

**CULTURE AND COMMUNICATION, Fall 2018**  
**ANTHROPOLOGY 307, LINGUISTICS 312C**  
ANT 307, unique #31622, 31625, 31626, 31627, 31628, 31629;  
LIN 312C, unique #40237, 40240, 40241, 40242, 40243, 40244  
Monday and Wednesday 2-3 pm, plus additional discussion section as assigned  
Class location: GSB 2.124

Professor: Elizabeth Keating, PhD  
Office: SAC 4.156, Phone: 471-8518, email: Elizabeth.keating@austin.utexas.edu  
Office Hours: Monday/Wednesday 3:15-4:15 pm and by appointment

TAs: Kari Andreev, MA, [k.andreev@utexas.edu](mailto:k.andreev@utexas.edu) (office hours TBA)  
Krishantha Fedricks, MA, [kfedricks@hotmail.com](mailto:kfedricks@hotmail.com) (office hours Wednesday 3:30 pm-4:30pm)  
Kelsie Gillig, MA, [gilligk@utexas.edu](mailto:gilligk@utexas.edu) (office hours TBA)

v. 8 27 18

---

## Table of Contents

I. Rationale.....1	VI. Course Requirements.....4	• University Resources
II. Course Aims and Objectives....1	• Attendance and participation	• Sanger Learning Center
• Aims	• Religious Holy Days	• Services for Students with Disabilities
• Specific Learning Objectives	• Readings/Materials	• Q-drop Policy
III. Format and Procedures.....2	• Assignments/Assessments	
IV. Tentative Course Schedule.....2	• Use of <i>Canvas</i>	
• Feedback Statement	VII. Grading Procedures.....5	
V. Professor's Assumptions.....4	VIII. University Policies.....6	
	• Academic Integrity	

---

This course may be used to fulfill the social and behavioral sciences component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, empirical and quantitative skills, and social responsibility. This course is included in the First-year Interest Group (FIG) program. This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase students' familiarity with the variety and richness of the American cultural experience. This course also carries the Global Cultures flag. Global Cultures courses are designed to increase students' familiarity with cultural groups outside the United States.

## I. Rationale

The goal of this course is to introduce students to the fascinating world of human communication as it emerges within particular cultures and shapes habits, attitudes, and emotions. Students will be able to sharpen their skills and develop new skills in meta-level analysis, particularly about how people use language and other symbolic forms to maintain power or to express identity, including poetic forms. Students will learn about anthropological approaches to human behavior. Understanding how the everyday language people use is interpreted is an essential part of successful cross-cultural communication. We look at both the principles of everyday language interaction and the many creative ways people use these principles in different cultures. Language shapes unique ways of thinking about the world and of interpreting the world.

## II. Course Aims and Objectives

**Aims:** This course builds new knowledge about the relationships between culture and communication practices. The textbook *Culture and Communication: An Introduction*, by James Wilce, shows how to use language theories to understand cultural phenomena, and provides explanations of linguistic theories and theories in anthropology that address

aspects of being human and sharing the lives of others. *Words Matter: Communicating Effectively in the New Global Office*, by Elizabeth Keating and Sirkka Jarvenpaa, discusses communication in global office settings, and covers general processes and concepts students can apply in their daily lives. Students will also read the book *Veiled Sentiments* by Lila Abu-Lughod, about poetry in a Bedouin society and the importance of studying verbal art in order to understand critical aspects of a society's cultural ideas. Students will learn how to analyze communication in several written analytical exercises.

**Specific Learning Objectives:** By the end of this course, students will:

- Through comparing and contrasting language practices in different world areas, gain new knowledge about the power of language to shape and spread ideas. Through reading about communication in different cultures, students will gain new appreciation for culture and for the range of communication forms cross culturally.
- Through studying and applying general principles of communication to cross cultural settings, students will learn what is general about human communication behavior and what is specific to culture.
- Through studying key principles underlying human symbolic behavior as it pertains to language, students will acquire knowledge about the role of symbolic behavior in creating and transmitting culture.
- Through studying the role of language attitudes and the role of societal rules about language use, for example, how children are socialized into patterns through language, students will be able to understand how these language attitudes and ideologies shape behavior and judgments about behavior.
- By synthesizing from case studies, examples in lectures, and assignments, students will learn to apply their knowledge of communication to new situations.
- Through linking class materials with their own experiences, students will gain skills in shifting and sharing perspectives.
- Through class exercises, students will learn to collect language forms and analyze them.

**III. Format and Procedures:** The course is structured around lectures based both on the readings and on other materials the professor uses for illustration and teaching purposes. The course also has smaller discussion sections with teaching assistants (TAs) to allow for greater student participation with the materials and ideas.

