



Language and Culture
Syllabus for Intensive Summer
University of Louisville
Linguistics 330 / English 330 / Anthropology 343
3 credit hours

Instructor: Dr. Karl Swinehart
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Language allows us to connect with others on scales both large and small, connecting friends, families, as well as nations, and global networks. Language is fundamental to almost every human endeavor and language is itself a cultural inheritance, so, how are language and culture tied up in one another? Do linguistic structures shape our perception of reality? What *is* language and how does it differ from other sign systems? What is the relationship between writing and language? How do people's views about language maintain social inequalities? Can inequalities be subverted through language? Students in this course address these questions and more through readings in linguistic anthropology, sociolinguistics, and philosophy and also through research into language use in their own lives. This course has a particular focus on linguistic diversity in the U.S, addressing linguistic diversity across lines of class, race, and gender. This course also fulfills Arts and Humanities (AH) requirements for the Cardinal Core program (assignment alignment with outcomes bolded in descriptions and attached in rubrics below on pages 5 and 6).

Course objective: Students will be able to explain the roles language and communication play in our understandings of race, class, gender, and other axes of difference. Students will be able to explain how and the extent to which language and communication are constitutive of such categories of difference.

Assignments:

Participation (Disc.Board / HW / In class)	20%
Reading Responses (4 x 10: 2/1, 2/22, 3/23, 4/13)	40%
Mid Term	20%
Final	20%

Grading Scale:

100-94	A	79-77	C+
90-93	A-	76-74	C
89-87	B+	73-70	C-
86-84	B	69 >	D
83-80	B-	50 >	F

Participation

Come to class having read the assigned readings with questions and commentary prepared for discussion. Be a willing and thoughtful participant in class and small group discussions.

Participation in the course discussion board and preparing homework assignments in advance of class also count towards your participation grade.

Discussion Board posts: Throughout the semester (roughly every other week) students will post to the course discussion board. Discussion board posts should include 1) reference and direct quotation (with page number) of a passage that the student finds of particular interest and worthy of discussion, 2) an explanation of why this passage is worthy of further discussion, and 3) a question or questions that the passage raises for the student. These posts demonstrate your ability to critically evaluate and synthesize texts in the humanities using primary and secondary materials and to communicate effectively in writing, paying particular attention to the use of evidence in interpretive arguments through citation (AH student learning outcomes 1 and 4; D1 student learning outcome 1 and 3).

Participation also includes responding to your classmates' discussion board posts. These responses should engage with your classmate's questions and engage directly with the course readings, both with that week's readings and, when possible, with other readings we have read thus far. These posts demonstrate your ability to critically respond to multiple points of view on cultural issues in different historical, social, and/or cultural contexts (AH student learning outcome 3; D1 outcomes 1, 3, and 4).

Homework assignments: Small homework assignments will be assigned to prepare for some class sessions. For Week 4 Completing these in advance of the relevant class session will count towards your participation grade.

(AH student learning outcomes 3 and 4; D1 outcome 1).

Reading Responses

You will write four reading reflections in the course of the semester. These are short pieces (approx. 2 pages double spaced / 500 - 700 words) that engage with course readings and demonstrate your command of central concepts from the course. You will receive more detailed instructions on each of these in class. Here are brief description of each:

Reading Reflection 1: My communicative repertoire (Due on Class 2)

Drawing on Gumperz notion of verbal repertoire, describe the range of linguistic varieties you employ in your life. What about your broader semiotic repertoire, your styles of self-presentation, and modes of engaging with others in the world? What are the different contexts of social interaction that have shaped and continue to shape how you use language and other modes of signification? What are the speech genres associated with the spheres of activity that make up your world?

Reading Reflection 2: Language in the wild - ethnography of communication (Due on Class 4)

Drawing on Dell Hymes' SPEAKING model, our readings of Austin and Searle's speech act theory, and our readings on second person pronouns and terms of address (Kiesling, Brown and Gilman) you will analyze a speech event you observe in your community.

