#### **CULTURE & COMMUNICATION**

Course #: ANT 307 / LIN 312 Unique ID#: 31185 / 40913 Dates/Times: T-TH 2:00 – 3:30pm Class Location: CLA 0.112

Professor: CLA 0.112

Dr. Angela M. Nonaka

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T-TH 12-1pm

#### **COURSE DESCRIPTION**

The ability to learn & use language is a quintessentially human characteristic—one that distinguishes *homo* sapiens from other animal species. Language is simultaneously generated through & generative of social life; the former is a primary resource that we humans use in both the structuring & accomplishment of the latter. These dynamics form the subject of study of linguistic anthropology.

This course is an introduction to linguistic anthropology. It is impossible in a single semester to provide a complete overview of all topics that linguistic anthropologists address, so this course covers selected topics, the selection of which is aimed to illustrate how linguistic anthropologists go about doing their work: the range of topics they examine, the kinds of questions they ask, the types of approaches & methods they utilize, & the sorts of conclusions they reach.

'Holism' is one of the hallmarks of anthropological inquiry, & this course takes a holistic approach to the study of language. By the end of the term students should have gained a sense of how linguistic anthropology works as a profession & where it converges with or diverges from other domains of anthropology as well as other disciplines engaged in the study of culture & communication. More specifically, class members will learn to distinguish different definitions of & approaches to 'language' & recognize their respective implications. In this course, emphasis is placed on the study of language diversity & language use cross-culturally. Students will develop skills in investigating & understanding the role that language plays in the construction of culture & ways of thinking, for example, in producing commonly shared linguistic & cultural ideologies & practices. Finally, students will have the opportunity to take the theories & concepts they learn in class & begin applying them to the 'real world'; that is, students will begin developing basic skills in ethnographic observation, transcription & analysis.

#### **CLASS PHILOSOPHY & EXPECTATIONS**

This class is an intellectual community to which we all belong & are accountable. **Welcome!** © Community is an interactive, co-constructed space. Your <u>attendance</u>, <u>preparation</u>, <u>participation</u>, <u>& dedication</u>—like mine—<u>are</u> crucial to the success of our mutual educational endeavor this semester.

All communities have members, activities, goals, rules, etc. To foster a positive classroom environment & facilitate learning, members of our little community are expected to be prompt: to arrive on time, to keep scheduled appointments, to communicate with the professor in a reasonable & timely fashion, to meet deadlines for readings & assignments, etc. Community members are expected to be civil to & respectful of fellow students as well as the instructor. As a courtesy to your fellow community members, please turn off all cell phones, blackberries, ipods, instant messaging & computer chat functions, etc. while class is in session. (For additional information, see the section on "Course-Related Etiquette.")

Community is created, nurtured & maintained, & like learning, it takes genuine & sustained effort—a readiness & willingness to be present, prepared, & engaged. This course will be as interesting, fun, challenging, & rewarding, as we make it. So again, welcome & let's get started!

#### WEEKLY CALENDAR OF COURSE ACTIVITIES

\*\*The instructor reserves the right to adjust readings & assignments to facilitate learning objectives.\*\*
In such cases, students will be alerted in advance of any changes & the implications for evaluation & grading.

## Week 1 Getting Started

Tues. 1/15 Introductions, bureaucratic housekeeping, charting a path for the semester

Thurs.1/17 Key terms & concepts: 'language,' 'culture,' 'communication,' & 'anthropology'

### Week 2 The Language Faculty/Capacity: An Evolutionary Adaptation

Tues. 1/22 Language: A Quintessentially Human Characteristic

Thurs.1/24 Universal Grammar & the Human Language Faculty/Capacity

Reading: "Chapter 1: What is language?". In Fromkin & Rodman. 1993. An Introduction To

Language (5<sup>th</sup> edition). Harcourt Brace College Publishers, pp. 1-28.

Reading: Selected definitions (of the components of language) from: O'Grady et al. 1997.

Contemporary Linguistics (3<sup>rd</sup> edition). New York: St. Martin's Press.

