



**LANGUAGE AND
CULTURE
ANTH 2400, Fall 2010
M W F 9:00 am -9:50 am
New Cabell Hall 345**

Instructor Information

Lydia Rodríguez

Office: Brooks Hall 208

Office hours: M 10:00-12:00, and by appointment

Office phone: (434) 924-7044

E-mail address: lrodriguez@virginia.edu

Course Description and Goals

What is language? It is something uniquely human, something without which we could not survive in our everyday world, and yet, like Voltaire said, “Language is very difficult to put into words”. In this course we will do precisely that, we will try to put language into words, define what is it, the type of things we do with it, and why we do those things. This is precisely when “culture” comes along. By the end of the course, you should be able to have an understanding of the following issues:

1. What is language and how do we study it (what are the different levels of linguistic structure).
2. Some of the ways in which language and culture are intertwined.
3. How people are born or become part of different types of speech communities, and why they choose to maintain their status as members of that particular speech community or switch to a different one.
4. How and why do languages change, both in time and space.
5. What is linguistic prejudice and what kind of language attitudes have an impact in inter-ethnic communication.

Requirements and Policies

Required Texts (Available for purchase at the University Bookstore)

Basso, Keith (1999). *Portraits of the Whiteman*. Cambridge. Cambridge University Press

Lippi-Green, Rosina (1997). *English with an Accent: Language, Ideology, and Discrimination in the United States*. New York. Routledge.

Collab readings as assigned.

Grade Breakdown

Written assignments: (2) 15% each
Midterm exam (1): 30%
Final exam (1): 30%
Participation: 10%

Attendance

Attendance is absolutely mandatory. I will be taking attendance everyday in class. Every unexcused absence will result in the loss of 1 point of your final grade. If you cannot come to class because of a real problem, let me know *beforehand*. Absences for illness or university-related activities must be properly documented by written notice.

Participation

You start out with an “A” in your participation grade, and it is yours to keep or lose. Here is how to keep it:

- 1) Come to all the classes, and in time.
- 2) Express yourself! I expect you to do a critical reading of the course materials, and come ready to ask and be asked about anything in the readings. I will be evaluating the quality –not the quantity- of what you say. You are encouraged to ask as many questions as you need in order to ensure your understanding of the concepts covered in class.
- 3) Prepare for the class. During the lectures, sometimes I may ask you questions that you need to keep in mind as you prepare your readings for the next session. Come ready to share your answers in class when you are asked to do so.
- 4) “Participating” also means “paying attention,” and therefore, the (mis)use of media in class is strongly discouraged. So please, no laptops during lectures; only old-fashion note-taking by hand.

To sum up: if you come to all the classes, and you show me by actively participating in class that you have done your work, you get (keep) your “A”.

Mid-term and Final Exam

There will be a midterm and a final exam, each is worth 30% of the final grade. The final exam will be comprehensive. Check the course calendar and the course website for updates on the date and location of the final exam. I cannot do make-ups, unless you have a very compelling reason (e.g., serious illness) which can be adequately documented by written notice.

Written Assignments

There will be two written assignments; each is worth 15% of the final grade. These will be take-home, open- book assignments, and they will focus on practical aspects of the topics covered during the lectures. In the written assignments you will be asked to *apply* the knowledge you have acquired during the course. They will be posted on the course website. Check the course calendar for due dates.

Academic Honesty

You are expected to comply with the University of Virginia Honor Code. For further information about what this means and for plagiarism guidelines, please check the University of Virginia Honor Committee website: <http://www.virginia.edu/honor/>

