reprinted in Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 420-430.
- 7. Kroskrity (1998). Arizona Tewa Kiva Speech as Manifestation of a Dominant Language Ideology. Reprinted in Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 402-419.
- 8. Hill (1999). "Language Race and White Public Space." Reprinted in Duranti (ed.) (2001). *Linguistic Anthropology: A Reader.* Malden, MA: Blackwell, p. 450-464.

#### Recommended readings: #1 in Blount reader; #2 & #3 on Blackboard

- 1. Blount (1995). "Introduction" to Part III: Directions 1980s-1990s. In *Language, Culture* and *Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 388-397.
- 2. Duranti (2001), Linguistic Anthropology: History ideas, and Issues." In Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 1-41.
- 3. Woolard (1998). "Introduction: Language Ideology as a Field of Inquiry." In Schieffelin, Woolard & Kroskrity (1998). *Language Ideologies: Practice and Theory*. New York & Oxford: Oxford University Press, p. 3-47.

## WEEK 10: 10/30 Language & Evolution (Physical/Biological Anthropology) Required readings: All on Blackboard

- 1. Bickerton (1981) Language & Species. Chicago: University of Chicago Press, p. 130-197.
- 2. Pinker (1994). *The Language Instinct*. New York: William Morrow and Company (excerpts: Chapters 1, 2, 3, 10, & 13).
- 3. Li (2002) "Missing Links, Issues and Hypotheses in the Evolutionary Origin of Language." In Givón & Malle (eds.). *The Evolution of Language out of Pre-Language*. Philadelphia & Amsterdam: John Benjamins Publishing Company, 83-105.
- 4. Renfrew (1998) "Introduction." In Dolgopolsky (1998). *The Nostratic Macrofamily and Linguistic Paleontology* (Papers in the Prehistory of Languages). Cambridge: The MacDonald Institute for Archaeological Research.
- 5. Sanchez-Mazas et al. (2005). "HLA Genetic Diversity and Linguistic Variation in East Asia." In Sagart, Blench, & Sanchez-Mazas (eds). (2005). *The Peopling of East Asia: Putting Together Archaeology, Linguistics and Genetics*. Routledge Curzon, London & New York, p. 273-96.
- 6. Kegl et al. (1999). "Creation through Contact: Sign Language Emergence and Sign Language Change in Nicaragua." In DeGraff (ed). *Language Creation and Language Change: Creolization, Diacrony and Development.* Cambridge, MA: MIT Press.
- 7. Lieberman's foreword to *The Emergence of the Deaf Community in Nicaragua* (Polich 2005). Gallaudet University Press, vii-x.
- 8. Levinson (2005). Living with Manny's Dangerous Idea. *Discourse Studies* 7(4-5):431-453. Recommended readings: On Blackboard
- 1. Botha (2004). Special Issue 1: *Language Evolution*. Stellenbosch Paper in Linguistics (SPIL). Stellenbosch, South Africa: Department of General Linguistics of Stellenbosch University.

# WEEK 11: 11/6 Origin & Spread of Indo-European (Language & Archaeology) Required readings: All on Blackboard

- 1. Renfrew (1997). "World Linguistic Diversity and Farming Dispersals." In Blench & Spriggs (1997). Archaeology and Language I: Theoretical and Methodological Orientations. London & New York: Routledge, 82-90.
- 2. Nichols (1997). "The Eurasian Spread Zone and the Indo-European Dispersal." In Blench & Spriggs (1997). *Archaeology and Language I: Theoretical and Methodological Orientations*. London & New York: Routledge, p. 220-266.
- 3. Mallory (1997). "The Homelands of the Indo-Europeans." In Blench & Spriggs (1997). *Archaeology and Language I: Theoretical and Methodological Orientations*. London & New York: Routledge, p. 93-121.
- 4. Campbell (1999). "Linguistic Prehistory" In *Historical Linguistics: An Introduction*. Cambridge, MA: MIT Press, p. 339-373.

### Recommended readings: All on Blackboard

- 1. Shnirelman (1997). "Linguoarchaeology: Goals, Advances, and Limits." In Blench & Spriggs (1997). *Archaeology and Language I: Theoretical and Methodological Orientations*. London & New York: Routledge, p. 158-165.
- 2. Pejros (1997). "Are Correlations between Archaeological and Linguistic Reconstructions Possible?" In Blench & Spriggs (1997). *Archaeology and Language I: Theoretical and Methodological Orientations*. London & New York: Routledge, p. 149-157.

