

ANTH 0006 - INTRODUCTION TO LINGUISTIC ANTHROPOLOGY

Catalog Description

Advisory: Completion of ENGL 1A with grade of "C" or better

Hours: 54 lecture

Description: Explore the many different ways people communicate. Examine how language is linked the way we see the world, ourselves and each other. Investigate how language works and how it changes over time. Study beliefs about language and their impacts. Examine how people use language to build and share meaning, to form, perform and change identities as well as to enact or resist power. (C-ID ANTH 130) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Compare and contrast cultural, archaeology, linguistic and biological anthropology.
- CSLO #2: Use linguistic anthropological approaches to examine the ways that languages work.
- CSLO #3: Explain the interconnections of language, thought, perception, identity, culture and other important aspects of our minds, lives and societies.
- CSLO #4: Use specific examples to explain and evaluate linguistic change as well as interlinguistic interactions at local and global scales.

Effective Term

Fall 2020

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Explain anthropology and compare linguistic anthropology to the other subfields as well as non-anthropological approaches to the study of language.
2. Describe the basic properties of language and explain paradigms for investigating them, including phonology, morphology, syntax, semantics and pragmatics.
3. Explain and discuss anthropological research, knowledge and issues pertaining to the evolution and history of language.
4. Explain, evaluate and apply the multiple methods linguistic anthropologists use to study language.

5. Describe and evaluate linguistic anthropological approaches and current research related to language acquisition and socialization.
6. Explain linguistic anthropological approaches and discuss cross cultural research on the relationship between language, thought and culture.
7. Describe and apply linguistic anthropological approaches to the relationship between language, power and agency.
8. Examine the role of language in intersecting identity domains with a particular focus upon sex, gender, sexuality, race and ethnicity.
9. Examine the complex interactions of languages in a multilingual context by drawing on key linguistic anthropological concepts.
10. Explain the dynamics of language change as well as discuss the relevance of language endangerment and revitalization.
11. Describe and apply linguistic anthropological approaches to examining literacy practices, non-verbal communication and silent languages in a cross-cultural setting.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - D1 Anthro/Archaeology
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 4A Anthro Archaeology

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: 4. The instructor assigns an article or book chapter about language endangerment and language revitalization (course objective #10) for student scholars to read in preparation for an in-class reading discussion. Student scholars bring typed and printed reading notes about the assigned material to class for use during the reading discussion. The instructor directs student scholars to form small groups and to use their notes to begin discussing the main ideas and important information about the reading. Student scholars are then directed to discuss how the assigned reading pertains to the current learning unit in the course. Groups then work collaboratively to complete a reading discussion activity organizer which will be submitted for credit, along with reading notes, at the end of the class session.
- Essay Examinations
 - Example: 1. After developing and demonstrating understanding of the multifunctionality of language (course objective #2), student scholars will write brief essays which apply that concept to describe and examine a particular event or issue of which they are already familiar. Student scholars will also be required to compare the event or issue they selected with a cross-cultural example from the learning materials assigned within the current unit. The essay should explain the cultural similarities and differences as well as assess the usefulness of the anthropological concept.
- Objective Examinations
 - Example: 2. Student scholars will take scripted answer exams (ex. LMS quizzes) to assess basic comprehension of linguistic

anthropological approaches and research about the connections between language, power and agency (course objective #7). Evaluation will be assessed based upon accuracy of answers.

