

ANT 3620 Language & Culture

Fall 2022

M, W, F 10:40-11:30 (FAB0105)

Instructor: Moodjalin “Mood” Sudcharoen (pronunciation: *soot-jah-rern*)

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Office hours: Tuesday 1:30-3 and Thursday 1:30-3 (*Set up a meeting time in advance on Calendly – details to be announced on Canvas*).

Course Description

Whether speaking, reading, writing (or texting), language pervades our lives. Language shapes our everyday reality. It informs our sense of self, identity, and community. Language is part of culture, and culture is communicatively constituted.

In this course, we will explore basic concepts in *linguistic anthropology* in order to understand how this field approach enduring questions about language and the ways it shapes—and is shaped by—culture and society. Linguistic anthropology is one of the four primary subfields of anthropology in the United States and has close connections to the field of linguistics. Its beginnings go back to the formation of the discipline in the late 19th century and are strongly influenced by the study of American Indian languages. Linguistic anthropologists combine linguistic and anthropological techniques in their work and focus on a variety of areas, including: Interactions between linguistic and non-linguistic cognition; language and social categories such as class, gender, race, and ethnicity; language acquisition and socialization; language and digital worlds; language politics and national borders; language documentation and revitalization.

Course Objectives and Learning Outcomes

This course is a **social and behavioral sciences (S) subject area course** and an **International (N) subject area course** in the UF General Education Program.

After successfully completing this course, students will be able to:

- Identify and explain the relationship between linguistic anthropology and other disciplines including cultural anthropology, sociolinguistics, and semiotics.
- Identify, describe, and explain basic concepts in the field of linguistic anthropology.
- Examine the social and cultural underpinnings of language
- Identify key aspects of the evolution of human verbal and non-verbal communicative behavior.
- Examine the interaction of languages with social categories such as gender, race, ethnicity and class.
- Describe and explain the relationship between language, power, and social inequality.
- Understand how geographic location and socioeconomic factors affect cultures and the lives of citizens in the United States and other countries.
- Develop a cross-cultural understanding of the rest of the contemporary world.

Course activities, assignments, and evaluation

In-class group activities and peer evaluations (50 points)

I strive to create a dynamic classroom, and I do not want to be the only one who speaks in class! Therefore, our class meetings will include low-stakes group activities that allow you to actively engage with class materials and lectures and interact with your classmates. Each student will be assigned to a permanent group during the first week of the semester. More information about this will be given in class and posted on Canvas. Most of the time, each group will be asked to discuss a specific question or problem and then report the group's ideas to the whole class. *I typically do not grade in-class group activities. However, evaluation points will be based primarily on peer assessments.*

You will be given a chance to evaluate your group members twice during the semester. **The first evaluation** takes place at the mid-term point, and it will be informal and used as feedback for individual team members. Each individual will receive 20 points for completing peer evaluations for their team members. (Your points will not be deducted by your peers' feedback, nor will they be affected if others do not submit their feedback on your in-class performances). In **the final evaluation**, which occurs at the end of the semester, each of you will evaluate other members of the group on their participation in group activities. (Did they miss in-class activities regularly? Did they contribute productively to the group? Did they exchange ideas with others in a respectful manner?). This round of evaluation is worth 30 points.

One of the most significant concerns with working in a group and receiving team grades is that some members of the group may work harder than others or "free-ride" off those in the group willing to put in more effort. These evaluations are anonymous and give you a chance to reward or punish your teammates based upon their team efforts. I will provide more information about the evaluation processes in class.

Group presentation: language politics and policies around the world (30 points)

You will work collaboratively with other members in your pre-assigned group to prepare a presentation which lasts about 10-15 minutes. The presentation will be about language planning and language politics in a specific nation. By the end of Week 6, each group will be randomly assigned a name of a country. Group members will find information online and/or at libraries about the country's language situation. Here are some guiding questions:

- What is the country's official/national language (if any)? Which language(s) is used in education, bureaucracy, and media?
- How many varieties of language are there? What are some of the dominant attitudes towards each variety of language?
- Are there any tensions or conflicts between groups of speakers? Do these tensions or conflicts reflect broader political issues in the country?
- Does the country have an official language policy? What are some of the challenges in implementing the language policy? How do different groups of speakers respond to the policy?

