CULTURE AND COMMUNICATION
ANTHROPOLOGY 307, LINGUISTICS 312C
(ANT 307, unique #31360; LIN 312C, unique #40825)
Fall 2017
Tuesday and Thursday 3:30 – 5:00 p.m.; Class location: JGB 2.216

Professor: Elizabeth Keating, PhD
Office: SAC 4.156, Phone: 471-8518, email: Elizabeth.keating@austin.utexas.edu
Office Hours: Tuesday/Thursday 5:15-6:15 pm and by appointment
TAs: Aniruddhan Vasudevan, M.A., aniruddhan@utexas.edu (Office hours: Tuesday 2-3 pm in SAC 5.114)
Vasolina Orlova, PhD, vasolina@utexas.edu (Office hours: Monday 1-2 pm in SAC 5.114)

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This course may be used to fulfill the social and behavioral sciences component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, empirical and quantitative skills, and social responsibility. This course is included in the First-year Interest Group (FIG) program. This course also carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience.

I. Rationale

The goal of this course is to introduce students to the fascinating world of human communication as it emerges within particular cultures and shapes habits, attitudes, and emotions. Students will be able to sharpen their skills and develop new skills in meta-level analysis, particularly about how people use language and other symbolic forms to maintain power or to express identity. Students will learn about anthropological approaches to human behavior. Understanding how the everyday language people use is interpreted is an essential part of successful cross-cultural communication. We look at both the principles of everyday interaction and the many creative ways people use these principles in different cultures. Language shapes unique ways of thinking about the world and of interpreting the world.

II. Course Aims and Objectives

Aims: This course builds new knowledge about cross-cultural communication and about ideas people have regarding communication by looking at a diverse range of cultures. Reading case studies and ethnographic accounts from communities in the Middle East, the U.S., Asia and elsewhere will be supplemented by readings from the book Words Matter: Communicating Effectively in the New Global Office, which covers general processes and concepts students can apply in their daily lives. Students will learn how to analyze communication in several written analytical exercises.

Specific Learning Objectives: By the end of this course, students will:

• Through comparing and contrasting language practices in different world areas, gain new knowledge about the power of language to shape and spread ideas. Through reading about communication in different cultures, students will gain new appreciation for culture and for the range of communication forms cross culturally.
• Through studying and applying general principles of communication to cross cultural settings, students will learn what is general about human communication behavior and what is specific to culture.
• Through studying key principles underlying human symbolic behavior as it pertains to language, students will acquire knowledge about the role of symbolic behavior in creating and transmitting culture.
• Through studying the role of language attitudes and the role of societal rules about language use, for example, how children are socialized into patterns through language, students will be able to understand how language attitudes and ideologies shape behavior and judgments about behavior.
• By synthesizing from case studies, examples in lectures, and assignments, students will learn to apply their knowledge of communication to new situations.
• Through linking class materials with their own experiences, students will gain skills in shifting and sharing perspectives and in observation.
• Through class exercises, students will learn to collect language forms and analyze them.

**III. Format and Procedures:** The course is structured around lectures based both on the readings and on other materials the professor uses for illustration and teaching purposes. Students are encouraged to participate in discussions.

**IV. Tentative Course Schedule:** **This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Main Topic(s)</th>
<th>Work to do at home</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Introduction: course/syllabus/assignments/requirements</td>
<td>Preparation for each week involves reading the week’s assigned readings, and coming to class with a sentence or two about each reading to answer the question: what did I get out of this reading?</td>
<td>Homework Assignment 1 handed out 9/5</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Midterm Exam</td>
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<tr>
<td>10/24</td>
<td>Review</td>
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<td>Midterm Exam (on materials to 10/19)</td>
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<tr>
<td>10/26</td>
<td>Midterm Exam (on materials to 10/19)</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<td></td>
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<td>Silverstein, Michael. 2003. Excerpt from <em>Talking Politics: The Substance of Style from Abe to W.</em> Prickly Paradigm Press (Canvas)</td>
<td></td>
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<tr>
<td>11/21</td>
<td>Review of Concepts and Themes</td>
<td>Preliminary material due for Final Assignment</td>
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<td>Exam review questions handed out (questions which will guide your review)</td>
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<tr>
<td>11/28</td>
<td>Second Midterm</td>
<td>Assignment team oral report due</td>
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<tr>
<td>11/30</td>
<td>Work on Team Projects in Class</td>
<td>Assignment team oral report due</td>
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<td>12/5</td>
<td>Class Reports</td>
<td>Written Reflections Due, Final Project Due</td>
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<td>12/7</td>
<td>Class Reports (last day of class)</td>
<td>Written Reflections Due, Final Project Due</td>
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<tr>
<td>12/11</td>
<td>Written Reflections, Final Project Due</td>
<td>Written Reflections Due, Final Project</td>
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</table>

**Feedback:** During the course the TAs and Professor will be asking for your feedback on your learning both formally and informally.