- Projects
 - Example: 3. Throughout the semester student scholars will plan, conduct and present their own linguistic anthropological capstone projects (integrating elements from most of the course objectives, but in particular course objectives #1 and #4). Student scholars will demonstrate their ability to apply linguistic anthropological approaches, theories and methods within their own independent, yet instructor guided, investigations. Student scholars are encouraged to examine topics which will advance their personal, academic and/or professional interests.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Professor lectures in order to define, explain and offer examples of the role of language in the formation, performance and change of identities (course objective #8). The professor then directs student scholars to discuss in small groups the key points of assigned readings which highlight the complex relationship between language and psyche. Student scholars brainstorm questions which are addressed by the professor. Instructor then shows brief videos which reveal examples in diverse cultural and linguistic contexts. Student scholars are then directed to form new small groups and develop their own thoughts about the examples by applying the key concepts from the current unit.
2. Instructor assigns reading about language ideologies and their consequences in everyday and institutional interactions (course objective #7). Instructor directs student scholars to form small groups to discuss the assigned reading and develop understanding of the language ideology approach. Instructor directs small groups of student scholars to identify cases from other assigned materials or from their own experiences and knowledge of world events. Student scholars are encouraged to apply the language ideology approach to examine the list of examples they brainstormed. At the appropriate time the instructor calls the groups together to share key points, ideas and issues in a general class discussion.

Distance Learning

1. (DISTANCE LEARNING) During a week when an introduction to the multifunctionality of language is the focus, several learning avenues are provided. (1) Textbook pages and two contemporary articles will be assigned to read (2a) A written lecture provided and/or (2b) A full video lecture with the instructor presenting the material (3) A voice thread where students have the ability to respond to images and to one another's comments (4) a set of focused but exciting discussion topics. After reading and choosing their mode of instruction the students will engage in the conversation aspect with fellow students and the instructor. For example a discussion topic asking them to draw on information from both the article and their own experiences/knowledge base makes the topic more relevant.

Typical Out of Class Assignments Reading Assignments

1. Student scholars read the assigned pages from the textbook or lecture notes on the current topic, pre-assess their knowledge (ex. LMS quiz) and come to the next class session prepared to ask questions and discuss the material. 2. Student scholars read an ethnographic article or book chapter, take notes and answer a reflection question for credit as well as in preparation for an in-class discussion activity.

Writing, Problem Solving or Performance

1. After participating in an in-class discussion about the article facilitated by the professor, student scholars will write down their thoughts into a short essay or short answers wherein they discuss how the article relates to the key linguistic anthropological topics and concepts they are currently studying. 2. After studying a specific theory, approach or concept, student scholars complete short essay assignments in which they apply what they've learned to a specific example from a list of choices including brief videos, current events or something from their own background or experiences.

Other (Term projects, research papers, portfolios, etc.)

Course Capstone Project—Throughout the semester student scholars work on their own linguistic anthropology informed investigation into a cultural topic, issue or event of their own choosing. Student scholars collaborate with the professor and peers to develop relevant ideas and feasible methods. Student scholars then conduct library and/or first-hand data gathering and use approaches and concepts from the course to develop their own anthropological commentary. Final reports are shared with the professor and informally with peers in a variety of possible formats such as research papers, ethnographic videos, websites, original art projects, cultural skill demonstrations, etc.

Required Materials

- Living Language: An Introduction to Linguistic Anthropology
 - Author: Laura Ahern
 - Publisher: Wiley-Blackwell
 - Publication Date: 2016
 - Text Edition: 2nd
 - Classic Textbook?: No
 - OER Link:
 - OER:
- Language, Culture, and Society: An Introduction to Linguistic Anthropology
 - Author: James Stanlaw
 - Publisher: Routledge
 - Publication Date: 2017
 - Text Edition: 7th
 - Classic Textbook?: No
 - OER Link:
 - OER:
- Making Sense of Language: Readings in Culture and Communication
 - Author: Susan Blum
 - Publisher: Oxford University Press
 - Publication Date: 2016

- Text Edition: 3rd
- Classic Textbook?: No
- OER Link:
- OER:
- The Anthropology of Language: An Introduction to Linguistic Anthropology Workbook/Reader
 - Author: Harriet Joseph Ottenheimer
 - Publisher: Wadsworth
 - Publication Date: 2012
 - Text Edition: 3rd
 - Classic Textbook?: No
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.