Each group should also relate the information they have found to the course materials and lectures. The presentation may include a PowerPoint presentation with key questions or brief talking points. You may also bring in videos, photographs, and other visual aids to keep the audience engaged. All presentations will take place during Week 12-13.

Individual assignments (50 points)

You will be expected to complete **five** out of seven possible assignments over the course of the semester. These assignments will be evaluated as completion grades. Either the deliverable is complete and receives full credit or is incomplete/missing and receives no credit. Partial credit for posts is rare. Most assignments are due one week after the date they were assigned, but please double check the deadlines for each assignment on Canvas and in the scheduled below. Due dates for assignments are as follows:

Activity	Title	Week assigned	Due date	Note
1	Personal language history	1 (Fri 8/26)	Fri 9/2	
2	Metaphor we live by	3 (Fri 9/9)	Fri 9/16	
3	Mapping your language choice	4 (Fri 9/12)	Mon 9/23	Extended due date
4	Politeness across cultures	5 (Wed 9/21)	Wed 9/28	
5	Categories of membership	7 (Mon 10/3)	Mon 10/10	
6	Names and identity	8 (Wed 10/12)	Wed 10/19	
7	Social media and communication	11 (Fri 11/4)	Fri 11/11	

All assignments are submitted on Canvas under “Assignments.”

Response papers (40 points)

Students are required to submit responses to **two** of the following course readings:

Week assigned	Reading	Due date
4	Lippi-Green, “ <i>Teaching children how to discriminate (What we learn from the Big Bad Wolf)</i> ”	9/15
6	Rosa, Jonathan Daniel, “ <i>Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts.</i> ”	9/25
9	Hill, “ <i>Language, Race, and White Public Space.</i> ”	10/20
10	Kiesling, “ <i>Dude.</i> ”	10/25
11	Ross, “ <i>Being Real on Fake Instagram.</i> ”	11/1
11	Bonilla & Rosa, “ <i>Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States.</i> ”	11/3
13	Blommaert, “ <i>Language, Asylum, and the National Order.</i> ”	11/15
14	Piller, “ <i>Naturalization language testing and its basis in ideologies of national identity and citizenship.</i> ”	11/20

Each response will have approximately 600-800 words. **Responses are due the day before the class we discuss the reading.** In your response, summarize and critically evaluate the author’s argument. Here are some guiding questions:

- What does the author argue? What framework or understanding of language/communication does the text advance?
- How does this particular text contrast or complement other readings we have discussed in class?
- What part of the text is interesting and compelling, or difficult and puzzling to you?

- In what ways do you find the theory/framework proposed by the author useful for understanding your own linguistic and sociocultural environments?
- Do you have critiques on the theoretical framing and methodological approaches of the reading? What ways could they be questioned, furthered, or extended? What could the text address more fully?

Since there are a lot of opportunities for you to fulfil this requirement, **late response papers will not be accepted under any circumstances**. All responses are submitted on Canvas under “Assignments.”

Mini exam (40 points)

There will be one exam that asks you to explain key terms and concepts in our course readings and lectures. The exam will consist of fill-in-the-blank questions as well as essay questions that require only short answers. The exam will take place on **Friday, October 10**, and we will not have a regular class meeting on that day. You will take the exam via the Canvas portal. The exam period will be set for a 24-hour window. You may begin your exam at any point during that window. However, the exam is time limited. Once you begin the exam, you will have 50 minutes to complete. Students who study and know the material will be able to complete the exam within the parameters of the time constraints.

