COURSE OBJECTIVES:
We all engage and utilize language daily, whether through conversation, reading or writing. We also use it to define ourselves in relation to each other: our identities, social relations, and interpretations of our own and others’ behavior. Language is one of the features unique to our species and meaning-making through language is a central project of human history. Yet we often take language for granted, despite its importance to all human societies.

This course offers an introduction to the foundational relationships between language, culture and society by examining anthropological approaches to the study of language. In this course, you will learn how language both reflects and creates thought, culture, and power relations. You will also learn how to apply the concepts we study to your own everyday experiences with language. How does language produce social realities? How does language construct us as individuals and mark us as members of groups? What role does language play in processes like socialization, globalization, racialization, and domination? These are some of the questions we will grapple with over the course of the term. The topics we will cover include theories of language, linguistic relativity, language diversity and inequality, language shift, and the creative use of language in performance, and mass media. We also consider language use in specific social contexts, such as courtrooms, medical and scientific settings, and political campaigns.

INTENDED LEARNING OUTCOMES
The key goals of this class are:
• to explore theories about the relationships between language and culture
• to acquaint students with the diversity and complexity of languages
• to introduce students to linguistic anthropology methods and theories: semiotics, language socialization, language ideologies
• to expand students’ research, analysis, and writing skills

ASSIGNMENTS (see Sakai for details)
• In-class application activities 30 points
• Interview Essay 15 points
• Midterm 15 points
• Language Autobiography 25 points
• Final Exam 15 points

Grades will be based on grading rubrics distributed in advance and by dividing the total points earned by the total points possible.
• In addition, Honors students will submit two drafts of the language autobiography and develop a collaborative social life of language project (40 points: 10 points annotated bibliography, 10 points literature review, 10 points poster, 10 points final paper; see Sakai)

Core Curriculum Learning Goals Met by this Course
C: Arts and Humanities q. Understand the nature of human languages and their speakers.

Anthropology Department Learning Goals Met by this Course
• Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
• Students are able to demonstrate proficiency in the use critical thinking skills.

REQUIRED TEXTS:
Classroom Procedures

- Class meetings, whether lecture or section, will be a mix of lecture, discussion, and application activities. My lecture style is interactive and I encourage you to ask questions and participate in class. While this is an introductory course requiring no background, my expectations of you will be high. **You are expected to complete the assigned readings before class, to attend all class meetings (lecture and sections), and to come prepared to actively engage with course material by thinking critically and creatively about the assigned texts and the issues they raise.** To that end, every class will have an application activity. **Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website [https://sims.rutgers.edu/ssra/](https://sims.rutgers.edu/ssra/) to indicate the date and reason for your absence. An email is automatically sent to me. In cases where you must miss class for periods longer than one week, you will as per university policy be directed to see a Dean of Students for assistance to help verify these circumstances.**

- As this is a three-credit course, you should plan up to two hours of reading and preparation for each lecture. You will need to pace yourself so you aren't cramming before class.

- Assessments (exams, writing assignments, in-class application activities, etc.) are designed to evaluate your knowledge and abilities to accomplish the intended learning outcomes. Please take advantage of all the assessment opportunities you will have in this course by using them to reflect on the depth and value of your learning. You will receive points by emailing me that you have read the syllabus.

- This course will have materials available through Sakai.

Please note also the following policies:

- **Late submission is not accepted** without prior permission of the instructor.

- **Online Assignment Submission:** For ease of reference and grading, include your name in the beginning of your document title when you submit on Sakai. For example: Schulthies Semiotic Observation 108.doc

- **Incompletes** will not be permitted, except under extraordinary circumstances and with proper documentation.

- **Special arrangements** for students with documented needs or disabilities should be made well in advance of assignment due-dates. Follow the policies outlined here [http://disabilityservices.rutgers.edu/](http://disabilityservices.rutgers.edu/) and discuss this with me as soon as possible.

Rutgers Policies: Please make yourself aware of the student code of conduct, especially the academic code of conduct. [http://studentconduct.rutgers.edu/university-code-of-student-conduct](http://studentconduct.rutgers.edu/university-code-of-student-conduct)

**Plagiarism:** In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography. **Citations and footnote references are required for all specific facts that are not common knowledge and about which there is not general agreement.** New discoveries or debatable opinions must be credited to the source, with specific references to edition and page even when the student restates the matter in his or her own words. Word-for-word inclusion of any part of someone else’s written or oral sentence, even if only a phrase or sentence, requires citation in quotation marks and use of the appropriate conventions for attribution. Please follow the American Anthropological Association style guide in the bibliography and in-text referencing. Paraphrasing or summarizing the contents of another’s work is not dishonest if the source or sources are clearly identified (author, title, edition, and page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Students who have questions about accurate and proper citation methods are expected to consult Rutgers’ policies on plagiarism.

