

Culture & Communication, Spring 2019

ANT 31560, 31565, 31570, 31575, 31580, 31585
LIN 40035, 40040, 40045, 40050, 40055, 40060

Lecture: Tuesday & Thursday 9:30-10:30am, ECJ 1.202
Instructor: Prof. Courtney Handman
Office: SAC 4.124
Email: chandman@austin.utexas.edu
Office Hours: Wednesdays 1:30-3:00pm or by appointment

Discussion Section: W 8-9am, SAC 4.118 (ANT 31560/LIN 40035)
TA: Raul Martinez/Quichi Patlan
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Email: quichi@utexas.edu
Office Hours: Thursdays 1:30-2:30pm or by appointment

Discussion Section: M 9-10am, SAC 4.118 (ANT 31565/LIN 40040)
TA: Jordan Bowers
Office: SAC 4.166
Email: jdbowers@utexas.edu
Office Hours: Mondays 10-11am or by appointment

Discussion Section: T 3-4pm, SAC 4.118 (ANT 31570/LIN 40045)
TA: Krissy Juergensmeyer
Office: SAC 5.114
Email: kgjuerg@utexas.edu
Office Hours: Tuesdays 11am-12pm or by appointment

Discussion Section: TH 3-4pm, SAC 4.118 (ANT 31575/LIN 40050)
TA: Jordan Bowers
Office: SAC 4.166
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Office Hours: Mondays 10-11am or by appointment

Discussion Section: T 4-5pm, SAC 4.118 (ANT 31580/LIN 40055)
TA: Krissy Juergensmeyer
Office: SAC 5.114
Email: kgjuerg@utexas.edu
Office Hours: Tuesdays 11am-12pm or by appointment

Discussion Section: TH 4-5pm, SAC 4.118 (ANT 31585/LIN 40060)
TA: Raul Martinez/Quichi Patlan
Office: SAC 5.114
Email: quichi@utexas.edu
Office Hours: Thursdays 1:30-2:30pm or by appointment

University Course Description

An introduction to the study of culture through communication and the theory of signs. May be counted toward the cultural diversity flag requirement. Meets core curriculum requirement for Social & Behavioral Science (I).

Detailed Course Description

Language is not only one of the quintessential attributes of “the human,” it plays a role in virtually everything we do. Yet we typically do not pay much attention to what it is that language does and how it does what it does. And when we do, language and its use in communication often appear lacking: it is disparaged as little more than an (imperfect) reflection of reality, as a medium incapable of adequately conveying thoughts, emotions, and experiences, or as a hollow activity devoid of significance (“all talk and no action”).

In this course, we look at language not as an inadequate version of some more fundamental reality, but as a medium that constitutes and mediates reality for us as cultural beings living and acting in a social environment. Here we concentrate on two broad areas of concern: 1) language as a medium of social action, through which humans create & transform themselves and the world around them and 2) language as a medium of conceptualization, which provides a privileged lens on (or even constitutes a part of) mind. Attempts to understand language as a reflection of cognition divorced from sociocultural life and attempts to understand social life as composed of non-conceptual, biological drives are equally limited from this perspective. The perspective on language developed here locates language squarely in culture and society and at the same time locates sociocultural life “in” language and communication.

Course schedule (subject to revision)

With the exception of the two books we will read, all readings and reading questions will be available on Canvas: <https://utexas.instructure.com/>

Introduction: From the Picture Theory of Meaning to Performativity

Jan 22 – Language: Sound & Meaning

Jan 24 – Meaning & Social Meaning: From Constatives to Performatives

- Kiesling: Dude

Jan 29 – Meaning & Social Meaning: How to tell a joke in Cibecue, New Mexico

- BOOK: Basso – *Portraits of The Whiteman: Linguistic Play and Cultural Symbols among the Western Apache*. Chapters 1, 2.

Jan 31 – Meaning & Social Meaning: How to tell a joke in Cibecue, New Mexico

- BOOK: Basso – *Portraits of The Whiteman: Linguistic Play and Cultural Symbols among the Western Apache*. Chapters 3, 4, 5.

