Professor is responsible:

Students are responsible for:

1. Completing all assigned readings and projects on time. Late assignments are accepted only at the instructor’s discretion. Points will be subtracted from late assignments.
2. Attending to all course content (lecture, text, outside reading, handouts, research).
3. Retrieving all missed assignments/notes from someone in class, not the instructor.
4. Utilizing internet, word processing, email and OAKS. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.
5. Attending regularly and on time and actively participating in class (YOU CAN MISS NO MORE THAN FOUR CLASS SESSIONS)

The professor is responsible for:

- Being prepared and actively engaged in all classes.
- Being accessible to students outside of class.
- Facilitating safe and stimulating classroom discussions.

**Course Description:** This course involves a study of language in its social and cultural context. It stresses the relationships between language and the transmission of meaning, worldview, and social identity. Five themes run through the class:

- Language, as distinct from communication, makes us human
- Language is ever-changing
- Language, culture, and cognition shape each other
- Language relies on and grants power
- Language is used to include and exclude

**Social Sciences General Education Requirement:** ANTH 205 is one of the approved courses that will satisfy 3 of the 6 credits of social sciences courses that you are required to complete for the General Education curriculum.

**Learning Outcomes for the Social Sciences in the General Education Curriculum:**

- Students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.

**How and When these Learning Outcomes will be Assessed:**

- This outcome will be assessed on the Fieldwork #2 assignment.

**Course Text/Materials:**


**Course Objectives:**

To better understand the nature of language, including:

- The interconnection of language and culture
- Its origins, forms, structure, and usage
- Its acquisition and relationship to cognition
- The difference between language and communication

To examine language in relation to society, specifically:

- Effect of bi/multilingualism on societies and individuals
- Language dominance and loss
- Language differences across class, race and ethnicity, region, gender and generation

To understand language as performance and social action:

- Humans as storytellers and persuaders
- Language and politics
- Changes in language and how we communicate

**Course Requirements:**

Instructor: Dr. Christine Finnan

Contact: Phone: 843-953-4826 Cell: 843-906-4708 Email: finnanc@cofc.edu

Office Hours: Tuesdays 11:00 AM – 1:00 PM and Thursdays 3:00 – 4:30 PM and by appointment. Office: 86 Wentworth #311

**Course Description:** This course involves a study of language in its social and cultural context. It stresses the relationships between language and the transmission of meaning, worldview, and social identity. Five themes run through the class:

- Language, as distinct from communication, makes us human
- Language is ever-changing
- Language, culture, and cognition shape each other
- Language relies on and grants power
- Language is used to include and exclude

**Social Sciences General Education Requirement:** ANTH 205 is one of the approved courses that will satisfy 3 of the 6 credits of social sciences courses that you are required to complete for the General Education curriculum.

**Learning Outcomes for the Social Sciences in the General Education Curriculum:**

- Students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.

**How and When these Learning Outcomes will be Assessed:**

- This outcome will be assessed on the Fieldwork #2 assignment.

**Course Text/Materials:**


**Course Objectives:**

To better understand the nature of language, including:

- The interconnection of language and culture
- Its origins, forms, structure, and usage
- Its acquisition and relationship to cognition
- The difference between language and communication

To examine language in relation to society, specifically:

- Effect of bi/multilingualism on societies and individuals
- Language dominance and loss
- Language differences across class, race and ethnicity, region, gender and generation

To understand language as performance and social action:

- Humans as storytellers and persuaders
- Language and politics
- Changes in language and how we communicate

**Course Requirements:**

Students are responsible for:

- Completing all assigned readings and projects on time. Late assignments are accepted only at the instructor’s discretion. Points will be subtracted from late assignments.
- Attending to all course content (lecture, text, outside reading, handouts, research)
- Retrieving all missed assignments/notes from someone in class, not the instructor.
- Utilizing internet, word processing, email and OAKS. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.
- Attending regularly and on time and actively participating in class (YOU CAN MISS NO MORE THAN FOUR CLASS SESSIONS)

The professor is responsible for:

- Being prepared and actively engaged in all classes.
- Being accessible to students outside of class.
- Facilitating safe and stimulating classroom discussions.
As a class we will develop an agreement about appropriate behavior of students and instructor. This agreement will be revisited throughout the semester.

I reserve the right to make changes to the syllabus. The only additional graded assignments will be quizzes or reading reflections if I determine that significant numbers of students are not completing the readings.

