

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH**

Professor: Dr. Alicia Pousada, prof.alicia.pousada@gmail.com Office hours: Mon. & Wed., 3-4 pm in Pedreira 4 and 4:30-6 pm in Pedreira 108 (Richardson Seminar Room). Fri., 1-4 pm, Pedreira 108. Extensions 89626 or 89653. Appointments required.

Course Title: Language and Culture (Fall 2018)

Course Number: INGL 6045 (Fridays, Pedreira 106)

Number of Credit Hours: 3

Prerequisites: Undergraduate degree, or permission of instructor

Course Description: Study of the relationship between language and culture, including sociolinguistics, ethnography of communication, language and variation, methods of investigation, and recent research in the field.

Course Objectives: Upon completing the course, the student will be able to:

1. Define language and culture and understand how they interact and how they are studied.
2. Analyze language as the reflection and shaper of culture, utilizing the concepts of linguistic socialization, communicative and cultural competence, linguistic relativity, folk taxonomies, taboos, and euphemisms.
3. Identify the role of language in interpersonal interaction, specifically its functions and the roles and relationships of its speakers.
4. Analyze speech acts and events, utilizing the theoretical framework of the ethnography of communication.
5. Categorize the different varieties of language found in speech communities, including standard language, dialects, and registers.
6. Pinpoint the inequality found in language and society based upon age, sex, and social class.
7. Account for language attitudes and ethnic identification in Black English Vernacular and Spanish and English in the U.S.
8. Participate in online class blog and utilize course website to access information and readings.
9. Demonstrate knowledge of content of readings via active classroom and blog discussion and partial exam.

10. Utilize Internet and/or traditional sources and databases to carry out academic research and prepare academic presentation and paper at close of course.

In addition, the student will be able to:

- contribute in an effective form to the inclusion of fellow students with special needs in the classroom
- make the necessary accommodations to include fellow students with special needs

Course Outline: (Tentative & subject to change). Readings marked **T** are from the course textbook. Readings marked **CW** are on the course website. All required readings should be done prior to the date on which they are slated for discussion. Supplementary readings will enhance student comprehension of the topics under discussion and will be referred to by the professor. Doctoral level students are expected to read them.

Session 1 (8/24): Introduction to course—examination of Stanlaw, Adachi, & Salzmänn, explanation of syllabus and norms for course, beginning of discussion of definitions of language and culture and how they interact, video on language and culture

Session 2 (8/31): Study of language and culture/society—how language and culture are studied, historical development of linguistic anthropology as a field

Required readings:

- ◆ Stanlaw, Adachi, & Salzmänn, Ch. 1: Introducing linguistic anthropology **[T]**
- ◆ Stanlaw, Adachi, & Salzmänn, Ch. 2: Methods of linguistic anthropology **[T]**

Supplementary reading:

- ◆ Duranti, A. (2012). Anthropology and linguistics. In Fandon, R., Harris, O., Marchand, T. H.J., et al. *ASA Handbook of Social Anthropology* (pp. 12-23.). Los Angeles & London: Sage. **[CW]**

Session 3 (9/7): Language origins and historical change—how human language arose, what protolanguages must have been like, how languages change through time—respond to **Blog #1 [CW]** (due by 9/21)

Required readings:

- ◆ Stanlaw, Adachi, & Salzmänn, Ch. 6: The development and evolution of language **[T]**
- ◆ Stanlaw, Adachi, & Salzmänn, Ch. 8: Language through time **[T]**

Supplementary reading:

- ◆ Holden, C. (2004). The origin of speech. *Science Magazine*, 303 (27), 1316-1319. **[CW]**

Session 4 (9/14) Language as reflection and shaper of culture and thought--linguistic relativity and determinism, Whorf hypothesis, language and worldview, ethnoscience, folk taxonomies (color and kinship terms)

Required readings:

- ◆Stanlaw, Adachi, & Salzmman, Ch. 12, Language, culture, and thought [T]

Supplementary reading:

- ◆Whorf, B. L. (1939/1941). The relation of habitual thought and behavior to language. Reprinted in L. Spier (Ed.). *Language, culture, and personality, Essays in memory of Edward Sapir* (pp. 75-93). Menasha, WI: Sapir Memorial Publication Fund. [CW]

Session 5 (9/21): Language variation--language varieties, standard language vs. dialect, registers, multilingualism, diglossia, pidgins & creoles, endangered languages, language death—Respond to **Blog #2 [CW]** (due by 10/5)

Required readings:

- ◆Stanlaw, Adachi, & Salzmman, Ch. 9: Languages in variation and languages in contact [T]
- ◆Garrett, P. B. (2004). Language contact and contact languages. In A. Duranti (Ed.). *A companion to linguistic anthropology* (pp. 46-72). Malden: MA Blackwell Publishers. [CW]

Sessions 6-7 (9/26, 9/28): Language in social interaction—speech communities, language functions, roles and relationships of speakers, language and power, norms of politeness, greetings, forms of address, taboos, euphemisms.