Feb 5

- DOCUMENTARY: *Âs Nutayuneân/We Still Live Here*

2. The Social Meaning of Sounds

Feb 7 – Phonetics: The Sounds of Language

- Ladefoged: Chapter 1 + the section “Consonant & Vowel Charts” (pp. 34-36) (from *A Course in Phonetics*)

Feb 12 – Jocks & Burnouts: Language & Identity

- Eckert: Adolescent Social Structure & The Spread of Linguistic Change (p. 186 “Adolescent Social Structure” through p. 207)

Feb 14 – Social Structure & Social Meaning: Standard Language Regimes

- Labov: The Social Stratification of (r) in New York City Department Stores (pp. 43-57)
- Labov: The Reflection of Social Processes in Linguistic Structures (all)

3. Language Ideologies & the Social Meaning of Linguistic Variants

Feb 19 – The Culture of Standard: Language Ideologies

- Cameron: Dr Syntax and Mrs Grundy: the great grammar crusade

Feb 21 – Monolingualism and Its Ideologies in the US

- BOOK: Hill: *The Everyday Language of White Racism* (chapters 3 & 4)

Feb 26 – Monolingualism and Its Ideologies in the US

- BOOK: Hill: *The Everyday Language of White Racism* (chapters 5 & 6)

Feb 28 – The Social Meaning of Different Languages & the Concept of Registers

- Urciuoli: The Political Topography of Bilingualism & Good English as Symbolic Capital (Chapters 3 & 4 in *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*)

Mar 5 – Language Ideologies and the invention of languages

- Gilmore: Herodotus Revisited: Language Origins, Forbidden Experiments, New Languages, and Pidgins (Chapter 2 in *Kisizi, Our Language: The Story of Colin and Sadiki*)

Mar 7 – Language Shift & Language Ideologies in Papua New Guinea

- Kulick: Anger, Gender, Language Shift

Mar 12

- Midterm review

Mar 14

- Midterm Exam

SPRING BREAK

4. The Social Life of Cultural Concepts

Mar 26 – Linguistic Categories and Thought

- Evans – A Galapagos of Tongues
- Whorf – Science and Linguistics

Mar 28 – Cultural Concepts, Linguistic Meaning & Institutional Authority

- Hacking: Making Up People
- Mehan: The Construction of an LD student: A Case Study in the Politics of Representation

5. Linguistic Action, Social Meaning, and Cultural Concepts

Apr 2 – The Structure of Texts

- Halliday & Hasan: Introduction (from *Cohesion in English*)
- Jakobson: Closing Statement - Linguistics and Poetics (pp. 350-58);

Apr 4 – The Structure of Ritual & the Performativity of Language

- Sebeok: The Structure and Content of Cheremis Charms (Parts 1-3 and part 5; focus in particular on Part 3 'Sample Analysis' and Part 5 'The Texture of a Cheremis Incantation')

Apr 9 – The Structure of Ritual & the Performativity of Language

- Caton: "Salaam tahiya" - Greetings from the highlands of Yemen

Apr 11 – Emergent Structure in Everyday Interaction

- Goffman: Replies & Responses

Apr 16 – The Ritualistic Quality of Impromptu Interaction

- Bucholtz: Word up - Social meanings of slang in California youth culture

6. Cultural concepts in circulation: intertextuality

Apr 18 – Intertextuality, the Circulation of Speech & Infinite Semiosis

- Goodwin & Goodwin: Participation
- Matoesian: Intertextual authority in reported speech - Production media in the Kennedy Smith rape trial

Apr 23 – The Intertextual "Life" of the Nation: From Jerusalem to Gettysburg to Fiji

- Silverstein: Talking Politics (pp. 26-67)
- Warner: Memorial Day

7. Coda: New Media and Linguistic Globalization

Apr 25 – Media, Ideologies, and Language

- Standage: Love over the Wires
- Gershon: Breaking up Is Hard to Do: Media Switching and Media Ideologies

Apr 30 – Globalization and Language

- Standage: War & Peace in the Global Village
- Cameron: Communication and Commodification: Global Economic Change in Sociolinguistic Perspective

May 2

- DOCUMENTARY: Diverted to Delhi

May 7

- Review for final

May 9

- Review for final

May 15 – 9am-12pm

- Final Exam

Course requirements and general policies

Required Materials — There are two books you can either purchase at the bookstore or rent as e-copies through the university library:

Basso, Keith. 1979. *Portraits of "The Whiteman:" Linguistic Play and Cultural Symbols among the Western Apache*. Cambridge: Cambridge University Press.

