

# ANTHROPOLOGY 208: LANGUAGE, CULTURE AND SOCIETY

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## TWO Texts

Readings are an essential part of this course. While a few of the readings will be available on-line, you will need to purchase the following **TWO texts**. Copies of both books will also be on reserve in the library.

**1. A Concise Introduction to Linguistics, 3<sup>rd</sup> edition.**

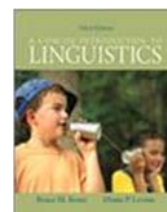
Rowe, Bruce M. and Diane P. Levine 2012

Pearson, Prentice Hall, Upper Saddle River, NJ.

ISBN: 978-0-205-05181-6 USE THIS NUMBER WHEN BUYING THE TEXTBOOK.

**BE SURE TO BUY THE THIRD EDITION.**

**Used copies of this book are available through the BC bookstore. However, you can also check other online sites for used copies, such as amazon.com; half.com; chegg.com; barnesandnoble.com**



**2. Custom Anthology, available for purchase only from “University Readers” website. (<https://students.universityreaders.com/store/>).**

You can purchase a hard copy (spiral bound) or an online copy. This anthology contains readings which are copyright and not available on the web. Most (60%) of the cost comes from the copyright permissions. This is a new anthology, so copies from last year will not work.



**To purchase the anthology, please follow the instructions below.**

Step 1: Log on to <https://students.universityreaders.com/store/>

Step 2: Create an account or log in if you have an existing account.

Step 3: Choose the correct course pack, select a format and proceed with the checkout process.

Step 4: After purchasing, you can access a digital copy of the first few chapters (if you selected a print format) or all chapters (if you selected a digital format) by logging into your account and clicking “My Digital Materials” to get started on your reading right away.

If you experience any difficulties, please email [orders@universityreaders.com](mailto:orders@universityreaders.com) or call 800.200.3908 ext. 503.

**\* Digital access:** If you select a digital format, you will need an Adobe ID and the free Adobe Digital Editions (ADE) software installed on your computer. Visit [https://students.universityreaders.com/store/digital\\_adobe](https://students.universityreaders.com/store/digital_adobe) for easy instructions and a video walkthrough of the process. Once you download the digital pack you can access it online or offline at any time on your computer, tablet or smart phone. You can also annotate, highlight, and search the content. Printing is available from the first device you use to access the content. Please note that the digital course pack expires after six months.

**\*Print orders** are typically processed within 24 hours; the shipping time will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). If you order the print version, you will have immediate digital access to the first 20% of the course readings.

## Course Outcomes

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Listed below are the course outcomes for ANTH 208. Outcomes will be assessed through exams, assignments and discussions.

- Demonstrate basic understanding of the different levels of language structure exhibited by languages around the globe.
- Recognize and give examples of the ways in which language and culture are integrated.
- Critically assess claims about the effect of language on perception and thought, in relation to the Sapir-Whorf hypothesis.
- Apply a holistic ethnographic approach to describing language use in different social and cultural situations.
- Describe how languages evolve over time, and how social and regional dialects may arise.
- Recognize ethnocentric statements about language and be able to explain the value of taking a comparative, relativistic approach to the study of language.

## General Education Ratings

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- This course supports the general education goals of “Creative and Critical Thinking” and “Connections”.

## Course Rhythm

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- Our course meets on campus twice a week, on Tuesdays and Thursdays. However, as a hybrid course, there is also an online component. Unlike a regular on-campus class, we meet for only 4 hours instead of 5. The remaining hour you will participate online.
- The online component will vary from week to week, but will involve online activities such as discussions and quizzes.

The course is divided into 4 units.

- **Unit 1, “The Nature of Language”**, introduces you to the subject of linguistic anthropology and deals with the question of how human languages, both spoken and signed, are similar to or different from other kinds of communication.
- **Unit 2, “Linguists’ Toolkit”**, introduces you to the tools linguists use to describe and analyze the structure of languages around the world.
- **Unit 3, “Language and Culture”**, looks at how language acquisition and use varies from culture to culture, and how the language we speak may reflect our culture and affect how we view the world.
- **Unit 4, “Language and Society”**, addresses the relationship between language and social identity, looking at factors such as age, gender and ethnic group.

