

ANTH/LING 4800

Language and Culture*

M, W, F, 3:00-3:50, Hale 260

Spring 2018

Instructor Irina Wagner
Office: Hellems 2
Office Hours: M, F, 2:00-2:50
e-mail: irina.wagner@colorado.edu

Provisional syllabus¹
Updated March 18

Course Description: The effects of culture on linguistic practices are immense and have been demonstrated in lexicon, language use, and linguistic structures. We know today that the largest lexical variations arise from cultural practices, and that culturally informed behavior can modify patterns of syntax. As an introduction to linguistic anthropology, this course explores implicit and explicit connections of language, culture, and society. Taking on methods of sociolinguistics and linguistic anthropology, we will question the position of language in culture, discover the effects of culture on language structures, and examine how language use influences culture and social domains. We will survey the processes underlying linguistic discrimination and language ideologies, the connection of language and identity, the social contexts of effective multilingualism, the economics behind language death, and the principles of language as agency.

This is a discussion-based class: Students are expected to come to class having read the required texts and ready to apply this material to discussion. As a result, the class will provide multiple opportunities to work with sociolinguistic data and practice sociolinguistic analysis.

Textbook: Ahearn, Laura M. (2016) *The Living Language: An introduction to Linguistic Anthropology*, 2nd Edition. ISBN-13: 9781119060604

Course Objectives:

At the completion of this course, students will be able to:

1. collect data for a sociolinguistic research in an ethical manner;
2. process and analyze sociolinguistic data;
3. identify semantic domains of an interaction or static data;

*This syllabus is based on the syllabi previously used for this class by Cowell (2016), Sandoval (2014), and Stadtbauer (2013).

¹I reserve the right to change the requirements of the course. Any changes will be posted on the online platform of the class. It is student's responsibility to monitor these changes.

4. identify indexical fields of sociolinguistic variables;
5. discern social meaning in linguistic practices;
6. engage with multi-directional connection of language and culture;
7. talk about linguistic anthropology to any lay person.

Course policies

- The use of electronic devices is allowed only for class-related purposes. We will frequently use online tools such as Padlet, Kahoot, Slido, etc., so you are encouraged to bring your devices to class.
- Be considerate and respectful in your discussion during class. Interruptions, aggressive behavior, or personal attacks are not tolerated in our classroom and may result in the removal from the class.
- Email and Canvas are the primary means of communication. It is your responsibility to check your email regularly.
- If you have questions which take more than 5 minutes to respond to in writing (e.g., commenting on a draft), you will be asked to come to my office hours.
- I respond to emails during school's business hours, which means no weekend emails.

Personal policies

- I respect everybody's opinions in the classroom and I welcome their expressions as long as they remain scholarly and supported by the critical readings discussed in class.
- As a CU employee, I follow the nondiscrimination policy and I strive to provide equal opportunities, equal treatment, and fairness in evaluation to all my students.
- Every student regardless their origins, gender, sexuality, religion, political views, abilities, class, color of skin, linguistic abilities, or veteran status will be held accountable for their performance in the class at the same standard.
- As a non-native speaker of English, I know it is difficult to present scholarly research in a non-native language. However, I cannot make any accommodations to anyone because of their English proficiency. If you are concerned about your performance in English, I suggest you visit the International English Center for tutoring. I highly encourage you to seek help at the Writing Center, and I welcome you to discuss this during my office hours.
- *"What we will not allow are statements of racial bigotry or racial superiority in the name of freedom of speech. The line may be fine but we know there is a line and we have to police that line constantly in our every action and statement."* From the Assistant of Dean of Social Sciences at the University of Colorado Boulder, Ann Carlos.

University of Colorado Policies

Accommodation for disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your instructor in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and discuss your needs with your professor.

Religious observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let your instructor know of any schedule conflicts with your religious observances in a timely manner.

Classroom behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the Student Code of Conduct.