**Course Schedule**

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<tr>
<th>Week 1</th>
<th>January 21 Lecture</th>
<th>January 21/23 No Recitation</th>
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<tbody>
<tr>
<td>Language and Social Life</td>
<td>What is an anthropological approach to language?</td>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Lecture/Recitation Section</td>
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| **Week 2** | Forms, Functions, and Frameworks | January 28 Lecture | **Readings:**  
Ahearn, Laura M.  
**AND**  
Goodwin, Marjorie  
**Optional:**  
Duranti, Alessandro  
1997 *Linguistic Anthropology*. Cambridge University Press, 14-19. *(Sakai)* | January 28/30 Recitation Section | **Readings:**  
Ahearn, Laura M.  
**Optional:** Macaulay, Ronald  
*Honors students: create SLL teams, workshop project topic* |
| **Week 3** | Semiotic Battles: Theories of Signs | Feb 4 Lecture | **Readings**  
Avineri, N., Johnson, E., Brice-Heath, S., McCarty, T., Ochs, E., Kremer-Sadlik, T., Blum, S., Zentella, A.C., Rosa, J., Flores, N. and Alim, H.S.,  
**AND**  
Ahearn, Laura M.  
**AND**  
Kohn, Eduardo  
Graham, Laura  
1995 *Performing Dreams: Discourses of Immortality Among the Xavante of Central Brazil*. Austin, TX: University of Texas Press, 175-206. *(Sakai)*  
Intro to Graham’s book: [weblink](#)  
*Honors students: start working on SLL annotated bibliography (scholarly articles/books)* |
| **Week 4** | Everyday Indexicality: Identity | Feb 11 Lecture | **Readings**  
Peterson, Mark Allen  
Basso, Keith  
1999 *Wisdom Sits in Places. In Senses of Place*, Keith Basso and Steven Feld, eds. Santa Fe, NM: School of American Research Press, 53-90. *(Sakai)* |
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<th>Week 5</th>
<th>Fe 18 Lecture</th>
<th>Fe 18/20 Recitation Section</th>
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| How we do it: data collection and analysis  | **Readings:** Briggs, Charles 1986 *Learning How to Ask: A sociolinguistic appraisal of the role of the interview in social science research.* Cambridge: Cambridge University Press, 39-60. *(Sakai)*  
| **Reading:** Wortham, Stanton and Angela Reyes 2015 *Discourse Analysis Beyond the Speech Event.* New York: Routledge, 1-39. *(Sakai)*  
Honors students: report on SLL annotated bibliography, discuss difference between ann bib and lit review                                                                 |
| Week 6                                      | Fe 25 Lecture                                                                 | Fe 25/27 Recitation Section                                                                 |
Honors students: interviews should be connected to SLL project, even if it is a raciolinguistics of speaking/writing approach |                                                                                                                                                          |
| Week 7                                      | Mar 3 Lecture                                                                 | Mar 3/5 Recitation Section                                                                 |
Whorf, Benjamin 1941 The relation of habitual thought and |                                                                                                                                                          |
**Honors students: submit a literature review draft (not the annotated bib) of SLL project** |                                                                                                                                                          |
<table>
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<tr>
<th>Week 8</th>
<th>Mar 10 Lecture</th>
<th>Mar 10/12 Recitation Section</th>
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<tbody>
<tr>
<td><strong>Language, Thought, Culture</strong></td>
<td><strong>Readings:</strong></td>
<td><strong>Midterm</strong></td>
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<tr>
<td><strong>Review midterm study guide</strong></td>
<td>Mertz, Elizabeth &lt;br&gt;2007 <em>The Language of Law School: Learning to Think Like a Lawyer</em>. New York: Oxford University Press, 7-11. (Sakai) <strong>AND</strong></td>
<td><strong>Readings:</strong></td>
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| March 14-22 | Spring Break no class |

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<tr>
<th>Week 9</th>
<th>Mar 24 Lecture</th>
<th>Mar 24/26 Recitation Section</th>
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<tr>
<td><strong>Language and Community</strong></td>
<td><strong>Readings:</strong></td>
<td><strong>Readings:</strong></td>
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<th>Week 10</th>
<th>Mar 31 Lecture</th>
<th>Mar 31/Apr 2 Recitation Section</th>
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<td><strong>Mobile Resources</strong></td>
<td><strong>Readings:</strong></td>
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<th>Week 11</th>
<th>Apr 7 Lecture</th>
<th>Apr 9 Recitation Section</th>
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<td><strong>Language Shift</strong></td>
<td><strong>Readings:</strong></td>
<td><strong>Readings:</strong></td>
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| **Autobiography** | **Practice and Theory**, B. B. Schieffelin, K. A. Woolard, & P. V. Kroskrity (eds.). Oxford: Oxford University Press, 87-102. (Sakai)  
**AND**  
2019 A Death in the Rainforest, excerpts.  
**Optional:** Perley, Bernard C.  
2012 *Zombie Linguistics: Experts, Endangered Languages, and the Curse of Undead Voices*. *Anthropological Forum* 22(2):133-149 (Sakai) | **Honors students: prepare poster presentation of SLL project** |
| --- | --- | --- |
| **Week 12**  
**Speaking Like a State**  
**Autobiography Due before lecture** | Apr 14 Lecture  
**Readings:**  
Briggs, Charles  
**Readings:**  
Blommaert, Jan  
2009 Language, Asylum, and the National Order. *Current Anthropology* (50)4:415-441 (Sakai)  
**Honors students: present posters of SLL projects** |
| **Week 13**  
**Language Inequality**  
**Revised Autobiography Due before lecture** | Apr 21 Lecture  
**Readings:**  
Hill, Jane H  
**Optional:** Ahearn, Laura M.  
**Readings:**  
Hiramoto, Mie  
**Honors students: work on final paper for SLL project** |
| **Week 14**  
**Language and Race** | Apr 28 Lecture  
**Readings:**  
Roth-Gordon, Jennifer  
**OR**  
Nuhrat Yağmur, Marcie Patton, Donna Lee Bowen, and Becky Schulthies  
**Readings:**  
Alim, H. Samy  
**Honors students: final paper for SLL project due** |
<table>
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<tr>
<th>Week 15</th>
<th>May 6</th>
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<tr>
<td></td>
<td>Final Essay Due on Sakai</td>
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