Introduction to Linguistic Anthropology  
(01:070:108)  
Ruth Adams Building (RAB), Rm.001  
Tuesday and Thursday, 2:15-3:35 p.m.  
Professor Laura M. Ahearn  
Spring 2014

Overview
The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn about how language both reflects and shapes thought, culture, and power. You will also learn how to apply the concepts we study to your everyday experiences with language. While this is an introductory course requiring no background, my expectations of you will be high. The format of most class sessions will be a mixture of lecture and discussion. The additional discussion sections will enable you to interact in smaller groups. Come to all classes ready to engage actively with the readings, and be prepared to apply what you are learning to your own experiences with language in everyday settings.
Core Curriculum Learning Goals

Core Curriculum Learning Goals Met by this Course

This course meets the II.C.q learning goal:

II: Areas of Inquiry
   C: Arts and Humanities
      q. Understand the nature of human languages and their speakers.

Assessment of SAS Core Curriculum Learning Goals Met by this Course

Achievement of the II.C.q SAS Core Curriculum learning goal will be assessed as follows:

   Students will be assessed on their achievement of this learning goal through the hour exams, pop quizzes, section performance, and final quiz, and through the language autobiography essay.

Exams, Written Assignments, and Grading

There will be four pop quizzes, two hour exams, a language autobiography essay, and a final quiz. The course assignments will require you to read, think, and write a lot. While I will not be taking attendance before each lecture, the pop quizzes may occur at any time, and there will be no make-ups for them. Your worst pop quiz grade will, however, be dropped. Attendance at sections is mandatory. The TA will be taking attendance, and that will be part of your final grade, along with your participation in section. You can expect to lose one point off of your final grade for each section you miss. There will also be occasional assignments that will contribute to your section grade.

Make-ups for the hour exams and final quiz will only be allowed in extreme emergencies. Travel arrangements that conflict with these exams will not be considered an acceptable excuse.

Language autobiographies that are handed in late will be penalized one half-grade per day. Students found cheating on exams, handing in assignments containing plagiarized passages, or otherwise violating academic integrity policies will be turned in to the appropriate Dean for punishment. All written assignments will be screened by Turnitin.com. Please familiarize yourself, therefore, with the Rutgers academic integrity policy, posted online at http://academicintegrity.rutgers.edu/academic-integrity-policy. If you have any questions about what constitutes plagiarism, take one of the following tutorials, or talk to me:

(1) http://library.camden.rutgers.edu/EducationalModule/Plagiarism
(2) Consult “Don’t Plagiarize: Document Your Research!” for tips about how to take notes so that you don’t plagiarize by accident:
http://www.libraries.rutgers.edu/tutorials#plagiarism_tutorials

Your final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Pop quizzes (best three grades out of four)</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Hour exam #1</td>
<td>20%</td>
</tr>
<tr>
<td>Hour exam #2</td>
<td>20%</td>
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<tr>
<td>Language autobiography (due May 13th by 4pm)</td>
<td>20%</td>
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<tr>
<td>Final in-class, 30-minute quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Section attendance and participation</td>
<td>15%</td>
</tr>
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<td></td>
<td>100%</td>
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You will also have many opportunities during the semester to earn extra credit through optional assignments, online participation in discussion boards on Sakai (http://sakai.rutgers.edu), and other projects. Students who provide at least three meaningful comments can earn bonus points on their final grade.

Readings

There required textbook for this class is: Ahearn, Laura M., *Living Language: An Introduction to Linguistic Anthropology* (Wiley, 2012, ISBN 978-1405124416). (Please note that I donate to Rutgers all royalties earned from the sale of the book to Rutgers students.) The book is also on reserve at the Douglass Library. Additional readings for this course are available online through the Sakai course website (http://sakai.rutgers.edu). If you have any problems gaining access to the readings, please let me know. **You will be expected to have read the assignment listed for each class period BEFORE class begins.** Be prepared to discuss the reading assignment, ask questions about it, or debate the issues raised in it. There will also be four pop quizzes, so do not fall behind on the readings.

