ANT 3610- U01
LANGUAGE AND CULTURE
SPRING 2020

“The "Linguistics without anthropology is sterile; anthropology without linguistics is blind.”

Charles Hockett

Meeting Location: Charles E. Perry (PC) 431
Meeting Time: Online and Th, 11:00am-12:15pm

Instructor: Dr. Aslihan Akkaya
Office: SIPA 315
Email: aaslihan@fiu.edu

Office Hours: Th, 9:45am-10:45am
Phone Number: (305) 348-7555

COURSE DESCRIPTION

How do we “do things with words”? Do languages have a socially charged life? What is the relationship between language and culture? Do languages shape thought and create realities? How do we become the competent speakers of our speech communities? How do we deploy language and its penumbral sign systems in social life? How do we define ourselves and others as social beings through language use? Do languages create and maintain social differences, like gender and racial boundaries? What is the politics of language standardization? Who benefits from this process of language standardization? How do languages shape and influence global issues and trends?

This class introduces and explores the nature and structure of the “uniquely” human achievement known as “language” and its foundational relationship with culture through bringing anthropological approaches to the study of language, culture, and society. We will survey the social and cultural contexts of language throughout the world and examine the way language reflects the ways of life and beliefs of its speakers. In so doing, we examine the formal properties of language (i.e., morphology, syntax, semantics, and phonology), the psychosocial nature of language (acquisition and processing), and the social nature of language. It is in the intersection of these three aspects that linguistic anthropologists are most interested in. For example, how do formal linguistic properties interact with and intersect with beliefs about “standard” or “proper” English? How are these beliefs then played out in debates about Ebonics? It is only by understanding these more formal features of language structure that we can speak to issues concerning discourse, linguistic relativity, language and identity, language and power, and language ideologies. Topics include: nature of language, origins of language, formal properties of language, cultural rules of communication, how languages vary through time, across space, and among social groups, how languages change, language and thought, language and inequality, language and gender, language and race, multilingualism, language and globalization, language death and revitalization, the politics of language standardization, and some functions of multilingualism and code-switching.
COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Upon completion of this course, the students will be able to understand and explain:

- The relationship between language and culture
- How language both reflects and creates thought, culture, and power relations
- How language produces social realities and how to study language as social action and phenomena
- How to do things words, i.e. create and perform identities, mark our membership in a speech community and in communities of practice, create social realities, create and maintain power relations
- The role language plays in processes like socialization, globalization, and domination
- How we define ourselves and others as social beings through language use?
- How languages create and maintain social differences, gender and racial boundaries?
- What the politics of language standardization and the politics of bilingualism, and multilingual nations are
- The diversity and complexity of languages worldwide
- Language death and revitalization
- The politics of bilingualism

GLOBAL LEARNING OUTCOMES

Upon completion of this course, the students will:

- increase their awareness of the way languages create and maintain social realities, social boundaries, and power relations by contextualizing these through the interconnectedness of local, global, international, and intercultural issues, trends and systems (Global Awareness)
- develop the ability to see and analyze the relationship between language, culture, and society in addition to language, power, and inequality from multiple perspectives that reflect the interconnectedness of local and global issues and trends (Global Perspective)
- be prepared to engage in local to global inter-cultural problem solving by using their gained knowledge and perspective on language and culture and how languages create social realities and power relations (Global Engagement)

* This is a discipline-specific global learning-designated course that counts toward your global learning graduation requirement.

REQUIRED TEXT


You can find the e-text free at FIU library. Click the link below.

http://eds.b.ebscohost.com.ezproxy.fiu.edu/eds/ebookviewer/ebook/bmx1YmtfXzZjNjc4OTVfX0FO0?sid=844db35a-d56e-40c4-9787-9dff5d4f308a@pdc-v-sessmgr04&vid=0&format=EB&rid=4
Canvas

Additional Readings, Videos, Course Slides, Assignment Guidelines will be posted on CANVAS. Login via canvas.fiu.edu and check that you can access the course website. If you encounter any technical problems, then call UTS at 305.348.2284 or go to Green Library Rm. 150.

