

Do not copy without the express written consent of the instructor.

**ANT 3610- U01  
LANGUAGE AND CULTURE  
SPRING 2020**

"The "Linguistics without anthropology is sterile; anthropology without linguistics is blind."

Charles Hockett

**Meeting Location:** Charles E. Perry (PC) 213  
12:15pm

**Meeting Time:** T, 11:00am-  
12:15pm

**Instructor:**

Dr. Aslihan Akkaya

Department of Global and Intercultural Studies

**Office:** SIPA

**Office Hours:**

**Email:** [aaslihan@fiu.edu](mailto:aaslihan@fiu.edu)

**Phone Number:** 305-348-7555

**COURSE DESCRIPTION**

How do we "do things with words"? Do languages have a social charge? What is the relationship between language and culture? Do languages shape thought and create realities? How do we become the competent speakers of our speech communities? How do we deploy language and its penumbral sign systems in social life? How do we define ourselves and others as social beings through language use? Do languages create and maintain social differences, gender and racial boundaries? What is the politics of language standardization? Who benefits from the processes of language standardization? How do languages shape and influence global issues and trends?

This class introduces and explores the nature and structure of the "uniquely" human achievement known as "language" and its foundational relationship with culture through bringing anthropological approaches to the study of language, culture, and society. We will survey the social and cultural contexts of language throughout the world and examine the way language reflects the ways of life and beliefs of its speakers. In so doing, we examine the formal properties of language (i.e., morphology, syntax, semantics, and phonology), the psychosocial nature of language (acquisition and processing), and the social nature of language. It is in the intersection of these three aspects that linguistic anthropologists are most interested in. For example, how do formal linguistic properties interact with and intersect with beliefs about "standard" or "proper" English? How are these beliefs then played out in debates about Ebonics? It is only by understanding the more formal features of language structure that we can speak to issues concerning discourse, linguistic relativity, language and identity, language and power, and language ideology. Topics include: nature of language, origins of language, formal properties of language, cultural rules of communication, how languages vary through time, across space, and among social groups, how languages change, language and thought, language and inequality, language and gender, language and race, multilingualism, language and globalization, language death and revitalization, the politics of language standardization, and some functions of multilingualism and code-switching.

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

Upon completion of this course, the students will be able to understand and explain:

- The relationship between language and culture
- How language both reflects and creates thought, culture, and power relations

Do not copy without the express written consent of the instructor.

- How language produces social realities and how to study language as social action and phenomena
- How to do things words, i.e. create and perform identities, mark our membership in a speech community and in communities of practice, create social realities, create and maintain power relations
- The role language plays in processes like socialization, globalization, and domination
- How we define ourselves and others as social beings through language use?
- How languages create and maintain social differences, gender and racial boundaries?
- What the politics of language standardization and the politics of bilingualism, and multilingual nations are
- The diversity and complexity of languages worldwide
- Language death and revitalization
- The politics of bilingualism

### GLOBAL LEARNING OUTCOMES:

Upon completion of this course, the students will:

- increase their awareness of the way languages create and maintain social realities, social boundaries, and power relations by contextualizing these through the interconnectedness of local, global, international, and intercultural issues, trends and systems (Global Awareness)
- develop the ability to see and analyze the relationship between language, culture, and society in addition to language, power, and inequality from multiple perspectives that reflect the interconnectedness of local and global issues and trends (Global Perspective)
- be prepared to engage in local to global inter-cultural problem solving by using their gained knowledge and perspective on language and culture and how languages create social realities and power relations (Global Engagement)

\* This is a discipline-specific global learning designated course that counts toward your global learning graduation requirement.

### REQUIRED TEXT

Laura Ahearn, 2012. *Living Language: An Introduction to Linguistic Anthropology*. Wiley-Blackwell.

