Spring 2-1-2018

LING 573.01: Language and Culture

Leora Bar-el

University of Montana - Missoula, leora.bar-el@umontana.edu

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Languages, with their complex implications for identity, communication, social integration, education and development, are of strategic importance for people and the planet. There is growing awareness that languages play a vital role in development, not only in ensuring cultural diversity and intercultural dialogue, but also in attaining quality education for all and strengthening cooperation, in building inclusive knowledge societies and preserving cultural heritage, and in mobilizing political will for applying the benefits of science and technology to sustainable development. – UNESCO.org

Instructor information

✉ leora.bar-el@umontana.edu
➡ Social Science Building, Room 210
☎ To reach me by phone, you can leave a message in the Anthropology main office 406-243-2693
Office hours: Mondays 2pm-3:30pm and Wednesdays 10:30am-12pm, or by appointment

Course meeting times and venue

Tuesdays and Thursdays
11:00am-12:20pm
GBB L13

Course description

This course focuses on the relationship between language and culture and how this interaction is studied by linguists and anthropologists. We begin our course with some background discussion of the field of anthropological linguistics and an overview of linguistic diversity. We explore the universalist and relativist approaches to language and culture by investigating a variety of lexical and grammatical categories. We examine the ethnography of communication and a variety of culturally-specific aspects of language use. Towards the end of the course we briefly touch on the study of language socialization and change. Throughout our course, we will investigate data from languages across the world and explore some of the methodological issues in the study of language and culture.

Prerequisites, Co-convening, Advanced Writing

LING 470 is a prerequisite for this course. LING 573 co-convenes with LING 473 (see further information below on graduate student requirements). LING 473/573 is an Advanced Writing course. This course satisfies the General Education Advanced Writing requirement for students pursuing the Major in Anthropology.

Moodle

This course has an online supplement Moodle site: http://umonline.umt.edu/ (click on Moodle NetID Login). Readings, slides, assignments, and additional resources will be posted there. You will also upload your assessed work to Moodle. Links to Tech Support are available at the login page and below. Please inform me if you have any problems accessing our course Moodle site.

Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641
UMOnline student support website: http://umonline.umt.edu/studentsupport
UMOnline technical support e-mail address: umonline-help@umontana.edu

IT Central: 406-243-4357
IT Central support website: http://umt.edu/it/support/
IT Central support e-mail address: italk@umontana.edu
Course Structure

Class meetings will include discussions based on the readings, activities that explore the weekly topics, student presentations, and other linguistic training. Throughout the course we will be reading and discussing book chapters and articles on a variety of topics related to the study of language and culture. The readings will be available from our course Moodle site (see schedule and reading list below). You are required to submit five article summaries over the course of the semester, which you can choose from a subset of the assigned readings (see details below). Throughout the course you will complete several short assignments based on the readings, which may include preparing discussion questions, answering questions, drafting research questions, collecting data, leading discussion, etc. These may also include short assignments related to your research project. Over the course of the semester you will develop and write a research paper. You will (i) submit a first draft of your proposal, (ii) receive feedback on that draft and submit a revised second draft of your proposal, (iii) give an in-class presentation of your research, (iv) optionally submit a draft of your paper for feedback, (v) submit your final research paper (see details and due dates below).

Learning Outcomes

Upon successful completion of this course, you will:
(a) Be familiar with some of the issues central to the study of the intersection of language and culture
(b) Understand the data and methodologies that linguists and anthropologists use to explore these research areas
(c) Be able to critically read, summarize and discuss claims and arguments from primarily linguistic literature
(d) Be able to develop and write a linguistic research paper
(e) Be able to give a presentation of your own linguistic research

Assessment (undergraduate)

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<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Short reading assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Ethics assessment</td>
<td>5%</td>
</tr>
<tr>
<td>Article summaries (5 x 5% each)</td>
<td>25%</td>
</tr>
<tr>
<td>Research proposal (1st draft)</td>
<td>5%</td>
</tr>
<tr>
<td>Research proposal (2nd draft)</td>
<td>5%</td>
</tr>
<tr>
<td>Research presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

- Participation includes attendance, contributions to in-class discussions and activities, questionnaires/feedback surveys, etc. Being absent or late to class will result in deductions to your participation grade.

