

ANTH 208: LANGUAGE, CULTURE AND SOCIETY

Instructor: Katharine Hunt

E-mail: Please use the mail tool in Blackboard.

(Only if Blackboard is unavailable, use the following: khunt@bellevuecollege.edu)

Phone: (425) 564-4189

Office Hours: Tuesday, 12:30 – 1:30, or by appointment.

Office location: D 200D

Textbooks

Readings are an essential part of this course. While a few of the readings will be available on-line, you will need to purchase two textbooks. (Copies of both books will be on reserve in the library, for those of you who are on campus.)

- I. Ottenheimer, Harriet. *The Anthropology of Language: An Introduction to Linguistic Anthropology* by Harriet Ottenheimer. Thomson, Wadsworth. 2nd edition, 2009. Available through the BC bookstore.
ISBN10: 0-495-50884-5, ISBN13: 978-0-495-50884-7

BE SURE TO BUY THE SECOND EDITION!

- II. **Custom Reading Packet**, available from "University Readers"
(<https://students.universityreaders.com/store/>). Instructions for ordering are given below.

To purchase the course pack, 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 to purchase.

Step 3: Easy-to-follow instructions will guide you through the rest of the ordering process.

Payment can be made by all major credit cards or with an electronic check.

Orders are typically processed within 24 hours and 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 experience any difficulties, please email orders@universityreaders.com or call 800.200.3908, ext. 503.

After purchasing, you will also be emailed instructions on how to download a FREE 20% PDF to get started on your required readings right away.

Course Outcomes

Listed below are the course outcomes for ANTH 208. The units in which these outcomes will be specifically addressed are listed after each bullet.

Outcomes will be assessed through exams, assignments and discussions.

- Recognize and give examples of the ways in which language and culture are integrated. (Unit 3)
- Critically assess claims about the effect of language on perception and thought, in relation to the Sapir-Whorf hypothesis. (Unit 3)
- Demonstrate basic understanding of the different levels of language structure exhibited by languages around the globe. (Unit 2)
- Apply a holistic ethnographic approach to describing language use in different cultural situations. (Unit 3)
- Describe how languages evolve over time, and how social and regional dialects may arise. (Unit 4)
- Recognize ethnocentric statements about language and be able to explain the value of taking a comparative, relativistic approach to the study of language. (Unit 1)

While doing assignment, you will also have a chance to learn and apply specific skills useful to linguistic anthropologists:

- Collecting and analyzing linguistic data from other languages
- Observing and analyzing linguistic features of social interactions
- Observing and describing cultural linguistic norms
- Reading ethnographic articles written by linguistic anthropologists
- Planning and carrying out ethnographic linguistic research through interviews with subjects

General Education Ratings

- This course is rated “3” in the areas “Critical Thinking” and “Cultural Diversity” and “2” in the area of “Lifelong learning”.

Components of course assessment

The course is divided into four units. Within each unit are four topic sections. There are assessments for each topic section and for each unit.

Topic Section Assessments

Within each topic section there will be a mini quiz and a graded discussion or a data problem.

Unit Assessments

Each unit will conclude with an exam and an assignment:

Unit Exams:

- Exams will consist largely of multiple choice and true false questions.
- I will post a review sheet before each exam, summarizing the topics to be covered.

Unit Assignments

Each unit assignment will be different. Assignments are designed to show that you can apply the knowledge learned in the unit, and that you are acquiring the observation and analysis skills useful for linguistic anthropology. Most will involve a fieldwork and writing component.

Grading

Grades will be calculated using points. Overall, 400 points will be awarded during the quarter, distributed as follows:

4 unit exams (30 points each)	120 points
4 unit assignments (30 points each)	120 points
12 discussions (5 points each)	60 points (16 discussions offered; you can skip/drop 4.)
16 mini quizzes (5 points each)	80 points (one for each topic)
Getting Started	<u>20 points</u> (quiz, discussion, autobiography, info sheet)
TOTAL:	400 points

Grading scale

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

95-100%	A	380 - 400 points
90-94%	A-	360 - 379 points
85-89%	B+	340 - 359 points
80-84%	B	320 - 339 points
75-79%	B-	300 - 319 points
70-74%	C+	280 - 299 points
65-69%	C	260 - 279 points
60-64%	C-	240 - 259 points
55-59%	D+	220 - 239 points
50-54%	D	200 - 219 points
below 50%	F	below 200 points

Discussions

Discussions are very important in an online class, as they are the main forum where you can interact with others in the class.

