**Culture & Communication** (ANT 307 [31205])/LIN 312 [40925]) — Spring 2017

Tuesday & Thursday 9:30-11am, CLA 0.112

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**University Course Description**

An introduction to the study of culture through communication and the theory of signs. May be counted toward the cultural diversity flag requirement. Meets core curriculum requirement for Social & Behavioral Science (I).

**Detailed Course Description**

Language is not only one of the quintessential attributes of “the human,” it plays a role in virtually everything we do. Yet we typically do not pay much attention to what it is that language does and how it does what it does. And when we do, language and its use in communication often appear lacking; it is disparaged as little more than an (imperfect) reflection of reality, as a medium incapable of adequately conveying thoughts, emotions, and experiences, or as a hollow activity devoid of significance (“all talk and no action”).

In this course, we look at language not as an inadequate version of some more fundamental reality, but as a medium that constitutes and mediates reality for us as cultural beings living and acting in a social environment. Here we concentrate on two broad areas of concern: 1) language as a medium of social action, through which humans create & transform themselves and the world around them and 2) language as a medium of conceptualization, which provides a privileged lens on (or even constitutes a part of) mind. Attempts to understand language as a reflection of cognition divorced from sociocultural life and attempts to understand social life as composed of non-conceptual, biological drives are equally limited from this perspective. The perspective on language developed here locates language squarely in culture and society and at the same time locates sociocultural life “in” language and communication.

**Course schedule (subject to revision)**

All readings (except for the two books) and reading questions will be available on Canvas: https://utexas.instructure.com/
Introduction: From the Picture Theory of Meaning to Performativity

Jan 17 – Language: Sound & Meaning

Jan 19 – Meaning & Social Meaning: From Constatives to Performatives
• Kiesling: Dude

Jan 24 – Meaning & Social Meaning: How to tell a joke in Cibecue, New Mexico
• Basso – Portraits of The Whiteman: Linguistic Play and Cultural Symbols among the Western Apache. Chapters 1, 2.

Jan 26 – Meaning & Social Meaning: How to tell a joke in Cibecue, New Mexico
• Basso – Portraits of The Whiteman. Chapters 3, 4, 5.
  ➢ Quiz #1 on Keisling and Basso

2. The Social Meaning of Sounds

Jan 31 – Phonetics: The Sounds of Language
• Ladefoged: Chapter 1 + the section “Consonant & Vowel Charts” (pp. 34-36) (from A Course in Phonetics)

Feb 2
  o MOVIE: A Life without Words

Feb 7 – Jocks & Burnouts: Language & Identity
• Eckert: Adolescent Social Structure & The Spread of Linguistic Change (p. 186 “Adolescent Social Structure” through p. 207)

Feb 9 – Social Structure & Social Meaning: Standard Language Regimes
• Labov: The Social Stratification of (r) in New York City Department Stores (pp. 43-57)
• Labov: The Reflection of Social Processes in Linguistic Structures (all)
  ➢ Quiz #2 on Eckert & Labov

3. Language Ideologies & the Social Meaning of Linguistic Variants

Feb 14 – The Culture of Standard: Language Ideologies
• Cameron: Dr Syntax and Mrs Grundy: the great grammar crusade

Feb 16 – The Social Meaning of Different Languages & the Concept of Registers
• Urciuoli: The Political Topography of Bilingualism & Good English as Symbolic Capital (Chapters 3 & 4 in Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class)
  ➢ Quiz #3 on Cameron & Urciuoli

Feb 21 – Monolingualism and Its Ideologies in the US
• Hill: Language, Race, and White Public Space
• Woolard: Sentences in the Language Prison
Feb 23
  o MOVIE: Do You Speak American

Feb 28 – Language Shift & Language Ideologies in Papua New Guinea
  • Kulick: *Language Shift & Cultural Reproduction* - (Chapter 1), Chapter 2-3

Mar 2 – Language Shift & Language Ideologies in Papua New Guinea
  • Kulick: *Language Shift & Cultural Reproduction* - Chapter 4-5, (Chapter 6)
    ➢ Quiz #4 on Hill, Woolard & Kulick

Mar 7
  o Midterm review

Mar 9
  ➢ Midterm Exam

SPRING BREAK

4. The Social Life of Cultural Concepts

Mar 21 – Linguistic Categories and Thought
  • Evans – A Galapagos of Tongues
  • Whorf – Science and Linguistics

Mar 23 – Cultural Concepts
  • Bulmer: Why is the Cassowary Not a Bird? A Problem of Zoological Taxonomy among the Karam of the New Guinea Highlands
    ➢ Quiz #5 on Evans, Whorf, and Bulmer

Mar 28 – Cultural Concepts, Linguistic Meaning & Institutional Authority
  • Hacking: Making Up People
  • Mehan: The Construction of an LD student: A Case Study in the Politics of Representation

