

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH**

Instructor: Dr. Alicia Pousada (e-mail: pousada.a@gmail.com; personal web site: <http://home.earthlink.net/~apousada>)

Office hours: Mondays & Wednesdays 12 -1 pm and Fridays 12-4 pm in Pedreira 4 or Pedreira108 (Richardson Seminar Room), extensions 2035, 2553, or 3641.

Course Title: Language and Culture

Course Number: INGL 6045

Number of Credit Hours: 3

Prerequisites: Undergraduate degree, or permission of instructor

Course Description: Study of the relationship between language and culture, including sociolinguistics, ethnography of communication, language and variation, methods of investigation, and recent research in the field.

Course Objectives: Upon completing the course, the student will be able to:

1. Define language and culture and understand how they interact and how they are studied.
2. Analyze language as the reflection and shaper of culture, utilizing the concepts of linguistic socialization, communicative and cultural competence, linguistic relativity, folk taxonomies, taboos, and euphemisms.
3. Identify the role of language in interpersonal interaction, specifically its functions and the roles and relationships of its speakers.
4. Analyze speech acts and events, utilizing the theoretical framework of the ethnography of communication.
5. Categorize the different varieties of language found in speech communities, including standard language, dialects, and registers.
6. Pinpoint the inequality found in language and society based upon age, sex, and social class.
7. Account for language attitudes and ethnic identification in Black English Vernacular, Puerto Rican Spanish and English in the U.S. and in Puerto Rico.

In addition, the student will be able to:

- contribute in an effective form to the inclusion of fellow students with special needs in the classroom
- make the necessary accommodations to include fellow students with special needs

Course Outline:

Week 1: Study of language and culture/society: Origins definitions, approaches – definitions of language and culture, how they interact, how they are studied, historical development of linguistic anthropology as a field

Required readings:

- ◆Salzmann, Ch. 1: Introducing linguistic anthropology
- ◆Salzmann, Ch. 2: Communication and speech

Supplementary reading:

- ◆Duranti, A. 2001. Linguistic anthropology: History, ideas, and issues. In A. Duranti (ed.). *Linguistic anthropology: A reader*. (pp. 1-38). Malden, MA: Blackwell Publishing. (**Available in Richardson Seminar Room**)

Week 2: Language origins and historical change—how human language arose, how we can determine what protolanguages must have been like, how human languages changed through time

Required readings:

- ◆Salzmann, Ch. 6: Language origins
- ◆Salzmann, Ch. 7: Language through time

Supplementary reading:

- ◆Holden, C. (2004), The origin of speech. *Science Magazine*, 303 (27):1316-1319. (**Available on Vclass site**)

Week 3: Language as reflection and shaper of culture and thought--linguistic relativity and determinism, Whorf hypothesis, language and worldview, ethnoscience, folk taxonomies (color and kinship terms)

Required readings:

- ◆Salzmann, Ch. 3, Language and culture
- ◆Whorf, B. L. 2001. The relation of habitual thought and behavior to language. In A. Duranti (ed.). *Linguistic anthropology: A reader* (pp. 1-38). Malden, MA: Blackwell Publishing. (**Available in Richardson Seminar Room**)

Weeks 4-5: Language variation--language varieties, standard language vs. dialect, registers, multilingualism, diglossia, pidgins & creoles, endangered languages, language death

Required readings:

- ◆Salzmann, Ch. 8: Language variation
- ◆Garrett, P. B. 2006. Language contact and contact languages. In A. Duranti (ed.) *A companion to linguistic anthropology* (pp. 46-72). Malden: MA Blackwell Publishers. **(Available in Richardson Seminar Room)**

Identification of topic for final research project due—1 paragraph

Week 6: Language in social interaction—speech communities, language functions, roles and relationships of speakers, language and power, norms of politeness, greetings, forms of address, taboos, euphemisms.

Required readings:

- ◆Salzmann, Ch. 9: Language in its social context
- ◆Philips, S. U. 2006. Language and social inequality. In A. Duranti (ed.). *A companion to linguistic anthropology* (pp. 474-495). Malden: MA Blackwell Publishers. **(Available in Richardson Seminar Room)**

Week 7: Ethnography of communication—speech acts and events, how to analyze components of communication, language attitudes and ideologies, non-verbal communication, writing, spoken art

Required readings:

- ◆Salzmann. Ch. 11, Ethnography of communication
- ◆Salzmann, Ch. 12: Nonverbal communication, writing, and spoken art

Supplementary reading:

- ◆Banti, G. & Giannattasio, F. 2006. Poetry. In A. Duranti (ed.). *A companion to linguistic anthropology* (pp. 290-320). Malden: MA Blackwell Publishers. **(Available in Richardson Seminar Room)**

Preliminary bibliography for final paper due Week 7—use APA format

MIDTERM EXAM (take-home)-given out in Week 7

Weeks 8-9: Language and gender--linguistic socialization of females vs. males, linguistic differences between speech of men and women, sexist vs. gender inclusive language

Required readings:

- ◆Salzmann, Ch. 10: Language, gender, ethnicity, and class

Supplementary reading:

- ◆Gal, S. 2001. Language, gender, and power: An anthropological review. In A. Duranti (ed.). *Linguistic anthropology: A reader* (pp. 420-430). Malden, MA: Blackwell Publishing. (**Available in Richardson Seminar Room**)

MIDTERM EXAM collected in Week 8

Weeks 10-11: Language and ethnicity--language attitudes, ethnic stereotypes, role of language in establishing ethnic boundaries

Required readings:

- ◆Salzmann, Ch. 10: Language, gender, ethnicity, and class

Supplementary reading:

- ◆Bucholtz, M. & Hall, K. 2006. Language and identity. In A. Duranti (ed.). *A companion to linguistic anthropology* (pp. 369-394). Malden: MA Blackwell Publishers. (**Available in Richardson Seminar Room**)

Preliminary outline of final paper due Week 11.

Weeks 12-13: Language policy and language planning--procedure, types, agents, relation to attitudes, Black English Vernacular (Ebonics), English Only, bilingualism in Puerto Rico

Required readings:

- ◆Salzmann, Ch. 13: Linguistic anthropology in the contemporary world
- ◆Pousada (1996) and (1999) (**Available on professor's website**)

Supplementary reading:

- ◆Morgan, Marcyliena. 2001. The African-American speech community: Reality and sociolinguistics. In A. Duranti (ed.). *Linguistic anthropology: A reader* (pp. 74-94). Malden, MA: Blackwell Publishing. (**Available in Richardson Seminar Room**)

Weeks 14-15: Close of course--oral presentations and collection of research papers

Final papers due last day of class--12/5

Teaching Strategies: Lecture, discussion, workshop.

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

Salzmann Zdenek. 2006. *Language, Culture, and Society: An Introduction to Linguistic Anthropology*, 4th edition. Westview Press. \$30.00 [available from professor]

Supplementary readings available on reserve in the Richardson Seminar Room or via the professor's Vnet website (<http://vnet.uprrp.edu>).

Numerous handouts provided by professor in class.

Functioning email address and high-speed access to Internet absolutely necessary in order to utilize web-assisted services provided via Vnet and in order to keep in touch with professor. Orientation to Vnet site will be provided during first class session.

Methods of Evaluation:

- Consistent attendance \
- Active participation in class discussions 25%
- Completion of weekly readings /
- Midterm exam 25%
- Oral presentation on research topic 25%
- Research paper 25%
- Differentiated evaluation of students with special needs

Grading System: A, B, C, D, F.

Bibliography: (available separately)