**Course and section number:** INGL 6045, section OU1
**Course level:** master's degree
**Meeting time**: Tuesdays 4:30-7:20 PM
**Professor:** Don E. Walicek, Ph.D.
**Professor's email:** don.walicek@upr.edu
**Office hours:** Fri. 10-11:30 AM & by appointment
**Prerequisites**: completion of a bachelor's degree; some background in the study of social interaction would be useful as well as familiarity with basic linguistics.


**Total contact hours & credits:** 45 hours / 3 credits
**Modality:** Distance (this class is an online class)

**I. Course Description:** This master's level course provides theoretical and practical tools for understanding how the relationship between language and culture has been conceptualized by linguists and other scholars who study language in use. It offers a survey of some of the main approaches, highlighting a variety of perspectives and frameworks, including ethnolinguistics and semiotic approaches to linguistic interaction. You will complete writing assignments which require you to discuss how different examples of scholarship reinforce or contest one another, how they relate to the material of class meetings, and how they can be further developed in terms of the learning objectives of our course. In addition, you will consider how knowledge about language and culture can be used in both academic research and professional fields outside academia.


**II. Readings:** A packet of readings, many of which come from *The Routledge Handbook of Language and Culture* (edited by Farzad Sharifian, 2019), will be provided by the professor via Moodle. Readings should be completed prior to the class for which they are assigned.

**III. Learning Objectives: By the end of the course, students will be able to**
1. Compare and contrast linguists' definitions and theories of language and culture and interactions between them
2. Analyze language as a complex phenomenon that shapes and reflects culture, utilizing the concepts of linguistic socialization, communicative and cultural competence, linguistic relativity, folk taxonomies, taboos, and euphemisms
3. Identify the roles that language plays in interpersonal interaction, using concepts and terminology from sociolinguistics and linguistic anthropology
4. Analyze speech acts and events, utilizing the theoretical frames associated with the ethnography of communication
5. Describe different aspects of language found in contemporary speech communities, including those associated with standard languages, dialects, and registers, and their respective links to culture

6. Assess how language and culture relate to inequality in society and the variables of age, gender, sexuality, and socioeconomic class
7. Account for language attitudes, language ideologies, and ethnic identification in the context of speech communities where non-native varieties and historically marginalized languages (e.g., African American English, Caribbean Creoles, learner varieties) are spoken
8. Use scholarly resources (e.g., electronic databases, academic presentations, recent publications) to carry out academic research
9. Describe original creative solutions that use knowledge about language and culture to effectively address problems that impact specific social groups and society at large
10. Effectively contribute to the inclusion of classmates with special needs

**IV. Grading and Evaluation**

Grading System

      A  100-90   B 89-80   C 79-70   D 69-60   F 59-0

Evaluation
*Attendance and  active participation in class discussion
        (online fora & synchronic meetings, short online exercises)……10%

Mid-term exam ..………………….....          20%
Thought pieces (approximately 10) ………………………..    20%
Oral presentations (2) ……..………………    20%
**Research project……...……….…    30%

30%

              **Total…………..…………100%**

Attendance Policy: 3 unexcused absences will lower average one whole letter grade; 3 late arrivals equal one absence.  Missing 3 weeks or more will result in a no pass. The research project, which will take the form of an academic essay, includes various parts, including an abstract, and introduction, a description of methodology, and an outline.

Law 51 - Law 238
In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor.

## V. Academic Integrity

The UPR promotes the highest standards of academic and scientific integrity. With this in mind, please realize that plagiarism is a serious offense. What is plagiarism? <u>Plagiarism is using someone else's ideas and/or words as if they were one's own. It will result in a zero</u>. You are responsible for using proper citation when consulting and incorporating information from other sources into any assignment. Plagiarism offenses include using material downloaded from the Internet (e.g., Wikipedia's resources, study guides); copying from printed work; borrowing an idea or sentence without citing the name of the person who originated it; and using writing, concepts, or ideas formulated by another person. Plagiarizing cheats us out of the intellectual growth and experience necessary to be better learners and effective researchers. Avoiding plagiarism helps us become aware, honest, and responsible learners, thinkers, and writers.

