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Spring 2-1-2020

### LING 473.50: Language and Culture

Irene Appelbaum

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## I. CONTACT INFORMATION

### Instructor

Irene Appelbaum

Email: irene.appelbaum@umontana.edu

Office: Social Sciences 211

Office Hours: By appointment

I will be available throughout the semester to assist you with questions. You can email me at any time. I will respond to email within 24 hours, and often sooner. (For email received on Friday or Saturday, I will usually respond by Sunday.) If you are local to Missoula, I will be available for in-person meetings, by appointment. If you would like to schedule an appointment, send me an email suggesting 2 or 3 days/times you are available, and I will do my best to accommodate you.

### Moodle

This is a fully on-line course. All material (including lecture notes, readings, and assignments) will be posted on the Moodle website for this course. To access this website, go to <https://moodle.umt.edu/login/> and log-in with your NET ID.

### Technical Support

Technical support for Moodle is available through [UMOnline](#). The number for live phone support is: (406) 243- 4999 or (866) 225-1641 (toll-free). You can also reach them by visiting their website: <http://umonline.umt.edu/studentssupport>, by email: [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu), or via the UMOline Technical Support link within the Moodle course home page. If this is your first experience using Moodle, you may want to visit [Moodle 101 for Students](#).

## II. READINGS

The following books are required for this course. They may be purchased or accessed as e-books via the [Mansfield Library](#):

- Everett, Caleb. 2013. *Linguistic Relativity: Evidence across Languages and Cognitive Domains*. Berlin: de Gruyter.
- Sapir, Edward. 2004. *Language: An Introduction to the Study of Speech*. Dover Publications. (Originally published in 1921 by Harcourt, Brace, and Company.)
- Whorf, Benjamin L. (2012). *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. John B. Carroll, Penny Lee, and Stephen C. Levinson eds. Cambridge MA: MIT Press. (Originally published in 1956.)

Additional readings will be made available through the Moodle course site.

## III. COURSE DESCRIPTION

In this course, we will investigate the relationship between language and culture as it arises in discussion of two broad issues: (i) the relationship between language structure and our experience of the external world (Linguistic Relativity) and (ii) the relationship between language use and social relations (Linguistic Ideology). With respect to (i), the central question we will address is: to what extent do the lexical and grammatical categories of a language influence the character of experience of its users? By 'the character of experience', here, we mean fundamental features of our experience of the external world: our experience of space, of time, of colors, and of objects and substances. With respect to (ii), we will explore how the use of language - and views about language use - not only reflects, but also creates and modifies a variety of social relations. Topics to be explored include linguistic ideology and social identity, linguistic ideology and

linguistic socialization and standardization, as well as the role of linguistic ideology in debates about nationalism. Finally, we will consider how the topics of linguistic relativity and linguistic ideology are related.

#### IV. LEARNING OUTCOMES

After successfully completing this course, you should have an understanding of (i) the conceptual, historical, and empirical dimensions of the debate over linguistic relativity, and (ii) the ways language, and views about language, can be used to reflect, create, and modify social relations in the context of individual speech events and institutional settings. More specific learning outcomes include an understanding of:

- the extent of diversity in human languages and cultures
- Whorf's conception of habitual thought and behavior
- current evidence for linguistic influences on a variety non-linguistic cognitive tasks
- the concept of registers and how they are used in social interaction
- the concept of speech community and how it differs from that of a language community
- the concept of linguistic ideology
- the role of linguistic ideologies in the process of language socialization
- the relation between ideologies about language standardization and social & political inequalities.
- the interaction between language ideologies and nationalist movements.

This course satisfies the University's General Education **Advanced Writing Requirement** for undergraduate majors in Linguistics or Anthropology. The Writing Learning Outcomes for this course include developing the ability to:

- identify and pursue sophisticated questions for academic inquiry
- find, evaluate, analyze, and synthesize information effectively from diverse sources
- manage multiple perspectives as appropriate
- recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- follow the conventions of citation, documentation, and formal presentation that are appropriate to the discipline
- develop competence in information technology and digital literacy.