## Reading List and Course Calendar

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- A complete reading list and a schedule of topics and due dates are in separate documents in the Getting Started Module and also under the “Syllabus” tab. I suggest you print these out and keep them accessible, so that you always know what is coming up in the course.
- Readings and due dates will also be included in each weekly module. Any changes to the reading list or due dates will be announced in class and/or on the course site.

## Grading

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### Grade distribution

Grades will be calculated using points, distributed as follows:

Assignment	POINTS	~% of your grade
<b>First week assignments</b>	<b>10 points</b> Getting Started Quiz (5) Introductory Discussion (5)	<b>~3%</b>
<b>Reading Discussions</b> <b>4@10 points</b> <b>(6 discussions offered; choose 4)</b>	<b>40 points</b>	<b>~12%</b>
<b>4 Unit Exams</b> <b>(40 points each, multiple choice)</b>	<b>160 points</b>	<b>~48%</b>
<b>4 Unit Activities and Write-ups</b> <b>(4 @ 20 points each)</b>	<b>80 points</b>	<b>~24%</b>
<b>In-Class Activities</b> <b>(Credit for participating and turning in any associated worksheets. At least 6 offered. )</b>	<b>20 points</b>	<b>~6%</b>
<b>Reading quizzes</b> <b>(At least 10 offered. These are really practice quizzes that you can take as often as you wish. Total earned in the quizzes will be weighted to be worth 20 points, or about 6% of your grade.)</b>	<b>20 points</b>	<b>~6%</b>
<b>TOTAL:</b>	<b>330 points</b>	

### Grading scale

Final grades will be calculated based on the following grading scale:

95-100%	A
90-94%	A-
85-89%	B+
80-84%	B
75-79%	B-
70-74%	C+
65-69%	C
60-64%	C-
55-59%	D+
50-54%	D
below 50%	F

Details of the Bellevue College grading policy can be found at:

[http://bellevuecollege.edu/policies/3/3000\\_grading.asp](http://bellevuecollege.edu/policies/3/3000_grading.asp)

### Extra credit

There will be a few opportunities for **small** amounts of extra credit – e.g. completing course evaluations (2 points) and posting a news item related to the course (2 points). Pay attention to announcements about any extra credit points.

## What should you do to succeed in this class?

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Since this is a survey course, we will be covering a lot of material. In order to be successful in the course, you will need to be sure you are keeping up with the assigned readings and assignments. The following advice may help you be more successful.

### 1. Contact me if you have any questions or concerns.

I welcome your emails and questions at any time. Often a problem can be easily solved if it is addressed immediately. Too often, though, students delay in letting me know about a problem until the end of the quarter when it may be too late to resolve it.

### 2. Participation in class

Participating actively in class will help you learn. Be a regular participant in the discussions and class activities.

### 3. Reading

Reading is a very important part of learning in this course. If you find that you are having trouble understanding or completing the assigned readings, I suggest you try the following:

- i. Look at the review questions at the end of each chapter in the textbook, and the answers at the back of the textbook. Use the glossary at the back of the textbook to help you understand any technical terminology.
- ii. Look over the “Tips for doing readings” document posted in “Getting Started”.
- iii. Email me to ask questions about any of the readings if you find them difficult.
- iv. Ask a question in the reading discussion to get help from your classmates.

## Class Expectations

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### **Syllabus and Social Science Division Guidelines and Procedures Review**

You are required to review this syllabus and the Social Science Division Procedures and Guidelines (at the end of the syllabus), which apply to students in this class. Enrollment in the course constitutes an agreement to abide by the procedures and guidelines set forth in these two items. If you have any questions about the meaning of any of this material, please ask me.

### **My expectations of students:**

- Be respectful to other students
- Read instructions carefully and contact me whenever you have questions
- Turn work in on time
- Do not wait until the last minute to ask for help

### **What you can expect from me**

- Respectful responses to questions
- Responses within 24 hours to email. I will warn you ahead of time if this will not be possible for any reason. If you do not hear back from me, please email again after 24 hours, to be sure that your message got through
- Work usually graded within a week. Again, I will warn you if I cannot meet this goal.

