ANTH276: INTRODUCTION TO LINGUISTIC ANTHROPOLOGY: THE NATURE OF LANGUAGE

Summer Session I, 2004
9-10:45, M-F
Classroom: Haury 219

Instructor: Chienjer Charles Lin
Office Hours: Wednesday 11-1 & by appointment
Office Location: HAURY 317--Linguistic Anthropology Teaching Lab (W), COMM 301 (other than Wednesdays)
Phone Numbers: 626-5546 (Ling Lab), 626-1214 (COMM301)
Email: clin@u.arizona.edu
Course website: http://www.u.arizona.edu/~clin/anth276_04/anth276.htm

Course Description
Linguistic anthropology, as one of the four fields of anthropology, investigates human culture and society through language—the most complex cognitive capacity of human beings. Language has its core structural properties as well as its interfaces with human use. The goal of this course is to introduce the fundamentals of linguistic structure and the key concepts of language, culture, and society. It is also meant to increase the student's sensitivity to linguistic behaviors and to be able to critically examine the ideology behind them. No prerequisites are required for this course.

Each class will primarily be composed of two sections. The first hour focuses on the structural properties of language—sounds, words, syntax, and meaning in language; the second hour is devoted to language and its relation to the sociocultural context. Students are expected to do the readings before each class and be prepared to participate in discussion. Linguistic anthropology is an exciting field with a wide variety of interesting research going on. Language is something that we use every day; we are never short of data for observation and investigation. Through this class, the students are expected to attain a basic understanding of core linguistic structures and its related social issues.

Course Materials
(A) Required text:

(B) Recommended text:

Course Requirements & Policies
First of all, welcome to the class. This class is intended to be relaxing (considering we are already suffering the Tucson heat) and enjoyable while being informative and intellectual at the same time. I am delineating the requirements as clearly as possible so that it is easy for you to follow. This is, however, not meant to be intimidating. This course covers quite some readings, which are selected because of their intellectual importance. I have designed the course in such a
way that most requirements are distributed throughout the whole semester, so that you are
customarily contributing some efforts to learn while not having to stress over big exams. There are
assignments, quizzes and group presentations but no mid-term and final exams. If you follow the
scheduled activities closely, there should be no stress at the end of the semester at all.

Top requirement: pay attention to the language used around you—when you watch TV, when you go to the theater, when you read newspapers and magazines, and even when you
overhear other people gossiping in a coffee shop. Being sensitive to linguistic data is crucial. Be
ready to share with the class your observations. You will submit three weekly journals (on
Tuesdays starting from June 15), in which you will keep notes of linguistic observations and
attempt some preliminary analysis of your observations.

Of course, regular and punctual attendance is required. Each class in a short summer
session covers information that you will not afford to miss. Attendance will be weighed in your
participation grade. Any unexcused absence will result in points taken off. Read the materials
and be ready to ask at least one question or make one comment. You will hand in a question or a
comment each day at the beginning of the class, except the days on which there are other
assignments due, presentations, or quizzes. This will count as the basis of your participation
grade.

There will be six homework assignments and three weekly journals. All assignments are
to be typed. Assignments containing IPA symbols may be written legibly. Assignments are to be
turned in at the beginning of the class. A late assignment will lose 20% of its grade each day.
Quizzes are to be taken the days they are administered. Make-up quizzes are reserved only for
medical reasons with a doctor's note. If you should miss any class, you will still be responsible
for the materials that you missed and should turn in all assignments on time. It is your
responsibility to find out the announcements and handouts I gave out in class.

Please turn off your cell phones and pagers before class.

**Grading**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>3 Weekly Journals</td>
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<tr>
<td>6 Homeworks</td>
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<tr>
<td>2 Quizzes</td>
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<tr>
<td>Group Presentation</td>
<td>10%</td>
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<tr>
<td>Participation &amp; Attendance</td>
<td>10%</td>
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<tr>
<td>(Optional Individual Project)</td>
<td>10%</td>
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**Academic Honesty**

You are encouraged to discuss the assignments with one another. However, you should write
anything that you submit to me by yourself as an individual. You should NEVER turn in
anything that is done by someone else. Do not plagiarize. You risk academic consequences
including expulsion if you do so. If you don't know what counts as plagiarism, ask me about it.
(Basically, whenever you know that you got an idea or a term, or some phrases from someone
else, acknowledge so in a footnote or in the bibliography.)