Course Format

This is a hybrid course, which means 50% of the course work will be conducted online and 50% in class. Hybrid courses require a degree of self-discipline, self-motivation, and technology skills that might make these courses more demanding for some students. In addition, this class will operate as an interactive lecture, which means that most of the class time will be used to do the harder work of assimilating that knowledge (through problem-solving, discussion, or debates). In this vein, this course utilizes Team-Based Learning (TBL). You will be assigned to a team at the beginning of the semester. Teams are different than groups. You will understand the difference during the first week of the semester. You will be expected to get prepared for classes by completing the work outside of class and coming to class to apply that knowledge through team activities, projects, and debates. Thus, regular attendance, student preparedness, and meaningful participation are expected of each student. Coming prepared to participate in class discussions and applying your knowledge from assigned work to do problem-solving will allow all of you to better work through and conceptualize difficult concepts and theories, and to apply these theories to your own experiences and learn from each other. Weekly reflections will guide you in getting prepared for each class. Team assignments and debates will then help you to further your understanding and collaboratively put your knowledge into practice.

Course Requirements

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>1. Module Reflections (Complete 11/13 only)</td>
<td>20%</td>
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<tr>
<td>2. In-class Team Assignments (You can miss 1 with no penalty)</td>
<td>20%</td>
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<td>3. Presentation and Participation</td>
<td>10%</td>
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<td>4. Online Discussion Board Post and Responses (Complete 11/13 only)</td>
<td>10%</td>
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<td>5. Research Project</td>
<td>20%</td>
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<td>6. Final Exam</td>
<td>20%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading System: To help you succeed in the class, grades are always available to you online through CANVAS grade center. You do not need to ask the professor. Just check CANVAS.

The cut-off points (as a percentage) for all work will be:
93 A, 90 A-, 87 B+, 83 B, 80 B-, 77 C+, 73 C, 70 C-, 67 D+, 63 D, 60 D-.

1. Module Reflections (20%)

You are required to read and watch the assigned work before each class. Additionally, you are required to write a reflection essay on assigned readings and videos for each weekly module. There will be 13 modules (excluding first and last week modules). You are allowed to miss 2 modules and hence 2 module reflection essays with no penalty.
2. IN-CLASS TEAM ASSIGNMENTS (20% OF GRADE)

The weekly class sessions are an important source of learning in this course. During each class, we will have multiple team activities, projects, and discussions. Sometimes, I will ask you as a team to write and submit one of them for grade. Some weeks, you will only be asked to present your work. However, your final team grade will be calculated individually. Not all team members will be assigned the same team grade. Your individual team grades will be based on the points you earned from your submitted and/or presented team work, your attendance, your performance, and active participation in your team and in class. Your team members will evaluate your team attendance and performance at the end of the semester. I will make final team grade adjustments at the end of the semester based on these evaluations and your overall performance and attendance. You are allowed to miss one team activity with no penalty.

3. PRESENTATION and PARTICIPATION GRADE (10% OF GRADE)

This class will operate as an interactive class. Thus, your active participation in team and class discussions are crucial. You will earn your presentation and participation grade through regular attendance, active participation in your team, and active participation in class discussions. Arriving late, missing more than one class, and not contributing to team and in-class discussions will negatively affect your presentation-participation grade.

4. ONLINE DISCUSSION BOARD POSTS AND RESPONSES (10% OF GRADE)

You are expected to post one discussion post and one response per module where you summarized a key learning point and/or a moment of highlight for each module. You can also post a video or a meme if you think it is linked to a key learning point from class. However, make sure the content is appropriate to be posted and will not be offensive to any student and/or the learning environment. In addition, you still need to meet the minimum length requirement. There are 13 modules with full content and you are expected to post for 11 modules in total. You can use a key point you summarized in your reflection essay by expanding it with what you learned in class. Discussion board posts will be posted after class not before. They will be due by Friday midnight of each week. The original discussion post should be 150-200 words whereas the respond should be 70-100 words. See dates and times listed below in Course Schedule. You are allowed to miss two modules with no penalty hence you can miss the weekly online discussion board posts and responses for two modules.