A first offense will count as a "0" [zero] for the assignment; a second offense will result in an "F" for the course. Continued reports of plagiarism may result in action taken by the Dean of Academic Affairs and suspension or dismissal from the University of Puerto Rico. Students should consult the university policy to inform themselves about all of the possible ramifications of plagiarism. Article 15 of the *Reglamento General de Estudiantes* lists these penalities: reprimand, probation for an established period of time, suspension from the univeristy, and permanent separation from the university.

**VI. Course calendar:** *Minor adjustments will be made to this schedule in order to meet the learning objectives of the course. **Approximately three meetings will be asynchronous. The dates for these will be announced once the course is in progress.***

|  | **Overview and historical background** |
|---|---|
| Week 1 | Introductions (syllabus, objectives, and more) |
| Week 2 | Kramsch, Claire "The relationship of language and culture" |
|  | Leavitt, John "Linguistic relativity: precursors and transformations" |
|  | **Ethnolinguistics** |
| Week 3 | Kramsch, Clair "Meaning as sign and action" |
|  | Leavitt, John. "Ethnosemantics" |
| Week 4 | Kramsch, Claire "Language and cultural identity" |
|  | Goddard, Cliff and Zhengdao Ye "Ethnopragmatics" |
| Week 5 | Gladkova, Anna "Ethnosemantics" and student-generated review for exam |
| Week 6 | Mid-term exam |
|  | **Language, gender, and culture** |
| Week 7 | Tanaka, Lidia "Language, gender, and culture" |
| Week 8 | Kulick, Don "Anger, gender, language shift, and the politics of revelation in a Papua New Guinean village" |
|  | **Semiotics and interaction** |

| Week 9 | Torop, Peeter "Cultural semiotics" |
| | Eglin, Peter "Language, culture, and interaction" |
| Week 10 | Levinson, Stephen C. "Deixis" (final project abstract due) |
| | **Language, culture, and cognition** |
| Week 11 | Yu, Ning "Embodiment, culture, and language" |
| | Robinson, Crystal J. & Jeanette Altarriba "Culture and language processing" |
| Week 12 | Chris Sinha & Enrique "Space-time: metaphors, maps and fusions" |
| | Wierzbicka, Anna "Language and cultural scripts" (final project outline due) |
| | **Applied domains** |
| Week 13 | Academic research and writing workshop |
| Week 14 | Kramsch, Claire "Language and culture in second language learning" |
| | Presentations |
| Week 15 | Hans-Georg Wolf "Language and culture in intercultural communication" |
| | Presentations and wrapping up |

## VII. Guidelines

### A. Writing

1. Prepare all major assignments in a Word document.
2. Use size 12 Times New Roman font.
3. Double-space your written work. Use standard margins and black ink.
4. Following the guidelines of formal academic style. Follow APA citation and style guidelines given that these are frequently used in linguistics. For guidelines, see Purdue's OWL writing center.
5. If your essay includes an argument, present it in the form of a thesis statement.
6. In the case of a thought piece or essay, make sure that each paragraph includes a topic sentence.
7. In the case of an essay or short-answer questions, use data and examples as evidence, to support claims, discussion, and argument.
8. Use new terminology and ideas learned in this course in discussions and in written assignments, showing that you understand the meaning of key concepts and terms. Remember that many of the ideas about language that circulate in our daily lives counter the assertions and insights of linguistics.
9. Be aware of specific guidelines your professor provides for the evaluation of your written work (and other types of assignments). If these are not provided, then ask about them.
10. If you need help writing or editing, visit your professor in office hours. You can also contact your professor about visiting the Center for Linguistic Competencies, which has online services available for you.

**B. General**: Contribute to the course in ways that allow you and classmates to both enjoy the course and get as much out of it as possible. Find ways to make it interesting and significant. Feel free to make suggestions about how to improve specific parts of the course,

especially important are suggestions that will facilitate learning opportunities associated with the course objectives.

