

ANTH 028: Introduction to Linguistic Anthropology Spring 2019

Lecture: 1:10-2pm MWF FLEMING 101

Instructor: Dr. Emily Manetta
Department of Anthropology
Williams 514
emily.manetta@uvm.edu

Emily's Office Hours: Monday 10:45-11:45am and by appointment

Teaching Assistant: Shannon Foley (spfoley@uvm.edu)

Shannon's Office Hours: 3-4pm, Anthropology Dept. Lounge, Williams 5th floor

This course is an introduction to linguistic anthropology, which investigates the relationship between language and culture. The course asks how language shapes and is shaped by social and cultural processes, how people use language in their daily lives, and probes the interaction between language and identity. We will initially explore the building blocks of human language, in order to better understand its role in social context. A major goal of this course is for students to work to examine their own linguistic beliefs and attitudes, and to develop an enhanced appreciation of linguistic and cultural diversity. This course will make extensive use of media resources, natural language examples, and recent scholarship in linguistic anthropology.

Readings

The required readings for this course will be provided online through Blackboard. There is no textbook.

Requirements:

Weekly Reading Guides	20%
Assignments	20%
Midterm Exam	20%
Final Exam	20%
Final Project	20%

Weekly Reading Quizzes/Guides

Each week you will have a very short (5 questions) open-book, untimed online quiz on the reading. Think of this as a guide to the reading that helps you to work your way through it. You may complete the quiz anytime Wednesday-Monday before class. One quiz is dropped (free pass!). Some questions from the quizzes will appear verbatim on the two exams. LATE QUIZZES ARE NOT ACCEPTED FOR CREDIT, NO MATTER WHAT, so don't ask. ☺

Assignments

Throughout the course you will have occasional assignments (mostly activities that push you to think about language use and linguistic data in a particular way). You will be encouraged to work on these assignments in groups but must write-up the assignment alone. LATE ASSIGNMENTS CAN RECEIVE NO MORE THAN HALF CREDIT, NO MATTER WHAT. ☺

Final Project: You will be required to write a final mini-ethnography (5-7 pages) in which you gather naturally-occurring data from a community of practice and analyze it using the tools from this course. This paper will require original library research (described below) and original ethnographic research. The due date for this paper is Friday May 3 at class time (1:10pm). The paper will be submitted electronically.

Sources and Resources:

In this course, you will be asked to do original library research. You are responsible for learning how to get sources for your paper in a timely manner. Remember: library research TAKES TIME. Leaving it until the last minute will make writing your paper very difficult.

In this course, you will be asked to refer ONLY to scholarly sources. Scholarly sources DO NOT include: newspapers/magazines, wikipedia or any other encyclopedia or dictionary (online or in print), personal, political, or organizational webpages, or your own textbooks. Scholarly sources DO include peer-reviewed journals, edited volumes, published books, and academic conference presentations or panels.

This course has a NO WIKIPEDIA policy. This means that Wikipedia or any other online encyclopedia is not a valid source. You may not use text from Wikipedia or quote from Wikipedia (whether you have cited it or not) at any time, in any context.

Weekly Topics and Readings

Week	Dates (week begins on)	Topic	Readings	Guide	Assignment	Notes
1	Jan 14	Introduction	1. Language Files 2. Shankar	no		
2	Jan 21	The building blocks of language	1. Napoli 2. Macaulay 6-8	Due WED		MLK day MON, no class
3	Jan 28	Language Socialization	1. Ochs and Schieffelin	Due MON	1 Due WED	Film
4	Feb 4	Bilingualism and Multilingualism	1. Zentella 2. Macaulay 23 3. Heller	Due MON		
5	Feb 11	Language Ideology	1. Ahearn 2. Hill 3. Rosaldo	Due MON		
6	Feb 18	Language Ideology continued		Due WED	2 Due WED	Prez day MON, no class
7	Feb 25	Language Birth/Death/Change	1. Macaulay 25-7 2. Dunn 3. Austin	Due MON		
8	Mar 4	MIDTERM on W March 6	In-class review on Mon Mar 4			No class FRI March 8
	Mar 11	SPRING BREAK				
9	Mar 19	Language as a Social Act	1. Macaulay 19-21 2. Raclaw	Due MON	3 Due WED	
10	Mar 25	Topics in Language and Gender	1. Eckert and McConnell-Ginet 2. Hall and O'Donovan	Due MON		
11	April 1	Performance and Performativity; Language in Islam	1. Ahearn 8 2. Hall 3. TBA	Due MON		

12	April 8	Linguistic Relativism	1. Whorf 2. Bloom and Keil 3. Pullum	Due MON		
13	April 15	The case of Pirahã	1. Everett 2. Nevins et al	Due MON	4 Due WED	
14	April 22	Lang and Society: Appalachian English	3. Puckett	Due MON		Film
15	April 29	FINAL review	Overflow as needed			
-----	-----	Mini Ethnography	Due May 3	-----	-----	-----
-----	-----	Final EXAM	May 6, 1:30pm		-----	-----

Welcome to the paperless classroom!