Final project (40 points)

Your final project is **due on Monday, December 12**. You will receive a few prompts to choose from by the end of Week 12. The prompts will ask you to explore the theoretical themes discussed in the course in relation to contemporary issues or real-life examples. You may write a traditional essay (approximately 1000-1200 words) or use any online platform for combining text and other media which you are comfortable (e.g., blogging, YouTubing, podcasting). Regardless of your chosen medium, you need to cite at least three sources, including at least one reading from this class (It is also fine if all sources are all from class). These sources should be contributing insight to your analysis. Please submit your project under “Assignments” on Canvas. *Please save the file with **your last name** followed by “final.”*

Grading

Group work

Peer evaluations (2 rounds)	50 points (20%)
Group presentation	30 points (12%)

Individual work

5 individual assignments	50 points (10 points/assignment; 20%)
2 response papers	40 points (20 points/paper; 16%)
Mini exam	40 points (16%)
Final project	40 points (16%)

Total	250 points (100%)
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The following scale will be used for grades on all assignments and exams: 94-100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; below 60=E (failing).

Requirements for grading are consistent with the university policy:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Other course policies

Attendance and late work

Attendance and full participation in the course are expected because I believe it will lead to your success in the class. Although attendance will not be taken in large group lectures, you are required to regularly participate in in-class activities. Absences from class, as well as late submissions, will negatively impact your grade, unless you have an excusable reason covered by university attendance and make-up policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Absences for reasons of religious holiday, illness, and official university business are excused; however, proper notification should still be provided.

Students unable to complete assignments due to documented, excused absences must provide documentation to the instructor no less than 48 hours before the absence. We must then agree on an alternative due date. **Verification for excused absences due to illness must be received within 24 hours after the coursework due date.** Late submissions with inexcusable reasons and without notice will be penalized a full letter grade within 24 hours of the original due. After 24 hours, they will not be accepted.

Please note that **late response papers will not be accepted** under any circumstances.

Communication

Please direct general questions about course requirements, assignments, activities, etc. to the student Q&A discussion board under "Discussion" on Canvas. You can also contact me via email. *However, please check if your question has already been addressed on one of the course's Canvas question board.*

If contacted, I will attempt to respond to messages within 48 hours of receiving them. I do not normally check the inbox over the weekend. I cannot address *same-day* requests for deadline extensions, so please be in touch in as much advance as possible if you need an assignment extension.

Office hours

My office hours are listed on the first page of the course syllabus. If you cannot make the regular times, I will try our best to accommodate your request. Please note that I cannot arrange meetings with you on the weekends or outside normal business hours.

Please make an appointment with me before coming to office hours. Please choose a time and date in advance via Calendly (more details to follow).

Classroom etiquette

- Please raise your hand when you want to speak. Don't interrupt or talk over your fellow students.
- Keep the usage of electronic devices to a minimum. It is understandable that on some days you need to use laptops or tablets in order to access electronic copies of class readings. In this case, please turn WiFi off, unless we are doing specific activities that require it.

- Except for family emergencies, unusual circumstances, or specific class activities, cell phones should be silenced and put away.

Academic integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> If you have any questions or concerns, please consult with me.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For more information, please see: <https://sccr.dso.ufl.edu/policies/codechanges/>

Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

I also welcome your feedback at any point during the semester. If there is something that can be done to help you and your peers learn more effectively, please attend office hours or make an appointment to share your suggestions.

Diversity and inclusivity

I strive to create an accessible classroom environment for all students, regardless of your lived experiences and identities (including race, gender, class, sexuality, religion, linguistic background, ability, etc.). To help accomplish this:

- Please let me know if you have preferences for **a name and a set of pronouns** you want to use in class (that differ from those appearing in your official records). Feel free to correct me if I pronounce your name inaccurately.
- **Students with disabilities requesting accommodations** should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation

letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Please also discuss with me how I should plan classroom activities, the use of media, and other aspects of the course in order to accommodate you.

- **Students with disabilities have an equal right to use and benefit from resources at the George A. Smathers Libraries**, including (but not limited to) Course Reserves materials. To ensure this right, students with disabilities:
 - o Have the responsibility to identify themselves as needing appropriate, reasonable accommodations for their disabilities
 - o Have the responsibility for making their needs known in a timely manner
 - o Have the same obligation as any library user to comply with library policies and procedures

The George A. Smathers Libraries Course Reserves Unit will work with patrons needing assistance or accommodations to access course reserves materials. Please contact the Course Reserves Unit at [352-273-2520](tel:352-273-2520), or email at eres@uflib.ufl.edu for information or assistance.