**A note about expectations on email response time:** The Professor and TAs will not be able to respond in less than 24 hours to email requests, so please keep this in mind when you're planning your work. Please be as specific as possible on the subject line of your email.
V. Professor’s Assumptions:

In language and in anthropological research the assumption is that all languages and cultures are equally rich and complex symbolic worlds and that there are no “primitive” cultures or languages. At the same time it is very common for people to disparagingly view other people’s practices as primitive, peculiar or immoral, a situation that deserves our attention and reflection in a time of enhanced connection between cultures due to technology and globalization.

VI. Course Requirements:

Attendance and participation policy: Class participation counts 10% of the final grade. The class participation grade is made up of: a) participating in discussions in class, b) emailing or giving to Prof. Keating and the T.A.s (over the course of the semester) two internet articles or stories concerning some aspect of language and culture with a paragraph written by you linking the article to themes and concepts in the class, c) emailing Prof. Keating and the TAs (over the course of the semester) 2 links to YouTube videos which illustrate concepts discussed in class on language and culture with a paragraph you wrote linking the article to themes and concepts in class d) attendance at lectures.

**No laptops, tablets or mobile phones or similar devices may be used by students during class period. Please take your notes with paper and pen/pencil. Although a great tool, laptops can compromise your attention and those seated around you and compromise your responsibilities as members of the class group. Research shows students’ use of laptops in class lowers their grades** [https://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class lowers-students-grades-canadian-study/article13759430/](https://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class lowers-students-grades-canadian-study/article13759430/)

Religious Holy Days
By UT Austin policy, you must notify the professor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Course Readings/Materials:

Required Books:
Abu-Lughod, L. *Veiled Sentiments*, University of California Press

Also required reading: articles and chapters on the Canvas site and as listed in the syllabus

Assignments, Assessment, and Evaluation
(a) Two midterm exams count 40% of the grade (20% each)
(b) Two written assignments count 20% of the final grade (10% each).
(c) Final Project counts 20%
(d) Pop quizzes on reading count 10% (lowest two quiz grades will be thrown out).
(e) Class participation counts 10% (see description below).

Assignments:
(a) Late homework assignments will be downgraded one letter grade
(b) Assignments must be turned in digitally (on Canvas).
(c) Assignments are graded primarily on content and not on style of writing. Grade is based on amount of details included (rather than overgeneralizations) and depth of analysis (not just a cursory job). More information will be given at time of assignment.
(d) Assignments and dates are subject to change – check the Canvas site.

Exams:
(a) Make up exams are only allowed with a note from the doctor (after the exam), or pending a formal written appeal to the professor and TA (before the exam). Makeup exams are different exams.
(b) There is no final exam, rather there are two midterm exams.
(c) Pop quizzes will be given on the assigned readings.

*note: review questions will handed out prior to exams in order to guide review and how to study*

**The class participation grade is made up of:**
- (a) participating in discussions in class
- (b) two popular press articles: emailing or giving to the professor and the T.A. (over the course of the semester) two copies of internet articles or stories about some aspect of language and culture with a paragraph you write showing how the article links to themes and concepts in class
- (c) two YouTube links: emailing the professor and the TA (over the course of the semester) 2 links to YouTube videos which illustrate concepts discussed in class on language and culture with a paragraph you write linking the video to themes and concepts in the class
- (d) attendance at lectures.

Use of Canvas: Canvas [http://courses.utexas.edu](http://courses.utexas.edu) is used to distribute course materials, to communicate, to post grades, to submit assignments. Rely on this site for the most up-to-date information about the course (not the printed syllabus). You can find support using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., if you are not familiar with it.

**VII. Grading Procedures: Grades** will be based on the following scale:

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **D** 60-69

*(plus and minus grades will be given)*

**VIII. Academic Integrity**

*University of Texas Honor Code*

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

*Academic Integrity*

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in a previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**IX. Other University Notices and Policies**

*Use of E-mail for Official Correspondence to Students:* It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. Information about email is available at [http://www.utexas.edu/its/help/utmail/1564](http://www.utexas.edu/its/help/utmail/1564).

