



**School of Arts & Science
SOCIAL SCIENCES DEPARTMENT**

ANTH 232-001
Language, Culture, and
Communication
Fall 2008

COURSE OUTLINE

Tuesday: Lecture 2:30 – 4:20 pm,
Thursday: Seminar A 2:30 – 3:20 pm, and Seminar B 3:30 – 4:20 pm,
Young 214

1. Instructor Information

Instructor:	Karoline Guelke, M.A.		
Office Hours:	Mon & Wed 11:30 am - 12:30 pm, Tue & Thu 1 - 2 pm, or by appointment		
Location:	Paul 233		
Phone:	370 3370		
Email:	Guelkek@Camosun.bc.ca		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. List the characteristics of language and distinguish between language and animal communication systems.
2. Explain and give examples of the relationship between language and culture.
3. Outline why language preservation is important for cultural survival.
4. Explain and give examples of nonverbal communication.
5. Describe how language variation is linked to social factors such as gender, age, race and ethnicity.
6. List the key elements of the ethnography of communication.
7. Apply units of analysis such as speech act, event, participant, and community to speech interactions.

3. Required Materials

- (a) Text: Bonvillain, Nancy
2008 Language, Culture, and Communication: The Meaning of Messages. 5th Ed. Upper Saddle River: Pearson/Prentice Hall.
- (b) Coursepack: Karoline Guelke
2008 Coursepack ANTH 232: Language, Culture, and Communication. Camosun College.
- (c) Handouts: There will be five or six handouts with very brief readings or summaries of keypoints.

4. Course Content and Schedule

Please note that this schedule is tentative; possible changes will be announced in class.

Dates	Topic	Readings
Sept. 2 & 4	Introduction to Class & Study of Language in Anthropology	Handout, Chap. 3 (p. 43-51)
Sept. 9 & 11	The Form of Language Language and Culture	Handout (Chap. 2 for reference only), Chap. 3 (p. 51-60, 65-67), Mithun
Sept. 16 & 18	Culture, Metaphor, and Meaning	Chap. 3 (p. 68-76), Tannen (a), Lakoff & Johnson Chap. 1, 2, 3, 9, 21
Sept. 23 & 25	Tue: Quiz (2:30 – 3pm) Ethnography of Communication	Chap. 4 (p. 79-94, 96-98, 101- 106), Handout, Tannen (b), Cruikshank
Sept. 30 & Oct. 2	Ethnography of Communication cont. Learning Language Thu: Assignment 1 Option 1 due	Chap. 4 (p. 106-111) Chap. 9 (p. 269-275), Clancy
Oct. 7 & 9	Learning Communicative Competence Thu: Assignment 1 Option 2 due	Chap. 10 (p. 278-292), Philips
Oct. 14 & 16	Nonverbal Communication <i>Sign-up for Assignment 2</i>	Chap. 2 (p. 34-41), Basso
Oct. 21 & 23	Culture, Communication and the Media Seminar: Review	Chap 13 (p. 416-425), Lule, Bird
Oct. 28 & 30	Tue: MIDTERM EXAM Seminar: Gender in English	Chap. 7 (p. 186-188, 198-200), Handout
Nov. 4 & 6	Gender in English & other Languages Seminar: Gender in other Languages	Chap. 7 (p. 188-194, 200-217), Holmes, Chap. 8
Nov. 13	<i>Nov. 11: Remembrance Day - College closed</i> Thu: Assignment 2 Presentation	
Nov. 18 & 20	Language, Ethnicity and "Race" Thu: Assignment 2 Presentation	Chap. 6 (p. 146-148, 164-179) Handout
Nov. 25 & 27	Language, Power, and Institutions Thu: Assignment 2 Presentation	Chap. 13 (p. 385-407), Cohn
Dec. 2 & 4	Tue: Assignment 3 due Language Change, Bilingualism, and Language Preservation Thu: Assignment 2 Presentation and Review	Chap. 12
Exam Period Dec. 8 – 16	FINAL EXAM	

IMPORTANT: Please do not make travel plans before the final exam schedule is posted; accommodations cannot be made for work or travel.

5. Basis of Student Assessment

Students' grades are based on exams, assignments, and seminar participation. There will be a study guide for both exams and a handout with detailed information about the assignments.

(a) Quiz & Exams (55%)

Quiz (5%)

The quiz on Sept. 23 consists of a few short-answer questions testing your understanding of the way Edward Sapir and Benjamin Whorf explain the connection between language and culture (the Sapir-Whorf hypothesis). You will have 30 minutes at the beginning of class to answer it.

Midterm (25%)

The midterm consists of a mix of multiple-choice, fill-in-the-blanks, and short and long answer questions. It is based on all materials covered up to that day, including lecture topics, readings, and films.

Final Exam (25%)

The final is based on all materials covered after the midterm, including lecture topics, readings, and films. It will also include some general concepts covered earlier and throughout the course. The format is the same as that of the midterm.

(b) Assignments (35%), details will follow in the assignment handout.

Assignment 1: Discussion Paper (10%)

This assignment consists of writing a discussion paper (~four pages or 1000 words) based on your choice of the following two articles in the course pack: *The Acquisition of Communicative Style in Japanese*, by Clancy (due Oct. 2), or *Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom*, by Philips (due Oct. 9). The assignment asks you to summarize the key points of the argument and critically discuss specific questions the article raises.

Assignment 2: Group Presentation (10%)

In groups of about four, students will do a brief (~15 minutes) presentation in a seminar classes. You will have to sign up for a topic of interest and a date during the week of Oct. 14 and 16. Presentation dates are Nov. 13, 20, 27 and Dec. 4. As a group, you also hand in a brief written summary of your presentation (~ 1 page or 250 words), two discussion questions, and a list of sources used in your research.

Possible topic areas include:

Modern technology and its effects on communication (i.e. internet, cell phones); sign language and Deaf culture; description of a specific endangered language and the speakers' culture; characteristics of a specific Pidgin and/or Creole language; methods, challenges and/or successes of language revival; bilingualism (for example looking at French & English or native languages in Canada); examination of a specific writing system (i.e. Mayan, Chinese), etc. You are also very welcome to suggest other topics; please let me know *before* Oct. 14.

Assignment 3: Gender and Language Research Project (15%)

Assignment 3 challenges you to examine gender differences in speech in your own social surroundings, focussing specifically on how men and women make and receive compliments. This small research project is based on Holmes' article in the reader; you are asked to describe and analyse specific examples of speech acts and provide a discussion of the results (~six pages or 1500 words).

(c) Seminar Participation (10%)

The seminars will allow us to explore certain topics issues in more depth, and attendance and participation form an integral part of this course. Seminars will involve discussions and some activities based on the material covered in the lecture that week. The focus of the seminar each week will be made clear in the lecture on Tuesdays; sometimes I will provide you with concrete questions to consider for the seminar while at other times student input from the lecture may shape the focus of the seminar. In preparation for successful seminar participation it is necessary that you attend the lecture and do the readings.

Your participation grade is calculated as follows:

Attendance will be taken each seminar. If you (a) attend the seminars regularly (missing no more than one seminar without a valid excuse), and, (b), participate in the group discussions and activities, you will receive 6.5% (C+) out of the 10%. The remaining 3.5% will be given based on your participation during seminar discussions. (Since the lectures will have an interactive component as well, your participation in lecture discussions will count towards your seminar participation mark. This is a chance to earn some bonus participation points.)

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

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Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at **camosun.ca** for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy which includes plagiarism. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.