5. GL RESEARCH PROJECT (20% TOTAL)

This research project (6 page, double-spaced) will ask you to choose a topic (i.e. language socialization, language and gender, language and power, etc.) covered in the course readings and discussions thus far and analyze the topic by applying it to a local and a global issue, trend, or an event (i.e. the politics of language standardization, racial language use in media, the influence of sexist language on sexual violence, etc.). You need to analyze the influence of language and culture from local and global perspectives. Check CANVAS for further detailed guidelines.

6. FINAL EXAM (20% OF GRADE)

Final exam will be cumulative. It will have short answer, and essay questions. It will cover materials from text, additional readings, lectures, discussions and films. If you miss class, it is your responsibility to ask fellow students for notes. You can also go to CANVAS to find lecture notes.

GENERAL CLASS POLICIES
1. **Attendance**: You may have one absence and you may be tardy once per semester without penalty. Any absence or tardy beyond one will result in you being marked down by two points in the overall class. Any absence or tardy beyond two will result in you being marked down by four to five points in the overall class. If you need to miss a class due to illness (medical doctor’s note), religious observances or team participation (official paper work) you must notify me before class. I will accommodate legitimate, verifiable cases of illness and emergencies in addition to religious holy days (two-weeks in advance notice).

***MISSING MORE THAN ONE CLASS WITHOUT AN OFFICIAL EXCUSE WILL BRING YOUR OVERALL GRADE DOWN 2 POINTS PER CLASS MISSED.***

2. **Conduct in the Classroom**: Students are expected to treat the professor and other students with dignity and respect, especially in cases where a diversity of opinion arises. If students disrupt the learning process or act in a disrespectful and/or threatening behavior toward the professor or other students in class, they will be asked to leave the class. However, if the same student continues engaging in disruptive behavior, they will be subjected to disciplinary action, including removal from the course.

3. **Electronics Policy**: Note that use of cell phones, computers, or any other devices during class other than team assignments will result in student being marked absent and receiving the two to five-point grade penalty. You will first be given a yellow card as a warning. If you continue, then you will be given a red card which shows that you are marked as absent. We will discuss and set classroom rules during the first week of the semester together.

4. **Joining a Team**: Each team will have 4-5 students in it. During week 1 and 2, I will explain how to form a team and enroll in your team on CANVAS. During Week 1, you will be working in a temporary team. You are required to join your team on CANVAS to receive grades for your team assignments. At the end of the semester, you will evaluate your team member’s individual performances.

5. **Tardiness**: Assignments received after the deadline will lose 1/2 or 1 grade; one week and over 1 full grade or more. Only 2 late work accepted.

6. **Plagiarism/Academic Honesty**: As an FIU student, you are always expected to abide by the university’s policies particularly those governing academic honesty and plagiarism as they appear in the FIU Student Handbook. If you are not familiar with how to avoid plagiarism, you will receive some instruction and additional guidelines in this course. In sum, should anything you or your team produces cite any data, research or information that you have not generated, and which is not general knowledge then you must cite it appropriately following one of the disciplinary conventions of the academic disciplines represented by the faculty teaching this course. More information about citation formatting will be given to you via Blackboard. Please become completely familiar with bibliographic styles and citation conventions. If you do not cite others’ work adequately you can be accused of plagiarism and FIU takes these accusations very seriously. Several of your written assignments will be submitted using Turnitin.com to check your work for plagiarism. Finally, I reserve the right to alter the syllabus as needed. You will be notified of any changes.

7. **Academic Conduct**: Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students
are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Special Needs Students: Please notify the faculty prior to or immediately upon commencement of this course about your accommodation needs as in accordance with FIU policy. You will be accommodated accordingly.

This syllabus is subject to change at the discretion of the faculty. Students will be notified of such changes ahead of time via email or through CANVAS.

COURSE OUTLINE

T: Textbook   C: CANVAS

Check CANVAS to see the assigned work that needs to be completed each week by class time.

MODULE 0   INTRODUCTIONS

January 9, Thursday  Introduction to the course, Syllabus Review, Getting to Know Each Other, Why Team-based Learning? Setting Classroom Rules and Etiquette, What is Language?