- Short reading assignments: Throughout the course you will complete several small assignments primarily based on the readings, which may include preparing discussion questions, answering questions based on the readings, drafting research questions, collecting data, leading discussions, etc. Some of these assignments may also be related to your research projects. Some assignments may be completed/due in class and others may be uploaded to Moodle before class. Details for each short assignment will be made available in class/on Moodle.

- Ethics assessment: You will complete Sections 1, 2, and 6 of the UM Online Research Ethics Course (Option 3): https://ori.hhs.gov/education/products/montana_round1/research_ethics.html, an Institutional Review Board (IRB) requirement for research conducted with human subjects: http://www.umt.edu/research/compliance/IRB/hspcourse.php. Copies of your assessment certificates (available electronically upon successful completion of the course) must be uploaded to Moodle. If you already have ethics certificates dated within the last 3 years, you have two options: (i) retake the ethics course and submit your new certificates, or (ii) submit your older certificates and complete a short (1-page, single-spaced) assignment. Further information will be provided.

- Article summaries: You are required to submit five article summaries over the course of the semester. You can choose from the articles marked with an asterisk in the scheduled below. Summaries must be uploaded to Moodle by 11am MST on the day that the article is scheduled to be discussed in class. You may want to bring a copy of your summary to class to refer to during our in-class discussion of the article. Further information will be made available during our in-class workshop on Thursday February 8. In preparation for this workshop, you are required to write a draft summary of Stanlaw (1997) and bring a copy of your summary to class. You will not submit this draft summary, but your draft will be reviewed by fellow classmates and will form the basis of discussion.
• Research proposal: Your proposal is in three phases – you will bring in 3 possible research topics to class on Thursday February 22. You will upload a first draft of your research proposal to Moodle by 11am on Thursday March 8. I will provide you with feedback on your proposal and then you will revise and expand your proposal and upload a second draft of your proposal to Moodle by 11am MST on Thursday March 22. Further information will be made available in our in-class workshop on developing a research proposal.

• Research presentations will take place in the last two weeks of classes. A presentation schedule will be made available later in the term. Prior to that we will have an in-class workshop on presenting your research.

• Optional paper draft: you have the option of uploading a draft of your paper to Moodle by 11am MST on Tuesday April 10. Students who choose to do so will receive feedback from me on their draft.

• Research papers must be uploaded to Moodle by 9am on Tuesday May 8. Further information will be made available in our in-class workshop on writing research papers.

Plagiarism is an offence and is not tolerated. You are welcome (and encouraged) to discuss readings, research papers, etc. together with classmates, but you must write up your work on your own.

Assessment (graduate)

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Short reading assignments</td>
<td>20%</td>
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<tr>
<td>Leading discussion</td>
<td>5%</td>
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<tr>
<td>Article summaries (5 x 5% each)</td>
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<tr>
<td>Research proposal (1st draft)</td>
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<tr>
<td>Research proposal (2nd draft)</td>
<td>5%</td>
</tr>
<tr>
<td>Research presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper and abstract</td>
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</table>

In addition to the undergraduate assessment items listed above, graduate students taking this course are also required to (i) lead/facilitate discussion of one of the assigned articles, and (ii) write a conference-style abstract of your research paper. Graduate student research papers will also have longer page requirements and are expected to be of a more advanced nature. Graduate students are required to complete the ethics assessment, credit for which will be included in the short reading assignments grade. Further information will be made available later in the term.

Grading criteria

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

Readings

• Throughout the course we will be reading book chapters and articles on a number of topics. Readings will be posted in the weekly sections of our course Moodle site. See below for the list of readings and the schedule. Additional readings may be assigned throughout the semester.

Other resources

• Other resources and relevant material may be introduced in class and posted on Moodle where appropriate. You are welcome to speak with me about materials to consult for your research projects and for further reading.

