Course Syllabus
ANT 3610: Language and Culture
Fall 2022

Instructor	Professor Whitney D. Margaritis
Office	Howard Phillips Hall 116E
Office Hours	Tuesdays, 10:00 am -12:00 pm EST, Online and By Appointment
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Course Information

Course Name	Language and Culture
Course ID & Section	ANT 3610 - 0W01
Credit Hours	3
Semester/Year	Fall 2022
Location	Online

Course Description

This course provides a study of language through various anthropological approaches focusing on language, behavior, and perception. You will learn how language both reflects and shapes thought, culture, and power. The prerequisite for this course is sophomore standing.

Course Objectives

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and critically think about key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.

Required Texts

- Ahearn, Laura. 2021. Living Language. Wiley-Blackwell. ISBN 978-1-1196-0814-1.
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. Tucson: University of Arizona Press. ISBN 978-0-8165-3768-6. (The digital version of this textbook is available for free through the UCF Library. You may view it on the Web or download a PDF version to read offline.)

Course Activities

- Read the assigned materials each week.

- Complete all required assignments on Webcourses@UCF and Yellowdig.
- Follow all class protocols.

Evaluation and Grades

Your grade will be based on the Following scale:

Percentage	Grade
95-100	A
90-95	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
67-69	D+
64-66	D
60-63	D-
59 and below	F

Grades will be calculated using the following scheme:

YellowDig (50%)
Papers (40%)
Discussion Posts (10%)

Course Schedule

The schedule is subject to change at any time.

Week/Dates	Topic	Assignments	Due Dates
Week 1 Aug 22-Aug 26	What is linguistic anthropology?	Welcome Module 1 ● Ahearn Ch. 1	Introduction
Week 2 Aug 29-Sep 2	Non-verbal communication: Gestures and Sign Languages	Module 2 ● Ahearn Ch. 2 ● Kusters 2009	Discussion 1 Post in Yellowdig
Week 3 Sep 5-Sep 9	The Research Process in Linguistic Anthropology	Module 3 ● Ahearn Ch. 3 ● FILM: The Linguists	Endangered Language Selection
Week 4 Sep 12-Sep 16	Language Acquisition and Socialization	Module 4 ● Ahearn Ch. 4	Discussion 2 Post in Yellowdig
Week 5 Sep 19-Sep 23	Language, Thought, and Culture	Module 5 ● Ahearn Ch. 5 ● Cohn 1987	
Week 6 Sep 26-Sep 30	Global Communities of Multilingual Language Users	Module 6 ● Ahearn Ch. 6 ● Meyerhoff 1999 ● Dreifus 2011	Discussion 3 Post in Yellowdig
Week 7 Oct 3-Oct 7	Literacy Practices	Module 7 ● Ahearn Ch. 7 ● Baquedano-Lopez 2004	Language Autobiography
Week 8 Oct 10-Oct 14	Online Communities	Module 8 ● Ahearn Ch.8 ● Spears-Rico 2019 ● Backe 2020	Discussion 4 Post in Yellowdig
Week 9 Oct 17-Oct 21	Language Endangerment and Revitalization	Module 9 ● Ahearn Ch. 12 ● Lillehaugen 2019	Endangered Language Outline

Week 10 Oct 24-Oct 28	Performance, Performativity, and the Constitution of Communities	Module 10 ● Ahearn Ch. 9 ● Farnell 2002	Discussion 5 Post in Yellowdig
Week 11 Oct 31-Nov 4	Language and Gender	Module 11 ● Ahearn Ch. 10 ● Cameron 2007 ● Kulick 1998	
Week 12 Nov 7-Nov 11	Language, Race and Ethnicity	Module 12 ● Ahearn Ch. 11 ● Urcioli 1991 ● Basso 1979	Discussion 6 Post in Yellowdig
Week 13 Nov 14-Nov 18	Language, Power, and Agency	Module 13 ● Ahearn Ch. 13	Endangered Language Profile
Week 14 Nov 21-Nov 25	Ethnography	Module 14 ● Davis Intro & Ch. 1-2 (Pgs. 1-75)	Discussion 7 Post in Yellowdig
Week 15 Nov 28-Dec 2	Ethnography	Module 15 ● Davis Ch. 3-5 (Pgs. 76-150)	
Week 16 Dec 5-Dec 9	Finals Week	Module 16	Ethnography Discussion

University Policies

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting the student's own academic work.*
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate academic behavior standards*.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your email address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing the video "You CAN Survive an Active Shooter."

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.