Open discussion: There is a “Questions and Announcements” category on the discussion board which is always open. You are free to post there if you want help (from your classmates or from me), or if you want to share something related to the topics covered in the course, such as a news item or an event.

Graded discussions: The graded discussions are designed to help you think critically about the material covered in the course 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. For all of these reasons, it is important that you both post to the discussion board and read the contributions of others. Active participation in the discussion board will also count in your favor in the calculation of borderline grades at the end of the quarter.

Guidelines will be given for each discussion. However, unless otherwise stated, contributions to discussions should be at least 100 words in length and should cite specific ideas/information from the readings, by giving author/page numbers. In many cases, you will be asked to draw connections between concepts from the readings and experiences from your own life.

You should be aware that, as the instructor, I have easy access to statistics about your use of the discussion boards, such as how often you post, how many posts you have read and how this compares to the class average.

To receive full credit for a discussion, you should **read at least 80% of the postings**, and your own posting should:

- be relevant to the topic
- contain original ideas, and not just repeat what others have said
- show understanding of the topic
- refer explicitly to the readings (page number and author)
- meet or exceed minimum word length.

In some cases I will also specifically ask you to respond to postings by other students. Even if you are not asked to respond, you are always welcome to post (polite, reasoned) responses to what other students have written.

What should you do to succeed in this class?

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. To help you get over any reluctance to contact me, I will offer **two points of extra credit** to anyone who sends me an email during the first two weeks of class. Your email can be a question or comment about anything related to the class.

2. Participation in class

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

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. Use the reading questions I have posted in each unit. These are designed to help you focus on what I consider the important aspects of each reading. Often these questions will also tell you that you can skip certain pages, which will reduce your reading load!
- ii. Look over the "Tips for better reading" document posted in "Getting Started".
- iii. Email me to ask questions about any of the readings if you find them difficult.

Class Expectations

1. Social Science Division Guidelines and Procedures

You are responsible for reading the guidelines and procedures of the Social Science Division which are given at the end of this syllabus, and which apply to students in this class. Note especially the policies on cheating and plagiarism. If you have any questions about the meaning of these policies, please ask me.

2. Project due dates

- All quizzes, discussions, assignments and exams must be submitted/posted/completed by 10:00 p.m. on the due date.
- I will only accept late exams, quizzes, assignments or discussions in exceptional circumstances. You can drop two quizzes or discussions with no grade penalty.
- If you believe you have a valid reason for turning in late work, you may write an email requesting that I make an exception. In your email you should state why your assignment is late and provide evidence to support your claim. I will consider these requests on a case by case basis, and I may impose a grade penalty.

3. Syllabus Review

You are required to review this syllabus and the attached Social Science Division Procedures and Guidelines. Enrollment in the course constitutes an agreement to abide by the procedures and guidelines set forth in these two items.

Student Behavioral Expectations

- 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 give each participant his/her time to express their views without interruption, argumentation, or disrespectful comments, gestures, laughter, or facial expressions, etc.
 4. We will question the evidence or the claim; not the person.
 5. We will remain open to corrective feedback as to our views and/or the impact of our communication style.
 6. We will not seek to dominate the discussion.
 7. We will avoid phrases such as: "People like that..." "That's a stupid question....idea....etc." "They always..."
 8. 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 a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This includes copying material from a website and including it in a paper as though it is your own work.

Plagiarism is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in your own words and/or do not document your sources.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

The BC Writing Lab website has excellent information about how to avoid plagiarism and cite the work of others correctly: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Revised Spring 2010

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.

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 secretaries will not give out grades. Students should access their grades through the BC website.

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.

**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.*