Sexual misconduct, discrimination, harassment, and/or related retaliation

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the Honor Code Office website.

Course Requirements

Grade Distribution:

Participation	15%
Assignments	15%
Podcasts	20%
Midterm	10%
Final	10%
Final project	30%

Letter Grade Distribution:

≥ 95	A	74 - 76	C
90 - 94	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	≤ 59	F

Participation and attendance (15%)

You are expected to be ready for class discussion of assigned readings. You should be prepared for average of 75 pages of reading each week. *I reserve the right to call you by name in the discussion section of the class.* To facilitate class discussion, three readers will be assigned for each reading. Each class period will begin with these facilitators laying out how they envision successful discussion of this reading or subject. As a discussion leader, you are encouraged to prepare handouts, power point presentations, or examples in the form of data.

Canvas discussions. Every student is to create a total of 12 responses to the readings assigned from February 28 until the end of the semester. The response post is supposed to be some sort of a reflection on what you have read, such as a thought-provoking question, comparison, or a cultural example. These discussion posts are due by 2pm on the day of the class the reading is assigned to. Both of these, the classroom discussions and Canvas discussions make up 10% of your grade.

Attendance is expected and will be taken each class. You are allowed to miss **2** classes during the semester without penalty. *Any additional absences will result in 10% deduction (each) in your participation grade.* Perfect attendance will give the student *1* extra credit point. Absences are excused for religious observances, university-required events, and documented illnesses or emergencies. It is student's responsibility to contact the instructor in case of an excused absence. If you are concerned about your attendance, please, talk to me. Attendance makes up 5% of your grade.

Assignments (15%)

There are three assignments and a prequel for this class, all of which are designed to develop data gathering and data analyzing skills. The prequel is CITI certification **required** of each student without a grade assigned. The rest of the assignments are: 1) data collection; 2) data transcription; 3) preliminary data analysis. Students are allowed to work in pairs for the Assignment 1 (Data

collection). Assignments 2 and 3 are to be done individually, although discussion among your peers is encouraged with proper attribution. **No late assignments will be accepted without documentation of an excuse.**

Podcasts (20%)

Instead of weekly blog posts or reflection essays, this class will create a podcast about Language and Culture. In groups of 3-4 people, you will be asked to record an episode for our podcast that will consist of your informal conversation summarizing the previous week's readings. Your goal is to bring language and culture to large non-academic audience. The podcast will air weekly on Wednesdays and will be about 22 minutes long. There will be a total of 12 episodes. Students will be able to sign up for the episodes and topics that they prefer to talk about. Some good advices on the process of creating a podcast can be found here: <https://lifehacker.com/how-to-start-your-own-podcast-1709798447>. If needed, students can use CLASP lab (Hellems 291) for the recording and production (reservations are required).

Final project (30%)

Final projects can be done in pairs or groups. No more than 4 students doing one project. **No late assignments will be accepted without documentation of an excuse.**

Option 1: Research paper

For your research paper, you will analyze original data. You are encouraged to use the data gathered for the course assignments; however, you can also choose to analyze data found in the public domains of the internet. Such data can be audio, video, or text (e.g., YouTube video, a song, a speech, an open letter, screen-shots, etc.). The data analysis will consist of the discussion of social work performed in a use of language focusing on context and contextualization, as well as specific linguistic features and their relationship to cultural categories, discourses, and identities.

Option 2: Wikipedia article

If you choose this option, you will be asked to create a new Wikipedia article or *significantly* revise an existing one. The article must relate to the class materials and must include thoughtful discussion, examples, and references to the problem in question. I will provide a list of suggested articles, however, you can also propose something on your own. Although this may seem as a more intimidating option, it is also a more useful type of a student assignment. I will be happy to provide additional guidance if you choose this option.

Exams (20%)

There are two exams in this course, the midterm and the final. There will be no make-up exams without documentation of an illness or an emergency.