1. Be aware of protocols associated with ensuring your physical safety as well as campus resources that are available to protect your health.
2. Make an appointment to visit your professor during office hours at least once during the first half of the semester. You can discuss concepts that are unclear, ideas for your final project, the evaluation of your work, and other topics.
3. Carefully read and take notes on all the material assigned.
4. Make a list of important terminology that you are unfamiliar with, then define and learn the meaning of the terms on the list.
5. Respectfully listen and respond to your classmates' opinions. Try to link their comments to your own and to the readings.
6. Strive to formulate links and useful comparisons across texts and discussions.
7. <u>Use your camera in class. Use the chat mechanism as well</u>.
8. If you are late, inform the professor of your presence at the end of the class period.
9. Stay in the classroom until the class ends.
10. Turn in work on time. Communicate with professor regarding any delays or problems. Submission of work by email is not accepted unless designated by the professor.
11. Think about why this course is important for your personal development or the acquisition of skills needed for the completion of your degree, and your professional future. Talk about this topic in class.
12. Follow professional email etiquette when communicating with your professor and classmates in writing.


## VIII. Institutional Policies

### Cumplimiento con la Ley 51

De ser necesario, se realizaría evaluación diferenciada a estudiantes con necesidades especiales. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el/la profesor/a al inicio del curso para planificar el acomodo razonable y equipo asistido necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el/la profesor/a.

### Cumplimiento con la Certificación 39 (2018-2019)

La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género, en todas sus modalidades, incluyendo el hostigamiento sexual. Según la política institucional contra el hostigamiento sexual en la Universidad de Puerto Rico, Certificación Número 130 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas con hostigamiento sexual puede acudir ante la Oficina de la Procuraduría Estudiantil (787-764-0000, extensiones 86600, 86601 u 86603), el Decanato de Estudiantes (extensión 86000) o la coordinadora de cumplimiento con Título IX (extensiones 84013 u 84005) para orientación y/o presentar una queja.

**Aseveración de integridad académica**

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (certificación núm. 13, 2009-2010, de la Junta de Síndicos) establece que "la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta". Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario.

## IX. Bibliography

Armstrong, N. (2015). "Culture and translation." In F. Sharifian (Ed.) *The Routledge Handbook of language and culture* (pp. 181-195). New York: Routledge.

Duranti, A. (Ed.) (2009). *Linguistic anthropology: A Reader:* Wiley Blackwell.

Feliciano-Santos, S. (2017). "How do you speak Taíno: Indigenous activism and linguistic practices in Puerto Rico." *Journal of Linguistic Anthropology* 27 (10), 4-21.

Frank, R. (2015). "A future agenda for research on language and culture." In F. Sharifian (Ed.) *The Routledge handbook of language and culture* (pp. 493-512). New York: Routledge.

Garrett, P.B. (2006). "Contact Languages as endangered languages: What Is there to lose?" *Journal of Pidgin and Creole Languages* 21 (1), 175-90.

Heller, M. and B. McElhinny. (2017). *Language, capitalism, colonialism: Toward a critical history*. Toronto: University of Toronto Press.

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

Joseph, John E. (2004). *Language and identity; national, ethnic, religious*. New York: Palgrave Macmillan.

Keating, E. and M. Egbert (2004). Conversation as cultural activity. In A. Duranti (Ed.). *A companion to linguistic anthropology* (pp. 290-320). Malden, MA: Blackwell Publishers.

Kramsch, C. and H.G. Widdowson. (2001). *Language and culture*. New York: Oxford University Press.

Kroskrity, P.V. (Ed.) (2000). *Regimes of language: Ideologies, politics, and identities*. Santa Fe, NM: School of American Research Press.

Kroskrity, P.V. and A.K. Webster. (2015). *The legacy of Dell Hymes: Ethnopoetics, narrative inequality and voice*. Bloomington: Indiana University Press.

Marra, M. (2015). "Language and culture in sociolinguistics." In F. Sharifian (Ed.) *The Routledge Handbook of language and culture* (pp. 373-385). New York: Routledge.

Mühleisen, S. and B. Migge. (Eds.). (2005). *Politeness and face in Caribbean Creoles*: Philadlephia: John Benjamins.

