

# ANTH 3372-110

## Linguistic Anthropology

Fall 2022

Texas A&M University-Central Texas

### COURSE DATES, MODALITY, AND LOCATION

*This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].*

### INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** Dr. Char Peery Ogborn

**Phone:** ([prefer email or Canvas message](#))

**Email:** Char.Peery@tamuct.edu

**Office Hours:** by appointment only

#### Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 1-2 days. I may not respond to weekend emails until Monday or Tuesday. Email is the best way to reach me.

#### Emergency Warning System for Texas A&M University-Central Texas

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](#) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information,** please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

### COURSE INFORMATION

#### Course Overview and description

This course introduces the foundational relationship between language and culture by examining anthropological approaches to the study of language, known as linguistic anthropology. Topics include the study of language variation and how variations carry sociocultural meanings, how language use constructs speaker identity, and theoretical approaches and methodologies for collecting and analyzing sociolinguistic data.

#### Student Learning Outcomes

- Students will understand language variation and how it relates to social meaning and identity construction.
- Students will be able to understand how language is used to both reinforce and change social relations and social structures.
- Students will be able to identify and collect examples of linguistic utterances and relate it to the social meanings being constructed and the social activities being performed.

#### Required Reading and Textbook(s)

Ahearn, Laura M. 2017 Living Language: An Introduction to Linguistic Anthropology. 2nd Edition. Malden MA: Blackwell

### COURSE REQUIREMENTS

1. **Reading assignments:** Readings from the textbook are listed in the course schedule below and include any supplemental readings posted in Canvas.
2. **Discussion Postings:** Students will participate on our course discussion board each week. Participation on discussion boards is imperative and will constitute 50% of your grade. Weekly postings will consist of one primary response and at least one secondary response (20 pts total per discussion). You will be required to submit YOUR OWN

post to the discussion question(s) provided by me that week and then respond to at least one other of your classmates' posts.

3. **Initial, Primary Response (15 pts each)—due Thursdays at 11:59 PM**

Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). The student should inspect the course schedule and see what readings are assigned for that week. Early in the week (Mon/Tue), the discussion question will be made available if not sooner. **The student should devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. The student should then be ready toward the middle (Wed/Thurs) of the week to post his response.**

**This initial, primary response should reflect familiarity with the readings, and should answer the question as completely as possible.** This response should be at least 150 words in length. A response that is not at least 150 words cannot receive full points. A response that has not been proofread (ex: is filled with excessive spelling and grammatical errors) cannot receive full points. Most importantly, responses should have some substance beyond the student's agreement with a statement or the mere expression of his opinions. **The student should support his/her responses in some way with references to the assigned readings.**

**\*\*A note on QUOTATIONS/CITATION: Discussion posts should be in your own words.** You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). Note that quotations do not count toward your 150 word minimum; only your own words count. Posts that include mostly quotations or lengthy quotations will not receive any credit.

**Additional Secondary Response (5 points)—due Sundays at 11:59 PM**

After another student has made his/her own initial response, the student must make at least one *additional secondary response to what some student wrote*. This secondary response need not be lengthy, but it should entail at least a couple of sentences. Please do not simply state that you agree with a post, provide reasons for your agreement. You are encouraged to respond to more than one post if you would like, but responding to one posts is required for full points. Also, remember that you may not agree with every idea that is shared or discussed, you do not need to agree but you do always need to be respectful of others ideas and experiences shared in class discussions.

4. **Linguistic autobiography (100 points):** Write about your linguistic background. Some questions you could consider are:

Where are you from? Where have you lived? Who have you lived with? What groups do you belong to?

Which of these social details do you think may have influenced the way you speak now? Are there other social details that you think are important/salient?

Is there a language you used to know as a small child that you don't speak anymore? Do any of your close family members speak a different language than you, can you understand them or speak to them?

Do you remember particular comments or instances where your speech was commented on? Have you ever been praised for your Standardized English fluency or mocked/denigrated for not speaking correctly?

5. **Community of Practice Transcript (100 points):** Make a short (15-30 minute) audio recording of a community of practice that you participate in (be sure you have the permission of everyone in the group before you record!). This could be your roommates or family members you live with, some friends you often eat lunch with, a group of co-workers, members of a knitting group, your rugby teammates, and so on; the only criteria is that this must be a group that meets and interacts regularly. It can also be an online group (zoom meeting, etc.) but must be one that communicates via audio that you can record, not typing or texting. Listen to the recording and think about the questions you will need to address in your final project (see below the community of practice analysis assignment below). Then, transcribe one section of the recording (around 3 to 5 minutes' worth) that illustrates one of the topics we have covered in class and addresses the questions for the Final Project. Think about how much detail needs to be captured in your transcript to illustrate your point. The transcript should probably be several pages long (to capture 3 to 5 minutes worth of conversation), then at the end include a paragraph where you discuss why you included certain details in your transcript and left out others.