# Week 3 Introduction to Linguistics & Languages as Grammatical Systems

Tues. 1/29 Introduction to Linguistics: Part 1

Reading: Nunberg, Geoff & Wasow, Tom. An Overview of Linguistics." On-line resource available at: http://www.linguisticsociety.org/content/domain-linguistics-overview

Thurs.1/31 Introduction to Linguistics: Part II

## Week 4 Early US Anthropology (~1900 through WWII)

Tues. 2/5 Documenting linguistic & cultural diversity

-- Pre-anthropological views of linguistic & cultural diversity

-- Emergence of Anthropology as an academic discipline

---Implications for understanding linguistic & cultural diversity

Reading: "What is Anthropology?" Swartz & Jordan (1976). Anthropology: Perspective on Humanity. New York:

John Wiley & Sons, p. 12-34.

Reading: "Language." Hoebel, E. Adamson. 1972. In *Anthropology: The Study of Man* (4<sup>th</sup> edition). New York:

McGraw-Hill.

Reading: Blount, Ben G. 1995. Part I: Formative Period 1910s-1940s. In Ben G. Blount (ed.) Language, Culture &

Society: A Book of Readings (2<sup>nd</sup> edition). Prospect Heights, IL: Waveland Press, pp. 2-7.

Thurs. 2/7 Language Typologies, Language Families, & Historical Linguistics

## Week 5 In-Class Exam #1 & Post-WWII Developments in US Linguistic Anthropology

Tues. 2/12 Do/Due: In-class Exam #1

Thurs.2/14 New Trends in US Linguistic Anthropology after WWII

# Week 6 Sign Languages & d/Deaf Communities

Tues. 2/19 Development of Sign Language Linguistics & Deaf Studies

Reading: Lemaster, Barbara & Leila Monaghan. 2004. Variation in Sign Languages. ." In Duranti, Alessandro (ed). A Companion to Linguistic Anthropology. Malden, MA: Blackwell Publishing, pp. 141-165.

Thurs.2/21 Ban Khor & Ban Khor Sign Language: Ethnographic Case Study

Reading: Nonaka, Angela M. 2004. The forgotten endangered languages: Lessons on the importance of remembering from Thailand's Ban Khor Sign Language. *Language in Society* 33: 737-767.

Reading: Nonaka, Angela M. 2011. Language endangerment & language socialization. In Duranti, A.; Ochs, E. & Schieffelin, B. (eds.) *Handbook of language socialization*. Wiley-Blackwell Press, 610-630.

## Week 7 Sociolinguistics & Film Part I "Do You Speak American?"

Tues. 2/26 Sociolinguistics

Thurs.2/28 FILM: "Do You Speak American" Part I (PBS 2005)

Reading: Transcript Episode I <a href="http://www.pbs.org/speak/transcripts/1.html">http://www.pbs.org/speak/transcripts/1.html</a>

Reading: "Glossary of Terminology." <a href="http://www.pbs.org/speak/about/guide/#glossary">http://www.pbs.org/speak/about/guide/#glossary</a>

(Companion book for the film is on reserve at the PCL library)

# Week 8 "Do You Speak American? (Continued)

Tues. 3/5 FILM: "Do You Speak American" Part II (PBS 2005)

Reading: Transcript Episode II <a href="http://www.pbs.org/speak/transcripts/2.html">http://www.pbs.org/speak/transcripts/2.html</a> <a href="http://www.pbs.org/speak/transcripts/2.html">http://www.pbs.org/spea

(Companion book for the film is on reserve at the PCL library)

Thurs.3/7 FILM: "Do You Speak American" Part III (PBS 2005)

Reading: Transcript Episode III <a href="http://www.pbs.org/speak/transcripts/3.html">http://www.pbs.org/speak/transcripts/3.html</a>

Reading: "Glossary of Terminology." <a href="http://www.pbs.org/speak/about/guide/#glossary">http://www.pbs.org/speak/about/guide/#glossary</a>

(Companion book for the film is on reserve at the PCL library)

# Week 9 SPRING BREAK (No classes Tues. 3/12 & Thurs. 3/14)

## Week 10 Sociolinguistics: Review & In-Class Test #2

Tues. 3/19 Review of Terms & Discussion of Concepts from films (in preparation for in-class exam #2)

Thurs.3/21 Do/Due: In-class Exam #2

# Week 11 Talk & (Inter)Action—Part I

Tues. 3/26 Speech Act Theory (Austin, Searle, & Grice)

Reading: "Chapter 5: Logic & Conversation." In Chapman, S. 2005. Paul Grice: Philosopher & Linguist, pp. 85-113.