Reading Reflection 3: Cherrie Moraga and Spanish in the U.S. (Due on Class 7)

During the week in which we will be reading about and discussing Spanish in the United States, the Chicana playwright, poet, and author Cherrie Moraga will visit the University of Louisville and deliver a talk. Save the date March 4th and be able to attend her talk at 5:30pm. You will write a reflection on her talk that incorporates our readings from weeks seven and nine. If you absolutely will not be able to attend this talk, we will work out an alternative assignment.

Reading Reflection 4: Language in the News (Due on class9)

Throughout the course of the semester you should pay attention to the news and look for a news item or a set of related news items that serve as beginning points for a discussion of a concept or concepts from our course.

These assignment fulfill Arts and Humanities student learning outcome 2: demonstrate an understanding of the reciprocal relationship between 1) social and cultural factors in their historical context and 2) intellectual inquiry and creative expression within the arts and the humanities. This assignment will also measure D1 outcome 2.

Midterm and Final 1 and 2

There will be two in class assessments covering the material covered through course readings and in class discussions. The midterm will cover class 1-3 and the final 5-9.

(AH student learning outcomes 3 and 4; D1 outcome 4).

Reading Schedule

Course readings are available on Blackboard under "course materials." Follow the course schedule below. When there are two readings assigned the first will be discussed on Monday and the second on Wednesday, unless otherwise noted.

NOTE: This schedule is subject to adjustment and change as we progress through the course. Any changes will be noted through the course website.

Class	Reading	Assignments / Assessments
1	<p>Syllabus</p> <p>Borges "Funes the Memorious" Gumperz "Linguistic Interaction in Two Communities" C.S. Peirce. "What is a sign?" "Three Trichotomies"</p> <p>Charles Hockett, "Origins of Speech"</p>	<p>Discussion Board: Provide examples of icon/index/symbol</p>
2	<p>Asya Pereltsvaig, "Languages of the World: Introduction"</p> <p>B.L. Whorf "The relation of habitual thought and behavior to language" Woolard and Schiefflin, "Language Ideology" Hymes, SPEAKING</p>	<p>HW: Language relatedness exercises</p> <p>Reflection 1 Due</p>
3	<p>J.L. Austin / Searle Performativity and Speech Act Theory Brown and Gilman, "Pronouns of Power and Solidarity"</p> <p>Scott Kiesling "Dude"</p>	<p>HW: Examples of Performative speech acts, with felicity conditions DB: Find examples of "dude" use in real life. Following</p>
4	<p>MIDTERM</p>	<p>Reflection 2 Due</p>
5	<p>Angela Reyes, "Language and Ethnicity" James Baldwin, "If Black Language..." Rickford, "Suite for Ebony and Phonics" Siegel, Creole Languages</p>	<p>Discussion Board</p>
6	<p>Jane Hill, Race and white public space</p> <p>Jonathan Rosa "Standardization, Racialization, Languagelessness: Raciolinguistic ideologies across Communicative Contexts" JLA</p>	<p>Cherríe Moraga, Chicana Poet</p>
7	<p>Cramer "Styles, Stereotypes, and the South"</p>	<p>Reflection 3 Due</p>

7	<p>Wolfram "Appalachian English"</p> <p>Shirley Brice Heath, "What no bedtime story means"</p> <p>Ochs & Schiefflin, "Three Development stories"</p>	
8	<p>Christopher Wood "Visible Writing"</p> <p>Levi-Strauss "A writing lesson" from Tristes Tropiques</p>	<p>HW: Become an expert on one of the four "pristine" writing systems</p>
9	<p>Ilana Gershon, "Breaking up is hard to do: Media switching and media ideologies" 2010 JLA</p> <p>Norma Mendoza Denton, "Pregnant Pauses"</p> <p>Cameron and Klein - Vocal Fry "Debate"</p> <p>Review</p>	<p>Reflection 4 Due</p> <p>Discussion Board</p>
10	<p>FINAL EXAM</p>	

Arts and Humanities Outcomes and Assessments (AH):

