COURSE SUMMARY
We all engage and utilize language daily, whether through conversation, reading or writing. We also use it to define ourselves in relation to each other: our identities, social relations, and interpretations of our own and others’ behavior. Long argued as one of the features unique to human species and meaning-making, language is a central project of human history. Yet we often take language for granted, despite its importance to all human societies.

This course offers an introduction to the foundational relationships between language, culture and society by examining anthropological approaches to the study of language. In this course, you will learn how language both reflects and creates thought, culture, and power relations. You will also learn how to apply the concepts we study to your own everyday experiences with language. How does language produce social realities? How does language construct us as individuals and mark us as members of groups? What role does language play in processes like socialization, globalization, racialization, and domination? These are some of the questions we will grapple with over the course of the term. The topics we will cover include semiotic theories of language, language and socialization, linguistic relativity, language diversity and inequality, and language change. We also consider language use in specific social contexts, such as courtrooms, medical and scientific settings, and political campaigns.

INTENDED LEARNING OUTCOMES
The key goals of this class are:

- to explore theories about the relationships between language and culture
- to acquaint students with the diversity and complexity of languages
- to introduce students to linguistic anthropology methods and theories: semiotics, language socialization, language ideologies
- to expand students’ research, analysis, and writing skills

ASSIGNMENTS (see Sakai for details)

- Application activities 35 points
- Interview Project 15 points
- Midterm 15 points
- Language Autobiography 20 points
- Final Essay 15 points

Grades will be based on grading rubrics distributed in advance and by dividing the total points earned by the total points possible.

- Honors students will submit two drafts of the language autobiography and develop a collaborative social life of language project (45 points: 5 points annotated bibliography, 10 points literature review, 5 pts communities of practice summary, 5 pts language ideologies summary, 10 points poster/presentation, 10 points final paper; see Sakai)

CORE CURRICULUM GOAL MET BY THIS COURSE
C: Arts and Humanities

q. Understand the nature of human languages and their speakers.

ANTHROPOLOGY DEPARTMENT LEARNING GOALS MET BY THIS COURSE
Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.

Students are able to demonstrate proficiency in the use critical thinking skills.

**Required Texts:**
- All other required readings are PDFs or weblinks available on Sakai under resources.

**TECHNOLOGY REQUIREMENTS:**
- You will need a computer with a webcam and microphone and an internet connection for class.
- Please visit the Rutgers Student Tech Guide page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance.

**FINANCIAL HARDSHIP**
- If you are facing other financial hardships, please visit the Office of Financial Aid at [https://financialaid.rutgers.edu/](https://financialaid.rutgers.edu/).

**CLASS MEETINGS**
- This class will be taught Asynchronous Remote (AR).
- While this is an introductory course requiring no background, my expectations of you will be high. Instruction will be a mix of lecture, discussion, and application activities.
- **Assessments** (application activities, language projects, and the final essay) are designed to evaluate your knowledge and abilities to accomplish the intended learning outcomes. Please take advantage of all the assessment opportunities you will have in this course by using them to reflect on the depth and value of your learning. **In cases where you cannot complete an assignment, email the professor or TA in advance to arrange an alternative.** If this occurs for longer than one week, you will as per university policy be directed to see a Dean of Students for assistance to help verify these circumstances.
- All reading materials are available on Sakai. The required text, *Talking Indian*, is available as an ebook through the library website.
- **Lecture and section slides with a brief video narration** will be made available through Sakai on Monday evening of each week.
- As this is a **three-credit course, you should plan up to two hours of reading and preparation before watching each recorded lecture and section videos.**
- We encourage you to **post questions** you have about the reading or class concepts, and respond to classmates’ questions on Sakai under the appropriate Forum link. We will also respond to questions posted there.
- After viewing/listening to the video material, you will need to **complete a very short concept application activity and post to the appropriate Sakai Forum link.** You will be given instructions for each activity in the posted videos.
- **Optional zoom discussion meetings** will be held at the times previously assigned for in-class lecture or section meetings (see below). You can choose any of the zoom meetings you wish to join. We will send zoom meeting information to your university email at the beginning of the semester, as well as posting on Sakai announcements. We will try to post a recorded discussion meeting for those unable to attend.
- Please let us know if you prefer a different email for class correspondence. You will receive points by emailing me that you have read the syllabus.