Hill, Jane. 2008. *The Everyday Language of White Racism*. London: Wiley-Blackwell.

[Note that there is a 2009 edition and a 2008 edition in the library – either is fine. If one e-book is unavailable check the other.]

All other readings are available electronically through Canvas at: <https://utexas.instructure.com/>

Preparation, Participation & Readings — To assist your reading for each class, questions for each reading will be posted on the Canvas website. You should use these questions to guide your reading; they point out the particular issues and data that you need ultimately to take away from the reading. I recommend that you do your best to answer these questions as you do the reading before class. You are welcome to work with classmates to develop your answers to these questions. Then, bring your answers along with the reading to the next class and to your discussion section, where the reading will be discussed further. After the lecture and the discussion section, you should be comfortable answering the questions on the reading.

Most weeks at the end of your discussion section, you will have a quiz that consists of one of the questions on the two most recent readings/lectures, including the material discussed on quiz days. At this point, if you have done the reading, attended class, worked with classmates to develop answers to the questions, and raised any residual questions during discussion sections, then it should prove relatively easy to answer any of the questions from the previous week's readings. Some of the reading questions will also appear on midterms and finals, so you are encouraged to retain your answers to these questions to review for these exams.

Student Evaluation — Your grade consists of four components:

One question quizzes	30%
Midterm	25%
Final	35%
Discussion participation and attendance	10%

One question quizzes: Over the course of the semester you will be quizzed on the readings to help ensure that you are keeping up with and comprehending the material. These quizzes will happen in your discussion sections. These quizzes will consist of one reading question selected from the questions given out with the readings. Quizzes are closed book. You are allowed—encouraged, in fact—to discuss the questions ahead of time with classmates and discussion leader. Quizzes will be graded with either a check, check plus, check minus, or zero. A check is given for responses that offer a satisfactory but not particularly developed response to the question. A check plus is reserved for responses that are particularly thoughtful: they draw connections to other readings or larger themes discussed in the class; they insightfully discuss data and its relationship to the question; they outline key parts of the argument made in the

reading that are relevant to answering the question. A check minus is given for answers that are not, for the most part, satisfactory but show some familiarity with the reading. A zero is given for missed quizzes and answers that show no familiarity with the reading.

Check Plus - A (95%)
Check - B+ (88%)
Check Minus - C (75%)
Zero - F (0%)

There will be 11 quizzes over the course of the semester and your lowest quiz grade will be dropped before calculating your final grade. Your 10 best quiz grades compose 30% of your final grade. Each quiz will cover material from the previous two lectures (so note that people who have their discussion section on a Monday will be quizzed on a slightly different set of material than people who have their discussion section on a Tuesday). Please see the handout for more on how the quiz schedule varies by discussion section.

Discussion participation and attendance: You are expected to attend all discussion sessions with your TA. Arrive expecting to discuss the readings and the lecture. You will be evaluated based on your ability to – minimally – show up regularly and – more importantly – participate in discussion with thoughtful and on-point comments. Quizzes will take place in your discussion sections.

Midterm & Final Exams: There will be midterm and final exams. The midterm will be given in class and the final will be given during the assigned final slot for our class. You should not book tickets or make travel plans before finding out when our final exam will be held (see <http://registrar.utexas.edu/students/exams>). The midterm and final will consist of multiple choice, short answer, and analysis questions. The reading questions will form the basis for some questions as will the material covered in lectures. We will have review classes for both exams that will go over material from lectures that you should be prepared to answer questions on. The best preparation for exams is to: 1) work through the reading questions in the way described above; 2) attend lectures and take notes, paying attention not only to answering the reading questions, but to other materials introduced in lectures that are not in the readings; 3) review your lecture notes and discuss them with classmates; 4) raise any questions you have about lectures during the following lecture; 5) if questions remain, raise your questions in office hours with me or the TAs; and 6) attend the review sessions for the exams. The midterm composes 30% and the final 30% of your final grade.