Thurs.3/28 Ethnomethodology & Micro-Sociology (Garfinkel & Goffman)

Reading: Garfinkel, Harold. 1967. "What is Ethnomethodology?" In Studies in Ethnomethodology. Englewood Cliffs,

NJ: Prentice-Hall, pp. 1-34.

Reading: Goffman, Erving. 1955. On Face-Work: An analysis of ritual elements in social interaction. Psychiatry

18:213-31. Reprinted in Blount, Ben G. 1995. Language, Culture, & Society: A Book of Readings (2<sup>nd</sup> edition). Long Grove, IL: Waveland Press, pp. 222-247.

Reading: Goodwin, Charles & Marjorie Harness-Goodwin. 2004. "Participation." In Duranti, Alessandro (ed). *A Companion to Linguistic Anthropology*. Malden, MA: Blackwell Publishing, pp. 222-244.

## Week 12 Talk & (Inter)Action—Part II

Tues. 4/2 Conversation Analysis

Reading: Goodwin, C. & J. Heritage. 1990. Conversation Analysis. *Annual Review of Anthropology* 19: 283-307.

Thurs.4/4 Conversational Analytic Micro-Transcription

Reading: Selected transcription conventions, from: Atkinson, Maxwell & John Heritage (eds). 1984. *Structures of Social Action: Studies in Conversation Analysis*. Cambridge & New York: Cambridge University Press.

Reading: Sample transcript, from: Nonaka, A.M. 2007. Emergence of an indigenous sign language & a speech/sign community in Ban Khor, Thailand. PhD dissertation, UCLA Anthropology Department.

### Week 13 Ethnography of Communication:

Tues. 4/9 Speech Communities, Speech Events, & SPEAKING

Reading: Gumperz, "Speech community"

Thurs.4/11 Applying what you know: In-class analytical exercises

## Week 14 Greetings in Everyday Talk & Language and Gender

Tues. 4/16 Applying what you know: In-class analytical exercises

Reading: Duranti, Alessandro. 2001. "Greetings." In Duranti, Alessandro (ed). *Linguistic Anthropology: A Reader.*Malden, MA: Blackwell Press, 208-238.

Do/Due: Take-home assignment 2: Transcription Exercise

Thurs.4/18 "Adda—Gender & Domestic Ritual in India"—guest lecture by Ms. Anindita Chatterjee

Reading: Cameron, Deborah. 1998. Gender, Language and Discourse: A Review Essay. Signs 23(4):945-973.

Reading: Hall, Kira. 1996. Cyberfeminism. In Herring, Susan C. (ed.) Computer-Mediated Communication.

Amsterdam and Philadelphia: John Benjamins Publishing Company, 147-170.

Reading: McElhinny, Bonnie. 2003. Fearful, forceful agents of the law: Ideologies about language and gender in

spolice officers' narratives about the use of force. Pragmatics 13(2): 253-284.

## Week 15 Language Ideologies

Tues. 4/23 Discussion of Readings & Case Studies

Reading: Kroskrity, Paul V. 2004. "Language Ideologies." In Duranti, Alessandro (ed). *A Companion to Linguistic Anthropology*. Malden, MA: Blackwell Publishing, pp. 496-517.

Reading: Errington, Joseph. 2001. "Ideology." In Duranti, Alessandro (ed). Key Terms in Language & Culture. Malden, MA: Blackwell Publishing, pp. 110-112.

Reading: Woolard, Kathryn. 1998. Introduction: Language Ideology as a Field of Inquiry. In Schieffelin, Woolard & Kroskrity (1998). Language Ideologies: Practice & Theory. New York & Oxford: Oxford University Press, p. 3-47.

Thurs.4/25 Language Dialects, Language Ideologies & Humor

Reading: Beeman, William O. 2001. "Humor." In Duranti, Alessandro (ed). A Companion to Linguistic Anthropology.