Our classroom is (nearly) paperless. Please join me in conserving by learning to read your assignments online, bringing reusable bags to the grocery store, and refusing plastic straws.

For information about assistive technologies on campus to help you do this (e.g. glare reduction, type magnification) visit the computer lab in the main library. We will also take quizzes online (through Blackboard) and you will hand in all of your assignments and your final research paper electronically. If you have questions about going paperless or require accommodation through SAS, please let me know.

Course Policies:

- Plagiarism is defined as any time that you present another's work as your own, and it will not be tolerated in this course. Be sure to give credit or cite sources whenever necessary. If you have any questions about how to avoid plagiarism, please ask me, or consult UVM's Code of Academic Integrity.
- Late assignments: Late assignments can receive no greater than half credit. There are no exceptions.
- Late reading quizzes are not accepted for credit.
- Accommodations in the course can be provided with documentation through the SAS office. Please discuss any special requirements with the instructor during the first two weeks of class.

Attendance Policy

Attendance at class meetings is required, and *you will be considered responsible on exams for all information conveyed in lecture, whether verbally, through PPT slides, in class discussion or written on the blackboard.* I recognize that it is impractical to take attendance in a class of this size, so I will leave it up to you to ensure that you attend regularly and absorb all information conveyed in the classroom. Note that *material will be covered in class that is not contained in readings, posted on Blackboard, found in lecture PPT slides, or available in any other format.* Ski/snowboard during our class at your own risk, as unmarked hazards exist.

Media Policy

I know we all “take notes” on our laptops and I also love to have mine out during faculty meetings so I can check my soccer game schedule or pictures of my sister’s puppy in his new raincoat while something uninteresting is happening. But please be considerate and mature in your (ab)use of electronic media use in our large classroom. If you are watching a movie, so are your classmates behind you. It had better be a good movie. If you are shopping, we will all know how bad your taste is. If you are on social media, please be telling friends all about our course content. They will think you are incredibly cool.

Seriously, please treat the classroom and your classmates with respect. If you must be doing something not related to the class, be sure that you are not disruptive.

Notes

I strongly recommend securing a *note-taking buddy* so that in the event you cannot attend class you will have notes to copy. I also encourage you to drop by the TA office hours to go over missed material. Please do NOT send me an email asking if “anything important was discussed in class”. EVERYTHING we discuss is important! Ok, well, almost everything. If you do miss class here are the steps to take:

1. First, read the assigned reading.
2. Second, review the PPT slides from the missed lecture online.
3. Third, copy your note-taking buddy’s notes
4. Finally, drop in to the TA office hours to review any questions.
5. If after doing all that you would like to further discuss the material, please email me or come visit my office hrs!

Grades and grading policies:

In this course, there are a wide range of different types of assignments, intended to give you the opportunity to strengthen and demonstrate your knowledge in a range of ways. I am always happy to answer your questions about any grade you have received in my course.

Assignments are assigned a number grade out of 10 using a scoring rubric. Sometimes you will also see personal feedback or notes associated with those assignments within the Blackboard rubric. Quizzes are assigned a number grade out of 5. In the case of assignments, specific aspects of the response will be assigned a point value, so your grade will be determined by the number of points that you have earned in the assignment by responding to the questions asked.

PLEASE NOTE: A 10/10 on an assignment is reserved for TRULY OUTSTANDING work that involved significant outside research, goes well beyond simply responding to the assignment itself, and demonstrates a true mastery of the question at hand.

Midterms are multiple choice/matching/fill-in-the-black exams and therefore receive a number grade out of 100.

Papers receive a letter grade. These grades (as well as your final letter grade assigned for the course) have the following interpretations:

A – Demonstrating total mastery of the material and a level of effort well beyond what was required in the assignment. Such a paper would likely include a large number of external sources, perfect writing, exceptional style, and original, careful analytic thinking. Such a paper goes through multiple drafts during the writing process.