**CANVAS:** Additional Readings, Videos, Course Slides, Assignment Guidelines will be posted on CANVAS. Log via canvas@u.edu and check that you can access the course website. If you encounter any technical problems, then call UTS at 305.348.2284 or go to Green Library Rm. 150.

### COURSE FORMAT:

This class will operate as an interactive lecture, which means that I will do some lecturing, but we will use most of the class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates. In this vein, this course utilizes Team-Based Learning (TBL). You will be assigned to a team at the beginning of the semester. Teams are different than groups. I will explain the difference during the first week of the semester. You will be expected to get prepared for classes by completing the work outside of class and coming to class to apply that knowledge through team activities, projects, and debates. Thus, regular attendance, student preparedness, and meaningful participation are expected of each student. Coming prepared to participate in class discussions and

Do not copy without the express written consent of the instructor.

applying your knowledge from assigned work to do problem-solving will allow all of you to better work through and conceptualize difficult concepts and theories, and to apply these theories to your own experiences and learn from each other. While doing assigned work (readings, videos, etc.) have a critical and reflective perspective. Weekly Quizzes and reflections in addition to short research projects will guide you in getting prepared for each class. Team assignments and debates will then help you to further your understanding and collaboratively put your knowledge into practice.

### COURSE REQUIREMENTS:

1. Team Presentation and Participation	10%
2. CANVAS Quizzes & Reflections	20%
3. In-class Team Assignments	15%
4. Short Research Projects (2x15%)	30%
5. Final Exam	25%
TOTAL	100%

**GRADING SYSTEM:** To help you succeed in the class, grades are always available to you online through CANVAS grade center. You do not need to ask the professor, just check CANVAS.

The cut-off points (as a percentage) for all work will be:

93 A-, 90 A-, 87 B+, 83 B, 80 B-, 77 C+, 73 C, 70 C-, 67 D+, 63 D, 60 D-.

#### **1. IN-CLASS TEAM PRESENTATION and PARTICIPATION GRADE (10% OF GRADE)**

This class will operate as an interactive class. Thus, your active participation in team and class discussions are crucial. You will earn your team presentation and participation grade through regular attendance, active participation in your team, and active participation in class discussions. Arriving late, missing more than one class, and not contributing to team and in-class discussions will negatively affect your presentation-participation grade.

#### **2. CANVAS QUIZZES AND REFLECTIONS (20%)**

These are weekly quizzes and reflections on assigned readings and videos. Each quiz will include 8-15 multiple choice and 2-3 short answer reflections questions on assigned readings and videos. Make sure you first complete the assigned work for the week and then take the quiz on CANVAS. During week 2 you will be given multiple attempts to get familiarize with the quiz structure. Starting from week 3, you will be only allowed to take each quiz once. These weekly quizzes are online (CANVAS), and timed. Your lowest grade will be dropped. No make-up allowed!

#### **3. IN-CLASS TEAM ASSIGNMENTS (15% OF GRADE)**

The weekly assignments are a key source of learning for the course. During each class, we will have multiple team activities, projects, and debates. I will only ask you as a team to write and submit one of them for grade. However, your final team grade will be calculated individually. Not all team members will be assigned the same team grade. Your individual team grades will be based on the points you earned from your submitted team work, your attendance, your performance and active participation in your team. Your team members will evaluate your team attendance and performance at the end of the semester. I will make final team grade adjustments at the end of the semester based on these evaluations and your attendance and performance.

#### **4. SHORT RESEARCH PROJECTS (2 @ 15%, 30% TOTAL)**

Do not copy without the express written consent of the instructor.

These research projects (4-5 page, double-spaced) will ask you to choose a topic (i.e. language socialization, language and gender, language and power, etc.) covered in the course readings and discussions thus far and analyze the topic by applying it to a local or a global issue, trend, or an event (i.e. the politics of language standardization, racial language use in media, the influence of sexist language on sexual violence, etc.). You need to analyze the influence of language and culture from a local, national, and global perspectives. Check CANVAS for further detailed guidelines.