### **Technology in the classroom**

Please turn off cell phones, MP3 players, computers etc. before class begins, as these may distract you and other students. If you have a medical need to use a laptop computer for note-taking, please come and talk to me.

## Assessments

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### Exams:

- Each exam will consist of multiple choice and true/false questions, so you will need to bring a scantron and a number 2 pencil to each exam. Scantrons are available from the cashier at the BC Bookstore.
- The last exam will NOT be comprehensive, but will cover only material not covered in previous exams.
- I will post a review sheet before each exam, summarizing the topics to be covered.
- All exams are closed book, so you may not consult any other sources during the exam. However, you may bring one 3\*5 index card of notes into the exam.
- All electronic devices must be turned off before the start of the exam. This includes MP3 players, computers, electronic dictionaries and cell phones.

### Make-up exams

- Assessments such as exams are important, and should be a priority while you are a student. Since they count significantly towards your final grade, I aim to be fair to students who are unable to attend exams for valid reasons, while not allowing students to skip exams for trivial reasons and then make them up later. Please read the following guidelines carefully.
- Vacation, attendance at social activities, sleeping in, picking up someone from the airport, etc. are not valid excuses for missing exams and you will not be able to make up exams for these reasons.
- If you are requesting a make-up exam, because you know in advance that you will have to be absent on the day of the exam, you will need to write me a note or email ahead of time explaining why you need to miss class.
- If you are too sick to come to campus on the day of an exam, be sure to contact me as soon as possible. Normally this should be before the time of the exam. I suggest you save my office phone number on your cell phone so that you can easily call me in case of emergency. If you wait until after the time of the exam, or until you are back in class to explain your absence or ask for a make-up test, I will be unable to accommodate your request.
- Any other kind of emergency request will be dealt with on a case-by-case basis. It is always important to contact me as soon as possible, and again this should usually be possible BEFORE the time of the exam. To request an accommodation, you will need to write me a letter stating why you were unable to attend class, including evidence to support your claim, and an explanation of why you think I should agree to your request.

### Graded discussions:

- The graded discussions are designed to help you think critically about the material covered in class and readings and to come to a deeper understanding of it. Participating actively in the discussions will make your experience of the class more enjoyable and more meaningful, and it will also help you get a better grade in the course. Students regularly tell me that reading postings from other students helps them understand the topics more fully. For all of these reasons, it is important that you both post to the discussion board and respond to the contributions of others.
- Guidelines will be given for each discussion. Be sure to follow these! You lose easy points by failing to do so. Types of guidelines might include the following:
  - *A minimum word length*
  - *A required number of replies to post*
  - *Inclusion of specific citations from the readings (including author and page number)*
  - *Giving specific individual examples to draw connections between concepts from the readings and your own life.*
- In all discussion postings, I will be looking for evidence of critical thinking.

### Due dates

- All course work must be submitted/posted/completed by 11:59 p.m. on the due date.

### Late work

- In general I do not like to accept late assignments, as it seems unfair to students who submit on time. However, I know that life can present unexpected challenges which prevent you from turning work in on time. If you feel that you have a valid reason for needing to submit work late, you may write an email asking me to accept your late work. You should always do this as soon as possible. If your request comes in after the due date, you will need to have a good reason. In your email you should state why your assignment is/will be late, and provide any evidence you can to support your claim. I will consider these requests on a case by case basis.
- Vacations are not a valid excuse for late work. If you will be out of town without web access on due dates, you should complete the work before you leave.
- If I agree to accept late work from you, it is your responsibility to let me know when the work is completed, and to follow-up with me if it is not graded within two weeks after submission.