Malden, MA: Blackwell Publishing, pp. 98-101.

Reading: Rickford, John. 1997. Suite for Ebony & Phonics. First published in *Discovery Magazine*.

Final version see: http://www.stanford.edu/~rickford/papers/SuiteForEbonyAndPhonics.html

Reading: Alim, H. Samy. 2004. Hip Hop Nation Language. In Language in the USA: Themes for the 21st Century. New

York: Cambridge University Press Sign Languages & Deaf (vs. deaf) Communities

### Week 16 Wrapping up

Tues. 4/30 Review session

Do/Due: Take-home assignment #2: Applied Analysis of Language and Humor

Thurs.5/2 <u>Do/Due: In-class exam #3</u>

#### LECTURES & ATTENDANCE

Much of the information you are responsible for will be provided in lecture. <u>Powerpoint lectures will NOT be posted on the web or distributed to class members</u>. Learning to listen carefully & take notes effectively are critical skills for university-level education. If you have not done so already, it will behoove you to hone & master these skills ASAP.

Those who attend class regularly are almost always more successful in this class. Your presence & participation (e.g., your concentrated attention & effort) are critical to learning & mastery of the information & ideas presented in this course. So do yourself a favor & attend class.

# REQUIRED READINGS, FILMS, AUDIO CD'S & OTHER MATERIALS

\*\*\*Readings should be completed BEFORE class!\*\*\*

--Course readings will be posted on the electronic course Blackboard.

### \*\*\*Films & audio CDs should be viewed or heard in or before class.\*\*\*

- --Some films & audio CDs are available at UT's libraries, if you fail to see or hear them in class.
- --Beware: These materials cannot be put on reserve & are often used by other instructors for other classes.
- --So if you fail to access these resources in class, avoid procrastination & see/hear them ASAP.

\*\*\*A few resources for this class are available on the internet or on reserve at the PCL Library.\*\*\*

\*\*\*NOTE: The instructor reserves the right to adjust required readings, films, audio CDs, & other instructional materials to facilitate the course learning objectives. In such instances, students will be alerted in advance of any changes & their implications for related assignments.\*\*\*

### **REQUIRED ASSIGNMENTS**

Required Assignments	Due Date	% of Grade
In-class exam #1	T/ 12 Feb	25%
In-class exam #2	Th/21 Mar	25%
Take-home assignment 1: Transcription Exercise	T/16 Apr	10%
Take-home assignment 2: Transcription exercise	T/30 Apr	15%
In-class exam #3	Th/2 May	25%

### Description of Required Assignments (more specific instructions TBA):

- Three in-class tests (early, mid, & end of term).
- --Format: T/F, multiple choice, matching, short answer
- --You are responsible for information from lectures, readings, & all other sources relevant to the course.

- > Two take-home assignments
- -- #1: Transcription Exercise
- -- #2: Applied Analysis of Language and Humor

#### **EVALUATION & GRADING POLICIES**

This course incorporates a variety of instructional activities, learning assignments, & grading techniques, such as: lectures & films; readings & hands-on experience; in-class & out-of-class assignments; written reports & objective (e.g. multiple choice, T/F) tests; & so on. The class is deliberately designed this way in the hope that diverse instructional activities, multiple learning assignments, & varied grading techniques will enrich the educational experiences & maximize the learning outcomes of the most number of students.

\*\*\* HARD COPIES of your assignments must be completed & handed in ON TIME, in accordance with the schedule outlined in this syllabus, not excluding changes announced in class or on the electronic Blackboard.\*\*\*

\*\*\*Do NOT email your assignment expecting the professor or TA to print it. That is your responsibility.\*\*\*

\*\*\*Due to the size of this class & in the interests of fairness, no special arrangements will be made except in legally or medically documented hardship circumstances, as per the details outlined elsewhere in this syllabus.\*\*\*

\*\*\*In the absence of a documented excuse, <u>missed or late assignments will incur a grading penalty</u>—i.e., a grade of zero (0) or a mark lowered by one letter grade.\*\*\*

\*\*\*The instructor reserves the right to adjust assignments to facilitate the course learning objectives. In such cases, students will be alerted in advance of any changes & their implications for course evaluation & grading.\*\*\*

# Final grades for this course will be calculated on a 100 point scale with the following breakdown:

- 100 95% = A
- 94 90% = A
- 89 87% = B +
- 86 84% = B
- 83 80% = B-
- 79 77% = C +
- 76 74% = C
- 73 70% = C-
- 69 67% = D +
- 66 64% = D
- 63 60% = D-
- 59% or less = F

## **Additional Policies & Information:**

## Incompletes:

Except in extreme circumstances & with proper documentation, no incompletes will be given.

