APPLICATION FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: LIN 507 / ANT 507
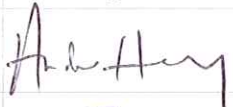
Proposal Contact Person Name: Rusty Barrett   Phone: 257-3114   Email: erbarr2@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

rcvd 2/8

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics, Director	4.30.2010	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	*[signature]*
Anthropology Department	1/21/2010	Christopher A. Pool / 7-2710 / cappol0@pop.uky.edu	*[signature] 2/1/1*
		/ /	
A&S Educational Policy Committee	3/22/11	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	*Randall Roorda*
A&S Associate Dean for Undergraduate Programs	3/22/11	Anna Bosch / 7-6689 / bosch@uky.edu	*ARBosch*

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council	1/12/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR NEW COURSE

1.	**General Information.**			
a.	Submitted by the College of: Arts and Sciences		Today's Date: _____	
b.	Department/Division: Linguistics Program			
c.	Contact person name: Edward R Barrett	Email: erbarr2@uky.edu	Phone:	257-3114
d.	Requested Effective Date: ☒ Semester following approval	OR ☐ Specific Term/Year[1] : _____		

2.	**Designation and Description of Proposed Course.**
a.	Prefix and Number: LIN 507
b.	Full Title: Linguistic Anthropology
c.	Transcript Title (if full title is more than 40 characters): _____
d.	To be Cross-Listed[2] with (Prefix and Number): ANT 507
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3 Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

f.	Identify a grading system: ☒ Letter (A, B, C, etc.)　☐ Pass/Fail
g.	Number of credits: 3
h.	Is this course repeatable for additional credit?　YES ☐　NO ☒
	If YES: Maximum number of credit hours: _____
	If YES: Will this course allow multiple registrations during the same semester?　YES ☐　NO ☐
i.	Course Description for Bulletin: This course is an advanced survey of current areas of research in linguistic anthropology. Topics include language and thought, cultural differences in linguistic interaction, the ethnography of communication, ritual uses of language, language and identity and cultural poetics.
j.	Prerequisites, if any: LIN/ENG 211, or ANT 220, or consent of instructor
k.	Will this course also be offered through Distance Learning?　YES[4] ☐　NO ☒
l.	Supplementary teaching component, if any: ☐ Community-Based Experience ☐ Service Learning ☐ Both
3.	**Will this course be taught off campus?**　YES ☐　NO ☒
4.	**Frequency of Course Offering.**

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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a.	Course will be offered (check all that apply):	☒ Fall	☒ Spring	☐ Summer			

b.	Will the course be offered every year?	YES ☐	NO ☒
	If NO, explain: Will be offered in alternate years		

5.	**Are facilities and personnel necessary for the proposed new course available?**	YES ☒	NO ☐
	If NO, explain: _____		

6.	**What enrollment (per section per semester) may reasonably be expected?** 30

7.	**Anticipated Student Demand.**		
a.	Will this course serve students primarily within the degree program?	YES ☒	NO ☐
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES ☒	NO ☐
	If YES, explain: Significant for majors in linguistics and anthropology		

8.	**Check the category most applicable to this course:**
	☒ Traditional – Offered in Corresponding Departments at Universities Elsewhere
	☐ Relatively New – Now Being Widely Established
	☐ Not Yet Found in Many (or Any) Other Universities

9.	**Course Relationship to Program(s).**		
a.	Is this course part of a proposed new program?	YES ☐	NO ☒
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement[5] for ANY program?	YES ☐	NO ☒
	If YES[5], list affected programs: _____		

10.	**Information to be Placed on Syllabus.**		
a.	Is the course 400G or 500?	YES ☒	NO ☐
	If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)		
b.	☒ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.		

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[5] In order to change a program, a program change form must also be submitted.

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Proposal Contact Person Name: Rusty Barrett   Phone: 257-3114   Email: erbarr2@uky.edu

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Linguistics Program		/ /	
Anthropology Department		/ /	
		/ /	
		/ /	
		/ /	

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Comments:

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LIN/ANT 507: Linguistic Anthropology

Meeting times: Dr. Rusty Barrett
Room: Patterson Office Tower 1367
                                                                   (859) 257-3114
                                                                  erbarrett@uky.edu
                                                                 Office Hours: XXX

Bulletin Description: This course is an advanced survey of current areas of research in linguistic anthropology. Topics include language and thought, cultural differences in linguistic interaction, the ethnography of communication, ritual uses of language, language and identity and cultural poetics. **Prerequisites**: LIN/ENG 211, or ANT 220, or consent of instructor.