### **5. FINAL EXAM (25% OF GRADE)**

Final exam will be cumulative. It will be multiple choice, short answer, and essay. It will cover materials from text, additional readings, lectures, discussions and films. If you miss class, it is your responsibility to ask fellow students for notes. You can also go to CANVAS to find lecture notes. Some, but not all, of the films are available through library.

### **GENERAL CLASS POLICIES**

1. **Attendance:** You may have one absence and you may be tardy once per semester without penalty. Any absence or tardy beyond one will result in you being marked down by two points in the overall class. Any absence or tardy beyond two will result in you being marked down by four to five points in the overall class. If you need to miss a class due to illness (medical doctor's note), religious observances or team participation (official paper work) you must notify me before class. I will accommodate legitimate, verifiable cases of illness and emergencies in addition to religious holy days (two-weeks in advance notice).

**\*\*\*MISSING MORE THAN ONE CLASS WITHOUT AN OFFICIAL EXCUSE WILL BRING YOUR OVERALL GRADE DOWN 2 POINTS PER CLASS MISSED.\*\*\***

2. **Conduct in the Classroom:** Students are expected to treat the professor and other students with dignity and respect, especially in cases where a diversity of opinion arises. If students disrupt the learning process or act in a disrespectful and/or threatening behavior toward the professor or other students in class, they will be asked to leave the class. However, if the same student continues engaging in disruptive behavior, they will be subjected to disciplinary action, including removal from the course.

3. **Electronics Policy:** Note that use of cell phones, computers, or any other devices during class other than team assignments will result in student being marked absent and receiving the two to five-point grade penalty. You will first be given a yellow card as a warning. If you continue, then you will be given a red card which shows that you are marked as absent.

4. **Working in Teams:** Each team will have 4 students in it. During week 1 and 2, I will explain how to form a team and join in your team on CANVAS. During Week 1, you will be working in a temporary team. You are required to join your team on CANVAS to receive grades for your team assignments. At the end of the semester, you will evaluate your team member's individual performances.

5. **Tardiness:** Assignments received after the deadline will lose 1/2 or 1 grade: one week and over 1 full grade or more. Only 2 late work accepted.

6. **Plagiarism/Academic Honesty:** As an FIU student, you are always expected to abide by university's policies particularly those governing academic honesty and plagiarism as they appear in the FIU Student Handbook. If you are not familiar with how to avoid plagiarism, you will receive some instruction and additional guidelines in this course. In sum, should anything you/your team

Do not copy without the express written consent of the instructor.

produces cite any data, research or information that you have not generated and which is not general knowledge then you must cite it appropriately following one of the disciplinary conventions of the academic disciplines represented by the faculty teaching this course. More information about citation formatting will be given to you via Blackboard. Please become completely familiar with bibliographic styles and citation conventions. If you do not cite others' work adequately you can be accused of plagiarism and FIU takes these accusations very seriously. Several of your written assignments will be submitted using Turnitin.com to check your work for plagiarism. Finally, I reserve the right to alter the syllabus as needed. You will be notified of any changes.

- 7. Academic Conduct:** Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

**Special Needs Students:** Please notify the faculty prior to or immediately upon commencement of this course about your accommodation needs as in accordance with FIU policy. You will be accommodated accordingly.

This syllabus is **subject to change** at the discretion of the faculty. Students will be notified of such changes ahead of time via email or through CANVAS.

## COURSE OUTLINE

**T:** Textbook    **C:** CANVAS

Check CANVAS to see the assigned work that needs to be completed each week by class time.