Required readings:

- ◆Philips, S. U. (2004). Language and social inequality. In A. Duranti (Ed.). *A companion to linguistic anthropology* (pp. 474-495). Malden: MA Blackwell Publishers. [CW]
- ◆Pousada handouts on language in social interaction [CW]

Note: Wednesday, 9/26 is a makeup day for all Friday classes. We will meet twice during that week. Please make arrangements in advance so you may attend.

Identification of topic for final research project due 9/28—1 paragraph by email

Session 8 (10/5): Ethnography of communication—speech acts and events, how to analyze components of communication, language attitudes and ideologies, non-verbal communication, writing, spoken art—Respond to **Blog #3 [CW]** (due by 11/2)

Required readings:

- ◆Stanlaw, Adachi, & Salzmann. Ch. 10, Ethnography of communication [T]
- ◆Stanlaw, Adachi, & Salzmann, Ch. 5: Nonverbal communication [T]
- ◆Downes (1998). Elements of SPEAKING [CW]

Supplementary readings:

- ◆Banti, G. & Giannattasio, F. (2004). Poetry. In A. Duranti (Ed.). *A companion to linguistic anthropology* (pp. 290-320). Malden: MA Blackwell Publishers. [CW]

Note: No class Friday, 10/12/18 (Discovery of America)

Preliminary bibliography for final paper due 10/19—use APA format and send electronically.

Session 9 (10/19): Doing research—using traditional and online resources to carry out academic research. Using APA format for bibliographic citations. Session held in Richardson Seminar Room. **Take-home Midterm Exam given out. Due 10/26.**

Session 10 (10/26): Language and gender--linguistic socialization of females vs. males, linguistic differences between speech of men and women, sexist vs. gender inclusive language **Midterm exam collected**

Required reading:

- ◆Stanlaw, Adachi, & Salzmann, Ch. 13: Language ideology: Variations in class, gender, ethnicity, and nationality
- ◆Barry, E. (2016). Rural Indian girls chase big-city dreams. *The New York Times*, September 25, 2016. (CW)

Session 11 (11/2): Language and ethnicity--language attitudes, ethnic stereotypes, role of language in establishing ethnic boundaries

Required readings:

- ◆Bucholtz, M. & Hall, K. (2004). Language and identity. In A. Duranti (Ed.). *A companion to linguistic anthropology* (pp. 369-394). Malden: MA Blackwell Publishers. [CW]

Preliminary outline of final paper due Session 11 (11/9). Send electronically.

Session 12 (11/9): Video “Afrikaaps” (52 min.) followed by class discussion and analysis

Required reading:

- ◆Williams, Q. (2016). Afrikaaps is an act of reclamation. *Mail and Guardian*, December 15, 2016. Retrieved from: <https://mg.co.za/article/2016-12-15-00-afrikaaps-is-an-act-of-reclamation> [CW]

Sessions 13 and 14 (11/16 & 11/30): Language policy and language planning-- procedure, types, agents, relation to attitudes, Black English Vernacular (Ebonics), English Only

Required readings:

- ◆Stanlaw, Adachi, & Salzmann, Ch. 14: Linguistic anthropology in a globalized world
- ◆ Rickford, J. What is Ebonics (African American English)?
<http://www.linguisticsociety.org/content/what-ebonics-african-american-english>
- ◆Baugh, J. The Ebonics controversy. [check out all links]
<http://www.stanford.edu/~jbaugh/ebonics.htm>
- ◆Crawford, J. (1997). The English Only Movement
<http://www.languagepolicy.net/archives/engonly.htm>
- ◆ U.S. English. (2012). Puerto Rico: The 51st state.
<http://www.usenglish.org/view/899>

Note: No class 11/23 THANKSGIVING BREAK

Session 15 (12/7): Close of course. Group discussion of final papers and research findings. **Blog 4 due** (abstract of final paper)

Final papers due by midnight Monday 12/10 in electronic and print formats

Teaching Strategies: Lecture, discussion in class and online, workshop.

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

Stanlaw, J., Adachi, N., & Salzmänn, Z. (Eds.). (2015). *Language, culture, and society: An introduction to linguistic anthropology, 6th ed.* Westview Press. [Available from professor or from Amazon]

Supplementary readings and handouts can be found on course website at <http://ingl-6045.weebly.com/> . **Password: 2018ingl6045**. The site also contains audio and image files as well as useful links to help with final research projects.

Functioning email address and high-speed access to Internet absolutely necessary in order to utilize the course website, participate in the class discussion blog, view online videos, and keep in touch with professor. Orientation to course website will be provided in class.

Methods of Evaluation:

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| • Consistent attendance | \ |
| • Active participation in class discussions & blogs | 25% |
| • Completion of weekly readings | / |
| • Midterm exam | 25% |
| • Research paper | 50% |
| • Differentiated evaluation of students with special needs | |

Grading System: A, B, C, D, F.

Bibliography: (available separately)