This course introduces the major areas of research in linguistic anthropology, the study of language and culture. We will examine the relationship between language and thought from a cross-cultural perspective, the ways in which language contributes to cultural boundaries, and distinctions between culturally-specific and universal patterns of human interaction. We will then look at ethnographic perspectives on language use, including the role of language in the construction of cultural contexts and the expression of individual identity. We will examine the ways in which children learn culturally-specific ways of interacting, the role of language in ritual and religion, language contact, and cultural poetics (including forms of speech play, verbal art and music). Finally, we will look at issues of language and power, including theories of the political economy of language.

STUDENT LEARNING OUTCOMES:

By the end of this course, the student should be able to:

Explain the major areas of research on the relationship between language and culture

Be able to analyze language use from an ethnographic perspective

Recognize ways of distinguishing universal patterns of human interaction from patterns that are specific to a given culture

Think critically about questions of language use across cultural contexts

REQUIREMENTS AND GRADING:

Undergraduate requirements:

Assignments (5 @ 5%)   25%
Midterm exam   15%
Final exam   30%
Research Paper   30%

NOTE: The assignments involve short (~ 1 page) analyses of language data using the methods discussed in class. The final exam is cumulative. Grades are based on the standard scale (90-100 = A, 80-90 = B, 70-80 = C, 60-70 = D, < 60 = E). Graduates – no D option, E below 70.

Graduate requirements:

Assignments (5 @ 5%)	25%
Midterm exam	10%
Final exam	25%
Research Paper	40%

Research paper:

For undergraduates: A short paper (8-10 pages) involving some form of original research on a question in linguistic anthropology

For graduate students: An in-depth (15-20 pages) research paper involving original research. The paper should include a review of the research literature related to the topic, an analysis of ethnographic or linguistic data and a discussion of the implications of the research for linguistics or the student's primary discipline.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

ATTENDANCE is mandatory. Having more than three unexcused absences will result in losing a point from your final grade for each additional absence. Coming to class more than 15 minutes late will count as an absence. If you must miss class because of illness, a family emergency, a religious holiday or a university-sponsored event, let me know as soon as possible so that we can make arrangements for making up any missed work.

STUDENTS WITH DISABILITIES or special needs (including learning disabilities) should contact me as soon as possible with certification from the Disability Resource Center so that I can arrange for proper accommodations. If you need certification, contact the center (room 2 Alumni gym). Questions about accommodations or disability resources should be directed to James Karnes (257-2754, jkarnes@uky.edu).

Contacting me outside of class: The easiest way to contact me is by e-mail. If you are unable to visit during office hours, but would like to meet with me, we can arrange an appointment at another time.

ACADEMIC INTEGRITY: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

 Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Course Policy on Classroom civility and decorum:
The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on

the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

TEXTS:
Linguistic anthropology: A reader (Second Edition) ed by Alessandro Duranti. Wiley Blackwell. 2009
A companion to linguistic anthropology ed by Alessandro Duranti. Wiley Blackwell. 2006

Readings:

Week one: Introduction
READING:
Duranti, Alessandro "Linguistic anthropology: History, ideas, and issues" in *Reader*

Week two: Linguistic diversity and linguistic relativity
READING:
Mithun, Marianne "The value of linguistic diversity: Viewing other worlds through North American Indian languages" in *Companion*
Lucy, John. 1996. The scope of linguistic relativity: An analysis and review of empirical research. From *Rethinking linguistic relativity* ed by John Gumperz and Stephen Levinson. Cambridge University Press: 37-70.
Levinson, Stephen C. 1997. Language and cognition: The cognitive consequences of spatial description in Guugu Yimithirr. *Journal of linguistic anthropology* 7(1): 98-131.

Week three: Imagining speech communities
READING:
Gumperz, John J. "The speech community" in *Reader*
Morgan, Marcyliena. "The African-American speech community: reality and sociolinguists" in *Reader*
Spitulnik, Debra. "The social circulation of media discourse and the mediation of communities" in *Reader*

Week Four: The ethnography of speaking
READING:
Hymes, Dell "Ways of speaking" in *Reader*
Irvine, Judith T. "Formality and informality in communicative events" in *Reader*
Duranti, Alessandro "Universal and culture-specific properties of greetings" in *Reader*

Week Five: Culture and interaction
READING:
Keating, Elizabeth and Maria Egbert, "Conversation as a cultural activity" in *Companion*
Haviland, John B. "Gesture" in *Companion*
Goodwin, Charles and Marjorie Harness Goodwin, "Participation" in *Companion*
Bailey, Benjamin "Communication of respect in interethnic service encounters" in *Reader*

Week Six: Language ideology and indexicality

MIDTERM GRADES POSTED

READING:

Kroskrity, Paul "Language ideologies" in *Companion*

Ochs, Elinor. 1997. "Linguistic resources for socializing humanity" In Charles Coodwin and Stephen Levinson, eds. *Rethinking linguistic relativity*. Cambridge: Cambridge University Press. 407-437

Kroskrity, Paul "Arizona Tewa kiva speech as a manifestation of a dominant language ideology" in *Reader*

Irvine, Judith T. and Susan Gal, "Language ideology and linguistic differentiation" in *Reader*

Week Seven: Register and genre

READING:

Agha, Asif "Register" in *Companion*

Ochs, Elinor "Narrative lessons" in *Companion*

Briggs, Charles L. and Richard Bauman, "Genre, intertextuality, and social Power" in *Reader*

Week eight: Language and identity

READING:

Bucholtz, Mary and Kira Hall, "Language and identity" in *Companion*

Baquedano-López, Patricia, "Creating social identities through *Doctrina* narratives" in *Reader*

Bucholtz, Mary. 2009. "Styles and stereotypes: Laotian American girls' linguistic negotiation of identity" from *Beyond yellow English: Toward a linguistic anthropology of Asian Pacific America* ed by Angela Reyes and Adrienne Lo. Oxford University Press. 21-42.

Week Eight: Language socialization

READING:

Kulick, Don and Bambi B. Schieffelin, "Language socialization" in *Companion*

Ochs, Elinor and Bambi B. Schieffelin "Language acquisition and socialization: Three developmental stories and their implications" in *Reader*

Philips, Susan U. "Participant structures and communicative competence: Warm Springs children in community and classroom"

Heath, Shirley Brice. "What no bedtime story means: Narrative skills at home and school" in *Reader*

Week Nine: Verbal art, poetics and music

READING:

Banti, Giorgio and Francesco Giannattasio, "Poetry" in *Companion*

Feld, Steven, Aaron A. Fox, Thomas Porcello, and David Samuels, "Vocal anthropology: From the music of language to the language of song" in *Companion*

Sherzer, Joel. 1993. On puns, comebacks, verbal dueling, and play languages: Speech play in Balinese verbal life. *Language in Society* 22:217-233.

Feld, Steven. "Aesthetics as iconicity of style, or 'lift-up-over sounding': Getting into the Kaluli groove" *Yearbook for Traditional Music*, Vol. 20, 1988: 74-113

Week Ten: Language and religion/Language, culture and health

READING:

Keane, Webb. "Language and religion" in *Companion*

Kang, Yoonhee. "'Staged' rituals and 'veiled' spells" *Journal of linguistic anthropology* 16(1): 1-22 (2006)

Wilce, James. "Language and madness" in *Companion*

Ochs, Elinor, Tamar Kremer-Sadlik, and Karen Gainer Sirota and Olba Solomon. 2006. "Autism and the social world: An anthropological perspective" *Discourse studies* 6(2): 147-183.

Week Eleven: Cultural approaches to literacy
READING:
Baquedano-López, Patricia. "Literacy practices across learning contexts" in *Companion*

Puckett, Anita. 1992. "'Let the girls do the spelling and Dan will do the shooting': Literacy, the division of labor, and identity in a rural Appalachian community" *Anthropological Quarterly*, 65(3): 127-147

Romaine, Suzanne. 2002. Signs of identity, signs of discord: Glottal goofs and the green grocer's glottal in debates on Hawaiian orthography. *Journal of Linguistic Anthropology*. 12(2): 189-224.

Week Twelve: Language choice and contact
READING:
Garrett, Paul. "Language contact and contact languages" in *Companion*

Woolard, Kathryn A. "Code-switching" in *Companion*

Meek, Barbara. 2007. Respecting the language of elders: Ideological shift and linguistic discontinuity in a Northern Athapascan community. *Journal of Linguistic Anthropology*. 17(1):23-43.

Week Thirteen: The political economy of language
READING:
Hill, Jane H. 1985. "The grammar of consciousness and the consciousness of grammar" *American Ethnologist* 12(4): 725-737

Irvine, Judith T. 1989. "When talk isn't cheap: Language and political economy" *American Ethnologist*, 16(2): 248-267

Hoffman, Katherine E. 2006. Berber language ideologies, maintenance, and contraction: Gendered variation in the indigenous margins of Morocco. *Language and Communication*. 26:144-167.

Week Fourteen: Language and power
READING:
Duranti, Alessandro "Agency in language" in *Comapnion*

Philips, Susan U. "Language and social inequality" in *Companion*

Hill, Jane H. "Language, Race, and White Public Space"

Barrett, Rusty. 2006. "Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant." *Language in Society* 35(2):163-204.