### WEEK 1: The Scope of Linguistic Anthropology

August 27, Tuesday                      Introduction to the course, Syllabus Review, Introduction to Anthropology, Its Subfields, The Scope of Linguistic Anthropology, Language as Social Action

#### **Week 1- READINGS:**

Anthropology: The Scope of Linguistic Anthropology (C)

### WEEK 2: The Socially Charged Life of Language

September 3, Tuesday                      What is language? Language and its Characteristics, The Socially Charged Life of Language, Language and Culture  
CANVAS Quiz and Reflection-1 Due

#### **Week 2- READINGS:**

Slides on Language (C)  
Ahearn, Chapter 1 (T)

### WEEK 3: The Research Process in Linguistic Anthropology

Do not copy without the express written consent of the instructor.

Sept 10, Tuesday                      Research Questions, Data Collection and Analysis in Linguistic Anthropology, Ethical Issues, Ethnography of Communication, Discourse-centered Approaches to Language and Culture, Article Discussion  
CANVAS Quiz and Reflection-2 Due

**Week 3- READINGS:**

Ahearn, Chapter 2  
Article: Farnell and Graham. "Discourse-centered Approach to Language and Culture"  
Web: Bonvillain: Outline of an Ethnography of Communication

**WEEK 4 Language Acquisition and Socialization**

Sept 17, Tuesday                      Mechanisms of Language Acquisition, The Psychology of Language, Language Acquisition and the Socialization Process, Language Acquisition in Bilingual or Multilingual Contexts, Language Socialization throughout the Lifespan  
CANVAS Quiz and Reflection-3 Due

**Week 4- READINGS:**

Slides on Language Acquisition (C)  
Ahearn, Chapter 3 (T)  
Article: Ochs and Schieffelin. "The Impact of Language Socialization on Grammatical Development" (C)  
Video: Parts of The Human Language and Genie

**WEEK 5: Language, Thought, and Culture**

Sept 24, Monday                      Phonetics, Linguistic Relativity, Sapir-Whorf Hypothesis  
Article Discussion, The Effects of Language on Thought, Linguistic Structures  
CANVAS Quiz and Reflection-4 Due

**Week 5-READINGS:**

Slides on Phonetics (C)  
Ahearn, Chapter 4 (T)  
Article: Hill and Mannheim 1992. Language and World View (C)  
Web: Santa Ana. "The 'Animal I was Treated': Anti-Immigrant Metaphor in US Public Discourse.

**WEEK 6 Language Change, Variation and Communities of Language Users**

Sept 1, Tuesday                      Language Variation, Dialects, Registers, Styles, Communities of Language Users, Speech Communities and Communities of Practice  
CANVAS Quiz and Reflection-5 Due

**Week 6-READINGS:**

Slides on Language in Society  
Ahearn, Chapter 5 (T)  
Article: Bucholtz. "Why be Normal?" (C)  
Video: American Tongues

**WEEK 7: Multilingualism and Globalization**

Do not copy without the express written consent of the instructor.

Oct 8, Tuesday                      Phonology, Multilingualism and Globalization, Codeswitching,  
Heteroglossia, Polyphony  
CANVAS Quiz and Reflection-6 Due  
Project-I Due

**Week 7- READINGS:**

Slides on Phonology (C)  
Ahearn, Chapter 6 (T)  
Article: Fuller, "Language Choice as a Means of Shaping Identity" (C)  
Video: Do you speak American?

**WEEK 8: Performance and Performativity**

Oct 15, Tuesday                      Phonology, Morphology, Performance and Performativity, Speech Play  
and Verbal Art  
CANVAS Quiz and Reflection-7 Due

**Week 8- READINGS:**

Slides on Morphology (C)  
Ahearn, Chapter 8 (T)  
Article: Richard Bauman, Performance (C)  
Guest Lecture: Speech Play and Verbal Art among the Navajos

**WEEK 9: Language and Identity, Language and Gender**

Oct 22, Tuesday                      Morphology, Syntax, Language and Identity, Language and Gender,  
Article Discussion, Myths and Realities on Language and Gender  
CANVAS Quiz and Reflection-8 Due

**Week 9- READINGS:**

Slides on Morphology and Syntax (C)  
Ahearn, Chapter 9 (T)  
Article: Eckert and McConnell-Ginet, "Think Locally and Look Practically" (C)  
Blog: <https://deconstructingconstructs.com/>  
Video: "The Broke House: How Contemporary Culture Creates Sexist Men"  
Video: "Do I sound Gay?"