**IV. Tentative Course Schedule:** *\*\*This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

Date	Main Topic(s)	Work to do at home Readings – to be completed <u>before</u> the first class of the week	Evaluation
8/29	Introduction, including course/syllabus/assignments/requirements	Preparation for each week involves reading the week's assigned readings before Monday's class (there will be pop quizzes on the readings)	
9/03		LABOR DAY HOLIDAY	
9/5	An introduction to the ideas and concepts that will be elaborated in the textbook and other readings	Wilce, <i>Culture and Communication</i> , Chapter 1, Society, Culture and Communication	
9/10-9/12	Methods: how anthropologists work, ethnography, observation, what counts as data, reflexivity	Abu-Lughod, Lila, <i>Veiled Sentiments</i> , Preface, A Note on Transcription, and Chapter 1, Guest & Daughter  Keating & Jarvenpaa, <i>Words Matter</i> , Introduction  Bohannan, Laura, "Shakespeare in the Bush," <i>Natural History</i> (Canvas)	

9/17-9/19	Mutual attunement, communication as a system of signs, semantic vs. pragmatic meaning, interaction and meaning	Wilce, <i>Culture and Communication</i> , Chapter 2, What is Communication? And p. 80-93 (Meaning: Semantic and Pragmatic; Textuality, Poetic Structure, and Parallelism)  Keating & Jarvenpaa, <i>Words Matter</i> , Chapter 3, The Hearer: The Hearer is the Most Important Player	Assignment 1 handed out 9/17
9/24-26	Communication, signs, actions	Wilce, <i>Culture and Communication</i> , Chapter 3, Semiotics and Sign-Types  Keating & Jarvenpaa, <i>Words Matter</i> , Chapter 2, Language as Action	
10/01-10/03	Language Evolution	Wilce, <i>Culture and Communication</i> , Chapter 5, Culture, Society, Communication, and Language Evolving  Is This How Our Ancestors Sounded? Linguist Recreates Proto-Indo-European Language <a href="https://www.archaeology.org/exclusives/articles/1302-proto-indo-european-schleichers-fable">https://www.archaeology.org/exclusives/articles/1302-proto-indo-european-schleichers-fable</a>	
10/08-10/10	Everyday Interaction and Conversation Analysis	Heritage, John (1984). <i>Garfinkel and Ethnomethodology</i> , Chapter 8, "Conversation Analysis," Cambridge: Polity Press (Canvas)	Assignment 1 due 10/10
10/15	Conversation Analysis and Language-in-Interaction, <i>continued</i> , some implications for policy and equality	Gregory M. Matoesiana. (1995). Language, Law, and Society: Policy Implications of the Kennedy Smith Rape Trial. <i>Law &amp; Society Review</i> , Vol. 29, No. 4, pp. 669-702. (UT Libraries Online)	
10/17	Theory of Mind, thought and culture, the relation of language to learned to patterns of thinking	Wilce, <i>Culture and Communication</i> , Chapter 6, Diverse Languages and Perspectives: Communication, Expression, and Mind  Abu-Lughod, Lila, <i>Veiled Sentiments</i> , Chapter 2, Identity in Relationship	Exam review questions handed out (questions which will guide studying)
10/22	Linguistic Relativity	Pierre, Kendra (2017). The language you speak changes your perception of time. Popsoci.com. <a href="https://www.popsoci.com/language-time-perception#page-3">https://www.popsoci.com/language-time-perception#page-3</a>  Boroditsky, Lera; Schmidt, Lauren; Phillips, Webb, "Sex, syntax, and semantics," <i>Language in Mind: Advances in the Study of Language and Thought</i> , pp. 61–79 <a href="http://lera.ucsd.edu/papers/gender.pdf">http://lera.ucsd.edu/papers/gender.pdf</a>	
10/24	Midterm Exam		Exam 1
10/29-10/31	Socialization, indexicality	Wilce, <i>Culture and Communication</i> , Chapter 8, Human Social Semiotics  Wilce, <i>Culture and Communication</i> , Chapter 9, Communicative Enactment and Transmission of Society and Culture	
11/5-11/7	Identity, identity as shaped by others, identities in conflict	Keating & Jarvenpaa, <i>Words Matter</i> , Chapter 5, Language is Social (and Cultural)  Young, Vershawn. (2009). "Nah, We Straight": An Argument Against Code Switching. <i>JAC</i> , 29(1/2), 49-76 (UT Libraries Online)  Appiah, Kwame Anthony. 2018. Go Ahead Speak for Yourself, <a href="https://www.nytimes.com/2018/08/10/opinion/sunday/speak-for-yourself.html">https://www.nytimes.com/2018/08/10/opinion/sunday/speak-for-yourself.html</a>	Assignment 2 handed out