<p>Outcomes: Arts & Humanities (AH) Arts and Humanities are concerned with the understanding of art, music, theatre, literature, philosophy, and religious thought. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Critically evaluate and synthesize texts and other forms of expression in the arts and humanities using primary and/or secondary materials. 2. Demonstrate an understanding of the reciprocal relationship between (1) social and cultural factors in their historical context and (2) intellectual inquiry and creative expression within the arts and/or the humanities. 3. Represent and critically respond to multiple points of view on cultural issues in different historical, social, and/or cultural contexts. 4. Communicate effectively in speech and writing, paying particular attention to the use of evidence in interpretive arguments, through citation appropriate to the discipline. 	<p>Assessments (AH) Students will demonstrate these outcomes through the following activities (relevant assignments in bold):</p> <ol style="list-style-type: none"> 1. Through written assignments, students demonstrate their ability to critically evaluate and synthesize texts and other forms of expression in the arts and humanities using primary and secondary materials. Reading Reflections; Discussion Board Posts 2. Through written assignments students will demonstrate an understanding of reciprocal relationship between 1) social and cultural factors in their historical context and 2) intellectual inquiry and creative expression within the arts and/or humanities. Reading Reflections 3. Through written assignments students will represent and critically respond to multiple points of view on cultural issues in different historical, social, and cultural contexts. Discussion Board; Reading Reflections 4. Through written assignments, oral presentations, and examinations students will demonstrate their ability to communicate effectively in speech and writing, paying close attention to the use of evidence in interpretive arguments, through citation appropriate to the discipline. Participation; Midterm and Final; Reading Reflections
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US Diversity Outcomes and Assessments (D1)

<p>D1 Outcomes Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S. 2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U. S. 3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view. 	<p>D1 Assessments Students will demonstrate the diversity outcomes through the following activities (Relevant assignments in bold):</p> <ol style="list-style-type: none"> 1.. Students will demonstrate their understanding of how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S. through class discussions, writing assignments, exams, and reflections. Reading Refelctions; Participation; Discussion Board 2. Students will demonstrate their understanding of how historical, social, and cultural structures and affect the life experiences and opportunities of individuals and/or groups in U. S. societies through class discussions, writing assignments, exams, and reflections. Discussion board posts and responses; Reading Reflections 3. Students will demonstrate their ability to identify, interpret, and evaluate evidence from different social locations and from multiple points of view through class discussions, writing assignments, exams, and reflections. Reading Reflections; Midterm and Final; Discussion board posts and responses
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Plagiarism

Plagiarism and what plagiarism means at the University of Louisville (according to <http://www.louisville.edu/a-s/writingcenter/pragiarism.htm#1>):

The University of Louisville's Code of Student Rights defines plagiarism as representing the words or ideas of someone else as one's own in any academic exercise such as:

- Submitting as one's own a paper written by another person or by a commercial "ghost writing" service,
- Exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference.
- Paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference.
- Using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference. Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are "common knowledge." ... The specific audience for which a paper is written may determine what can be viewed as "common knowledge": for example, the facts commonly known by a group of chemists will differ radically from those known by a more general audience. Students should check with their teachers regarding what can be viewed as "common knowledge within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.

Plagiarism is a type of academic dishonesty, and disciplinary measures for academic dishonesty vary, depending on the specific college, department, and course. Punishments range from a failing grade on the plagiarized assignment to expulsion from the university. The Code of Student Rights and Responsibilities describes the procedure both students and teachers must follow in cases of plagiarism. As a first step, the instructor who suspects plagiarism will talk with the student and "attempt to resolve the matter" (2003/4 Catalog for Arts and Sciences, p. 38). If the student cannot resolve the issue with the instructor and the student believes him or herself innocent of the charge, the student can raise the issue with the Committee on Academic Discipline. If the case is tried before the Committee on Academic Discipline, the instructor must provide proof that the student plagiarized. (For more information, please see the University's website at <http://www.louisville.edu/arts/writingcenter/plagiarism.htm#1> with more valuable links).

Students are encouraged to discuss with the instructor any problems related to the course or instructor behavior. If the results are not satisfactory, students are encouraged to speak with the Chair of the Division of Humanities, Bingham Humanities Building 303A.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex

discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Prepared by Karl Swinehart, Jan. 7, 2018