

ANTHROPOLOGY 307, LINGUISTICS 312
(ANT 307, unique #30030; LIN 312, unique #40665)
CULTURE AND COMMUNICATION
Fall 2010

Time: Tuesday and Thursday 2:00 - 3:30 p.m.
Location: BUR 116
Professor: Elizabeth Keating, PhD
Office: 2.206 EPS, Phone: 471-8518, email: ekeating@mail.utexas.edu
Office hours: Tuesday 3:30-4:30, Thursday 12:15-1:15
Teaching Assistant (TA): Gwen Kirk, email: gwendolynkirk@gmail.com
No prerequisites

This course is an introduction to everyday language use in a variety of cultures. The goals are to develop your skills in analyzing and understanding the importance of everyday language in the formation and development of ideas about ourselves and others, as well as the environment around us. We'll look at the many creative ways people use language in the formation of culture, which shapes unique ways of thinking and of interpreting the world. We will read two interesting case studies which illustrate important themes in culture and communication. These two case studies are about a community of Bedouins in the Western Desert of Egypt and the Deaf community (a community of visual language users) in the U.S. The stories and ideas about how people use language from these two communities will be supplemented by lectures and other short readings on language in language communities across the globe. There will also be readings from the textbook *Linguistic Anthropology*, which will help you develop an understanding of general processes and abstract concepts in culture and communication which you can apply in your daily lives. Each of you will collect some everyday language examples for two analytical exercises (these will be explained in detail later). You will experience close hand analysis of how language is used to create and sustain such cultural forms as identity, roles, power relations, status, race, and knowledge, as well as how language informs and enforces what kinds of behavior are considered appropriate in each culture.

Texts: 1. Duranti, A. (1996) *Linguistic Anthropology*, Cambridge Univ. Press (LA)
2. Abu-Lughod, L. (1986) *Veiled Sentiments*, Univ. of California Press (VS)
3. Lane, H., Hoffmeister, R. Bahan, B. (1996) *A Journey into the Deaf World*, Dawn Sign Press (DW)
4. articles on the Blackboard site.

Requirements: There will be two mid-term exams, each covering about half of the course (no final). There will be material on the exam from the readings and from lectures, so if you have to miss class be sure to get notes from a fellow student. Each of you will be responsible for two written analytical exercises (3-5 pages). Each of these requirements will be fully explained at the time of assignment. Late assignments will be downgraded one letter grade. All assignments must be typed, single spaced. Note: do the readings assigned below before class meets that week. *Pop quizzes will be given regularly on readings.*

Schedule of Due Dates of Assignments

****Assignment 1 Analytical Exercise Due: September 30**

**** Assignment 2 Analytical Exercise Due: November 4**

Schedule of Exams

*****Midterm #1 (covering weeks 1-7): October 19**

*****Midterm #2 (Covering weeks 8-15): December 2**

Grading: Exams count 40% of the grade, and written assignments 40%. Pop quizzes count 10% (lowest two quiz grades will be thrown out). Class participation counts 10%. The class participation grade is made up of: a) participating in discussions in class, b) emailing or giving to Prof. Keating *and* the T.A. newspaper, magazine, or internet articles concerning some aspect of language and culture *with* a paragraph written by you linking the article to themes and concepts in the class, c) emailing Prof. Keating *and* the TA links to YouTube videos which illustrate concepts discussed in class on language and culture *with* a paragraph you wrote linking the article to themes and concepts in the class d) attendance at lectures.

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

WEEK #1 (Aug 26) *Overview and Introduction to the Course and Course Mechanics*

Note: do readings assigned for next week

WEEK #2 (Aug 31, Sept 2) *“Everyday” Symbolic Systems & Messages*

Readings: Cook, G. (1992) from the book *The Discourse of Advertising*, NY: Routledge (Blackboard)
(Note: begin reading the article at the section entitled “Perfume and Cars”)
Duranti (LA), Meaning in Linguistic Forms, pages 162-166 and 204-213 (section 6.1-6.2; 6.8 to end of chapter)
McCloud, Scott, Understanding Comics (selections on Blackboard)

WEEK #3 (Sept 7, 9) *Language and Culture: Introducing the Case Studies*

Readings: Lane, Hoffmeister, Bahan (DW): “Author’s Note” and Chapter 1
Duranti (LA) Chapter 1, The Scope of Linguistic Anthropology
Abu-Lughod (VS) Preface and Chapter 1, Guest and Daughter

WEEK #4 (Sept 14, 16) *We Do Things with Words: Change States, Get Information, Argue*

Readings: Duranti (LA), pages 236-244 (begin at section 7.4) & Chapter 8, Conversational Exchanges
Lane, Hoffmeister, Bahan (DW) Chapter 3, The Language of the Deaf-World

WEEK #5 (Sept 21, 23) *Methods to Study Language; Recording Interaction*

Readings: Duranti (LA) Chapters 4 (Ethnographic Methods) & 5 (Transcription: from writing to digitized images), and pages 290-330 (begin at section 9.2.1), and pages 340-347
Bailey, Ben, Communication of Respect in Interethnic Service Encounters, *Language in Society* 26.3: 327-356 (Blackboard)