- **Please utilize university resources.** The University of Florida offers a number of valuable resources to support student learning and wellness:
 - o For help with general study skills and tutoring, check out the [Teaching Center](#).
 - o For help brainstorming, formatting, and writing papers, contact the [Writing Studio](#).
 - o For e-learning technical support, call (352) 392-4357 or email helpdesk@ufl.edu.
 - o For help using the libraries or finding resources, [Ask a Librarian](#).
 - o For career assistance and counseling services, visit the Career Connections Center (352-392-1601 | CareerCenterMarketing@ufsa.ufl.edu).
 - o For mental health support, contact the Counseling and Wellness Center at (352) 392-1575.
 - o If you or someone you know is in distress, contact U Matter, We Care at (352) 392-1575 or umatter@ufl.edu.

- Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

- **Please do not hesitate to talk with me** about your discomfort and insecurity that stem from your specific experience in class. I will find ways to improve the classroom environment.

Inclusive of all above, **communication is key**. If for whatever reason attending classes or submitting assignments on time is not possible, please let me know and we will figure out how to make this work. Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with me so that we can best support you.

Course materials

- There is one required **textbook**:
 - o Ahearn, Laura. 2021. *Living Language: An Introduction to Linguistic Anthropology*. Wiley Blackwell.
- **Other reading materials** are available on Canvas. Please look under “Modules” or “Course Reserves” for PDF files and links to additional sources. If you encounter **problems accessing course materials** through The University of Florida Library, please find more information at <https://accesssupport.uflib.ufl.edu/course-reserves/>.
- You do **not** need to watch **films/videos** before class. We will watch them together in class.
- **All readings are required.** You are expected to read the assigned materials prior to the class date designated on the syllabus. Please remember that discussion posts are due before the class for which the readings are assigned. Studying materials beforehand will also prepare you for discussion sections and daily group activities and allow you to follow lectures more easily.
- Some course materials might be more challenging than others, but **do not give up!** It is totally okay if you do not fully catch every single line of a text. The point is to understand the main ideas and the types of evidence that are used to support them. Take notes while reading, highlight important information and interesting quotes, and come to class with questions. If you need help with this, please come to see me.

Course schedule

I might make adjustments to readings, in-class activities, and deadlines for assignments as the course progresses. I will communicate any changes to you with as much notice as possible.

Class meeting	Readings and in-class activities	Assignments
Week 1	Introduction	
Wed, 8/24	Review of syllabus and self-introduction	
Fri, 8/26	No readings–Preliminary discussion on the relationship between language and culture; Introduction of linguistic anthropology	Assignment: <i>Personal language history (due 9/2)</i>
Week 2	Rethinking language and communication	
Mon, 8/29	Ahearn, <i>Living Language</i> – Chapter 1	
Wed, 8/31		
Fri, 9/2	Ahearn, <i>Living Language</i> – Chapter 3	