• When you come across resources that you think the class would benefit from, please let me know and I will post them on Moodle when possible. If there are any books that you would like me to put on reserve at the Mansfield library, please let me know.

• If the library does not own a resource that you are looking for, you can request it through Interlibrary Loan (ILL): http://www.lib.umt.edu/about/departments/ill; see also http://www.lib.umt.edu/research-find for further information.

UM Writing and Public Speaking Center

The University of Montana Writing and Public Speaking Center offers students in all disciplines free support as they write or prepare presentations for any course. Welcoming all students, The Writing Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment and learn more about The Writing and Public Speaking Center, visit www.umt.edu/writingcenter or call 243-2266.
Course Policies and Procedures

- **Attendance:** You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail as early as possible and contact a classmate to catch up on what you missed. An attendance sign-in sheet will be circulated in each class. It is **your** responsibility to make sure that you sign the sheet so that you are registered as being in class. Unexcused absences will result in a deduction to your participation grade.

- **Respect your classmates:** Arrive to class on time. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to your fellow classmates and me – avoid being disruptive. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus, etc.), inform me as soon as possible. Unexcused tardiness will result in a deduction to your participation grade.

- **Student Conduct Code:** You are expected to be familiar with the University of Montana Student Conduct Code, which is downloadable from the Dean of Students webpage: [http://www.umt.edu/vpesa/Dean%20of%20Students/](http://www.umt.edu/vpesa/Dean%20of%20Students/). You are also expected to be familiar with the University of Montana Academic Policies and Procedures: [Academic Policies and Procedures webpage](http://catalog.umt.edu/academics/policies-procedures/).

- **E-mail:** Course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Make sure that you check that e-mail account often. You are responsible for ensuring that you are able to receive any course information circulated by e-mail.

- **Course Accommodations Statement (DSS):** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or by calling 406-243-2243 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable and appropriate modifications that may be necessary. I will work with you and Disability Services to provide a reasonable and appropriate modification. For more information, visit the [Disability Services for Students](http://www.umt.edu/dss/) website at [http://www.umt.edu/dss/](http://www.umt.edu/dss/).

- **Technical requirements:** Using the Moodle learning environment requires your computer to be set up to view and download documents, webpages, etc. More information can be found on the UMOSSOnline student support website: [http://umonline.umt.edu/studentsupport](http://umonline.umt.edu/studentsupport). Contact UMOnline for assistance: 406-243-4999; UMOSSOnline technical support e-mail address: umonline-help@umontana.edu. If you are new to the Moodle Learning Environment, please visit [UMOnline](http://umonline.umt.edu/), follow the Moodle NedID Login link, and once you have logged in, click on the Moodle 101 for Students (under Useful Links).

- **Submitting Assessed Work:** Assessed work should be uploaded to the relevant section on Moodle as either .pdf or .docx files. Files should be named with your last name and an appropriate assessment category (e.g., “Smith Prop2”). It is your responsibility to ensure that your submitted work is uploaded to Moodle by the deadline. Feedback on your work will be inserted into your submitted files and uploaded to Moodle.

### Proposed Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
<th>Deadlines**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>PART I: INTRODUCTION; LINGUISTIC DIVERSITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Tues</td>
<td>Jan. 23</td>
<td>Introduction and overview</td>
<td>Duranti 1997 [CH 1]</td>
<td>Questionnaire due</td>
</tr>
<tr>
<td>2</td>
<td>Tues</td>
<td>Jan. 30</td>
<td>Linguistic diversity</td>
<td>Lucy 2004 Additional background: Whorf 1939a, 1939b</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Feb. 1</td>
<td>Universalism and relativism: an overview</td>
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</table>