As a class we will develop an agreement about appropriate behavior of students and instructor. This agreement will be revisited throughout the semester.
Policies and Procedures

Attendance: Class attendance and punctuality are expected behaviors. Students are responsible for all content and assignments for each class. If, for medical or serious personal reasons, you will miss more than four classes, the instructor should be informed of the reasons. A student may receive a “WA/F” for excessive absences, (i.e., more than 15% (5.25 hours/4 classes) of the scheduled classes).

Class Participation: Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions. Assessment activities (papers and tests) will require responses based on the readings, class discussions and personal experiences.

Due Dates: Due dates for course assignments and exams are listed in the syllabus. Any changes will be announced in class. If, for medical or serious personal reasons an assignment is late, the instructor should be informed of the reasons. Otherwise, all late course assignments will receive a 5-point deduction each day the assignment is late (up to 50% of assignment points).

Fieldwork Assignments: Fieldwork assignments will be word-processed and citations and references should be in the style of the American Anthropological Association (available on OAKS) or (http://www.aaanet.org/publications/style_guide.pdf).

ADA Accommodations: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Plagiarism: With easy access to internet sources, plagiarism has become a major problem on campuses. Go to the link below if you are unclear on the definition of plagiarism (http://plagiarism.org)

Procedures for addressing Honor Code violations: The instructor will address incidents where I determine the student’s actions are clearly related to a misunderstanding. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form, and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Focus</th>
<th>Reading*</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part One: The Nature of Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td>1/9</td>
<td>Introduction to course</td>
<td></td>
<td>Do definition of language and culture cards</td>
</tr>
</tbody>
</table>
| Two | 1/14 | Language and being human | Geertz (OAKS)  
Blum Introductions (xi – 4)  
Blum 2: de Saussure  
Blum 5: Bickerton | Hand back culture cards as way to take roll. Show an object – draw it, then list number of names for it. Arbitrariness. Combination of Geertz and Bickerton was good. Could even have them discuss together? I summarized Dunbar’s gospel as social grooming – go back over it and make this official |
| | 1/16 | Language and communication: How do they differ and why did language evolve | Blum 1: Burling  
Blum 2: Hockett | Do the exercise from last year on Hockett’s aspects of language and talk about how language differs from communication – are humans alone in having language? Go over FW 1  
For honors class I did them up to semanticity so they wouldn’t get bogged down. That worked better. See completed template |
| Three | 1/21 | Linguistics (phonetics, morphology, syntax, semantics) | Bonvillian (OAKS) | I made several activities. One was to write a sentence and then transcribe it using TS. Be prepared to do a sample for them. The other was to give them vocab list for Oriya to do morphemic analysis. Also did a madlib to show how syntax is more than word-chain device. I only had time to show them examples of proper AAA citation. Didn’t have time for the video clip |
| | 1/23 | Language and culture: Linguistic relativity | Blum 6: Whorf  
Blum 7: Lakoff and Johnson  
Blum 8: Levinson | Discussion of whether language structures are innate as suggested by Chomsky and Pinker or does culture shape our structuring of the world and our language. Tie in ethnosemantics and show how we organize the world by what is similar and different – how does this reflect how we think? Short example of metaphor – guests. Clip from Lena B on language and cognition – maybe assign Lena B as homework |
| | 1/28 | Language origins and socialization | Blum 9: Ochs and Schieffelin  
Blum 10: Brice Heath | Show clip from Babies  
Also TED on Genius of babies  
How are we socialized to language in different environments |
| | 1/30 | Ethics of studying language acquisition | TBA | Show clips from Genie and Project Nim. Is what we learn from such efforts worth the impact on the subject? |
| Five | 2/4  | Test: Part One | No reading | Test: Part One |
| Part Two: Language and Society | | | | |
| | 2/6  | Societal multilingualism | Blum 19: McArthur  
Mohanty (OAKS) | Talked about differences between monolingual and multilingual countries. Overview of part two – handed back tests |
| Six | 2/11 | Individual multilingualism | Blum 23: Zentella  
Blum 24: García-Sánchez  
Blum 34: Rodríguez | Anth class didn’t do readings even though told them to. Went over how we signal “this is play” with words – had them simulate pretend play. — move discussion of anti-bilingual education here – why are we so afraid of it |
| | 2/13 | Language endangerment and revitalization | Blum 25: McWhorter  
Blum 28: Zuckermann & Walsh | Provided the link to The Linguists for them to watch before class – go over main points from McWorther – show PBS show on KISS and have |