**What Is in a Journal?**

Keeping a journal is a way of encouraging you to be sensitive to the language used around you.
Anything that is related to language can be noted in your journal. A journal entry should be
composed of DATA you collected and your own PRELIMINARY ANALYSIS. The data can be
something you heard or read, or some idea that you thought of as interesting. Describe and present the data in one paragraph; then spend a paragraph or two analyzing your data. It is a plus to apply the methods that you learn in class to analyze your data. You are expected to keep at least two entries each time you submit the journal. The more entries, the better. I will invite people to share their interesting observations with the class from time to time.

**What Should the Group Presentation Be Like?**
The group presentations will be based on the readings in *Language and Prejudice*. There will be four presentations, with 2-3 people in each group. The presentation is expected to be 30 minutes long. I encourage you to be very creative in designing the presentation. Handouts or anything that may help present your ideas are welcome. The point is to summarize important concepts from selected readings and to encourage your classmates to participate in discussions. There are many project proposals in *Language and Prejudice*, which you may want to work on and bring in to share with your classmates. One important principle: be respectful to other people's ideas and be critical to your own. And also be open-minded. We are dealing with very touchy issues here—language, race and gender. Be prepared to challenge your own ideas, and be ready to think about other people's. I will outline some important issues for each group to think about when they prepare for presentations.

**Topics for Group Presentations:**
- Group 1—Language and Ethnicity
- Group 2—Language and Gender
- Group 3—Language and Sexuality
- Group 4—Language and Ageism, Ableism

**What Is the Optional Individual Project For?**
After taking the quizzes and assignments, if you feel that you have not done a satisfactory job, or if you are simply very interested in some idea and want to pursue it, you are welcome to write a 5-page essay, which will count as bonus that will weigh in about 10% of your final grade. You may work on any topic covered in our class or projects proposed in *Language and Prejudice*. However, you have to get my approval on what you want to write about prior to June 30. The essay will be due on the last day of class. Remember, this is totally optional. Your grade will not be affected if others do it while you don't.

**SCHEDULE**

**Week 1**

**June 7 (M)**
- Introduction to the Course
- FILM: Scenes from *Lost in Translation*
- Background Survey

**June 8 (T)**
- A What is Language? (LF 1.1-2.2)
- Writing Systems (LF 15.2)
FILM: *Before the Alphabet* (26 min)

**June 9 (W)**

A Sounds in Language—Phonetics (LF 3.1-3.4)

**Homework 1 (LF 3.5 & 3.6) due on June 11 (F)**

B Speech Community (LF 10.1)
The Speech Community (by Gumperz in LAR Ch1, p.43-52)

**June 10 (R)**

A Sounds in Language—Phonology (LF 4.1-4.3)

B On Communicative Competence (by Hymes in LAR Ch2, p.53-73—Focus on Sections I, IV, & V)

**June 11 (F)**

A Sounds in Language—Phonology: Solving Problems (LF 4.3-4.4, 12.3)

Words in Language—Morphology (LF 5.1-5.2)

**Homework 1 DUE!**

**Homework 2 (LF p.116-117 & 4.5) due on June 14 (M)**

B Participant Structures & Communicative Competence (by Philips in LAR Ch12, p.302-317)

**Week II**

**June 14 (M)**

A Words in Language—Morphology (LF 5.3-5.6, 12.6)

**Homework 2 DUE!**

B Verbal Art as Performance (by Bauman in LAR Ch7, p.165-188)

**June 15 (T)**

A Review: Sounds and Words

**Journal 1 DUE!**

B Universal and Culture-Specific Properties of Greetings (by Duranti in LAR Ch9, p.208-238)

**June 16 (W)**

**Quiz 1: Phonetics, Phonology & Morphology**

FILM: *The Human Language Series Part I: Discovering the Human Language: Colorless Green Ideas* (55 min)

**June 17 (R)**

A Sentences in Language—Syntax (LF 6.1-6.4)