### Behavioral Expectations for Discussions

- During discussions, you may find that your fellow students hold beliefs and opinions that are very different from yours. This is an opportunity to perfect your critical reasoning skills, and to learn to examine claims based on supporting evidence. The on-line classroom, just like the on-campus classroom, must be safe and open for all students regardless of their age, sexual orientation, race, ethnicity, religion, gender, disability, or perspective. We will observe the following guidelines for discussion. (Thanks to Dr. Nancy Gonlin for sharing these with me.)
  1. We are not here to persuade others to our point of view; rather to examine the merits of each position, based on evidence.
  2. We can respect the person even if we don't share his/her opinions.
  3. We will question the evidence or the claim; not the person.
  4. We will remain open to corrective feedback as to our views and/or the impact of our communication style.
  5. We will avoid phrases such as: "People like that..." "That's a stupid question....idea....etc." "They always..."
  6. No one should be understood to be 'representing' the racial/ethnic, gender, class, etc. group to which he or she belongs. You speak only for yourself.

### Avoiding Plagiarism

Plagiarism is "the uncredited use (both intentional and unintentional) of somebody else's words or ideas." (<http://owl.english.purdue.edu/owl/resource/589/01/>) It is considered a serious academic offense. You can avoid plagiarism by always citing the sources you use in researching projects or papers. Here are two excellent sources you can use to help you:

- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- <http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

## Students with Disabilities

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If you have medical information to share with me, please contact me via email. If you need course modifications, adaptations, or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to D125 (inside the library) or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>

## Student Code

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“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at:

[http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

## Affirmation of inclusion.

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Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

## Safe Space

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This class is a Safe Space for all students, regardless of sexual orientation or gender identity.



## PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Fall 2013

### Cheating, Stealing and Plagiarizing\*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and at [http://bellevuecollege.edu/policies/2/2050P\\_Student\\_Code\\_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

### Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

### F Grade

Students who fail a course will receive a letter grade of "F."

### Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

### Withdrawal from Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

### Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

### Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

### Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

### Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

## ANTH 208: TENTATIVE Course Calendar Fall 2013

WEEK	Dates	Tuesday	Thursday	(Online) Assignments
1	Sept 24 + 26	<ul style="list-style-type: none"> <li>❖ Syllabus</li> <li>❖ Introductions</li> <li>❖ Getting started on the course site</li> <li>❖ The Nature of Language</li> </ul>	<ul style="list-style-type: none"> <li>❖ Properties of Language</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introductory discussion</li> <li>❖ Syllabus quiz</li> <li>❖ Quizzes</li> <li>❖ Reading</li> </ul>
2	Oct 1 + 3	<ul style="list-style-type: none"> <li>❖ Chimps and Language</li> <li>❖ Video: Can Chimps Talk?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Nonverbal Communication</li> <li>❖ Sign Language</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quizzes</li> <li>❖ Reading discussion</li> <li>❖ Reading</li> </ul>
3	Oct 8 + 10	<ul style="list-style-type: none"> <li>❖ <b>Exam 1</b></li> <li>❖ Phonetics</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics</li> </ul>	<ul style="list-style-type: none"> <li>❖ Activity 1 write-up</li> <li>❖ Reading</li> </ul>
4	Oct 15 + 17	<ul style="list-style-type: none"> <li>❖ Phonology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Morphology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading Discussion</li> <li>❖ Quizzes</li> <li>❖ Reading</li> </ul>
5	Oct 22 + 24	<ul style="list-style-type: none"> <li>❖ Syntax</li> <li>❖ Video: Colorless Green Ideas</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pragmatics</li> <li>❖ Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading discussion</li> <li>❖ Quizzes</li> <li>❖ Reading</li> </ul>
6	Oct 29 + 31	<ul style="list-style-type: none"> <li>❖ <b>Exam 2</b></li> <li>❖ Movie: Whale Rider part 1</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ethnography of Communication</li> <li>❖ Whale Rider part 2 + discussion</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quizzes</li> <li>❖ Activity 2 write up</li> <li>❖ Reading</li> </ul>
7	Nov 5 + 7	<ul style="list-style-type: none"> <li>❖ Language, Culture and Thought</li> </ul>	<ul style="list-style-type: none"> <li>❖ Language Acquisition</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading Discussion</li> <li>❖ Quizzes</li> <li>❖ Reading</li> </ul>
8	Nov 12 + 14	<ul style="list-style-type: none"> <li>❖ Language Death and Revitalization</li> <li>❖ Film: The Linguists</li> </ul>	<ul style="list-style-type: none"> <li>❖ Language Change</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading Discussion</li> <li>❖ Quizzes</li> <li>❖ Reading</li> </ul>
9	Nov 19 + 21	<ul style="list-style-type: none"> <li>❖ <b>Exam 3</b></li> <li>❖ Language and Identity</li> </ul>	<ul style="list-style-type: none"> <li>❖ Language and Social Class</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quizzes</li> <li>❖ Activity 3 write-up</li> <li>❖ Reading</li> </ul>
10	Nov 26	<ul style="list-style-type: none"> <li>❖ Language and Gender</li> </ul>	<ul style="list-style-type: none"> <li>❖ <i>NO CLASS – Happy Thanksgiving!</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading discussion</li> <li>❖ Quizzes</li> <li>❖ Reading</li> </ul>
	Dec 3 + 5	<ul style="list-style-type: none"> <li>❖ Regional dialects</li> </ul>	<ul style="list-style-type: none"> <li>❖ Language and Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quizzes</li> <li>❖ Activity 4 write-up</li> <li>❖ Reading</li> </ul>
	Dec 10	<b>EXAM 4</b>		