Calendar of Assignments and Readings

DATE	TOPIC	AUTHOR	REF.(PAGES)
08/25	Introduction	No readings assigned	
08/27	Common myths about language and some linguistic facts	LIPPI-GREEN	In Ch. 1. The linguistic facts of life, read only 10-31 (stop at “demands on variation”)
08/30	What is language?	SALZMANN	In Ch. 2: Design features of language (33-37)
09/01	Animal communication and the ape language research debate	HERBERT, PETTIO, SAUNDERS, BEVER	(872-902)
		SAVAGE-RUMBAUGH, LEWIN	Ch. 5 (pp. 121-153)
09/3	What is culture?	METCALF	In Ch.1 (1-6). (stop at “Anthropology pioneers”)
		AGAR	Ch. 7
09/06	Culture continued	EVERETT	(621-646)
09/08	Language acquisition and socialization LAST DAY TO DROP	SALZMANN	In Ch.2. Language Acquisition 37-44 (top)
		OCHS, SCHIEFFELIN	(276-320)
09/10	Language origins and evolution	SALZMANN	Ch. 6: Language Origins
09/13	Linguistic relativity	BOAS	(20-23). Read only the section on “Language and Thought”
		AGAR	Ch. 3. The Circle and the Field
09/15	Ling.relativity/determinism continued	WHORF	64-84
		LUCY	(421-430). Read only the section on “The influence of languages on thought”
09/17	New tendencies in language and thought	DANZIGER	(67-82)
09/20	Phonetics	TSARDANELIS	(40-58) “Representing Speech Sounds”. Files 2.1, 2.2, 2.3
09/22	Phonology	TSARDANELIS	(101-108) “The Value of Sounds: Phonemes and Allophones”. File 3.1
		HOCKETT	(97-106)
09/24	Morphology, Syntax, Meaning	TSARDANELIS	Morphology: Language Files 4.0, 4.1 – Read only 4.1.1, 4.1.2, 4.1.3, 4.1.4
		BONVILLAIN	Ch.2: Read only the sections on “Syntax: the structure of sentences” 25-28 (middle), and “Semantics: the analysis of meaning 29-32.”
09/27	Discourse, Speech Acts	AGAR	(91-96), (140-145)
		AUSTIN	(350-353)
09/29	The structure of conversation	BONVILLAIN	Ch.5: (113-118)
		KIESLING	(281-305)
10/01	How does conversation work? FIRST ASSIGNMENT DUE	GRICE	(41-58)
		OCHS	(67-80)
10/04	Speech acts, conversational postulates and the New Media	GHERSON	Ch.2: Email my heart. Read only the sections “Facebook Official” and “Implied Users, Actual Users” (65-78)
		GHERSON	Ch.3: Remediation and Heartache
10/06	Languages and communities	BONVILLAIN	Ch. 12 “Bilingual Communities”
10/08	Languages and communities continued	GUMPERZ	“The Speech Community” (66-73)
		GUMPERZ	“Interethnic Communication” (172-186)
10/11	READING DAY	No class... Study for the midterm!	
10/13	Midterm Review	No readings assigned	
10/15	MIDTERM	No readings assigned	

DATE	TOPIC	AUTHOR	REF.(PAGES)
10/18	Language and gender	HOLMES	(306-310)
		TANNEN	(110-115)
10/19	LAST DAY TO WITHDRAW		
10/11	Language and gender continued	CAMERON	Performing Gender identity
10/22	Language, gender, sexuality, class	HALL	(125-144)
10/25	Language and ethnicity-race	PULLUM	AAVE is not Standard English with mistakes
10/27	Language and ethnicity-race	BUCHOLZ	(84-100)
10/29	Language and social class	LABOV	(234-246)
11/01	Language variation/ideology	LIPPI-GREEN	Ch 2,3
11/3	Language variation/ideology cont. <i>Speaking in Tongues</i>	LIPPI-GREEN	Ch. 6, (pp: 115-132 Sections “Good Enough English” and “Teacher Talk”)
11/05	Language variation/ideology cont.	LIPPI-GREEN	Ch. 7
11/08	Language change, language reconstruction and prehistory	SALZMANN	Ch.7: “Language through time” (pp.141-153;157;160;164-165)
11/10	Language shift	GAL	(1:17)
11/12	Language death and the Endangered Languages debate	KRAUSS	(4-10)
		HALE	(35-42)
		LADEFOGED	(809-811)
11/15	Writing Systems	TSARDANELIS	File 13.4 Writing Systems
11/17	Literacy and Orality SECOND ASSIGNMENT DUE	FOLEY	Ch.21: Literacy. Read only 417-429 (middle)
11/19	AAA Meeting	No class... read ahead!	
11/22	Signed Languages	TBA	
11/24	THANKSGIVING RECESS		
11/26	Read ahead Basso, begin to prepare for the final exam		
11/29	The Ethnography of Speaking continued	SALZMANN	Ch. 11: read only 243-255 middle
		FRAKE	(127-132)
12/01	The Ethnography of Speaking continued	BASSO	All the book
12/03	Wrap-up	No readings assigned	
12/06	Final Exam Review	No readings assigned	
12/14	FINAL EXAM (14:00-17:00)		

Books

Agar, Michael (1994). *Culture*. In *Language Shock : Understanding the Culture of Conversation*. New York. Morrow.

Austin, J. L. (1975). *How To Do Things With Words*. London. Oxford University Press.

Basso, Keith H. (1999). *Portraits of the Whiteman*. Cambridge. Cambridge University Press.

Boas, Franz (1973). In *Introduction to Handbook of American Indian Language*. Lincoln. University of Nebraska Press.

Bonvillain, Nancy (1993). *Syntax and Meaning*. In *Language, Culture, and Communication : The Meaning of Messages*. Englewood Cliffs. Prentice Hall.