June 18 (F)
A  Sentences in Language—Syntax (LF 6.4-6.5)  
**Homework 3** (LF p.203-204) due on **June 21** (M)
B  What No Bedtime Story Means: Narrative Skills at Home and School (by Heath in LAR Ch13, p.318-42)

**Week III**

June 21 (M)
A  Sentences in language—syntax (Review & Exercises)  
**Homework 3 DUE!**
B  Language, Race, and White Public Sphere (by Hill in LAR Ch20, p.450-62)

June 22 (T)
**Quiz 2: Syntax**
**Journal 2 DUE!**
**FILM:** *The Human Language Series Part II: Acquiring the Human Language: Playing the Language Game* (55 min)

June 23 (W)
Meaning in language—semantics (LF 7.1-7.4, 12.8)
Color Terms (LF 7.5)
Metaphors We Live By:
(3) optional: Check out the website http://www.ac.wwu.edu/~market/semiotic/lkof_met.html for George Lakoff's (1992) paper on "The Contemporary Theory of Metaphor."

**Homework 4** (the meanings of *like* in discourse and dictionary) due on **June 25** (F)

**Homework 5** (Metaphor Exercise) due on **June 28** (M)

June 24 (R)
A  The use of language—pragmatics and speech act (LF 8.1-8.4)
Signifying and Marking: Two Afro-American Speech Acts (by Mitchell-Kerman in LAR Ch 6, p.151-64)
B  **FILM:** *Understanding Race* (52 min)

June 25 (F)
A  The use of language—pragmatics (LF 8.5-8.6)
Discourse Markers & Grammaticalization: The Case of *Like* in English  

**Homework 4 DUE!**
B  Presentation on Language and Ethnicity (Group 1)—based on Ch2 of LP
### Week IV

**June 28 (M)**
- A Language Acquisition (LF 9.3 & 9.6; LP p.18-22)
- B Language Acquisition and Socialization (by Ochs & Schieffelin in LAR Ch11, p.263-301)

**Homework 5 DUE with a small presentation to the class on metaphors!**

**June 29 (T)**
- Linguistic Relativity—Sapir-Whorf Hypothesis (LF 15.3, 15.4; LP p.12-15)
- **Journal 3 DUE!**
- The Relation of Habitual Thought and Behavior to Language (by Whorf in LAR Ch15, p.363-81)

**June 30 (W)**
- Language Variation
  - Dialects of English (LF 10.2, 10.3, 10.4, 10.6; LP p.15-18; LP p.32-33)
  - African American English (LF 10.5)
- The African-American Speech Community: Reality and Sociolinguistics (by Morgan in LAR Ch3, p.74-94)
- **FILM, American Tongues (57 min)**
- **Homework 6 (Dialect Interview Exercise) due on July 6 (T)**

**July 1 (R)**
- Language and Gender (LF 10.7)
- Language, Gender, and Power (by Gal in LAR Ch18, p.420-30)
- **FILM, selections from He Said, She Said (50 min)**
- **Presentation on Language and Gender (Group 2)—based on Ch3 of LP**

**July 2 (F)**
- Language and Identity
  - **Presentation on Language and Sexuality (Group 3)—based on Ch4 of LP**

### Week V

**July 5 (M) Holiday!**

**July 6 (T)**
- Language and Style (LF 10.8-10.10)
- Formality and Informality in Communicative Events (by Irvine in LAR Ch8, p.189-207)
- Conversation Analysis: The UA Speed-Dating Project
- **Homework 6 DUE!**
- **Presentation on Language and Ageism/Ableism (Group 4)—based on Ch5&6 of LP**
July 7 (W)
Language Contact: Pidgins and Creoles (LF 11.1-11.3)
Loanwords in English (LF 11.4)
How does language change? (LF 12.1-12.2 & 12.4)

July 8 (R)
Optional Individual Project DUE!
FILM: The Human Language Series Part III: The Human Language Evolves: With and Without Words (55 min)
The Big Question: Language Evolution, Animal Communication, & Biology of Language (LF 9.2-9.3)
Language and Genetics—The Future of Biolinguistics
Course Wrap-up & Evaluation

Note: The schedule is subject to change depending on the progress of the course and the interests of the students.