## ANTH 208: **Tentative** Reading List by Topic (Subject to changes)

- If I find new articles during the quarter which I think are useful, I may modify the reading list. I will send out announcements if any changes occur.
- Full citations for articles from the course anthology are given in the Table of Contents of the anthology.

### Unit 1 Readings:

	Topic	Readings
UNIT 1: The Nature of language	<b>Properties of language</b>	<ol style="list-style-type: none"> <li>1. Textbook: Chapter 1; pp. 1-12</li> <li>2. Listen to (or read): "When Did We Become Mentally Modern?" <a href="http://www.npr.org/templates/story/story.php?storyId=129082962">http://www.npr.org/templates/story/story.php?storyId=129082962</a></li> <li>3. Listen to (or read): Signing, Singing, Speaking: How language evolved. <a href="http://www.npr.org/templates/story/story.php?storyId=129155123">http://www.npr.org/templates/story/story.php?storyId=129155123</a></li> </ol>
	<b>Nonverbal Communication</b>	<ol style="list-style-type: none"> <li>4. Textbook, chapter 11</li> <li>5. "Afghan pamphlet explains cultural faux pas by Western soldiers". <i>Seattle Times</i>, September 28, 2012 <a href="http://seattletimes.com/html/nationworld/2019291742_afghanguid_e29.html">http://seattletimes.com/html/nationworld/2019291742_afghanguid_e29.html</a></li> </ol>
	<b>Chimps and Language</b>	<ol style="list-style-type: none"> <li>6. Textbook, pages 12-23</li> <li>7. Mullen, William "What we learned from Washoe the chimp". <a href="http://archive.truthout.org/article/what-we-learned-from-washoe-chimp">http://archive.truthout.org/article/what-we-learned-from-washoe-chimp</a></li> <li>8. "The Silliest Debate" by Craig Stanford. Course anthology</li> <li>9. "Baby apes and humans teach lessons about evolution of language." Alan Boyle, Science Editor, NBC News <a href="http://www.nbcnews.com/science/baby-apes-humans-teach-lessons-about-evolution-language-6C10232525">http://www.nbcnews.com/science/baby-apes-humans-teach-lessons-about-evolution-language-6C10232525</a></li> </ol>
	<b>Sign Language</b>	<ol style="list-style-type: none"> <li>10. Textbook, chapter 9.</li> <li>11. "A Linguistic Big Bang" by Lawrence Osborne. <i>NY Times Magazine</i>, October 24, 1999. Available on the web at: <a href="http://www.nytimes.com/library/magazine/home/19991024mag-sign-language.html">http://www.nytimes.com/library/magazine/home/19991024mag-sign-language.html</a></li> <li>12. Video about the evolution of Nicaraguan Sign Language <a href="http://www.pbs.org/wgbh/evolution/library/07/2/I_072_04.html">http://www.pbs.org/wgbh/evolution/library/07/2/I_072_04.html</a></li> </ol>

