

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT</p> <p>ANTH 232-001 Language, Culture and Communication 2012 Fall</p>
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COURSE OUTLINE

This course is about the interdisciplinary field of anthropology known as linguistic anthropology. The central premise in linguistic anthropology is that language is a set of socially embedded practices. The goal of this course is to introduce you to some key concepts such as performance, communicative competence, and language ideologies, as well as some popular subjects, such as language contact, language endangerment, multilingualism, gender, and ethnicity. We will start by examining the question ‘what is language?’

1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Wednesday 2:30-4:00, Thursday 10:00-11:20		
(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) Additional Readings

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

Baker, C. (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)

Deutscher, G. (2010) Does Your Language Shape How You Think? *New York Times*. Retrieved from <http://www.nytimes.com/2010/08/29/magazine/29language-t>.

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

Muehlmann, S. (2008). "Spread your ass cheeks": And Other things that should not be said in indigenous languages. *American Ethnologist*, 35 (1), pp. 34-48. (e-reserve)

Philips, S. (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.

4. Basis of Student Assessment (Weighting)

(a) Assignments (50%)

1. Seminar Discussion Leader & Participation (18%)

Your participation mark will come from your involvement in the seminars throughout the semester (10%), your role as a discussion leader (3%), and a critical article review (5%). In order to fully contribute to these discussions it is imperative that each student complete the course readings and come prepared to contribute.

Each student will play the role of discussion leader for one seminar class in the term. A sign-up sheet for discussion leaders will be distributed in the first week of class. As discussion leader you will be expected to lead the class by summarizing the main points of the reading(s), 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. Students will not be permitted to become the discussion leader on another day if they miss the date they have sign-up for.

A typed copy of a discussion paper (no more than 3 pages) must also be handed into the instructor at the beginning of the class. The discussion paper must be written in your own words and include the following:

- A short summary of the purpose of the article, the problem addressed, major findings and the author's conclusions;
- A critical discussion of the article (see handout on writing a critical article review)
- A discussion of how it relates to class material;
- Specific examples or quotations from the article to illustrate your comments;
- APA format for citing references

2. Term Project (27%) – Due Dec 6th

Please see handout for more information.

3. 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 232. 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 16th	(25%)
Final Exam:	Exam Period	(25%)

5. 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
Week 1: Sept 4 & 6	Introduction to Course; What is Linguistic Anthropology?	Meet your seminar group	Blum Ch. 1 & 2
Week 2: Sept 11 & 13	What is Language?	Seminar 1	Blum Ch 6 (S), and watch on YouTube Robin Dunbar's lecture at the 2008 Nobel Conference (first 55 minutes)
Week 3: Sept 18 & 20	The Structure of Language	Lab 1	Handout
Week 4: Sept 25 & 27	The Structure of Language	Lab 2	
Week 5: Oct 2 & 4	Language, Culture and Thought	Seminar 2	Deutscher, Blum 11, and Hobbs (S)
Week 6: Oct 9 & 11	Multilingualism & Globalization	Seminar 3	Blum Ch. 19, & 17 (S)
Week 7: Oct 16 & 18	MIDTERM EXAM	Guest Lecture (Dr. Sonya Bird) Everyone come at 12:30.	No readings
Week 8: Oct 23 & 25	Language Endangerment & Revitalization	Seminar 4	Blum Ch., 22, 20, & 21, (S)
Week 9: Oct 30 & Nov1	<i>Documentary: The Linguists</i>	Seminar 5	Muehlman (S)
Week 10: Nov 6 & 8	Language & Identity: Gender	Seminar 6	Blum Ch. 30, 31, & 33 (S)
Week 11: Nov 13 & 15	Ethnography of Communication & Communicative Competence	On-line seminar disc	Blum Ch. 45, Philips (S)
Week 12: Nov 20 & 22	Guest Lecture (Dr. Alex D'Arcy)	Seminar 7: Term project discussion	
Week 13: Nov 27 & 29	Language & identity: "race" & ethnicity	Seminar 8	Blum Ch. 25, & 28, and Bailey (S)
Week 14: Dec 4 & 6	Sign Language & Deaf culture <i>Documentary: Sound and Fury</i>	Review Class Term Paper Due	Baker, Blum Ch.43 (S)

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

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>

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.