**Week 10: Language and Race, Language and Intersectionality**

Oct 29, Tuesday                      Semantics, Language, Race, and Ethnicity, Defining Race and Ethnicity,  
AAVE, Minority Registers, Multiple Identities, Article Discussion  
CANVAS Quiz and Reflection-9 Due

**Week 10- READINGS:**

Slides on Semantics (C)  
Ahearn, Chapter 10 (T)  
Article: Bailey, "The Language of Multiple Identities among Dominican Americans" (C)  
Article: Hill, "Language, Race, and White Public Space" (C)  
Video: Hear My Words: "How artists of colour experience double consciousness...in a society that speaks in a dominant white voice", <https://www.youtube.com/watch?v=zGgSA-pxt0c&feature=youtu.be>

Do not copy without the express written consent of the instructor.

Article: AAA Statement on RACE (ONLINE): <http://www.aaanet.org/stmts/racepp.htm>

Article: Ten Things Everyone Should Know About Race (ONLINE):

[http://www.pbs.org/race/000\\_About/002\\_04-background-01-x.htm](http://www.pbs.org/race/000_About/002_04-background-01-x.htm)

### **WEEK 11: The Things We do with Words, Speech Act Theory, Pragmatics**

Nov 5, Tuesday Pragmatics, Speech Act Theory and Its Critique, Politeness Theory  
Article Discussion, Politeness Theory, Communal Face  
CANVAS Quiz and Reflection-10 Due

\*\*\* Monday, Nov 4, Deadline to drop a course with a DR grade \*\*\*

\*\*\* Deadline to withdraw from the University with a W grade \*\*\*

#### **Week 11- READINGS:**

Slides on Pragmatics (C)

Article: Rosaldo, "Ilongot Speech Acts" (C)

Article: Cowell, "Arapaho Imperatives: Indirectness, Politeness and Communal "Face" (C)

### **WEEK 12 Language Ideologies, Language and Power**

Nov 12, Monday Language Ideologies, The Politics of Standardization, Standard  
Language as a Myth, Language, Power, and Domination, Article  
Discussion  
CANVAS Quiz and Reflection-11 Due  
Project-II Due

#### **Week 12- READINGS:**

Slides on Language Ideologies and Standard Language (C)

Ahearn, Chapter 12 (T)

Article: Milroy, "Language Ideology and the Consequences of Standardization" (C)

Twitter Project: Language Standardization <https://twitter.com/ruthjunew/status/941411932044632064>

Video: Unseen Tears

### **WEEK 13 Language Death and Revitalization**

Nov 19, Tuesday Historical Linguistics, Endangered Languages, Language Death, What  
dies When a Language Dies? Language Revitalization  
CANVAS Quiz and Reflection-12 Due

#### **Week 13- READINGS:**

Slides on Historical Linguistics (C)

Ahearn, Chapter 11 (T)

Article: Román, "The Impact of Language Policy on Endangered Languages" (C)

Video: Endangered Languages and Revitalization Projects

### **WEEK 14**

Nov 26, Tuesday WORKSHOP-I, IN-CLASS TEAM ACTIVITY AND DISCUSSIONS

### **WEEK 15**

Do not copy without the express written consent of the instructor.

December 3, Tuesday  
**WEEK 16**

WORKSHOP II, FINL EXAM REVIEW

December 10, Tuesday

ONLINE FINAL EXAM, 10:00am-12:00pm

This course syllabus is subject to change if the instructor deems it necessary in order to accomplish the course objectives. Students will be advised about any change made to the syllabus.

ADDITIONAL REQUIREMENTS WILL BE POSTED ON CANVAS WEEKLY.

**Do not copy**