5. Linguistic Action, Social Meaning, and Cultural Concepts

Mar 30 – The Structure of Texts
  • Halliday & Hasan: Introduction (from *Cohesion in English*)
  • Jakobson: Closing Statement - Linguistics and Poetics (pp. 350-58);
    ➢ Quiz #6 on Hacking, Mehan, Halliday & Hasan, and Jakobson

Apr 4 – The Structure of Ritual & the Performativity of Language
  • Sebeok: The Structure and Content of Cheremis Charms (Parts 1-3 and part 5; focus in particular on Part 3 ‘Sample Analysis’ and Part 5 ‘The Texture of a Cheremis Incantation’)
  • Bauman: Transformations of the Word in the Production of a Mexican Festival Drama (skip the Introduction pp. 301-2)

Apr 6 – The Structure of Ritual & the Performativity of Language
  • Caton: “Salaam tahiya” - Greetings from the highlands of Yemen
  • Carr & Smith: The Poetics of Therapeutic Practice - Motivational Interviewing and the
Powers of Pause

Quiz #7 on Sebeok, Bauman, Caton, and Carr & Smith

Apr 11 – Emergent Structure in Everyday Interaction
  • Goffman: Replies & Responses

Apr 13 – The Ritualistic Quality of Impromptu Interaction
  • Bucholtz: Word up - Social meanings of slang in California youth culture
  • Quiz #8 on Goffman and Bucholtz

6. Cultural concepts in circulation: intertextuality

Apr 18 – Intertextuality, the Circulation of Speech & Infinite Semiosis
  • Goodwin & Goodwin: Participation
  • Matoesian: Intertextual authority in reported speech - Production media in the Kennedy Smith rape trial

Apr 20 – The Intertextual “Life” of the Nation: From Jerusalem to Gettysburg to Fiji
  • Silverstein: Talking Politics (pp. 26-67)
  • Tomlinson: A Chorus of Assent Will Lift Us All
  • Quiz #9 on Goodwin & Goodwin, Matoesian, Silverstein, Tomlinson

Apr 25 – Globalization and Language
  • Cameron: Communication and Commodification: Global Economic Change in Sociolinguistic Perspective
  • Jacquemet: Transidioma and Asylum

Apr 27
  o MOVIE: Diverted to Delhi

May 2
  o Review for final

May 4
  o Review for final

TBD
  • Final Exam

Course requirements and general policies

Required Materials — There are two books you will need to purchase at the bookstore:


All other readings are available electronically through Canvas at: https://utexas.instructure.com/
Preparation, Participation & Readings — To assist your reading for each class, questions for each reading will be posted on the Canvas website. You should use these questions to guide your reading; they point out the particular issues and data that you need ultimately to take away from the reading. I recommend that you do your best to answer these questions as you do the reading before class. You are welcome to work with classmates to develop your answers to these questions. Then, bring your answers along with the reading to the next class, where the reading will be discussed further. Following class, you should be comfortable answering the questions on the reading. Again, I encourage you to speak with your classmates about the answers to these questions before and after class. If you are uncertain how to answer some of the questions, you will have the chance to ask questions during the next class. Though the TAs and I are not here to provide answers to these questions, we will facilitate discussion and ask questions that help you to answer the reading questions.

Most weeks at the end of class, you will have a quiz that consists of one of the questions on the most recent readings, including the discussed on quiz days. At this point, if you have done the reading, attended class, worked with classmates to develop answers to the questions, raised any residual questions during class...at this point, it should prove easy to answer any of the questions from the previous week’s readings. Some of the reading questions will also appear on midterms and finals, so you are encouraged to retain your answers to these questions to review in preparation for these exams.

Student Evaluation — Your grade consists of four components:

- One question quizzes: 30%
- In-class participation: 10%
- Midterm: 30%
- Final: 30%

**One question quizzes:** Over the course of the semester you will be quizzed nine times during class. These quizzes will consist of one reading question selected from the questions given out with the readings. Quizzes are closed book. You are allowed—encouraged, in fact—to discuss the questions ahead of time with classmates. Quizzes will be graded with either a check, check plus, check minus, or zero. A check is given for responses that offer a satisfactory but not particularly developed response to the question. A check plus is reserved for responses that are particularly thoughtful: they draw connections to other readings or larger themes discussed in the class; they insightfully discuss data and its relationship to the question; they outline key parts of the argument made in the reading that are relevant to answering the question. A check minus is given for answers that are not, for the most part, satisfactory but show some familiarity with the reading. A zero is given for missed quizzes and answers that show no familiarity with the reading.

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<tr>
<th>Grade</th>
<th>Letter</th>
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<tr>
<td>Check Plus</td>
<td>A</td>
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<td>Check</td>
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<td>Check Minus</td>
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<td>Zero</td>
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There will be 9 quizzes over the course of the semester and your lowest quiz grade will be dropped before calculating your final grade. Your 8 best quiz grades compose 30% of your final grade.