---

1 You are expected to have readings completed prior to class on the date indicated. For example, have read Geertz (OAKS) and Blum readings before class on 1/14.
<table>
<thead>
<tr>
<th></th>
<th>2/18</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven</td>
<td></td>
<td>Ethnography of communication</td>
<td>Hymes (OAKS) Ottenheimer (OAKS)</td>
</tr>
<tr>
<td></td>
<td>2/20</td>
<td>Region and class</td>
<td>Blum 29: Labov Blum 30: Tannen PBS “Do You Speak American?” <a href="http://www.pbs.org/speak/">http://www.pbs.org/speak/</a></td>
</tr>
<tr>
<td></td>
<td>2/25</td>
<td>Gender</td>
<td>Blum 35: O’Barr &amp; Arkins Blum 36: Kiesling Blum 38: Leap</td>
</tr>
<tr>
<td></td>
<td>2/27</td>
<td>Generation</td>
<td>Blum 39: D’Arcy Blum 40: Kiesling</td>
</tr>
<tr>
<td>Nine</td>
<td>3/4&amp;6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPRING BREAK!!!</td>
</tr>
<tr>
<td>Ten</td>
<td>3/11</td>
<td>Race and ethnicity,</td>
<td>Blum 32: Rickford Monzó &amp; Rueda (OAKS) Review: Rodríguez, Zentella, García-Sánchez</td>
</tr>
<tr>
<td></td>
<td>3/13</td>
<td>Test: Part Two</td>
<td>Test: Part Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Three: Language as Performance and Social Action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleven</td>
<td>3/18</td>
<td>Performing language in context</td>
<td>Blum 42: Bakhtin Frake (OAKS)</td>
</tr>
<tr>
<td></td>
<td>3/20</td>
<td>Homo Narrans: Storytellers</td>
<td>Norrick (OAKS) Lester (OAKS) Gottschall (OAKS)</td>
</tr>
<tr>
<td></td>
<td>3/25</td>
<td>Performing without words Storytelling and the blues</td>
<td>Blum 48: Basso Blum 4: Stokoe</td>
</tr>
<tr>
<td></td>
<td>3/27</td>
<td>Storytelling in the courtroom</td>
<td>Rideout (OAKS)</td>
</tr>
<tr>
<td>Twelve</td>
<td>4/1</td>
<td>Language and politics: Who controls the message?</td>
<td>Lakoff (OAKS) Chong &amp; Druckman (OAKS)</td>
</tr>
<tr>
<td></td>
<td>4/2</td>
<td>Language and technology</td>
<td>Blum 13: Wolf Blum 15: Peters</td>
</tr>
<tr>
<td>Thirteen</td>
<td>4/8</td>
<td>Communicating in school</td>
<td>Blum 17: Mahiri Pollock &amp; Amaechi (OAKS)</td>
</tr>
<tr>
<td></td>
<td>4/10</td>
<td>Complications of changing media</td>
<td>Blum 18: Poe (skim) Carr (OAKS) Davidson (OAKS) Ophir, Nass &amp; Wagner (OAKS)</td>
</tr>
<tr>
<td>Fourteen</td>
<td>4/15</td>
<td>Digital ethnography</td>
<td>Wesch (OAKS)</td>
</tr>
<tr>
<td></td>
<td>4/17</td>
<td>Test: Part Three</td>
<td>Test 3</td>
</tr>
<tr>
<td>Sixteen</td>
<td>4/22</td>
<td>Course wrap up</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>5/1</td>
<td>Final exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8:00 – 11:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Foer (OAKS)</td>
</tr>
</tbody>
</table>
|    |    |    | Final Exam Instead of my usual final they will read the Foer article in the New Yorker about the guy who...
Fieldwork Assignments

All fieldwork assignments should be at least four pages double-spaced. They are to be submitted to the OAKS Dropbox by **11:59 PM** on the designated due date. Five points a day will be taken off on late submissions.

Fieldwork 1: Language socialization

This fieldwork will provide you the opportunity to practice being a linguistic anthropologist and to examine naturally occurring language of children. Find a setting in which children interact socially with other children or adults (e.g., a friend’s house, babysitting, an after-school program). Be sure to get permission from relevant adults and from the children prior to recording their speech. You can also use videos of children posted on YouTube. Record a brief segment of naturally occurring language. Transcribe verbatim a segment of the speech using transcription conventions found in examples in the textbook. Based on the larger context of the interaction and the specific segment of transcribed language analyze the speech event. The paper should be written in the following parts:

1. **Description of the participants** (do not use real names), the setting, other language media present (books, television, music, other conversations), and your reason for selecting these people/this setting.
2. **Description of your methods for collecting the data**, including how you gained permission from the participants, how you collected the data, and any issues that affected your data collection.
3. **Presentation of the speech event**. Provide the speech context and the specific transcript. The speech context is a summary of the speech that occurred before and after the transcript segment.
4. **Analysis of the significance of the speech event**. Describe the relationship between the speakers; does one dominate or control the speech; why do you think they have this relationship; do either of the participants have a purpose or goal in engaging in the speech event? Describe the relevant context including other people, media, or activities occurring around them. How does the context affect the speech event?
5. **Analysis of the speech event in relation to class readings**.