Page 4/6
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Thurs</td>
<td>Feb. 8</td>
<td>Color terms (cont’d)</td>
<td>Stanlaw 1997 Draft Stanlaw summaries due</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Workshop: writing summaries</td>
<td></td>
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<tr>
<td>4</td>
<td>Tues</td>
<td>Feb. 13</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Feb. 15</td>
<td>Spatial relations</td>
<td>Bowerman &amp; Choi 2003*; Levinson 1997* Bowerman &amp; Choi summaries due; Levinson summaries due</td>
</tr>
<tr>
<td>5</td>
<td>Tues</td>
<td>Feb. 20</td>
<td>Temporal relations</td>
<td>Bohnemeyer 2000*; Boroditsky 2001* Bohnemeyer summaries due; Boroditsky summaries due</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Feb. 22</td>
<td>Workshop: Developing a research proposal</td>
<td>Bring three possible research topics to class</td>
</tr>
<tr>
<td>6</td>
<td>Tues</td>
<td>Feb. 27</td>
<td>Noun classifications</td>
<td>Imai &amp; Gentner 1997*; Boroditsky et al. 2003* Imai &amp; Gentner summaries due; Boroditsky et al. summaries due</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Mar. 1</td>
<td>Linguistic relativity: the debate continues</td>
<td>McWhorter 2014/TBA</td>
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<tr>
<td><strong>PART III: ETHNOGRAPHY OF COMMUNICATION</strong></td>
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<tr>
<td>7</td>
<td>Tues</td>
<td>Mar. 6</td>
<td>Ethnography of communication: an overview</td>
<td>Foley 1997 [Ch. 13]</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Mar. 8</td>
<td>Speech communities; identity &amp; ideologies</td>
<td>Morgan 2004; Irvine &amp; Gal 2000* Research proposals draft 1 due</td>
</tr>
<tr>
<td>8</td>
<td>Tues</td>
<td>Mar. 13</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Mar. 15</td>
<td>Politeness and face</td>
<td>Brown &amp; Levinson 1999; Brown 2015; Additional background: Foley 1997 [Ch. 14]</td>
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<tr>
<td>9</td>
<td>Tues</td>
<td>Mar. 20</td>
<td>Politeness (cont’d)</td>
<td>Matsumoto 1988*; Fukada &amp; Asato 2004* Matsumoto summaries due; Fukada &amp; Asato 2004 summaries due</td>
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<td></td>
<td>Thurs</td>
<td>Mar. 22</td>
<td>TBA</td>
<td>TBA Research proposals draft 2 due</td>
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<td>10</td>
<td>Tues</td>
<td>Mar. 27</td>
<td><strong>Spring Break- No Class</strong></td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Mar. 29</td>
<td><strong>Spring Break- No Class</strong></td>
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<td><strong>PART IV: Socialization and Change</strong></td>
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<tr>
<td>11</td>
<td>Tues</td>
<td>Apr. 3</td>
<td>Workshop: Writing a research paper</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Apr. 5</td>
<td>Language socialization</td>
<td>Kulick &amp; Schiefflin 2004</td>
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<tr>
<td>12</td>
<td>Tues</td>
<td>Apr. 10</td>
<td>Workshop: Giving a research presentation</td>
<td>Optional: research paper draft due</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Apr. 12</td>
<td>Socialization and change</td>
<td>Garrett 2005*/TBA* Garrett summaries due</td>
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<tr>
<td><strong>PART V: REMAINING QUESTIONS; LOOKING AHEAD</strong></td>
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<tr>
<td>13</td>
<td>Tues</td>
<td>Apr. 17</td>
<td>TBA</td>
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<td></td>
<td>Thurs</td>
<td>Apr. 19</td>
<td>TBA</td>
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</tbody>
</table>
Tues Apr. 24  Student presentations  Schedule TBA

Thurs Apr. 26  Student presentations  Schedule TBA

Tues May 1  Student presentations  Schedule TBA

Thurs May 3  Student presentations; Course wrap-up  Schedule TBA; Final papers due by 9am Tuesday May 8

* Articles for summaries must be chosen from those in the Readings column that appear with an asterisk (*). Reminder: You are required to submit five article summaries over the course of the semester.'

** Unless otherwise noted, assessed work must be uploaded to Moodle by 11am MST (before class) on the day it is due.

Readings list (additional readings may be assigned during the semester)


This syllabus is subject to change