### **Q** Drop Policy:

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

### ➤ Religious Holidays:

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

### ➤ Official Written (medical or legal) 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, & consistent with university policy, please be prepared to provide an official written excuse (e.g. from the UT health center, a doctor, the police department, etc.).

### Services for Students with Disabilities:

If you have any special needs associated with a learning or physical disability, please see me. Before course accommodations can be made, you are 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. Additional information is available at: <a href="http://ddce.utexas.edu/disability/">http://ddce.utexas.edu/disability/</a>

#### Academic Integrity:

Although I encourage you to study & learn collaboratively, you be academically honest. You must to do your own work & acknowledge use of anyone else's work or ideas. Academic dishonesty includes but is not limited to: (1) copying or doing another student's work or letting another student copy or do your work; (2) committing plagiarism, that is, copying passages or ideas directly from another source & passing them off as your own, that is, without properly referencing them; (3) inappropriately using cell phones, smartphones, computers, etc. when taking in-class tests, etc. When scholastic dishonesty is suspected, I am required to notify you & possibly turn the matter over to the Dean of Students office. Penalties for academic dishonesty range from receiving a failing grade to expulsion from the university.

## **COURSE-RELATED ETIQUETTE**

### > The Golden Rules

- 1. Be reasonable.
- 2. Use common sense.
- 3. Treat others as you want to be treated.

# Communicating with the Instructor (& TA)

- 1. Realize that you are but one of many students (both undergraduates & graduates) that the instructor mentors.
- 2. Emails can be sent instantly, but responses, especially thoughtful ones, take time. Keep this in mind. Students are responsible for managing their schedules in such a way as to communicate with the instructor in an organized & timely fashion.
- 3. Phone messages should be left with the Department of Anthropology (512-471-4206).
- 4. Be professional when making or canceling appointments with the instructor (or TA). If you make an appointment, honor it. If you cancel appointments, you should give plenty of advanced notice (e.g., a day or several hours), except in genuine emergencies.

### > Turning in Assignments:

- 1. There are reasons for deadlines, both pedagogical & practical & ones. Honoring due dates is important & makes an impression (a favorable one) on the instructor, who in turn has grading deadlines.
- 2. As outlined elsewhere in this syllabus, assignments will not be accepted electronically.
- 3. As explained in other sections of this syllabus, missed or late assignments require a formal excuse & will incur a grading penalty.

#### Turn off Personal Communications Devices in Class:

- 1. When you come to class, personal communication devices (e.g., cell phones, smartphones, computer chat, email programs, etc.) should be turned off!
- 2. Research demonstrates that multi-tasking is not conducive to listening & learning. Rapt attention & active participation, by contrast, facilitate learning. Our classroom community meets just twice per week. Those 2 sessions are ours together—precious pedagogical time during which I give you my full attention & effort & during which you must do the same.

### MISCELLANEOUS INFORMATION

# **Learning Resources On Campus**

Undergraduate Writing Center: http://www.uwc.utexas.edu/
 Sanger Learning Center: http://www.utexas.edu/ugs/slc
 Library-based Resources: http://www.lib.utexas.edu/students/

# **Emergency Evacuation Policy:**

- 1. Occupants of buildings on the UT Austin campus are required to evacuate & assemble outside when a fire alarm is activated or an announcement is made. Please also be aware of the following policies regarding evacuation:
- 2. Familiarize yourself with all exit doors of the classroom & the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- 3. 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.
- 4. If you require assistance to evacuate, inform the instructor in writing during the first week of class.

## ➤ Behavior Concerns Advice Line (BCAL):

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