11/12-11/14	Personhood: Socialization, gender, sexuality	Abu-Lughod, Lila, <i>Veiled Sentiments</i> , Chapter 3, Honor and the Virtues of Autonomy  Abu-Lughod, Lila, <i>Veiled Sentiments</i> , Chapter 4, Modesty, Gender, and Sexuality	
11/19-11/21	Poetics, metaphor	Abu-Lughod, Lila, <i>Veiled Sentiments</i> , Chapter 5, the Poetry Personal Life  Abu-Lughod, Lila, <i>Veiled Sentiments</i> , Chapter 6, Honor and Poetic Vulnerability  Abu-Lughod, Lila, <i>Veiled Sentiments</i> , Chapter 7, Modesty and the Poetry of Love	
11/26-28	Narrative	Raj, Pateek. (2017). The Role of Narratives in Economics. <i>Promarket</i> , the blog of the Stigler Center at the University of Chicago Booth School of Business <a href="https://promarket.org/role-narratives-economics/">https://promarket.org/role-narratives-economics/</a>  Two articles related to each other: 1) The day the Pintupi Nine entered the modern world, BBC news story written in 2014 about an event in 1984 <a href="https://www.bbc.com/news/magazine-30500591">https://www.bbc.com/news/magazine-30500591</a>  2) Myers, F. (1988). Locating Ethnographic Practice: Romance, Reality, and Politics in the Outback. <i>American Ethnologist</i> , 15(4), 609-624. (UT Libraries Online)  Keating & Jarvenpaa, <i>Words Matter</i> , Chapter 4, How to Make Their Jokes Funny (Hint: It's the Common Ground)  Bateson, Mary Catherine (1993). "Composing a Life," Chapter 3 in <i>Sacred Stories: a celebration of the power of story to transform and heal</i> ," Charles and Anne Simpkinson, eds. (Canvas)	Exam Review Questions handed out 11/26
12/03	Exam Review		
12/05	Second Midterm Exam		Exam 2
12/10	Last class day		Assignment 2 due 12/10

## V. Professor's Assumptions:

In language and in anthropological research the assumption is that all languages and cultures are equally rich and complex symbolic worlds and that there are no "primitive" cultures or languages. At the same time it is very common for people to disparagingly view other people's practices as primitive, peculiar or immoral, a situation that deserves our attention and reflection in a time of enhanced connection and collaboration between cultures due to technology and globalization.

## VI. Course Requirements:

**Attendance and participation policy:** Class participation counts 10% of the final grade. The class participation grade is made up of participating in discussions in your assigned section and attendance at lectures. A sign-in attendance sheet will be passed around at lectures. If you have to miss lecture, it is recommended that you get notes from another student or talk with your TA.

### Religious Holy Days

By UT Austin policy, you must notify the professor of a 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.

## COURSE READINGS/MATERIALS

### Required Books:

Abu-Lughod, L. *Veiled Sentiments*, University of California Press

Keating, E. and S. Jarvenpaa. *Words Matter: Communicating Effectively in the New Global Office*, Univ. of California Press

Wilce, J. *Culture and Communication*. Cambridge University Press.

**Also required reading:** articles and chapters listed on the syllabus that are available either on the Canvas site, at the URL listed on the syllabus, or to be found online at UT Libraries <https://www.lib.utexas.edu/>

### Assignments, Assessment, and Evaluation

- (a) Two midterm exams count 40% of the grade (20% each)
- (b) Two written assignments count 40% of the final grade (20% each).
- (d) Pop quizzes on reading count 10%
- (e) Class participation (attendance at lecture and participation in discussion section) counts 10%

#### *Assignments:*

- (a) Late homework assignments will be downgraded one letter grade
- (b) Assignments must be turned in on Canvas
- (c) Assignments are graded primarily on content and not on style of writing. Grade is based on amount of details included (rather than overgeneralizations) and depth of analysis (not just a cursory job). More information will be given at time of assignment.
- (d) Assignments and dates are subject to change – check the Canvas site.

#### *Exams:*

- (a) Make up exams are only allowed with a note from the doctor (after the exam), or pending a formal written appeal to the professor and TA (before the exam). Makeup exams are different exams.
- (b) There is no final exam, rather there are two midterm exams.
- (c) Pop quizzes will be given on the assigned readings.

*note: review questions will handed out prior to exams in order to guide review*

**Use of Canvas:** Canvas <http://courses.utexas.edu> is used to distribute course materials, to communicate, to post grades, to submit assignments. Rely on this site for the most up-to-date information about the course (not the printed syllabus). You can find support using Canvas at the ITS Help Desk at 475-9400.

### VII. Grading Procedures: Grades will be based on the following scale:

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

## VIII. University Policies

### *University of Texas Honor Code*

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work, except in assignments that are specifically labelled as teamwork.

You are encouraged to study together and to discuss readings and what is covered in lecture with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by another student, except on team assignments. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include a failing grade for the course and University disciplinary action. During exams, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

<http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct>

**Behavior Concerns Advice Line (BCAL):** If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **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>

### **University Resources for Students**

Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let us know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus.

### **Services for Students with Disabilities**

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with the professor or TAs, or if you need specific arrangements in case the building needs to be evacuated, please let us know. We are committed to creating an effective learning environment for all students, but can only do so if you discuss your needs with us as early as possible. We promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

### **Counseling and Mental Health Center**

There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

### **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). Other helpful sites:

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

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

### **Title IX Reporting**

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. Professors as Responsible Employees must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### **The following are 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 a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- 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](http://www.utexas.edu/emergency)