#### V. COURSE ORGANIZATION

This course is offered fully on-line. It is organized by weeks (Monday-Sunday). The course material for each week will be released by midnight on the Sunday before the week begins. The course material for each week will consist of a **Lecture**, one or more **Readings**, and a **HW Assignment**.

The posted **Lecture** will take the place of in-class lectures and may take a variety of forms (e.g., overview of the topic, synthesis of the readings, outline of individual readings) depending on the material to be covered that week. Lectures should be read both before and after doing the readings, and in some cases, along with the readings.

The posted **Readings** are required. However, they are subject to change. Changes may include additions, substitutions, or a change from "required" to "optional". Any changes will be specified when the material for that week is released. (If no changes are specified, then all reading listed on the syllabus and website for that week is required.) The number of pages assigned is sometimes relatively low. However, the material is often very challenging and it is expected that you will read the material multiple times.

See below for information about **HW assignments**.

## VI. ASSESSMENT & GRADING

Your work in this course will be assessed by the following requirements:

**HW Assignments:** For most weeks, a **HW assignment** will be posted. It will consist of questions and/or exercises for the week's readings. The HW assignments are meant to help you learn the material, and to help me see that you have made an earnest attempt to do so. Though the nature of the assignments will vary, you should expect to write 1-2 pages to complete each assignment. (For example, you might be given five questions on the readings and be asked to answer each in a paragraph.) You may discuss the assignments with classmates (in-person or via Discussion on Moodle), but you must write up the assignments on your own. **HW assignments are due at the end of each week, on Sundays by 5 PM.** (The one exception to this schedule is that for the week prior to Spring Break, the HW assignment is due the following Sun.) See below for a detailed schedule of due dates. Instructions for submitting assignments will be posted along with the assignments. You will be able to submit assignments after the deadline, but **late assignments will receive up to half-credit only.**

**2 Short Papers:** You will be asked to write **two short papers** on assigned topics from the reading done up to that point in the course. These papers are meant to be exegetical in nature, aimed at developing your ability to write clearly and concisely about complex topics.

**Article Review:** You will be asked to write a paper summarizing and evaluating a reading that has not yet been discussed. You will be able to choose which article to review from a subset of those listed on the syllabus.

**Final Paper:** For the final paper, topics will be suggested but you may write on a topic of your own choosing with instructor approval. This final paper project consists of multiple components, all of which are required:

**Abstract Draft:** In your abstract, you should clearly identify the topic of your paper, your thesis statement, and a description of your strategy for addressing your topic. It should also include an outline of your paper, as well as a list of sources you plan to consult.

**Paper Draft:** This should be a nearly full-length draft of your paper, taking into account feedback received on your abstract.

**Final Draft:** The final draft of your paper should incorporate feedback received on your first draft.

**Final Abstract:** When you submit the final draft of your paper, you will also be asked to submit an updated, rewritten version of your abstract.

Additional guidelines for papers and abstracts will be posted during the course of the semester.

**Information Literacy Modules:** You will be asked to complete several information literacy modules, accessible from the Moodle course site or via the following link: <https://libguides.lib.umt.edu/ling473/573>. The modules are ungraded, but must be completed as part of the course requirements.

**Grades:** Your course grade will be based on the following calculation:

**For Undergraduates:**

HW Assignments (1-2 pp.)	40%	10 x 4% each (drop 2 of 12 total)
2 Short Papers (3 pp. each)	20%	2 x 10% each
Article Review (5 pp.)	12%	
Final Paper:	28%	
Abstract Draft	2%	
Revised Abstract	2%	
Paper Draft (8-10 pp.)	8%	
Revised Paper (10-12 pp.)	16%	

**For Graduate Students:**

HW Assignments (1-2 pp.)	40%	10 x 4% each (drop 2 of 12 total)
2 Short Papers (5 pp. each)	20%	2 x 10% each
Article Review (8 pp.)	12%	
Final Paper:	28%	
Abstract Draft	2%	
Revised Abstract	2%	
Paper Draft (10-12 pp.)	8%	
Revised Paper (12-15 pp.)	16%	

