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
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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.

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

WEEK 4: 9/18 Language: Two Classic Monographs
Required readings: Two books available at UT Co-Op Bookstore

Recommended readings:
1. “Introduction” to Sapir’s Language
2. “Introduction” to Bloomfield’s Language

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


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


**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**


   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).


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


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


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


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


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


**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**


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


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

Recommended readings: On Blackboard

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

Recommended readings: All on Blackboard

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

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

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
**WEEK 14: 11/27  Applications of Linguistic Anthropological Research & Methods**

**Required readings: All on Blackboard**


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

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

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 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. Timely completion of all weekly class assignments will count for 75% of your grade. 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. Plagiarism 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:  

**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! 😊