6. **Final Project – Community of Practice Transcript Analysis (100)**

Using your transcript from the community of practice transcript assignment address the following questions:

- How can you describe the joint endeavor of this group? Do there seem to be common goals of the interaction?
- In what ways do you see the shared norms of the group – are there particular lexical items or nicknames that are used in this group? Inside jokes? Topics of conversation that recur? In short, try to ascertain what features of the conversation indicate that this is a group that interacts frequently and not a group of strangers.
- What social work is being done by the participants in this conversation? Are any social relationships being reinforced or are any being transformed?
- How are social categories such as gender, race, ethnicity, etc. being constructed and performed? How is power and agency being enacted?

Write 3-5 pages of analysis about your community of practice transcript including a discussion of the questions above (you can and should include excerpts from your transcript, but they will not count towards the page minimum). Be sure to address readings and/or discussion from at least three class modules. The paper should be in essay format and include citations (to the textbook & any other class readings you use).

**Grading Criteria Rubric and Conversion**

Points	Percent	Grade
540 - 600	90 – 100	A
480 - 539	80 – 89	B
420 - 479	70 – 79	C
360 - 419	60 – 69	D
0 – 359	0 – 59	F
<b>Coursework</b>		<b>Points</b>

Discussion posts	300
Linguistic autobiography	100
Transcript	100
Analysis	100
Total:	600

### Posting of Grades

Grades will be posted in the Canvas Grade book where students can monitor their status. I try to post grades within one to two classes of their due date.

### COURSE OUTLINE AND CALENDAR

Complete Course Calendar\*

Week	Date	Topic	Readings	Primary Post Due (11:59pm)	Response Post & Assignment (if applicable)
1	8/22	Class introduction	Living Language Ch. 1 Living Language Ch. 1 (cont.)	8/25	8/28
2	8/29	The Socially Charged Life of Language	<i>Ideology</i> - Errington <i>Revisiting Theory &amp; Method in Language Ideology</i> <i>Indexicality</i> - Hanks Living Language Ch. 2 <i>Interview</i> – Briggs	9/1	9/4
3	9/5	Research	<i>The Politics of Transcription</i> – Bucholtz <i>Transcripts, Like Shadows on the Wall</i> – Duranti (optional) Living Language Ch. 3 <i>Acquisition</i> – Ervin-Tripp	9/8	9/11
4	9/12	Language Acquisition	<i>Socialization</i> – Ochs <i>Language acquisition &amp; socialization: three developmental stories &amp; their implications</i> – Ochs & Schieffelin Living Language Ch. 4 <i>Relativity</i> – Duranti	9/15	9/18
5	9/19	Language, Thought, & Culture	<i>The Relation of Habitual Thought &amp; Behavior to Language</i> – Whorf (optional) Living Language Ch. 5	9/22	9/25, Linguistic autobiography due
6	9/26	Communities of Language Users	<i>Speech Community</i> – Morgan <i>Identity</i> – Kroskrity	9/29	10/2
7	10/3	Communities of Language Users Continued	<i>Why be Normal</i> – Bucholtz <i>Constructing Meaning, Constructing Selves</i> - Eckert Living Language Ch. 6	10/6	10/9
8	10/10	Multilingualism & Globalization	<i>Polylinguaging and Bivalency</i> - Lavender Living Language Ch. 7	10/13	10/16
9	10/17	Literacy Practices	<i>Enquoting Voices, Accomplishing Talk</i> – Jones & Schieffelin	10/20	10/23, Community of practice transcript due
10	10/24	Performance	Living Language Ch. 8	10/27	10/30

*How Do Things with Words* -  
Austin

Living Language Ch. 9

11	10/31	Language & Gender	<i>Gender, Language and the New Biologism</i> - Cameron	11/3	11/6
12	11/7	Language, Race, & Ethnicity	Living Language Ch. 10 <i>Language race and white public space</i> - Hill	11/10	11/13
13	11/14	Language, Power, & Agency	Living Language Ch. 12 <i>Speaking Like a Model Minority</i> - Shankar	11/17	11/20
14	11/21	Language Death & Revitalization	Living Language Ch. 11 (optional) <i>"Expert Rhetorics" in Advocacy for Endangered Languages</i> - Hill	11/23	11/27 Thanksgiving
15	11/28	Final Project	Finish final projects & final thoughts discussion	12/1	12/4
	12/6	Final Project Due			

**\*Course outline subject to change. All changes will be communicated in class and on Canvas.**

### Important University Dates

Can be found at <https://www.tamuct.edu/registrar/academic-calendar.html>

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's

programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

## Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

## Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

## Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

## Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

## University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[http://tamuct.libguides.com/index]

## University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOnline](https://tamuct.mywonline.com/) [https://tamuct.mywonline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## OPTIONAL POLICY STATEMENTS

### A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.