The grading scale used for final course grades will be the following:

93.00-100.00 % A	80.00-82.99 % B-	67.00-69.99 % D+
90.00-92.99 % A-	77.00-79.99 % C+	63.00-66.99 % D
87.00-89.99 % B+	73.00-76.99 % C	60.00-62.99 % D-
83.00- 86.99 % B	70.00-72.99 % C-	0.00-59.99 % F

**VII. COURSE POLICIES**

**Student Conduct Code:** You are expected to adhere to the University of Montana [Student Conduct Code](#).

**Academic Honesty:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

**Course Accommodations:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. For more information, visit the [Disability Services](#) website.

**Withdrawing from the Course:** From the [Registrar](#): Through the 15<sup>th</sup> instructional day, all classes are dropped in CyberBear. From the 16<sup>th</sup> through the 45<sup>th</sup> instructional day, all classes must be dropped using Drop forms (instructor signature required, advisor signature required for undergraduates). **\$10 fee applies.** From the 46<sup>th</sup> to the last instructional day prior to finals week, classes must be dropped using the Drop form (instructor and Dean signatures required, advisor signature required for undergraduates). **\$10 fee applies.**

**Email:** In accordance with University policy: I will use only the email address provided for you on the Moodle website for class emails; I will only respond to emails sent to me from your University email address; and I will not communicate grade information via email. It is your responsibility to keep informed about information contained in email sent to your University email account.

**VIII. COURSE OUTLINE** (Subject to change. See the Moodle course site for the most up-to-date information.)

Week	Topic	Reading	Important Dates
1/13	Course Overview	---	
<b>I. Linguistic Relativity: Language Structure and Experience of the External World</b>			
1/13	Introduction	---	
1/20	Historical Development: Boas & Sapir	Foley: 192-199; <i>from</i> Boas (1911); Sapir (1949 [1921]), Ch. 1-6	
1/27	Historical Development: Whorf (1)	Foley: 199-203; Whorf (2012 [1956]): Ch. 7.	R 1/30: Paper 1 Assigned
2/03	Historical Development: Whorf (2)	Foley: 203-208; Whorf (2012 [1956]): Ch. 11.	R 2/06: Paper 1 Due
2/10	Criticism & Re-evaluation	Everett 1.4; Leavitt Ch. 9; Everett 1.5	R 2/13: Paper 2 Assigned
2/17	Recent Studies: Space	Everett: Ch. 4; Bowerman & Choi (2001); Levinson (1997); Li et al (2011)	R 2/20: Paper 2 Due
2/24	Recent Studies: Time	Everett: Ch. 5; Cassanto et al (2004); (Cassanto & Boroditsky (2008); Boroditsky et al (2011)	
3/02	Recent Studies: Color; Objects & Substances	Everett Ch. 7, 8; Roberston et al (2000); Gilbert et al (2006); Lucy & Gaskins (2001); Imai & Gentner (1997); Sera & Goodrich (2010); Imai & Mazuka (2007)	R 3/12: Article Review Assigned
3/09	Theoretical Extension	Silverstein (1979), (2001 [1981])	
3/16	<i>Spring Break</i>		
<b>II. Linguistic Ideology: Language Use and the Social World</b>			
3/23	Introduction	Woolard (1998)	
3/30	Registers of Communication	Agha (2015)	R 4/2: Article Review Due
4/06	Linguistic Ideology & Social Identity	Ochs (1992); Kroskrity (2000)	R 4/9: Abstract Draft Due
4/13	Linguistic Ideology & Language Socialization	Ochs & Schieffelin (2011); Mertz (1998)	
4/20	Linguistic Ideology & Language Standardization	Wiley & Lukes (1996); Silverstein (1996)	R 4/23: Final Paper Draft Due
4/27	Linguistic Ideology & Nationalism	Gal (2011); Silverstein (2014)	R 5/7: Revised Final Paper & Abstract Due

## IX. REFERENCES

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