Week 3	Language, thought, and metaphor	
Mon, 9/5	No class- Holiday (Labor Day)	
Wed, 9/7	Ahearn, <i>Living Language</i> – Chapter 5	
Fri, 9/9	Kovecses, Zoltan. 2010. <i>Metaphor: A Practical Introduction</i> . New York: Oxford University Press. (Chapter 1, 3)	Assignment: <i>Metaphor we live by</i> (due 9/16)
Week 4	Communities of speakers, multilingualism and standard language ideology	
Mon, 9/12	Ahearn, <i>Living Language</i> – Chapter 6	Assignment: <i>Mapping your language choice</i> (due 9/23)
Wed, 9/14	Ahearn, <i>Living Language</i> – Chapter 13 pp. 283-298 (“What is power?”) and review Chapter 1 pp. 24-26 (“Language Ideologies”) Lippi-Green, Rosina. 2012. “The Standard Language Myth.” <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i> . Pp. 55-65 (Chapter 4)	
Fri, 9/16	Lippi-Green, Rosina. 2012. “Teaching children how to discriminate (What we learn from the Big Bad Wolf).” <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i> . Pgs. 101-129 (Chapter 7)	Reading response: <i>Lippi-Green, “Teaching children how to discriminate (What we learn from the Big Bad Wolf)”</i> (due 9/15)
Week 5	Language acquisition and socialization	
Mon, 9/19	Ahearn, <i>Living Language</i> – Chapter 4	
Wed, 9/21	Howard, Kathryn M. 2009. “‘When Meeting Khun Teacher, Each Time We Should Pay Respect’: Standardizing Respect in a Northern Thai Classroom.” <i>Linguistics and Education</i> 20: 254-272.	Assignment: <i>Politeness across cultures</i> (due 9/28)
Fri, 9/23	“Language gap between rich and poor children begins in infancy, Stanford psychologists find” https://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html Johnson, Eric. 2018. “A Critical Interrogation of the ‘Language Gap.’” In <i>Language and Social Justice in Practice</i> , N. Avineri, L. Graham, E. Johnson, R. Riner, and J. Rosa (eds.). pp. 97-103.	

Week 6	Politics of language learning and literacy practices	
Mon, 9/26	Rosa, Jonathan Daniel. 2016. "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts." <i>Journal of Linguistic Anthropology</i> 26 (2): 162-183.	Reading Response: <i>Rosa, "Standardization, Racialization, Languagelessness."</i> (due 9/25)
Wed, 9/28	Ahearn, <i>Living Language</i> – Chapter 7 pp.153-162 only Watch in class: "Writing Across Borders Part I & II" (YouTube 16:55 + 13:09 mins)	
Fri, 9/30	Young, Vershawn Ashanti. 2010. "Should Writers Use They Own English?" <i>Iowa Journal of Cultural Studies</i> 12(1). Pgs. 110-117.	
Week 7	Language and identity 1 (variation and indexicality)	
Mon, 10/3	Eckert, Penelope. 1989. <i>Jocks and Burnouts: Social Categories and Identity in the High School</i> . Excerpt from "Introduction" (pgs. 1-6) and Chapter 4 "Symbols of Category Membership" (pgs. 49-72).	Assignment: <i>Categories of membership</i> (due Mon 10/10)
Wed, 10/5	Eckert 1989 (cont.) *Exam preparation	
Fri, 10/7	<u>Mini exams</u> on Canvas (no class)	
Week 8	Language and identity 2 (name)	
Mon, 10/10	Watson, Rubin. 1986. "The Named and the Nameless: Gender and Person in Chinese society." <i>American Ethnologist</i> 13 (4): pp. 619-631.	Assignment: <i>Name and identity</i> (due Wed 10/19)
Wed, 10/12		
Fri, 10/14	"American Immigrants and the Dilemma of 'White-Sounding' Names." https://www.theatlantic.com/family/archive/2019/01/immigrants-american-sounding-first-names/579367/ *Group presentations assigned *Mid-term peer evaluation begins	
Week 9	Language, race, and ethnicity	
Mon, 10/17	Watch in class: "Talking Black in America" (YouTube/56:49 mins)	
Wed, 10/19	Ahearn, <i>Living Language</i> – Chapter 11	