3. Blench & Spriggs (1998). "Preface" & "Introduction" to *Archaeology and Language II: Correlating Archaeological and Linguistic Hypotheses*. London & New York: Routledge, p. v-xix & 1-30.

### WEEK 12: 11/13 Sociocultural Anthropology & the Linguistic Turn Required readings: All on Blackboard

- 1. Levi-Strauss (1963). "Language and the Analysis of Social Laws"
- 2. Doi (1973). *The Anatomy of Dependence*. New York: Kodansha International. (exerpts: Foreward, Chapters 1 & 2).
- 3. Geertz (1973). "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*. New York: Basic Books, p. 1-30.
- 4. Geertz (1973). "Deep Play: Notes on the Balinese Cockfight." "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*. New York: Basic Books, p. 412-453.
- 5. Clifford (1986). "Introduction: Partial Truths" In Clifford & Marcus (eds). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley & Los Angeles, CA: University of California Press, p. 1-26.
- 6. Pratt (1986). "Fieldwork in Common Places" In Clifford & Marcus (eds). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley & Los Angeles, CA: University of California Press, p. 27-50.
- 7. Asad (1986). "The Concept of Cultural Translation in British Social Anthropology" In Clifford & Marcus (eds). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley & Los Angeles, CA: University of California Press, p. 141-164.
- 8. Marcus (1986). "Afterword: Ethnographic Writing and Anthropological Careers" In Clifford & Marcus (eds). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley & Los Angeles, CA: University of California Press, p. 262-266.

#### Recommended readings: #1 in Blount reader; #2, #3, #4, #5, & #6 on Blackboard

- 1. Blount (1995) "Introduction" to Part II: Paradigm Development 1950s-1970s. In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 104-112.
- 2. Layton (1997). "Postmodernism and Anthropology." Layton (1997). *An Introduction to Theory in Anthropology*. Cambridge: Cambridge University Press, p. 184-215.
- 3. Bourdieu (1977). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press. (excerpts: p. 1-30 & 72-87).
- 4. Giddens (1979). Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis. Berkeley: University of California Press, p. 49-95.
- 5. Bakhtin (1981). *The Dialogic Imagination, Discourse in the Novel*. University of Texas Press, p. 259-300.
- 6. Derrida (1976) [trans. Gayatri Chakravorty Spivak] "Linguistics and Grammatology." In *Of Grammatology*. Baltimore & London: The John Hopkins University Press.

## WEEK 13: 11/20 New Variations on Old Themes in Linguistic Anthropology Required readings: #1 & 2 in Blount reader; #3, #4, #5, & #6 on Blackboard

- 1. Lucy (1985). Whorf's View of the Linguistic Mediation of Thought. In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press.
- 2. Kay et al. (1991). "Biocultural Implications of Systems of Color Naming." In Language,

- Culture and Society: A Book of Readings (Second edition). Prospect Heights, IL: Waveland Press.
- 3. Duranti (1997) "Universal and Culture-Specific Properties of Greetings." Reprinted in Duranti (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 208-238.
- 4. Besnier (1994). "Involvement in Linguistic Practice: An Ethnographic Appraisal." *Journal of Pragmatics*, 22 (3-4): 279-299.
- 5. Harrison (2007). "Chapter 7: Worlds Within Words." In *When Languages Die: The Extinction of the World's Languages and the Erosion of Human Knowledge*. Oxford & New York: Oxford University Press, p. 205-261.
- 6. "Examining the Language of Language Endangerment: An Exchange" *Journal of Linguistic Anthropology* (2002) Vol. 12, no. 2.
  - "Expert Rhetorics" in Advocacy for Endangered Languages: Who Is Listening, and What Do They Hear? (Jane Hill), p. 119-133.
  - Commentary: Broadening the Rhetorical and Descriptive Horizons in Endangered-Language Linguistics (Nancy C. Dorian), p. 134-140.
  - Commentary: Further Rhetorical Concerns (Nora C. England), p. 141-143.
  - Commentary: What a Difference 40 Years Make! (Joshua Fishman), p. 144-149.
  - Commentary: Internal & External Language Advocacy (Leanne Hinton), p. 150-156.