Rickford, J.R. and R. J. Rickford. (2000). *Spoken soul: The story of Black English*. New York: John Wiley and Sons.

Risager, K. (2015). "Linguaculture: the language-culture nexus in transnational perspective." In F. Sharifian (Ed.) *The Routledge Handbook of language and culture* (pp. 87-99). New York: Routledge.

Rosa, J.D. (2016). **"**Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts." *Journal of Linguistic Anthropology* 26 (2) 162-183.

Schieffelin, B.B., K.A. Woolard, and P.V. Kroskrity (Eds.). (1998). *Language ideologies: practice and theory*. New York: Oxford University Press.

Sharifian, Farzad (Ed.). (2019). *The Routledge Handbook of Language and Culture*. New York: Routledge.

Stanlaw, J., N. Adachi. and Z. Salzmann. (2017). *Language, culture, and society: An introduction* (7th edition). New York: Routledge.

Turin, M. (2018). *Word by word: The secret life of dictionaries*. New York: Vintage Books.

Valldejuli, L.G. (2018). *Tourism and language in Vieques: An ethnography of the post-navy period*.  Lanham, MD: Lexington Books.

**Electronic Resources:** All of the following resources are all available remotely:

<u>Online academic readings and resources for research</u>

Keating, E. Why Do Virtual Meetings Feel So Weird? (Oct 20, 2020) *Sapiens*
https://www.sapiens.org/language/nonverbal-communication-online/

McWhorter, J. (2021) Language and Culture: Is there a Connection?. The Great Courses Daily
https://www.thegreatcoursesdaily.com/language-and-culture-is-there-a-connection/

*The Mouth, Critical Studies on Language, Culture, and Society* (open access journal, University of Cologne) (2021)
https://themouthjournal.com/

Romero, A. and T.A. Locke with Stewart, K. (July 20, 2017) Words in Worlds: An Interview with Kathleen Stewart. Fieldsights.  Society for Cultural Anthropology.
https://culanth.org/fieldsights/words-in-worlds-an-interview-with-kathleen-stewart

Top 19 Qualitative Data Analysis Software (2016) Pat Research
https://www.predictiveanalyticstoday.com/top-free-qualitative-data-analysis-software/

World Newsreels Online: 1929-1966. (2018)
https://video.alexanderstreet.com/channel/world-newsreels-online-1929-1966

Yo Soy (I am): The Historical Trajectory of Language in Puerto Rico, (2021) U.S. Library of Congress, reading guide
https://guides.loc.gov/language-in-puerto-rico/taino-language

<u>Videos</u>

American Anthropological Association. (2020). Mackenzie Price: Linguistic Anthropology
https://www.youtube.com/watch?v=2eJnZQNMdW8

Benner, J.A. The Connection Between Language and Culture (2018)
https://www.youtube.com/watch?v=mgq3IwqST3U&feature=youtu.be

Cañizares-Esguerra, J. (2013). Silencing the Past: On Imperious Categories, George and Dorothy Carson Memorial Lecture at OSU.
https://www.youtube.com/watch?v=HuY_vUdSrmI

Gonzalez, A. (Feb. 7, 2016) How to Tame a Wild Tongue - Gloria Anzaldúa
https://www.youtube.com/watch?v=f2MaBZ6e6vo

NativLang. (2013) Linguistic relativity & linguistic determinism
https://www.youtube.com/watch?v=Df25r8pcuI8&feature=youtu.be

Wallace Foundation (2014) Shirley Brice Heath: Linguistic anthropologist; professor emerita, Stanford University
https://www.youtube.com/watch?v=qrBXeFMplDw

Yale University, The Macmillan Report (2012) Conversation with Joseph Errington, author of *Linguistics in a Colonial World: A Story of Language, Meaning, and Power*
https://www.youtube.com/watch?v=xwsj9AZnaaE


Websites

American Anthropological Association: Advance Your Career (2020)
https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783

CARICOM. Our Culture (2021) CARICOM Secretariat.
https://caricom.org/our-community/who-we-are/our-culture/

Society for Linguistic Anthropology (2021)
http://linguisticanthropology.org