Fri, 10/21	Ro, Christine. 2021. "The Pervasive Problem of Linguistic Racism." BBC article https://www.bbc.com/worklife/article/20210528-the-pervasive-problem-of-linguistic-racism Hill, Jane. 1998. "Language, Race, and White Public Space." <i>American Anthropologist</i> 100 (3): 680-689.	Reading response: <i>Hill, "Language, Race, and White Public Space."</i> (due 10/20)
Week 10	Language and gender	
Mon, 10/24	Ahearn, <i>Living Language</i> – Chapter 10	
Wed, 10/26	Kiesling, Scott. 2004. "Dude." <i>American Speech</i> 79(3): 281-305.	Reading response: <i>Kiesling, "Dude"</i> (due 10/25)
Fri, 10/28	Zimman, Lal. 2018. "Pronouns and Possibilities: Transgender Language Activist and Reform." In <i>Language and Social Justice in Practice</i> , N. Avineri, L. Graham, E. Johnson, R. Riner, and J. Rosa (eds.). Pp. 176-183.	
Week 11	Online communities and internet linguistic practices	
Mon, 10/31	Ahearn, <i>Living Language</i> – Chapter 12	
Wed, 11/2	Ross, Scott. 2019. "Being Real on Fake Instagram: Likes, Images, and Media Ideologies of Value." <i>Journal of Linguistic Anthropology</i> 29(3): 359-374.	Reading response: <i>Ross, "Being Real on Fake Instagram."</i> (due 11/1)
Fri, 11/4	Bonilla, Yarimar and Jonathan Rosa. 2015. "Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." <i>American Ethnologist</i> 42(1): 4-17.	Reading response: <i>Bonilla & Rosa, "Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States."</i> (due 11/3) Assignment: <i>Social media and communication</i> (due Fri 11/11)
Week 12	National language policies around the world (student presentations)	
Mon, 11/7	Group presentations	
Wed, 11/9	Group presentations	

	*Final prompts assigned	
Fri, 11/11	No class – Holiday (Veteran Day)	
Week 13	Language, globalization, and migration /Presentation (cont.)	
Mon, 11/14	Group presentations	
Wed, 11/16	Blommaert, Jan. 2009. "Language, Asylum, and the National Order." <i>Current Anthropology</i> 50(4): 415-441. "How immigration changes language." https://www.theatlantic.com/international/archive/2015/12/language-immigrants-multiethnolect/420285/	Reading response: <i>Blommaert, "Language, Asylum, and the National Order."</i> (due date 11/15)
Fri, 11/18	Guest lecturer (Class meeting over zoom): Dr. Shirley Yeung, Department of Anthropology, University of Toronto	
Week 14	Language, globalization, and migration (cont.)	
Mon, 11/21	Piller, Ingrid. 2001. "Naturalization language testing and its basis in ideologies of national identity and citizenship." <i>International Journal of Bilingualism</i> 5(3): 259–277. Watch in class: "Norway's Muslim Immigrants Attend Classes on Western Attitudes to Women" https://www.youtube.com/watch?v=oKY600o3CXw&t=359s Gjelten, Tom. 2015. "Should immigration require assimilation?" <i>The Atlantic</i> . https://www.theatlantic.com/politics/archive/2015/10/should-immigration-require-assimilation/406759/	Reading response: <i>Piller, "Naturalization language testing and its basis in ideologies of national identity and citizenship."</i> (due date 11/20)
Wed, 11/23	No class – Holiday (Thanksgiving)	
Fri, 11/25	No class – Holiday (Thanksgiving)	
Week 15	Gestures, sign languages, and multimodality	
Mon, 11/28	Ahearn, <i>Living Language</i> – Chapter 2 "Deafblind communities may be creating a new language of touch" https://www.newyorker.com/culture/annals-of-inquiry/deafblind-communities-may-be-creating-a-new-language-of-touch	

Wed, 11/30	Watch in class: <i>Sound and Fury</i> (1 hour 20 mins)	
Fri, 11/2	Watch in class: <i>Sound and Fury</i> (cont.) *Final peer evaluation begins	
Week 16	Language endangerment and revitalization	
Mon, 12/5	Ahearn, <i>Living Language</i> – Chapter 12 Guest Lecturer: Professor George Aaron Broadwell Elling Elide Professor of Anthropology Chair, Department of Linguistics	
Wed, 12/7	Davis, Jenny. 2017. “Resisting rhetorics of language endangerment: Reclamation through Indigenous language survivance.” In <i>Language Documentation and Description</i> , vol 14, edited by Wesley Y. Leonard & Haley De Korne, pp. 37-58. London: EL Publishing.	
Fri, 12/9	No class – Reading period	
<u>Final essay</u> due on Monday 12/12		