****First analytical exercise due September 30: (Assignment #1)**

WEEK #6 (Sept 28, Sept 30) *Language Socialization: Learning what comes “Naturally”*

Readings: Ochs and Schieffelin (1984) “Language Acquisition and Socialization: Three Developmental Stories and Their Implications,” from R. Shweder and R. Levine, eds. *Culture Theory: Essays in Mind, Self, and Emotion* (Blackboard)
Lane, Hoffmeister, Bahan (DW) Chapter 2, Families with Deaf Children

WEEK #7 (Oct 5, 7) *The Importance of Art: The Power of Poetic Forms*

Readings: Abu-Lughod (VS), Chapter 2, Identity in Relationship; Chapter 4, Modesty, Gender, and Sexuality; Chapter 5, The Poetry of Personal Life

WEEK #8 (Oct 12, 14) *Verbal Art*, continued and *Midterm Review*

Readings: Abu-Lughod (VS), Chapter 6, Honor and Poetic Vulnerability; Chapter 7, Modesty and the Poetry of Love
Lane, Hoffmeister, Bahan (DW), pages 104-123 and 144-161

****Oct 19: First Midterm (covering weeks 1-7)**

WEEK #9 (Oct 19, 21) *Language and Creating Categories: Ethnicity, Race and Class*

Readings: Basso, K. (1979) excerpts from *Portraits of the Whiteman*, Cambridge University Press (Blackboard)
Smitherman, Geneva (1997) “The Chain Remain the Same”: Communicative Practices in the Hip Hop Nation, *Journal of Black Studies*, Vol. 28, No. 1, pp. 3-25 (Blackboard)

WEEK #10 (Oct 26, 28) *Using Language to Create Enduring Social Inequalities*

Readings: Lane, Hoffmeister, Bahan (DW) Chapter 7, Disabling the Deaf-World
Abu-Lughod (VS), Chapter 8, Ideology and Politics of the Sentiment and Chapter 3, Honor and the Virtues of Autonomy

****Second Analytical Exercise Due Nov 4: (Assignment 2)**

WEEK #11 (Nov 2, 4) *Stereotypes and Realities about Gender and Identity*

Readings: “Attacking Stereotypes in Toyland” (Blackboard)
Eckert, P. & McConnell-Ginet, S. (1995) “Constructing Meaning, Constructing Selves” from Hall, K. and Bucholz, M. *Gender Articulated*. Routledge. (Blackboard)

WEEK #12 (Nov 9, 11) *Changes in Language Related to New Technologies*

Readings: Street, Brian (1995) The Uses of Literacy and Anthropology in Iran, from *Social Literacies*, Longman: London. (Blackboard site)
Cassell, J., and Tversky, D. (2005) The language of Online Intercultural Community Formation. *Journal of Computer-Mediated Communication*, 10(2), <http://jcmc.indiana.edu/vol10/issue2/cassell.html>

WEEK #13 (Nov 16, 18) *Multilingualism and the Politics of Lingua Franca*

Readings: Zentella, Ana Celia (1997) "Bilingualism en Casa" from *Growing Up Bilingual: Puerto Rican Children in New York*. Malden, MA: Blackwell (Blackboard)
Nelson, Cecil L. (1992) My Language, Your Culture: Whose Communicative Competence? (Blackboard site)

WEEK #14 (Nov 23) *Review (no class Nov 25 Thanksgiving)*

Readings: Duranti (LA), Chapter 10, Conclusions
Lane, Hoffmeister, Behan (DW), Chapter 16, Journey's End

****Second Midterm: Dec 2 (Weeks 8-15)**

WEEK #15 (Nov 30, Dec 2) *Wrapping Up*

Review and Second Midterm

Other Information

Religious Holidays:

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify your instructor at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Special Needs:

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to me at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind me of any testing accommodations that will be needed. See following website for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

University Electronic Mail Notification Policy (Use of E-mail for Official Correspondence to Students):

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with you. You will be responsible for checking your e-mail regularly for work and announcements. Note: if you are an employee of the University, your e-mail address in Blackboard is your employee address.

Use of Blackboard in this Class:

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

Note about Feedback:

Feedback is an important part of learning. Without feedback on how well you understand the material, it is more difficult for you to make good progress. During this course you will give me feedback on your learning in informal and formal ways, such as assignments or exams. Please let me know when something is not clear. This will enable me to provide additional information when needed or to explain a concept in different terms.

Academic Honesty:

Although I encourage you to work together, you are expected to do your own work and acknowledge use of anyone else's work or ideas. Academic dishonesty includes: (a) copying another student's work or letting another student copy your work and (b) copying passages or ideas directly from another source and passing them off as your own; that is, without properly referencing them. When scholastic dishonesty is suspected, I am required to notify you and possibly turn the matter over to the Dean of Students office. Penalties for academic dishonesty include a failing grade on the assignment or in this course and possible expulsion from the university. If you have specific questions about these issues, contact the Office of the Dean of Students in FAC 248.

Resources for Learning & Life at UT Austin:

The University of Texas has numerous resources to provide assistance and support for your classes, your major or your career.

Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

5 Habits for Effective Students

<http://www.lifelearning.utexas.edu/handouts/habits%20of%20effective%20students.pdf>

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building.

Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.