#### Recommended readings: #1 on Blackboard; #2 in Blount reader

- 1. Duranti (2001), Linguistic Anthropology: History ideas, and Issues." In Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 1-41.
- 2. Blount (1995). "Introduction" to Part III: Directions 1980s-1990s. In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 388-397.

## WEEK 14: 11/27 Applications of Linguistic Anthropological Research & Methods Required readings: All on Blackboard

- 1. Charles Goodwin (1994). "Professional Vision." *American Anthropologist* 96 (3): 606-33.
- 2. Bailey (2001). "Communication of Respect in Interethnic Service Encounters." In Duranti (ed.) (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell, p. 119-146.
- 3. Marjorie Harness-Goodwin (1997). "Children's Linguistic and Social Worlds." *Anthropology Newsletter* 38.4:1, 3-4.
- 4. Ochs et al. (2001). "Inclusion as Social Practice: View of Children with Autism." *Social Development* 10 (3): 399 419.
- 5. Hinton & Hale (eds.) (2001). "Language Revitalization: An Overview." *The Green Book of Language Revitalization in Practice. San Diego: Academic Press*, p. 3-17.
- 6. Stivers (2002). "Participating in decisions about treatment: Overt parent pressure for antibiotic medication in pediatric encounters." *Social Science & Medicine* 54 (7): 1111-1130.
- 7. Keating & Mirus (2003). American Sign Language in Virtual Space: Interactions between Deaf Users of Computer-Mediated Video Communication and the Impact of Technology on Language Practices. *Language in Society* 32: 693-714.
- 8. Enfield & Levinson (2006). "Introduction: Human sociality as a new interdisciplinary field." In *Roots of Human Sociality*. Oxford & New York: Berg, p. 1-35.

### Recommended readings: #1 on Blackboard; #2 in Blount reader

1. Duranti (2001), Linguistic Anthropology: History ideas, and Issues." In Duranti (ed.)

- (2001). Linguistic Anthropology: A Reader. Malden, MA: Blackwell, p. 1-41.
- 2. Blount (1995). "Introduction" to Part III: Directions 1980s-1990s. In *Language, Culture and Society: A Book of Readings* (Second edition). Prospect Heights, IL: Waveland Press, p. 388-397.

### WEEK 15: 12/4 Wrapping Up

- --Summary Review
- -- Group Q&A for final papers
- -- Individual consultations for final papers
- --Course evaluations

\*\*\*FINAL PAPER DUE BY 5:00pm, Fri. 12/7 (put hard copy in instructor's mailbox)\*\*\*

#### **COURSE REQUIREMENTS**

#### **Readings:**

There are two types of readings for this class: required & recommended ones. The latter provide context for the former. There are three required texts: 1) Sapir's book, *Language*; 2) Bloomfield's book, *Language*; & 3) Blount's collection of classic essays, *Language*, *Culture*, & *Society*. Other readings are posted on Blackboard. All readings must be completed before class begins, because successful graduate seminars depend on active, informed discussion.

#### **Assignments:**

### Weekly assignments:

Each student is expected to complete all readings for each class period. However, individual students will be responsible for specific articles within a given class period. Each student will be assigned particular articles for which they must develop brief (e.g. 1-2 pages) précis, which will be distributed to all members of the class and to the instructor. For some of the early articles, students will be asked to submit brief (e.g. ½ - 1 page) biographical sketches, which must also be distributed to the all seminar participants. Students are encouraged (although not required), to develop a notebook containing all these summaries, a product of the seminar that might help prepare you for future exams, papers, etc. Weekly assignments should be completed before and ready for distribution at the start of class.

#### Final project:

In addition to the small weekly assignments, all seminar members will be expected to complete a final essay (e.g., 15~25 pages). Based on an article, that will be distributed later in the semester, about language and culture (broadly defined and targeted for a generally educated audience), the final will be a think-piece exercise designed to allow you to demonstrate your comprehensive understanding of the material covered during the course of this semester: the major topical, methodological, and theoretical questions, problems, debates, approaches, methodologies, developments, (their persistence and change over time, etc. in linguistic anthropology and their (non)intersection with subfields in anthropology as well as with other academic disciplines.