## Unit 2 Readings

UNIT 2: Linguists' Toolkit	<b>Phonetics</b>	<ol style="list-style-type: none"><li>1. Textbook chapter 2, pages 30-54</li><li>2. Listen to or read: "From Grunting To Gabbing: Why Humans Can Talk" <a href="http://www.npr.org/templates/story/story.php?storyId=129083762">http://www.npr.org/templates/story/story.php?storyId=129083762</a></li><li>3. "Why Ice Cream Sounds Fat and Crackers Sound Skinny" by Dan Jurafsky. <a href="http://alumni.stanford.edu/get/page/magazine/article/?article_id=63151">http://alumni.stanford.edu/get/page/magazine/article/?article_id=63151</a></li></ol>
	<b>Phonology</b>	<ol style="list-style-type: none"><li>4. Textbook: Chapter 3: pp. 64-73</li></ol>
	<b>Morphology</b>	<ol style="list-style-type: none"><li>5. Textbook: Chapter 4</li></ol>
	<b>Syntax</b>	<ol style="list-style-type: none"><li>6. Textbook: Chapter 5: pp. 115-124</li></ol>
	<b>Pragmatics</b>	<ol style="list-style-type: none"><li>7. Textbook: Page 172 (from "Playing with Meaning") to page 189</li></ol>

## Unit 3 Readings

UNIT 3: Language and culture	<b>Ethnography of Communication</b>	<p>8. "Language in Action" by Harriet Ottenheimer. Course Anthology.</p> <p>9. "Greetings in the Desert" by Ibrahim Ag Yousseuf, Allen D. Grimshaw and Charles S. Bird. Course anthology</p> <p>10. "Txtng Rules" by Anne Curzan.  <a href="http://chronicle.com/blogs/linguafranca/2013/03/01/txtng-rules/">http://chronicle.com/blogs/linguafranca/2013/03/01/txtng-rules/</a></p>
	<b>Language, Culture and Thought</b>	<p>11. Textbook: p. 174, box 6-1; pp. 187-8, "Cross-Cultural Maxims of Conversation" and Box 6-3 "Cross-Cultural Pragmatics".</p> <p>12. Textbook: Chapter 7, pp. 221-229</p> <p>13. "Metaphors We Live By" by George Lakoff and Mark Johnson.  <a href="http://theliterarylink.com/metaphors.html">http://theliterarylink.com/metaphors.html</a></p> <p>14. "Does Your Language Shape How You Think?" by Guy Deutscher. <i>New York Times Magazine</i>, August 26, 2010.  <a href="http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=1">http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=1</a> (Be sure to read through the full article.)</p> <p>15. "The Interpreter" by John Colapinto. <i>New Yorker</i> Volume 8, #8. 4/16/2007. (Use reading guide to focus on relevant pages.)  <a href="http://www.newyorker.com/reporting/2007/04/16/070416fa_fact_colapinto">http://www.newyorker.com/reporting/2007/04/16/070416fa_fact_colapinto</a></p> <p>OR: Listen to the following interview on NPR:  <a href="http://www.npr.org/templates/story/story.php?storyId=9458681">http://www.npr.org/templates/story/story.php?storyId=9458681</a></p>
	<b>Language Acquisition</b>	16. Textbook, chapter 8
	<b>Language Death</b>	<p>17. Textbook: pp. 366-368 "Disappearing, Reappearing and Endangered Languages"</p> <p>18. "Farewell, Udach' Kuqax*a'a'ch, the last native speaker of Eyak" by Rachel Shields. <i>The Independent</i>. January 25, 2008. (very short article about the death of the Eyak language)  <a href="http://www.independent.co.uk/news/world/americas/farewell-udach-kuqaxaach-the-last-native-speaker-of-eyak-773893.html">http://www.independent.co.uk/news/world/americas/farewell-udach-kuqaxaach-the-last-native-speaker-of-eyak-773893.html</a></p> <p>19. "Last words" by Payal Sampat. <i>World Watch</i>, May/June 2001, Vol. 14 Issue 3. Available on the web at  <a href="http://www.worldwatch.org/node/500">http://www.worldwatch.org/node/500</a></p> <p>20. "A Village Invents a Language All Its Own" by Nicholas Bakalar. <i>New York Times</i>. Tuesday, July 16, 2013. (text and video)  <a href="http://www.nytimes.com/2013/07/16/science/linguist-finds-a-language-in-its-infancy.html/?_r=0">http://www.nytimes.com/2013/07/16/science/linguist-finds-a-language-in-its-infancy.html/?_r=0</a></p>
	<b>Language Change</b>	<p>21. Textbook, chapter 12.</p> <p>22. "Family Tree of Languages has Roots in Anatolia, Biologists Say". Nicolas Wade. <i>New York Times</i>, 9/23/12.  <a href="http://www.nytimes.com/2012/08/24/science/indo-european-languages-originated-in-anatolia-analysis-suggests.html?ref=languageandlanguages">http://www.nytimes.com/2012/08/24/science/indo-european-languages-originated-in-anatolia-analysis-suggests.html?ref=languageandlanguages</a></p> <p>23. "Urban Dictionary defines slang for some court cases, but is it accurate?" by Martha Neil, May 21, 2013  <a href="http://www.abajournal.com/news/article/urban_dictionary_defines_slang_for_some_court_cases_but_is_it_accurate/">http://www.abajournal.com/news/article/urban_dictionary_defines_slang_for_some_court_cases_but_is_it_accurate/</a></p>

