I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

ANTHR 104 Linguistic Anthropology 3 Units

Formerly listed as: ANTHR - 104: Language, Culture and Communication

Advisory: Before enrolling in this course, students are strongly advised to complete ENGL 101 with a minimum grade of C.

An introduction to the anthropological study of language. Topics include: a survey of linguistics, including phonetics, phonology, morphology, syntax and semantics; the ethnography of communication; classification and cultural meaning; language, literacy and writing; and, anthropological approaches to the language emergence and change. Field trips might be required. Course is applicable to the associate degree. General Education: B., C., C2, D1, B; A:

IGETC Category: IGETC - 3B, 4A

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Introduction to anthropology

      i. Overview of sub-disciplines

   b. Methods of anthropological linguistics

      i. Historical linguistics, descriptive linguistics (m.c.)

      ii. Phonology, morphology, syntax, semantics

   c. Language in action (m.c.)

      i. Cultural meaning (m.c.)

      ii. Ethnicity, gender, status, style (m.c.)

      iii. Intercultural communication (m.c.)

   d. Nonverbal communication (m.c.)

      i. Proxemics, kinesics (m.c.)

      ii. Sign languages (m.c.)

   e. Language, literacy and culture (m.c.)
Writing and symbolism  
ii. Reading, identity and power (m.c.)

f. Acquisition of language  
i. Anthropological approaches to the history of human language  
ii. Language and the brain  
iii. Language socialization and identity (m.c.)

g. Language as a dynamic system (m.c.)  
i. Language change (m.c.)  
ii. Cross-cultural sharing (m.c.)  
iii. Contextual meaning (m.c.)

h. Anthropology of language (m.c.)  
i. Endangered languages (m.c.)  
ii. Bias in grammar, words and discourse (m.c.)  
iii. Language and institutions (m.c.)

B.** ENROLLMENT RESTRICTIONS**  

1. **Advisories**  
   Before enrolling in this course, students are strongly advised to complete ENGL 101 with a minimum grade of C.

C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**  
*Instructors of the course might conduct the course using the following method:*

1. Lectures, in-class discussion, workbook exercises, group projects.
2. Multimedia including video/DVDs, computer software, audio clips.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
Time spent on coursework in addition to hours of instruction (lecture hours)

a. Weekly reading of textbook and other assigned readings, reading of extra source materials both primary and secondary as provided in class, encouragement of independent research in areas of interest that may be discussed in weekly lectures.

b. Weekly preparations for exams using lecture notes, reviewing textbook readings and other assigned readings, answering study questions, writing of response papers, and group study sessions.

2. **EVIDENCE OF CRITICAL THINKING**
   **Assignments require the appropriate level of critical thinking**

   Writings emphasizing descriptive, analytical and evaluative skills.

   Example essay prompt on exams: *Evaluate the point of view that language mirrors or reflects, rather than determines, cultural reality. Provide examples from ethnographic readings to support that view.*

   Example response paper prompt: *Give an example of a situation in which you have misunderstood someone else’s kinesic system. What did you do? What would you do differently now that you understand how kinesic systems work? Compare your experiences with those of other classmates.*

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to:*

   (1) demonstrate a broad understanding of how anthropologists research and analyze the various components of language, language use, and language change; (2) analyze the relationship between language and culture to understand the various ways that people communicate; (3) appraise the relevancy of linguistic anthropology in a multicultural society and a global world.

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**
   *Upon satisfactory completion of this course, the student will be able to:*

   a. Describe and analyze the relatedness and differences of linguistic anthropology to the other sub-disciplines of anthropology.

   b. Demonstrate the methods of linguistic anthropology.

   c. Evaluate the politics and performance of language use and linguistic events, such as those imbued with race, class, ethnicity, gender, location, and sub-culture. (m.c.)

   d. Analyze the construction and transmission of cultural models through language. (m.c.)
e. Demonstrate knowledge of language acquisition, communicative competency, multilingualism, language use and institutions. (m.c.)

f. Assess language meaning across various cultural mediums, and performances. (m.c.)

g. Critically explore the similarities and differences in language and meaning across selected culture groups.

h. Describe how anthropologists study and research language change.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Workbook exercises

2. In-class discussions

3. Group projects

4. Group and/or individual field work projects

5. Response papers

B. SUMMATIVE ASSESSMENT

1. Essay exams (required)

2. Objective testing

3. Research paper