A typical week would look like the following:
### Course Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Other days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, listening, viewing assignment</td>
<td>Do assigned reading (see class schedule)</td>
<td>Watch lecture video loaded to Sakai</td>
<td>Do assigned reading (see class schedule)</td>
<td>Watch section video loaded to Sakai</td>
<td>Work on Language Projects (see class schedule for due dates)</td>
</tr>
<tr>
<td>Other assignments</td>
<td>Post question(s) the reading raised for you on Sakai Forum link (optional but encouraged)</td>
<td>Complete short application activity and post to Sakai Forum link</td>
<td>Post questions the reading raised for you on Sakai Forum link (optional but encouraged)</td>
<td>Complete short application activity and post to Sakai Forum link (optional but encouraged)</td>
<td></td>
</tr>
<tr>
<td>Optional zoom discussion meeting</td>
<td></td>
<td>Option 1, 2:15-3:35pm EST</td>
<td>Option 2, 3:55-5:15pm EST</td>
<td>Option 3, 3:55-5:15pm EST</td>
<td></td>
</tr>
<tr>
<td>Virtual office hours</td>
<td></td>
<td>Schulthies: 2-3 pm (zoom)</td>
<td>Schulthies 2-3 pm (zoom)</td>
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Please note also the following policies:

- **Late submission is not accepted** without prior permission of the instructor.
- **Online Assignment Submission:** For ease of reference and grading, include your name in the beginning of your document title when you submit on Sakai. For example: Schulthies Interview Project.doc
- **Incompletes** will not be permitted, except under extraordinary circumstances and with proper documentation.
- **Special arrangements** for students with documented needs or disabilities should be made well in advance of assignment due-dates. Follow the policies outlined here [http://disabilityservices.rutgers.edu/](http://disabilityservices.rutgers.edu/) and discuss this with me as soon as possible.

Rutgers Policies: Please make yourself aware of the student code of conduct, especially the academic code of conduct. [http://studentconduct.rutgers.edu/university-code-of-student-conduct](http://studentconduct.rutgers.edu/university-code-of-student-conduct)

**Plagiarism:** In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography. *Citations and footnote references are required for all specific facts that are not common knowledge and about which there is not general agreement.*

New discoveries or debatable opinions must be credited to the source, with specific references to edition and page even when the student restates the matter in his or her own words. Word-for-word inclusion of any part of someone else’s written or oral sentence, even if only a phrase or sentence, requires citation in quotation marks and use of the appropriate conventions for attribution. Please follow the a recognized and standardized citation style guide in the bibliography and in-text referencing. Paraphrasing or summarizing the contents of another’s work is not dishonest if the source or sources are clearly identified (author, title, edition, and page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Students who have questions about accurate and proper citation methods are expected to consult Rutgers’ policies on plagiarism.
### September 7
**The Language Gap?**

**Readings:**

**AND**

### Sept 8
**Language as Coordinating System(s)**

Watch Lecture Video
Complete Application Activity

**Honors students:**
workshop project topics in optional discussion section

### Sept 9
**Iconicity, Indexicality, Semiotics**

**Readings:**

**AND**

### Sept 10
**Semiotic Battles: Theories of Signs**

Watch Section video
Complete Application Activity

### Sept 14
**Creating an Immortal**

**Readings**
Graham, Laura 1995 *Performing Dreams: Discourses of Immortality Among the Xavante of Central Brazil*. Austin, TX:

### Sept 15
**Grammatical Indexes**

Watch Lecture Video
Complete Application Activity

**Honors students:**
start working on SLL

### Sept 16
**Talk Like an Egyptian; or a Shami/Halebi**

**Readings:**
Peterson, Mark Allen 2011 *Connected in Cairo: Growing Up Cosmopolitan in the Modern Middle East*. Bloomington IN: Indiana

