

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT</p> <p>ANTH 232-001 Language, Culture and Communication 2011 Fall</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Tuesday 10:30-11:20, Thursday 2:30-3:20		
(c)	Location:	Young 207		
(d)	Phone:	370-3368		
(e)	Email:	tudor@camosun.bc.ca		
(f)	Website:			

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

3. Required Materials

(a) Texts

Blum, Susan

2009 Making Sense of Language: Readings in Culture and Communication. New York: Oxford University Press

(b) Other

Bailey, Benjamin (2001) Communication of Respect in Interethnic Service Encounters. In *Linguistic Anthropology: A Reader*, Alessandro Duranti ed., pp.119-146. Malden, Massachusetts: Blackwell Publishers Inc.

Baker, Colin (1999). Sign language and the Deaf Community. In *Handbook of Language and Ethnic Identity*. Fishman, Joshua ed., pp. 122-139. Toronto: Oxford University Press. (e-reserve)

Hobbs, Pamela (2007). Miracles of love: The use of metaphor in egg donor ads. *Journal of Sociolinguistics*, 11 (1), pp.24-52. (e-reserve)

Philips, Susan (1972). Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom. In *Functions of Language in the Classroom*, Cazden Courtney, Vera John and Dell Hymes eds., pp. 370-394. New York: Teachers College Press. (hard-copy only)

4. Basis of Student Assessment (Weighting)

(a) Assignments (50%)

1. Seminar Discussion Leader & Participation (15%)

The seminars will allow us to talk about the concepts introduced in lecture in greater detail. In order to fully contribute to these discussions it is imperative that each student complete the course readings and come prepared to contribute. For every article you should be able to identify the central argument and conclusion as well as how it relates to the material introduced in Tuesday's lecture. I will sometimes provide you with questions to consider for seminar. Your participation mark will come from your involvement in the seminars throughout the semester (10%) and your role as a discussion leader for one seminar (5%). As discussion leader you will be expected to lead the class by summarizing the main points of the reading, comment on what you found interesting, confusing, or troubling, identify how the article relates to the course material, and pose two questions for class discussion. A typed copy of this assignment should be submitted to the instructor at the beginning of class. A sign-up sheet for discussion leaders will be distributed in the first week of class. Students will not be permitted to become the discussion leader on another day if they miss the date for which they have sign-up.

2. Ethnosemantics Exercise (5%) – Due Oct 20th

The purpose of this assignment is to gain familiarity with some of the basics of ethnosemantic fieldwork. For this assignment you are required to pair up with a classmate. Please see handout for information

3. Final Paper (25%) – Due Dec 1st

All students must write a research paper relevant to linguistic anthropology. We will be discussing potential paper topics and the mechanics of writing a research paper in class. Please see handout for information

4. Labs (5%)

There will be two labs in this course, one on phonology and one on morphology. Each lab is worth 2.5 marks. If you are not in class on the day of the lab I will give you a copy of the lab to do at home but you will not receive credit for it.

(b) Exams (50%)

Both exams must be written in order to receive credit for Anthropology 230. Exams must be written during the scheduled times unless a physician's medical certificate is presented to the instructor. **There will be no exceptions without a medical certificate.** Students will not be permitted to write an additional make-up exam in order to improve a grade. The schedule for final exams is not posted until early October. **DO NOT** make travel plans for the Christmas break before you have seen your exam schedule as you will not be permitted to write your exam early.

Midterm Exam: Oct 25th (25%)

Final Exam: Exam Period (25%)

5. 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

The University of Victoria describes their grading as follows:

A+ A A-	9 8 7	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/Grad.html>

6. Course Content and Schedule

Please note: the readings that will be discussed in seminar are listed in the Readings column in bold followed by a (S)

Week	Tuesday	Thursday	Readings
Sept 6 & 8	Introduction to Course; What is Linguistic Anthropology.	Meet your seminar group	Ch. 1, 2
Sept 13 & 15	What is Language?	Seminar 1	Ch 6 (S), and watch on YouTube Robin Dunbar's lecture at the 2008 Nobel Conference
Sept 20 & 22	The Structure of Language	Lab 1	Handout
Sept 27 & 29	The Structure of Language	Lab 2	
Oct 4 & 6	Language, Culture and Thought	Seminar 2	Ch.12, 11 & Hobbs article e-reserve (S)
Oct 11 & 13	Multilingualism	Seminar 3	Ch. 19, 17 (S)
Oct 18 & 20	Language Endangerment & Revitalization	<i>Video: The Linguists</i> (everyone must come for first seminar) <i>Ethnosemantics assignment due</i>	Ch., 22, 20, 21
Oct 25 & 27	MIDTERM EXAM	No seminar	
Nov 1 & 3	Ethnography of Communication & Communicative Competence	Seminar 4	45, Philips article on reserve (S)
Nov 8 & 10	Language & identity: "race" & ethnicity	Seminar 5	Ch. 25, 28, Bailey article on reserve (S)
Nov 15 & 17	Language & Identity: Gender <i>Video: Gender & Communication</i>	Seminar 6	Ch. 30, 31, 34
Nov 22 & 24	Gender cont...	Seminar 7	Ch. 32, 33 (S)
Nov 29 & Dec 1	Non-verbal Communication; Video: Sound and Fury	Seminar 8 Research Paper Due	Baker article on reserve, 43 (S)
Dec 6 & 8	Guest lecture	Catch-up & review	No readings

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.