Complete and Submit Syllabus Contract before Module-1(See Canvas)

Module-0 Readings and Videos

Review: Syllabus
Review: Slides on Why Team-Based Learning
Check Canvas Module 0 for additional work.

MODULE 1   THE SOCIALLY CHARGED LIFE OF LANGUAGE


Module-1 Reflection Due Before Class
Discussion Board Post and Response Due after class by Friday Midnight

Module-1 Readings and Videos

Review & Watch: Module-1 Slides (C)
Read: Ahearn, Chapter 1 (T)
Read: Duranti Article: Language in Culture and Society (C)
Watch: Introduction to Anthropology video.
Check Canvas Module-1 for additional work (videos, links, assignments).

MODULE 2   NONVERBAL COMMUNICARION & MULTIMODIALITY
January 23, Thursday
Nonverbal communication, Gestures, Sign Languages, Multimodality, Double-voiced Discourse, Participation Framework
Module-2 Reflections Due Before Class
Discussion Board Post and Response Due after class by Friday Midnight

Module-2 Readings and Videos
Review and Watch: Module-2 Slides (C)
Read: Ahearn, Chapter 2 (C)
Read: Goodwin Article (C)
Watch: Nonverbal Communication video.
Check Canvas Module-2 for additional work.

MODULE-3 THE RESEARCH PROCESS IN LINGUISTIC ANTHROPOLOGY

January 30, Thursday
Research Questions, Data Collection and Analysis in Linguistic Anthropology, Ethical Issues, Ethnography of Communication, Discourse-centered Approaches to Language and Culture
Module-3 Reflections Due Before Class
Discussion Board Post and Response Due after class by Friday Midnight

Module-3 Readings and Videos
Review and Watch: Module-3 Slides (C)
Read: Ahearn, Chapter 3 (C)
Read: Briggs Article: Learning How to Ask (C)
Check Canvas Module-3 for additional work.

MODULE-4 LANGUAGE ACQUISITION AND SOCIALIZATION

February 6, Thursday
Module-4 Reflections Due Before Class
Discussion Board Post and Response Due after class by Friday Midnight

Module-4 Readings and Videos
Review and Watch: Module-4 Slides (C)
Read: Ahearn, Chapter 4 (T)
Article: Ochs and Schieffelin, “The Impact of Language Socialization on Grammatical Development” (C)
Watch: Video on Parts of The Human Language and Genie
Check Canvas Module Week-5 for additional work.

MODULE-5 LANGUAGE, THOUGHT, AND CULTURE
## Module-5 Readings and Videos

Review and Watch: Slides on Language, Thought, and Culture (C)
Read: Ahearn, Chapter 5 (T)
Article: Hill and Mannheim 1992, Language and World View (C)
Watch: How language shapes the way we think | Lera Boroditsky: 14 mins. [https://www.youtube.com/watch?v=RKK7wGAYP6k](https://www.youtube.com/watch?v=RKK7wGAYP6k)
Web: Santa Ana: ‘Like an Animal I was Treated’: Anti-Immigrant Metaphor in US Public Discourse.
Check Canvas Module-5 for additional work.

## Module-6 LANGUAGE CHANGE AND VARIATION

February 20, Thursday
Language Variation, Dialects, Registers, Styles, Communities of Language Users, Speech Communities and Communities of Practice

Module-6 Reflections Due Before Class
Discussion Board Post and Response Due after class by Friday Midnight

### Module-6 Readings and Videos

Review and Watch: Module-6 Slides (C)
Read: Ahearn, Chapter 6 (T)
Article: Bucholtz, “Why be Normal?” (C)
Video: American Tongues
Check Canvas Module Week-6 for additional work.

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**FEBRUARY 24-28 2020 SPRING BREAK! ENJOY YOUR BREAK 😊**

## Module-7 MULTILINGUALISM AND GLOBALIZATION

March 5, Thursday

Module-7 Reflections Due Before Class
Discussion Board Post and Response Due after class by Friday Midnight

### Module-7 Readings and Videos

Review and Watch: Module-7 Slides (C)
Read: Ahearn, Chapter 7 (T)
Read: Article: Fuller, “Language Choice as a Means of Shaping Identity” (C)
Watch Video: Do you speak American?
Check Canvas Module-8 for additional work.

