



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT

ANTH 232-001
Language, Culture, and Communication
Fall 2009

COURSE OUTLINE

Monday: Lecture 3:30 – 5:20 pm,
Wednesday: Seminar A 3:30 – 4:20 pm, Seminar B 4:30 – 5:20 pm,
Young 214

1. Instructor Information

Instructor:	Karoline Guelke, M.A.		
Office Hours:	Mon 1 - 3 pm, Tue 5 - 6 pm, Wed. 2 - 3 pm, Thu 10:30 - 11:30 am, 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) *From the Camosun bookstore:*

Blum, Susan D.
2009 *Making Sense of Language: Readings in Culture and Communication*. New York: Oxford University Press.

Guelke, Karoline
2009 Coursepack ANTH 232: *Language, Culture, and Communication*. Camosun College.

(b) *On reserve at the Camosun library:*

Baker, Colin
2001 Sign Language and the Deaf community. In *Handbook of Language & Ethnic Identity*. Joshua A. Fishman, ed. Pp. 122 - 139. Oxford: Oxford University Press.

Holmes, Janet
1998 Complimenting – A Positive Politeness Strategy. In *Language and Gender: A Reader*. Jennifer Coates, ed. Pp. 100-120. Malden: Blackwell Publishing.

(c) *Handouts:*

Assignment Handouts & Study guides

Five handouts with very brief readings or summaries of key points

4. Course Content and Schedule

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

Dates	Topic	Readings
Sept. 9	Introduction to Class	Handout 1, Blum pp. 1-2
Sept. 14 & 16	The Study of Language in Anthropology The Form of Language	Blum Chap. 1, 6, 7, Handout 2
Sept. 21 & 23	<i>Guest speaker from the ICA (Assignment 3)</i> Language and Thought <i>Sign up for assignment 3</i>	Gumperz and Pinker, Mithun
Sept. 28 & 30	Culture, Metaphor, and Meaning	Tannen (a), Blum Chap. 11, Lakoff & Johnson Chap. 2, 3, 9, 21
Oct. 5 & 7	Mon: QUIZ (3:30 - 4 pm) Ethnography of Communication <i>Sign up for assignment 2</i>	Handout 3, Tannen (b), Cruikshank
Oct. 12 Oct. 14	<i>Thanksgiving – College closed</i> Ethnography of Communication continued	Blum Chap. 36, 37
Oct. 19 & 21	Learning Language & Multilingualism Mon: Assignment 1 due	Clancy, Blum Chap. 14, 16
Oct. 26 & 28	Nonverbal Communication	Blum Chap. 45
Nov. 2 & 4	Mon: MIDTERM EXAM Gender & Language	Handout 4
Nov. 9 Nov. 11	Gender & Language continued <i>Remembrance Day – College closed</i>	Blum Chap. 31, 33
Nov. 16 & 18	Gender & Language continued Language, Power, and Institutions Wed: Assignment 2 Presentation	Blum Chap. 34, Cohn, Blum Chap. 42
Nov. 23 & 25	Language, Ethnicity and “Race” Wed: Assignment 2 Presentations	Blum Chap. 25, 26, 27, 28, Handout 5
Nov. 30 & Dec. 2	Language Change & Preservation Wed: Assignment 2 Presentation	Blum Chap. 13, 20, Baker (on reserve)
Dec. 7 & 9	Mon: Assignment 3 due Language Change & Preservation continued Wed: Assignment 2 Presentation	Blum Chap. 22, 40
Exam Period Dec. 14 – 21*	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 Oct. 5 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 Clancy's article *The Acquisition of Communicative Style in Japanese* in the reader. The assignment asks you to summarize the key points of the argument and critically discuss specific questions the article raises.

Assignment 2: Presentation (10%)

In groups of about four, students will do a brief (~15 minutes) presentation in one of the seminar classes. These presentations are based largely on one out of five articles: chapters 27, 28, 34 or 40 from the Blum text or Baker's article on reserve in the library. You will have to sign up for a topic of interest during the week of Oct. 5 and 7. Presentation dates are shown in the course schedule above. As a group, you also hand in a brief written summary of your presentation (~ one page or 250 words), two discussion questions, and a list of other sources used.

Assignment 3 (15%)

There are two options for this assignment. Please note that you have to sign up for the option of your choice during the third week of classes (Sept. 21 or 23).

OPTION 1: Gender and Language Research Project

This assignment option 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 on reserve in the library; you are asked to describe and analyse specific examples of speech acts you observe and provide a discussion of the results (~ six pages or 1500 words).

OPTION 2: Volunteer work at the ICA

This assignment option is a practice-learning project that involves a two to three month commitment to volunteer for about one hour per week at the Inter-Cultural Association (ICA) in Victoria, an organization that helps recent immigrants and refugees with learning English and adjusting to their new community. This is a chance for you to engage in a worthwhile project contributing to the community and to expand your understanding of cultural diversity and communication. Volunteer options include conversation buddy, pen pal, or host match, which are all described on the ICA's website (www.icavictoria.org).

After your volunteering experience you will write a three-page report about your experience. On Sept. 21 a guest speaker from the ICA will come to class to give more information.

(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 attend the seminars and participate in group discussions and activities, you will receive 6% out of the 10% (that's 0.5% for each of the 12 seminars, not counting week one). The remaining 4% will be based on your oral 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

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.