**In-class participation:** On non-quiz days there will be short opportunities for in-class participation. This can be a quick in-class exercise for which you will have to turn in a one- or two-sentence answer relating to the lecture. It can be an exercise in which you will pair up with another student and together develop an answer to a question. Every student will need to have turned in such
exercises (receiving at least a score of Check) for full credit. There will be about 15 in-class exercise opportunities in total throughout the class. You cannot make up in-class participation exercises.

*Midterm & Final Exams:* There will be midterm and final exams. The midterm will be given in class and the final will be given during the assigned final slot for our class. You should not book tickets or make travel plans before finding out when our final exam will be held (see http://registrar.utexas.edu/students/exams). The midterm and final will consist of multiple choice, short answer, and analysis questions. The reading questions will form the basis for some questions as will the material covered in lectures. We will have review classes for both exams that will go over material from lectures that you should be prepared to answer questions on. The best preparation for exams is to: 1) work through the reading questions in the way described above; 2) attend lectures and take notes, paying attention not only to answering the reading questions, but to other materials introduced in lectures that are not in the readings; 3) review your lecture notes and discuss them with classmates; 4) raise any questions you have about lectures during the following lecture; 5) if questions remain, raise your questions in office hours with me or the TAs; and 6) attend the review sessions for the exams. The midterm composing 30% and the final 30% of your final grade.

*Grading scale (there is no rounding up):*

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<tr>
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<th>Letter Grade</th>
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<tr>
<td>92.6-100</td>
<td>A</td>
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<tr>
<td>90-92.5</td>
<td>A-</td>
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<tr>
<td>87.5-89.9</td>
<td>B+</td>
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<td>82.6-87.4</td>
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<tr>
<td>80-82.5</td>
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<td>77.5-79.9</td>
<td>C+</td>
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<td>72.6-77.4</td>
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<td>70-72.5</td>
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<td>67.5-69.9</td>
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<td>62.6-67.4</td>
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<td>60-62.5</td>
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<td>0-59.9</td>
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*Make-ups & Excused Absences* — The only absences that will be considered excused are for religious holidays and for extenuating circumstances due to an emergency (with a note from a doctor, nurse, or university official documenting the emergency). If you plan to miss class due to observance of a religious holiday, you must notify the instructor at least fourteen days prior to the date of observance of the religious holiday. You will be given an opportunity to complete missed work within a reasonable time after the absence.

*Inside & Outside the Classroom* — Readings for the day’s class should always be brought to class. I recommend that you print out readings available electronically on Canvas so that you are not dependent on electronic devices to do class readings. Computers, phones, and other electronic devices are allowed in class so long as they are not disruptive to others. If these devices become disruptive, I will ask that they not be brought into class. As long as these devices are not disruptive to others, you are solely responsible for how you use these devices in class. The TAs and I are not responsible for rehashing material that you miss because you are distracted in class or because you are absent (unless you have a note from a doctor, nurse, or university official). If you miss a class, you should speak with your classmates to catch up on course announcements and notes. If you attend class, ask question there, and still feel uncertain about class materials, please see me or one of the TAs during office hours. It is your responsibility to ensure that you are keeping up with all that is being done in class. Do not hesitate to ask questions in class or during office hours.

*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.”

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. You are welcome to work with classmates to prepare for quizzes and exams, but you may not help each other in any way while taking quizzes and exams. All quizzes and exams are closed book. Copying answers from any source during quiz or exam periods is a serious offense and you will be subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT’s Academic Honesty Policy 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)

**Students with Disabilities** — Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, [http://diversity.utexas.edu/disability/](http://diversity.utexas.edu/disability/)

- Please request a meeting as soon as possible for us to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you

**University Policies**

**Religious Holy Days** — By UT Austin policy, you must notify me 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

**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](http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop)

**University Resources for Students** — The university has numerous resources for students to provide assistance and support for your learning. Use these to help you succeed in your classes.

**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](http://www.utexas.edu/ugs/slc) or call 512-471-3614 (JES A332).

**The University Writing Center** offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students’ resourcefulness and self-reliance. [http://uwc.utexas.edu/](http://uwc.utexas.edu/)

**The Counseling and Mental Health Center (CMHC)** provides counseling, psychiatric, consultation, and prevention services that facilitate students’ academic and life goals and enhance their personal growth and well-being. [http://cmhc.utexas.edu/](http://cmhc.utexas.edu/)

**Student Emergency Services**: [http://deanofstudents.utexas.edu/emergency/](http://deanofstudents.utexas.edu/emergency/)


Canvas help is available 24/7 at [https://utexas.instructure.com/courses/633028/pages/student-tutorials](https://utexas.instructure.com/courses/633028/pages/student-tutorials)


- 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 unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [utexas.edu/emergency](http://utexas.edu/emergency).