**Due: February 11**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points possible</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vividness and thoroughness of description of context surrounding the speech event, including your reason for selecting it</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Description of data collection process</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quality of the description of the speech event and the actual transcribed segment</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quality of the analysis including use of class readings</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quality of writing (grammar and organization)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Fieldwork 2: Ethnography of Speaking

The main goals of this assignment are to have students: 1) apply the concept of “language in social context” in analyzing an authentic speech event, 2) become familiar with Dell Hymes’ methodology of ethnography of speaking, 3) interpret naturally occurring speech in a social context, and 4) to develop as a writer.

This project requires that you demonstrate understanding of Dell Hymes’ SPEAKING model for collecting and analyzing speech events. Your essay should include the following parts:

1. **Summary of the components of the SPEAKING model**. Be sure to describe each component in your own words, giving examples if appropriate.
2. **Be an observer of a speech event and apply the model to the event**. Vividly and accurately describe each component (e.g., the setting, participants, the ends, etc.). Be sure to include your role in the speech event (e.g., as a participant or a bystander).
3. **Provide an analysis of what this speech event indicates about the interaction of culture and language**. In the analysis incorporate relevant class readings and/or discussion on influences of race/ethnicity, social class, gender, and generation on language use.
4. **Discuss the usefulness of Hymes’ model in helping you carry out linguistic fieldwork including suggestions for strengthening the model**.

This essay should be approximately **five pages** long, double-spaced. The “act sequence” should be written using standard linguistic conventions. You do not need to transcribe the speech phonetically, but include all utterances as spoken.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points possible</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of SPEAKING characteristics</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Application to actual speech event</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Analysis of influences</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Suggestions for changing SPEAKING</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Writing quality</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
May 1: 8:00 – 11:00 AM

* This assignment will be used to assess how well ANTH 205 meets the Social Science Learning Outcome: “Students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.”

**Due: March 20**

**Fieldwork 3: Storytelling**
Although we are a highly literate segment of society, verbally transmitted stories are still important in our lives. You have two choices for this assignment.
One, collect at least four stories from family and/or friends that are significant to them and to you. Analyze the stories and describe why you think these stories remain in circulation or were significant to you, and why verbally transmitted stories continue to carry weight despite multiple information sources available. Tie in class readings into the analysis of your stories. The paper should include the following parts:

- A description of the context for the stories you will tell and a rationale for selecting these stories
- A description of the people interviewed and the questions you asked
- A vivid summary of the four + stories including important context surrounding the stories
- An analysis of the stories’ significance including links to course readings.

Two, record two stories as told in a normal conversation and analyze them in terms of storytelling devices, distinguishing what makes them different from “normal” conversation, and what makes them significant to the storyteller and audience. Describe the context in which the stories are told. The paper should include:

- A description of the storytelling context (participants, location, conversation preceding and following the stories)
- A full text of the stories told (as close to verbatim as possible)
- An analysis of the stories’ significance including links to course readings

**Due: April 8**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points possible</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the context surrounding the stories presented</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Description of the research process (people interviewed, questions asked, how you set up the situation to record the stories, etc.)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Vividness and contextualization of stories</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Analysis of stories and incorporation of course readings into analysis</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quality of writing (grammar and organization)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam**

Read the Foer article posted on OAKS prior to the exam. In class you will write an extended essay based on the article using it to synthesize as many of the themes presented in class as you can. In this paper draw connections to class readings, discussions, and videos. I also want you to conclude your essay with an analysis of Quijada’s quest to develop a new utopian language. Bring notes and/or an outline to class, but I want you to compose the essay in class. My preference is for you to write the essay on a computer and post it to the OAKS dropbox. Themes that caught my attention as I read it were: language structure, power, identity, the relationship between language and thought, and language and culture. I’m sure there are more.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points possible</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of the synthesis of ideas presented in the article</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Your ability to draw direct links to class readings, discussions, videos</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Your analysis of Quijada’s efforts to develop a utopian language</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Creativity, thoroughness, and writing quality of essay</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>