## Unit 4 Readings

UNIT 4: Language and Society	<b>Social Dialects</b>	<p>24. Textbook: pages 209-217</p> <p>25. "Stylistic Variation." From: <i>Linguistics: An Introduction</i>. Course anthology</p>
	<b>Language and Social Class</b>	<p>26. "Socioeconomic Status Varieties." Edward Finegan. Course anthology.</p> <p>27. Overt vs. Covert Prestige and Acts of Identity." From <i>Language Files</i>. Course anthology.</p>
	<b>Regional Dialects</b>	<p>28. Textbook: pages 193-199</p> <p>29. "They Speak Really Bad English down South and in New York City" by Dennis Preston. <a href="http://www.pbs.org/speak/speech/prejudice/attitudes/">http://www.pbs.org/speak/speech/prejudice/attitudes/</a></p> <p>30. "Employers show bias against accents, study says." University of North Texas News Service. Available on the web at: <a href="http://web2.unt.edu/news/story.cfm?story=7775">http://web2.unt.edu/news/story.cfm?story=7775</a></p> <p>31.</p>
	<b>Language and Gender</b>	<p>32. Textbook: pages 217-221</p> <p>33. "Sex, Lies and Conversation" by Deborah Tannen. <i>The Washington Post</i>, June 24, 1990. Available on the web at <a href="http://www9.georgetown.edu/faculty/tannend/sexlies.htm">http://www9.georgetown.edu/faculty/tannend/sexlies.htm</a></p> <p>34. Part of "Cross-cultural studies of language and gender: Linguistic and stylistic preferences." Nancy Bonvillain. Course anthology. (Javanese, Malagasy and Kuna.)</p> <p>35. "Doing what comes culturally: Gender, Identity and Style" Deborah Cameron. Course anthology.</p> <p>36. "Dude" - One-page description of research by Scott Kiesling on the use of the word "dude". <a href="http://www.umd.edu/rr/2005spring/dudeword.html">http://www.umd.edu/rr/2005spring/dudeword.html</a></p>
	<b>Language and Ethnicity: Ebonics</b>	<p>37. Textbook: pages 199 - 208</p> <p>38. "Suite for Ebony and Phonics" by John Rickford. 1997. Available on the web: <a href="http://www.stanford.edu/~rickford/papers/SuiteForEbonyAndPhonics.html">http://www.stanford.edu/~rickford/papers/SuiteForEbonyAndPhonics.html</a></p>