- Cameron, Deborah (2008). Performing Gender identity. Young Men's Talk and the Construction of Heterosexual Masculinity. In *Blum: Making Sense of Language: Readings in Culture and Communication*. New York. Oxford University Press.
- Foley, William A. (1997). *Anthropological Linguistics: An Introduction*. Cambridge. Blackwell Publishers.
- Gherson, Ilana. (2010). *The Breakup 2.0. Disconnecting over New Media*. Ithaca. Cornell University Press.
- Grice, H.P. (2004). Logic and Conversation. In *Cole et al: Syntax and Semantics*. London. University College London.
- Gumperz, John (2009). The Speech Community. In *Duranti: Linguistic Anthropology : A Reader*. Malden. Wiley-Blackwell.
- Gumperz, John (1982). Interethnic Communication. In *Discourse Strategies*. Cambridge. Cambridge University Press.
- Hockett, Charles Francis (1977). How to Learn Martian. In *The View from Language: Selected Essays, 1948-1974*. Athens. University of Georgia Press.
- Holmes, Janet (2008). Women Talk Too Much. In *Blum: Making Sense of Language: Readings in Culture and Communication*. New York. Oxford University Press.
- Kiesling, Scott (2008). Power and the Language of Men. In *Blum: Making Sense of Language: Readings in Culture and Communication*. New York. Oxford University Press.
- Labov, William (2008). Social Stratification of "r" in New York City Department Stores. In *Blum: Making Sense of Language: Readings in Culture and Communication*. New York. Oxford University Press.
- Lippi-Green, Rosina (1997). *English with an Accent: Language, Ideology, and Discrimination in the United States*. New York. Routledge.
- Lucy, John A. (1985). Whorf's View of the Linguistic Mediation of Thought. In *Mertz, and Parmentier: Semiotic Mediation: Sociocultural and Psychological Perspectives*. Orlando. Academic Press.
- Luria, A. R. (1976). *Cognitive Development, its Cultural and Social Foundations*. Cambridge. Harvard University Press.
- Metcalf, Peter (2005). Encountering Cultural Difference. In *Anthropology: The Basics*. New York. Routledge.
- Ochs, E.; Schieffelin B. (1984). Language Acquisition and Socialization: Three Developmental Stories and their Implications. In *Shweder & Robert LeVine: Culture Theory: Essays on Mind, Self, and Emotion*. Cambridge. Cambridge University Press.
- Salzmann, Zdenek (2007). *Language, Culture, and Society : An Introduction to Linguistic Anthropology*. Boulder. Westview Press.
- Savage-Rumbaugh, E. Sue; Lewin, R. (1994). *Kanzi: The Ape at the Brink of the Human Mind*. New York. Wiley.
- Tannen, Deborah (1972). *You Just Don't Understand: Women and Men in Conversation*. Harper.
- Tserdanelis, Georgios (2004). *Language Files: Materials for an Introduction to Language and Linguistics*. Columbus. The Ohio State University.
- Whorf, Benjamin (1941). The Relation of Habitual Thought and Behavior to Language. In *Language, culture, and personality, essays in memory of Edward Sapir*. Menasha. Sapir Memorial Publication Fund.

Articles

- Bucholtz, Mary (2001). *The Whiteness of Nerds: Superstandard English and Racial Markedness*. Journal of Linguistic Anthropology. Volume 11, Issue 1, pp 84–100, June 2001.
- Danziger, Eve (1996). *Parts and Their Counterparts: Spatial and Social Relationships in Mopan Maya*. The journal of the Royal Anthropological Institute. 2.1: 67-82.
- Everett, D. L. (2005). *Cultural Constraints on Grammar and Cognition in Piraha*. Current Anthropology. Volume 46, Number 4, August–October.
- Frake, Charles O. (1964). *How to Ask for a Drink in Subanun*. American Anthropologist, New Series. Vol. 66, No. 6, Part 2: The Ethnography of Communication, pp. 127-132.
- Gal, Susan (1978). *Peasant Men Can't Get Wives: Language Change and Sex Roles in a Bilingual Community*. Language in Society. 7, 1-16.
- Hale, Ken (1992). *Language Endangerment and the Human Value of Linguistic Diversity*. Language. 68(1).35-42.
- Hall, Kira (2005). *Intertextual Sexuality: Parodies of Class, Identity, and Desire in Liminal Delhi*. Journal of Linguistic Anthropology. 15, 125-144.
- Herbert, T.; Petito, L.; Saunders R; Bever T. (1979). *Can an Ape Create a Sentence?*. Science. 206 November 1979: 872-902.
- Kiesling, Scott F. (2004). *Dude*. American Speech . Volume 79, Number 3, Fall 2004, pp. 281-305.
- Krauss, Michael E. (1992). *The World's Languages in Crisis*. Language. 68(1).4-10.
- Ladefoged, Peter (1992). *Another view of Endangered Languages*. Language. 68. 809-811.
- Ochs, Elinor (1976). *The Universality of Conversational Postulates*. Language in Society. 5, 1, 67-80, Apr 76.