Grading scale (there is no rounding up):

92.6-100	A	72.6-77.4	C
90-92.5	A-	70-72.5	C-
87.5-89.9	B+	67.5-69.9	D+
82.6-87.4	B	62.6-67.4	D
80-82.5	B-	60-62.5	D-
77.5-79.9	C+	0-59.9	F

Make-ups & Excused Absences — The only absences that will be considered excused are for religious holidays and for extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, you must notify the instructor at least fourteen days prior to the date of observance of the religious holiday. You will be given an opportunity to complete missed work within a reasonable time after the absence.

Inside & Outside the Classroom — Readings for the day's class should always be brought to class. I recommend that you print out readings available electronically on Canvas so that you are

not dependent on electronic devices to do class readings. Computers, phones, and other electronic devices are allowed in class so long as they are not disruptive to others. If these devices become disruptive, I will ask that they not be brought into class. As long as these devices are not disruptive to others, you are solely responsible for how you use these devices in class. The TAs and I are not responsible for rehashing material that you miss because you are distracted in class or because you are absent (unless you have a note from a doctor, nurse, or university official). If you miss a class, you should speak with your classmates to catch up on course announcements and notes. If you attend class, ask questions there, and still feel uncertain about class materials, please see me or one of the TAs during office hours. It is your responsibility to ensure that you are keeping up with all that is being done in class. Do not hesitate to ask questions in class or during office hours.

Names and Personal Pronoun Preference – I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use.

University Policies

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Student Accommodations

Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

- Please request a meeting as soon as possible to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code:

"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT's Academic Honesty Policy which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

University Resources for Students

The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

The University Writing Center

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students' resourcefulness and self-reliance. <http://uwc.utexas.edu/>

Counseling and Mental Health Center

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

Student Emergency Services <http://deanofstudents.utexas.edu/emergency/>

ITS Need help with technology? <http://www.utexas.edu/its/>

Libraries Need help searching for information? <http://www.lib.utexas.edu/>

Canvas Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Important Safety Information

BCAL

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Evacuation Information

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Guns

Pursuant to SB11 (<http://www.legis.state.tx.us/tlodocs/84R/billtext/pdf/SB00011F.pdf>) and UT- Austin Campus Carry Policy (<https://campuscarry.utexas.edu/>; <https://www.policies.utexas.edu/policies/campus-concealed-carry>), persons with a current legally valid Concealed Carry License may carry a concealed legal handgun on or about their person in this class. Please take note of several provisions:

1. All legal provisions associated with concealed carry on campus must be followed without fail at all times. In addition to SB11 and UT-Austin Campus Carry policy, please review at least the 84 pages of applicable law curated by TX DPS (<http://www.txdps.state.tx.us/InternetForms/Forms/CHL-16.pdf>).

Please take special note of two of the many legal provisions:

- a. Holstering requirements: "A license holder who carries a handgun on campus must carry it in a holster that completely covers the trigger and entire trigger guard area. The holster must have sufficient tension or grip on the handgun to retain it in the holster even when subjected to unexpected jostling" (UT-Austin HOP 8-1060, VII-A-2).
- b. "On or about your person means a person licensed to carry a handgun must carry a handgun in a manner that the handgun is close enough to the license holder that he or she can reach it without materially changing position" at all times (UT-Austin HOP 8-1060, IV).

2. A license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area. (SB11, Section 4 and Texas Penal Code, Section 46.035(a-1)). Violation is a Class A misdemeanor or a third degree felony.

If any legal requirement is violated at any moment, the person who witnesses the violation should leave the classroom and call 911 immediately without waiting to ask me for permission. Police will respond. This will disrupt the class and may create a dangerous situation for all of us. Violations may result in criminal penalties and sanction by the university.