## Module-8 PERFORMANCE, AND PERFORMATIVITY

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## Module-8 Readings and Videos

Review and Watch: Module-8 Slides (C)  
Read: Ahearn, Chapter 9 (T)  
Article: Rosaldo, “Ilongot Speech Acts” (C)  
Article: Cowell, “Arapaho Imperatives: Indirectness, Politeness and Communal "Face" (C)  
Guest Lecture: Speech Play and Verbal Art among the Navajos  
Check Canvas Module-8 for additional work.

## Module-9 Readings and Videos

Review and Watch: Module-9 Slides (C)  
Read: Ahearn, Chapter 10 (T)  
Read: Article: Eckert and McConnel-Ginet, “Think Locally and Look Practically” (C)  
Visit Blog: [https://deconstructingcontracts.tumblr.com/](https://deconstructingcontracts.tumblr.com/)  
Watch: Video: Identifying Yourself Through Language | Robyn Giffen | TEDxUBCOkanagan: 15min.  
[https://www.youtube.com/watch?v=mr68goQ1d0s](https://www.youtube.com/watch?v=mr68goQ1d0s)  
Check Canvas Module-9 for additional work.

### GL RESEARCH PROJECT DUE BY MARCH 22, MIDNIGHT

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*** Monday, March 30, Deadline to drop a course with a DR grade ***  
*** Deadline to withdraw from the University with a WI grade ***

## Module-10 Readings and Videos

Review and Watch: Module-10 Slides (C)  
Read: Ahearn, Chapter 11 (T)
### MODULE-11 LANGUAGE AND POWER, LANGUAGE IDEOLOGIES

**April 2, Thursday**

Language Ideologies, The Politics of Standardization, Standard Language as a Myth, Language, Power, and Domination

- **Module-11 Reflection Essay Due Before Class**
- **Discussion Board Post and Response Due after class by Friday Midnight**

**Module-11 Readings and Videos**

- Review and Watch: Module-11 Slides (C)
- Read: Ahearn, Chapter 13 (T)
- Read: Article: Milroy, “Language Ideologies and the Consequences of Standardization” (C)
- Twitter Project: Language Standardization, [https://twitter.com/ruthjunew/status/941411932044632064](https://twitter.com/ruthjunew/status/941411932044632064)
- Check Canvas Module-11 for additional work.

### MODULE-12 LANGUAGE DEATH AND REVITALIZATION

**April 9, Thursday**


- **Module-12 Reflection Essay Due Before Class**
- **Discussion Board Post and Response Due after class by Friday Midnight**

**Module-12 Readings and Videos**

- Review and Watch: Module-12 Slides (C)
- Read: Ahearn, Chapter 12 (T)
- Article: Romaine, “The Impact of Language Policy on Endangered Languages” (C)
- Watch: Video: Endangered Languages and Revitalization Projects
- Watch: Video: Excerpts from “Unseen Tears”
- Check Canvas Module-12 for additional work.

### MODULE-13 LOOKING BACK, MOVING FORWARD

**April 16, Thursday**

WORKSHOP-I and WORKSHOP-II, IN-CLASS TEAM ACTIVITY AND DISCUSSIONS, FINAL EXAM REVIEW

- **Module-13 Final Reflection Essay Due Before Class**
- **Discussion Board Post and Response Due after class by Friday Midnight**

**Module-13 Readings and Videos**

- Check Canvas Module-13 for additional work.
THIS IS A GLOBAL LEARNING COURSE AS OF SPRING 2020

MODULE-X: FINAL EXAM

April 23, Thursday

ONLINE FINAL EXAM, 12:00pm-2:00pm

Module-X Readings and Videos

See Final Exam Review in Canvas.
Check Canvas Module-X for additional work.

This course syllabus is subject to change if the instructor deems it necessary in order to accomplish the course objectives. Students will be advised about any change made to the syllabus.

ADDITIONAL REQUIREMENTS WILL BE POSTED ON CANVAS WEEKLY.