Important dates

Date	Item
January 31	Prequel assignment
February 4	Assignment 1
February 18	Assignment 2
March 4	Assignment 3
March 12	Midterm
April 30	Final project
TBD	Final

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Week 1 Introduction: Language, culture, language and culture

- Jan 15 No class
- Jan 17 Introduction to linguistic anthropology.
- Jan 19 Chapter 1. Socially charged life of language.

Week 2 Language as data

- Jan 22 Chapter 2. The research process in linguistic anthropology.
- Jan 24 Bucholtz, M. (2007). Variation in transcription.
- Jan 26 **CITI certification due**
Wilce, J. (2017). Semiotics and sign types.

Week 3 Language as thought: relativity and universality

- Jan 29 Chapter 4. Language thought and culture.
- Jan 31 Enfield, N.J. (2005) The Body as a Cognitive Artifact in Kinship Representations.
- Feb 2 Data session: Metaphors

Week 4 Language as practice.

- Feb 5 Chapter 5. Communities of language users.
- Feb 7 Rampton, B. (2010). Speech community.
- Feb 9 Data session: Linguistic practices.

Week 5 Language as performance.

- Feb 12 Chapter 8. Performance, performativity, and the constitution of communities
- Feb 14 Hall, K., Goldstein, D. M., & Ingram, M. B. (2016). The hands of Donald Trump.
- Feb 16 Data session: Performance analysis

Week 6 Language socialization

- Feb 19 Chapter 3. Language acquisition and socialization.
- Feb 21 Ochs, E., & Schieffelin, B. B. (1994). Language Acquisition and Socialization.
- Feb 23 TBD

Week 7 Language and socialization

- Feb 26 Heath, S. B. (1982). What no bedtime story means.
- Feb 28 Philips, S. (2001). Participant structures and communicative competence.
- Mar 2 Classroom activity: Participation frameworks

Week 8 Language, gender, and sexuality

- Mar 5 Chapter 9. Language and gender.
- Mar 7 Zimman, L. (2017). Gender as stylistic bricolage.
- Mar 9 Data session: Language and gender

Week 9 Language and others: race and ethnicity

- Mar 12 **Midterm**

Mar 14 Rosa, J., & Flores, N. (2017). Unsettling race and language.
 Mar 16 Hill, J. (1998). Language, race, and white public space.

Week 10 Language and media

Mar 19 Bonilla, Y., & Rosa, J. (2015). #Ferguson.
 Mar 21 Lee, C. K. M. (2011). Micro-Blogging and Status Updates on Facebook.
 Mar 23 Data session: Language online

Week 11 Spring break

Week 12 Articulate while Black

Apr 2 Alim, H.S. & Smitherman, G. (2012). AWB: Chapters 1, 2, 3
 Apr 4 Alim, H.S. & Smitherman, G. (2012). AWB: Chapters 4, 5, 6
 Apr 6 Final thoughts on Language and Race.

Week 13 Multilanguage and globalization

Apr 9 Chapter 6. Multilingualism and globalization
 Apr 11 Blommaert, J. & Maly, I. (2014). Ethnographic linguistic landscape analysis and social change.
 Apr 13 Data session: Multilingualism in the US.

Week 14 Language and endangerment

Apr 16 Walsh, M. (2005). Will Indigenous Languages Survive?
 (Optional) Chapter 11. Language death and revitalization
 Apr 18 Perley, B. C. (2012). Zombie Linguistics.
 Apr 20 Classroom activity: Revitalization assessment

Week 15 Language and power

Apr 23 Chapter 12. Conclusion: language, power, and agency.
 Apr 25 Ochs, E., & Taylor, C. (2001). The "Father Knows Best" Dynamic in Dinnertime Narratives.
 Apr 27 TBD

Week 16 Applications of linguistic anthropology

Apr 30 **Final project due**
 Wilce, J. (2017). Chapter 12. Applying linguistic anthropology.
 May 2 Exam review
 May 4 Reading day