*Behavior Concerns Advice Line (BCAL):* If you have concerns about the safety or behavior of someone, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit [http://www.utexas.edu/safety/bcal](http://www.utexas.edu/safety/bcal).
Q Drop Policy
If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:  
http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop

University Resources for Students
Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let the Professor and TA know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities
This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with the Professor or TA, or if you need specific arrangements in case the building needs to be evacuated, please let us know. We are committed to creating an effective learning environment for all students, but can only do so if you discuss your needs with us as early as possible. We promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone).  
http://ddce.utexas.edu/disability/about/

Counseling and Mental Health Center
Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.  
http://www.cmhc.utexas.edu/individualcounseling.html

The Sanger Learning Center
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit  
http://www.utexas.edu/ugs/slc or call 512-471-3614 (JES A332).

Undergraduate Writing Center:  
http://uwc.utexas.edu/
Libraries:  
http://www.lib.utexas.edu/
ITS:  
http://www.utexas.edu/its/
Student Emergency Services:  
http://deanofstudents.utexas.edu/emergency/

Important Safety Information:

The following recommendations regarding emergency evacuation are from the Office of Campus Safety and Security, 512-471-5767,  
http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building
About the Instructor

Elizabeth Keating is Professor of Anthropology at the University of Texas at Austin, where she has also been Director of the Science, Technology and Society Program. She has conducted research projects in Micronesia, Germany, the US Deaf community, India, Romania, and Brazil. Her research interests center around communication and culture, for example, how people innovate with and adapt to new communication technologies in their everyday lives, global virtual collaborative work, language and the body, language and power, language and social inequality, and multimodality (how we communicate through both non-verbal and verbal signals). She is the author of Power Sharing: Language, Rank, Gender, and Social Space in Pohnpei, Micronesia (Oxford University Press), and Words Matter: Communicating Effectively in the New Global Office (with Sirkka Jarvenpaa) (University of California Press). She has published over 50 journal articles and book chapters. Her research papers are published in journals such as American Anthropologist, Language in Society, Journal of Pragmatics, Discourse Studies, and Social Semiotics. She is a past editor for the Journal of Linguistic Anthropology. She received her BA degree from the University of California, Berkeley and her PhD degree in Anthropology from the University of California, Los Angeles. In 2009, she received an Excellence in Teaching Award from the Division of Instructional Innovation and Assessment.

About the Teaching Assistants

Vasilina Orlova is a Kandidat of Philosophical Sciences (Lomonosov Moscow State University, 2013; equivalent to the USA PhD in Philosophy) and a PhD Candidate, Anthropology (UT Austin). She majored in philosophy for her B.A. She has been a Teaching Assistant for the courses Introduction to Cultural Anthropology and Expressive Culture at UT. She is a holder of the McWilliams Scholarship awarded by the Center for Russian, East European and Eurasian Studies at UT in 2016 and 2017, and was awarded a Summer 2017 Research Award from the Department of Anthropology. Vasilina is the author of seven novels in Russian—among them The Voice of Fine Stillness, The Wilderness, and The Supper of a Praying Mantis. She has also published several books of prose and poetry, including Yesterday, The Wilderness, and Quartet. She is the recipient of several Russian literary awards and is a laureate of the Anton Delvig Prize for the poetry book Barefoot (2008). She has written in English since 2012, her first publication in the language being in Di-Versé-City, the Austin International Poetry Festival anthology. She translates the works of Russian and American classical and contemporary poets. Her poetry and prose has been translated into English, French, Spanish, Bulgarian, Ukrainian, and Russian.

Aniruddhan Vasudevan is a PhD student in Sociocultural Anthropology at UT. He has two Masters degrees, one in Anthropology (UT) and the other in English (University of Madras, India), and a Bachelors degree in Chemistry (University of Madras, India). His ongoing dissertation research, supported by an American Institute of Indian Studies (AIIS) fellowship, is with the Thirunanganai/Transgender/Third Gender community in Chennai, India. Ani received the prestigious Sahitya Akademi’s Translation Award for his English translation of Perumal Murugan’s Tamil novel Madhorubagan under the title One Part Woman (Penguin Books, 2014). The Sahitya Akademi, India’s National Academy of Letters, annually awards Indian authors writing in any of 24 major Indian languages, as well as translations of works written in or translated to these languages. Ani’s translation was selected for the award by a three-member jury. His translation was also awarded the V.T. Rathnam Translation Award and shortlisted for the Raymond Crossword Book Award. Following his translation of One Part Woman, Vasudevan translated another Murugan novel, Pookkuzhi, published under the title Pyre (Penguin, 2016).