Do not panic! This is not a weed-out class, and the assignment is not meant to torture. As evidence of this, you will be given the materials for the final during the first month of the semester. I want you to learn, thrive and succeed in this class! ©

However, because the final is, in a sense, "comprehensive" and requires you to draw on articles read for and themes discussed in class, it would behoove you to complete all the readings, attend class, participate, etc., because regular classes are intended to help you with the final. You are allowed, indeed encouraged, to ask your classmates and/or me things. That is what graduate seminar (in my opinion) is really all about—thinking and learning alone together. The final project must be turned in by 5pm on the last day of classes (December 7).

#### **EVALUATION & GRADING**

#### **Grading:**

Preparation, attendance and participation are critical to the success of any graduate seminar. For this reason, class members are expected to attend class regularly, arrive prepared, and engage actively in discussion with their peers. <u>Timely completion of all weekly class assignments will count for 75% of your grade</u>. The final project will count for the remaining 25% of your grade.

#### **Grading Policies:**

### Missing class:

If you must miss class, please let the instructor know, preferably ahead of your absence.

### **Religious Holidays:**

If you need to miss a class or a deadline in order to observe a religious holiday anytime during the semester, the university requires that you let me know in writing two weeks before the absence.

#### Official Written (Medical) Excuses:

If you are unable to complete any course requirement due to a medical or another type of genuine emergency, please contact me as soon as possible to apprise me of the situation, and consistent with university policy, you might be asked to provide an official written excuse (e.g. from the UT health center, a doctor, the police department, etc.).

#### **Special Needs:**

If you have any special needs associated with any learning or physical disability, please see me. Before course accommodations can be made, you may be required to provide documentation for the Office of the Dean of Students—Services for Students with Disabilities. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 512-471-6259 (or for TTY 512-471-4641).

#### **Academic Integrity:**

Academic misconduct is extremely rare at the graduate level, and I do not anticipate any problems in this regard. However, consistent with University recommendations and policies, a few basic points must be reiterated here. Proper citation of others' words and ideas is required. Plagarism is impermissible. If scholastic dishonesty is suspected, I am required to notify you and possibly turn the matter over to the Dean of Students office. Penalties for academic dishonesty include a failing grade on the assignment or in this course and possible expulsion from the university. If you have questions about these issues, contact the Office of the Dean of Students.

#### **Incompletes:**

Incompletes will not be given except in unavoidable and dire circumstances.

#### **Q Drop Policy:**

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6).

#### Process for grade appeals (Liberal Arts):

Information available at:

http://www.utexas.edu/cola/student-affairs/ files/pdf/grade appeals form student version.pdf

#### OTHER RELEVANT UNIVERSITY POLICIES

#### **Behavior Concerns Advice Line (BCAL):**

If you are concerned about someone, please call the Behavior Concerns Advice Line, 512-232-5050.

#### **Emergency Evacuation Policy:**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- --Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- --Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
- --If you require assistance to evacuate, inform the instructor in writing during the first week of class.

### BUILDING INTELLECTUAL COMMUNITY: CLASS PHILOSOPHY & EXPECTATIONS

More than just a course, this class is an intellectual community—one to which all of us belong and one to which all of us are accountable. **Welcome!** 

Community is created, nurtured and maintained, and like learning, it takes genuine and sustained effort—a readiness and willingness to be present, prepared, and engaged. It goes without saying, that in order to foster a positive classroom environment and to facilitate learning, members of this little intellectual community of ours are expected to be prompt: to arrive at class on-time, to keep scheduled appointments, to communicate with the instructor and peers in a reasonable and timely fashion, and to meet deadlines for readings and assignments, etc. Community members are expected to be civil (in comportment, behavior, language, discourse, and interaction) and respectful of fellow seminar participants. A classroom is an interactive, co-constructed spaced, and your attendance, preparation, participation, and dedication—like mine—are crucial to our mutual educational endeavor this semester.

This course will be as interesting, fun, challenging, and rewarding, as we make it, and I know it will be all those things and more. **So again, welcome & let's get started!**