

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>ANTH 232-001</b>  <b>Language, Culture and Communication</b>  <b>2013 Fall</b></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 1:00-2:00, Thursday 10:00-11:00, or by appointment		
(c)	Location:	Young 207		
(d)	Phone:	370-3368		
(e)	Email:	tudor@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 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

Ahearn, Laura

2012 Living Language: An Introduction to Linguistic Anthropology. Oxford: Wiley-Blackwell.

Tudor, Tara

2013 ANTH 232: Language, Culture, and Communication Course-pack

### 4. Basis of Student Assessment (Weighting)

#### **(a) Assignments (45%)**

##### **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. Please see handout for more information about the critical article review.

##### **2. Term Project (27%) – Due November 25th**

Some linguists focus on male and female speech patterns as 'cultural differences', while others believe gender differences in language reflect a society's gender ideologies. Linguistic anthropologists use ethnographic methods in their studies of speech patterns because they believe it is imperative to consider the context, including participants, setting, etc..., in order to understand the meaning of particular speech acts. In this assignment students will examine the relationship between gender and interruptions using ethnographic methods. Please see handout for more information.

#### **(b) Exams (55%)**

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 21st	(25%)
Final Exam:	Exam Period	(30%)

## 5. Course Content and Schedule

Week	Monday	Wednesday	Readings
Week 1: Sept 2 & 4	<b>No Class</b>	Course introduction & overview	Ch. 1 Ahearn
Week 2: Sept 9 & 11	Introduction to linguistic anthropology	Seminar 1	Ch. 2 Ahearn, and Spitulnik from reader
Week 3: Sept 16 and 18	Language acquisition and socialization	Seminar 2	Ch. 3 from Ahearn, and Ochs and Schieffelin from reader
Week 4: Sept 23 & 25	Language, culture and thought	Seminar 3	Ch. 4 Ahearn, Lakoff and Johnson, and Cohn from reader
Week 5: Sept 30 & Oct 2	Multilingualism & globalization	Seminar 4	Ch. 6 Ahearn and Garcia-Sanchez from reader
Week 6: Oct 7 & 9	Language death & revitalization	Seminar 5 – Documentary “The Linguists”  <b>Everyone must come at 2:30</b>	Ch. 11 Ahearn and Patrick from reader
Week 7: Oct 14 & 16	<b>Thanksgiving – No Class</b>	Review for midterm	No readings
Week 8: Oct 21 & 23	<b>Midterm Exam</b>	Seminar 6	Muehlman from reader
Week 9: Oct 28 & 30	Communities of Language Users & Communicative Competence	Seminar 7	Ch. 5 Ahearn and Philips from reader
Week 10: Nov 4 & 6	Language & identity: gender	Seminar 8	Ch. 9 Ahearn, and O’Barr and Atkins, and Cameron from reader
Week 11: Nov 11 & 13	<b>Remembrance Day – No Class</b>	Seminar 9	Bailey from reader
Week 12: Nov 18 & 20	Language & identity: race & ethnicity	Guest Lecture: Alexandra D’Arcy  <b>Everyone must come at 2:30</b>	Ch. 10 Ahearn
Week 13: Nov 25 & 27	Sign Language & Deaf culture  <b>Term Project Due</b>	Seminar 10	Ch. 12 (p. 265-72), and Le Master from reader
Week 14: Dec 2 & 4	<i>Documentary: Sound and Fury</i>	Review Class	

## 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:

<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	<b>Exceptional, outstanding and excellent</b> 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> <b>B</b> <b>B-</b>	6 5 4	<b>Very good, good and solid</b> 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.
<b>C+</b> <b>C</b>	3 2	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	<b>Marginal</b> 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](http://camosun.ca).