B – Strong understanding of the material and complete response to all basic questions asked by the assignment. Few to no flaws in writing, compositional style, and competent use of sources and citations. Meets all expectations.

C – Decent, but not total understanding of the material, or perhaps incomplete response to some of the more complex questions asked by the assignment. Occasional or perhaps more systematic flaws in writing, style, citations, and/or background knowledge. Does not meet all expectations.

D – Flawed comprehension of the material, distinct lack of effort, and/or incomplete response to the assignment. Characterized by significant flaws in writing and citation of sources. Meets few expectations.

F – Work is not of passing quality, significantly lacking in basic understanding, and fails to meet most expectations of college-level work.

References:

Agar, Michael. (1994). *Language Shock/Understanding the Culture of Conversation*. New York, NY: HarperCollins.

Ahearn, Laura. (2012). Language, Race, and Ethnicity. *Living Language: An Introduction to Linguistic Anthropology*, 1. 214-239.

Ahearn, Laura. (2012). Performance, Performativity, and the Constitution of Communities. *Living Language: An Introduction to Linguistic Anthropology* 1. 160-183.

Austin, Peter and Julia Sallabank. (2011) *The Cambridge Handbook of Endangered Languages*. Cambridge: CUP.

Bloom, P., & Keil, F. (2001). Thinking Through Language. *Mind & Language* 16(4). 351-367

Brenneis, Donald. (1996). Grog and Gossip in Bhatgaon: Style and Substance in Fiji Indian Conversation. In Brenneis & Macaulay (Ed.), *The Matrix of Language*. Westview Press. 209-233.

Crystal, David. (2000). *Language death*. New York, NY: Cambridge University Press.

Dunn, Michael. (2011). Evolved structure of language shows lineage-specific trends in word-order universals. *Nature* 437. 79-82.

Eckert, Penny and Saly McConnell-Ginet. (2013). *Language and Gender*. Cambridge: CUP.

- Everett, Daniel. (2005). Cultural Constraints on Grammar and Cognition in Piraha. *Current Anthropology* 46(4). 621-646.
- Hall, Kira. (2000). Performativity. *Journal of Linguistic Anthropology* 9(1-2). 184-187.
- Hall, K., & O'Donovan, V. (1996). Shifting Gender Positions Among Hindi-speaking Hijras. In Bergvall, Bing & Freed (Eds.), *Rethinking Language and Gender Research: Theory and Practice*. London: Longman. 228-266.
- Heller, Monica. (1999). Alternative ideologies of *la francophonie*. *Journal of Sociolinguistics*, 3(3). 336-359.
- Hill, Jane. (1999). Language, Race, and White Public Space. *American Anthropologist*, 100(3). 680-689
- Macaulay, Ronald. (2006). *The Social Art*. New York, NY: Oxford University Press.
- Napoli, Donna Jo. (1996). *Linguistics An Introduction*. New York, Oxford: Oxford University Press.
- Nevins, A., Pesetsky, D., Rodrigues, C. (2007). Piraha Exceptionality: A Reassessment. Unpublished ms, Harvard University and MIT.
- Ochs, E., & Schieffelin, B. (1984). Language acquisition and socialization. In LeVine & Shweder (Ed.) *Cultural Theory* (pp. 277-320). New York, NY: Press Syndicate of the University of Cambridge.
- Ohio State Dept. of Linguistics. (2011). *Language Files: Materials for an Introduction to Language and Linguistics, 11th Edition*. Ohio State University Press.
- Puckett, Anita. (2000). *Seldom Ask, Never Tell: Labor and Discourse in Appalachia*. Oxford University Press.
- Pullum, Geoffrey K. (1991). *The Great Eskimo Vocabulary Hoax and Other Irreverent Essays on the Study of Language*, University of Chicago Press.
- Shankar, Shalini. (2008). Speaking Like a Model Minority: "FOB" Styles, Gender, and Racial Meanings among Desi Teens in Silicon Valley. *Journal of Linguistic Anthropology*, 18(2), 268-289.
- Whorf, Benjamin. (1956). The Relation of Habitual Thought and Language. In Robert Carroll (Ed.) *Language, Thought, and Reality* (134-159). Massachusetts Institute of Technology.

Zentella, Ana Celia. (1997). *Growing Up Bilingual: Puerto Rican Children in New York*.
Blackwell Publishers.