### Sept 17
**Everyday Social Indexicality**

Watch Section video
Complete Application Activity
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Optional</th>
<th>Activity</th>
</tr>
</thead>
</table>
**OR** Smith, Andrea and Anna Eisenstein 2015 *Rebuilding Shattered Worlds: Creating Community by Voicing the Past*. Lincoln NB: University of Nebraska Press, 1-3, 63-87. *(Sakai)*  
**OR** Davis, Jenny L. 2018 *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. University of Arizona Press, 100-127 (library ebook) | **Sept 22** Linguistic Landscapes  
Lecture Video  
Watch Lecture Video  
Complete Application Activity  
Honors students: continue SLL annotated bibliography | **Sept 23** Talking Indian  
| Sept 22   | Linguistic Landscapes                      | **Sept 23** Talking Indian  
| Sept 23   | Talking Indian                             |  
| Sept 24   | Linguistic Ethnography                     |  
**Sept 24** Linguistic Ethnography  
Watch Section video  
Complete Application Activity |
| Sept 28   | Context and Method                         | **Sept 29** How we do it: data collection  
Watch Lecture Video  
Complete Application Activity  
Honors students: report on SLL annotated bibliography, discuss difference between ann bib and lit review |
| Sept 29   | How we do it: data collection              |  
**Sept 30** Learning How to Ask  
| Sept 30   | Learning How to Ask                        |  
**Sept 30** Learning How to Ask  
**Oct 1** Interviews as Interactional Events  
Watch Section video  
Complete Application Activity |
| Oct 1     | Interviews as Interactional Events         |  
**Oct 1** Interviews as Interactional Events  
Watch Section video  
Complete Application Activity |
<table>
<thead>
<tr>
<th>Oct 5</th>
<th>How Tyisha Became a Principled Dissenter</th>
<th>Oct 6</th>
<th>Narrating and Narrated Events</th>
</tr>
</thead>
</table>
Honors students: interviews should be connected to SLL project |

<table>
<thead>
<tr>
<th>Oct 7</th>
<th>Language Socialization</th>
<th>Oct 8</th>
<th>Caregiver-Child Socialization Frameworks</th>
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</thead>
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<tr>
<th>Oct 12</th>
<th>Kisisi: a Pidgin for Two</th>
<th>Oct 13</th>
<th>Peer Language Socialization</th>
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</thead>
</table>
Honors students: submit a literature review draft (not the annotated bib) of SLL project |

<table>
<thead>
<tr>
<th>Oct 14</th>
<th>Chickasaw Speaker Style</th>
<th>Oct 15</th>
<th>Adult Socialization and Linguistic Capital</th>
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</thead>
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<thead>
<tr>
<th>Oct 19</th>
<th>Norteña/Sureña Style</th>
<th>Oct 20</th>
<th>Communities of Practice</th>
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</thead>
<tbody>
<tr>
<td>Readings: Mendoza-Denton, Norma 2008 Hemispheric Localism: Language, Racialized</td>
<td>Watch Lecture Video</td>
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<thead>
<tr>
<th>Oct 21</th>
<th>Semiotics of Chickasaw Identity</th>
<th>Oct 22</th>
<th>Take Midterm Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings: Davis, Jenny L.</td>
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### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
</tr>
</thead>
</table>
| **Oct 26** | **Singing for the Dead**                      | **Readings:** Faudree, Paja  
| **Oct 27** | **Language Shift**                            | **Readings:** Davis, Jenny L.  
2018 *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance.* University of Arizona Press, 128-150 (library ebook) |
| **Oct 28** | **To Be a Bay**                               | **Readings:** Kimmerer, Robin Wall.  
2017 *Learning the Grammar of Animacy Anthropology of Consciousness* 28(2): 128-134. *(Sakai)* |
| **Oct 29** | **Media and Language Change**                 | **Readings:** Whorf, Benjamin  

### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
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</thead>
</table>
| **Nov 2** | **Flying Language**                          | **Readings:** McIntosh, Janet  
| **Nov 3** | **Registers**                                | **Readings:** Whorf, Benjamin  
| **Nov 4** | **To Be a Bay**                              | **Readings:** Whorf, Benjamin  
| **Nov 5** | **Linguistic Relativity**                    | **Readings:** Whorf, Benjamin  
| **Nov 9** | **Learning to Think Like a Lawyer**          | **Readings:** Mertz, Elizabeth  
| **Nov 10** | **Language Patterns ↔ Thought ↔ Culture**    | **Readings:** Whorf, Benjamin  
| **Nov 11** | **Asylum Shibboleths:** Patterns of Speaking as Truth Index | **Readings:** Whorf, Benjamin  
| **Nov 12** | **Speaking Like a State**                    | **Readings:** Whorf, Benjamin  
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nov 16</strong></td>
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<td>Voicing/Violencing a Confession</td>
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<tr>
<td><strong>Nov 17</strong></td>
<td></td>
<td>Speaking Like a State: Institutions and Inequities</td>
</tr>
<tr>
<td><strong>Nov 18</strong></td>
<td></td>
<td>Mock Spanish</td>
</tr>
<tr>
<td><strong>Nov 19</strong></td>
<td></td>
<td>Language Inequities</td>
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<tr>
<td><strong>Nov 20-26</strong></td>
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<td>Thanksgiving, no class, work on language autobiography</td>
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<tr>
<td><strong>Nov 30</strong></td>
<td></td>
<td>Ethnolinguistic Enracing</td>
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<td><strong>Dec 1</strong></td>
<td></td>
<td>Raciolinguistics of Legitimacy</td>
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<tr>
<td><strong>Dec 2</strong></td>
<td></td>
<td>Transracialization</td>
</tr>
<tr>
<td><strong>Dec 3</strong></td>
<td></td>
<td>Raciolinguistic Malleability</td>
</tr>
</tbody>
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**Readings:**

**Honors students:**
- Complete Application Activity
- Assignment to prepare for next week: Language Autobiography
- Honors students: prepare poster presentation of SLL project

**Nov 17**
- Speaking Like a State: Institutions and Inequities
  - Watch Lecture Video
  - Complete Application Activity
  - Language Autobiography Due by 12pm
  - Honors students: share posters of SLL projects

**Nov 18**
- Mock Spanish
  - Readings:

**Nov 19**
- Language Inequities
  - Watch Section video
  - Complete Application Activity

**Nov 30**
- Ethnolinguistic Enracing
  - Readings:
    - OR
    - Nuhrat Yağmur, Marcie Patton, Donna Lee Bowen, and Becky Schulthies
  - Dec 1
    - Raciolinguistics of Legitimacy
      - Watch Lecture Video
      - Complete Application Activity
      - Honors Revised Language Autobiography Due by 12pm

**Dec 2**
- Transracialization
  - Readings:

**Dec 3**
- Raciolinguistic Malleability
  - Watch Section video
  - Complete Application Activity
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 7</td>
<td>Language Change</td>
<td><strong>Readings:</strong> TBD</td>
</tr>
<tr>
<td>Dec 8</td>
<td>My Hope: The Take Away</td>
<td><strong>Readings:</strong> TBD</td>
</tr>
<tr>
<td>Dec 9</td>
<td>University Reading Days</td>
<td><strong>Readings:</strong> TBD</td>
</tr>
<tr>
<td>Dec 10</td>
<td>Final Essay Due on Sakai by 12pm</td>
<td><strong>Readings:</strong> TBD</td>
</tr>
</tbody>
</table>

**2014 Reinserting Race as a Relevant Social Category in Turkish Football.** In *Everyday Life in the Muslim Middle East*, 3rd edition, Donna Lee Bowen, Evelyn Early, and Becky Schulthies, eds. Bloomington, IN: Indiana University Press, 420-431 (*Sakai*)

**Honors students: work on final paper for SLL project**

**AND**


**Honors students: work on final paper for SLL project**