...And remember: the only dumb question is the one you don’t ask…

From time to time, we will be viewing videos during lectures or in section. If you miss class on the day a video is shown, you are responsible for viewing it yourself. Exams will include questions about the content of the videos and about the remarks of any guest speakers who visit. **Dates and assignments may change during the semester. All changes will be announced in class and/or noted on Sakai. You are responsible for keeping track of the changes.**

Classroom Atmosphere

My goal is to create a classroom environment that is relaxed and conducive to free intellectual exchange. In order to foster an atmosphere in which all students feel comfortable asking questions and sharing comments, it is essential that you demonstrate respect for one another as well as for the TA and me. You are expected to refrain from activities such as reading the newspaper, doing the crossword puzzle, talking on the phone, or working on assignments for other classes while in this classroom. Because pop quizzes are usually (but not always) held at the very beginning of class, it is essential that you come to class on time. If you arrive after a quiz is finished, you will not be allowed to take it, and if you leave immediately after a quiz is administered, you may not receive credit for having taken it. If you must have your cell phone on in case of an emergency, please put it in vibrate mode before class begins. You may not surf the web or have any other windows open besides your note-taking window. If the TA or I see that you have not been abiding by this rule, you will not be allowed to use a laptop again in class during the semester. The main reasons for these rules are to minimize distractions to other students and to encourage you to focus on the lecture itself.
NO SECTIONS THE FIRST WEEK

Tu, 1/21  Introduction – no reading assignment

Th, 1/23  Ahearn, Laura M. “Preface” and Chapter One, “The Socially Charged Life of Language,” from Living Language: An Introduction to Linguistic Anthropology. (This book will be referred to simply as Living Language in the remainder of the syllabus.)

SECTIONS WILL MEET FOR FIRST TIME THE SECOND WEEK (1/28 - 1/30)


VIDEO in class: “A World of Gestures: Culture & Nonverbal Communication” (2-2693)


Th, 1/30  Living Language, Chapter Two, “The Research Process in Linguistic Anthropology.”


Th 2/6  Living Language, Chapter Three, “Language Acquisition and Socialization”

VIDEO in class: “Acquiring the Human Language, Part 2: Playing the Language Game” (2-2402)

MP3 FILE in class: “Talkin’ about Talk: Language Acquisition” from the Five-Minute Linguist (file on Sakai)


MP3 FILE in class: Interview with Dr. John Lucy (mp3 file posted on Sakai)


VIDEO in class: Dr. Keith Chen’s TED Talk on the relationship between the language you speak and your proclivity to save money: http://www.ted.com/talks/keith_chen_could_your_language_affect_your_ability_to_save_money.html

Th, 2/20 Review for Hour Exam #1 – no reading assignment

Tu, 2/25 **HOUR EXAM #1**

Th, 2/27 *Living Language*, Chapter Five, “Communities of Language Users.”

HOMEWORK: What kind of dialect do you have? Take this dialect quiz and find out! http://www.nytimes.com/interactive/2013/12/20/sunday-review/dialect-quiz-map.html

Then compare your answers with the interactive maps found at: http://spark.rstudio.com/jkatz/SurveyMaps

VIDEO in lecture: “American Tongues” (2-390)


VIDEO in lecture: “Diverted to Delhi” (2-6381)

EXTRA CREDIT VIDEO: “Speaking in Tongues” (10-1736)


Th, 3/13    Living Language, Chapter Seven, “Literacy Practices.”


VIDEO in class: “Lost in Translation” (owned by Prof. A.)

    SPRING BREAK!!


VIDEO in class: Jimmy Fallon on hashtags: http://gizmodo.com/justin-timberlake-show-us-how-dumb-we-sound-when-we-use-1382465357
Th, 3/27 \textit{Living Language}, Chapter Eight, “Performance, Performativity, and the Constitution of Communities.”


Tu, 4/1 Review for Hour Exam #2

Th, 4/3 \textbf{HOUR EXAM #2}

Tu, 4/8 \textit{Living Language}, Chapter Nine, “Language and Gender.”


Tu, 4/15 \textit{Living Language}, Chapter Ten, “Language, Race, and Ethnicity.”

ALSO LISTEN TO “Linguistic Profiling” piece on NPR (mp3 file is on Sakai)

VIDEO in class: “Do You Speak American? Out West” (10-645, part 3)


VIDEO in lecture: “The Linguists” (10-1516)


Th, 5/1 **FINAL 30-MINUTE QUIZ**

*LANGUAGE AUTOBIOGRAPHIES DUE BY 4:00 p.m.,
Tuesday, May 13th!*