

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Anthropology	College/School	CLA
Prepared by	Robin Shoaps	Phone	474-6884
Email Contact	rashoaps@alaska.edu	Faculty Contact	Robin Shoaps

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits: This course involves both regular short assignments, a midterm and final, quizzes and a small group final presentation. There is no written research assignment. The assignments and pacing are equivalent in terms of time investment and scope as other 200-level courses.

3. PROPOSED COURSE TITLE: Language in Culture and Communication

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed? 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING: Full odd-numbered years or as demand warrants.
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15) AY 2015-2016

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify) _____
Mode of delivery (specify lecture, field trips, labs, etc) Lecture.

9. CONTACT HOURS PER WEEK:

3	LECTURE		LAB		PRACTICUM
	hours/weeks		hours /week		hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

ANTH F2XX Language in Culture and Communication (s)
3 Credits Offered Fall Even-numbered Years or As Demand Warrants
 An introduction to the study of the language and culture nexus. Questions addressed include: How does the language you speak affect how you think and view the world? How do ways of speaking structure culture? What do we know about how human language evolved? How does language encode cultural meaning? Topics include linguistic relativity, ethnography of communication, interactional sociolinguistics and ritual language.
Prerequisites: ANTH F100x; or ANTH F101; or ANTH F215; or SOC F100x; or LING F101 or permission of instructor. Cross-listed with LING F2XX. (3 + 0).

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Prerequisites: ANTH F100x; or ANTH F101; or ANTH F215; or SOC F100x; or LING F101 or permission of instructor. Cross-listed with ANTH F2XX. (3 + 0).

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:		NO:		X
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

	TIMES
	CREDITS
	CREDITS

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Prerequisites: ANTH F100x; or ANTH F101; or ANTH F215; or SOC F100x; or LING F101 or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

No special collections or media are required for the class.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

This will affect linguistics and anthropology. Both departments have been consulted as the faculty member is a member of both and this paperwork is being filed based on a consensus in both departments that additional 200-level courses are needed.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

The positive impact will be that undergraduates taking ANTH/LING 308 (Language and Gender) and special topics 400-level classes in linguistics and anthropology will be better equipped to handle linguistic anthropology concepts, meaning that over time every upper division course will not require an introduction to the basic concepts of linguistic anthropology.


There are no negative impacts.

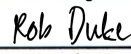
JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course will help prepare students for upper-division courses in linguistics and anthropology and will fill the need for 200-level courses in both departments. There are no lower-division courses in linguistic anthropology and (after curricular changes eliminating LING F216 go into place) this will be one of two 200-level Linguistics classes, meeting a demand in that department as well.

APPROVALS: Add additional signature lines as needed.

	Date	9-2-15
Signature, Chair, Program/Department of: <u>Anthropology</u>		

<small>DocuSigned by:</small> 	Date	December 9, 2015
Signature, Chair, College/School Curriculum Council for: _____		

<small>DocuSigned by:</small> 	Date	December 10, 2015
Signature, Chair, College/School of: _____		

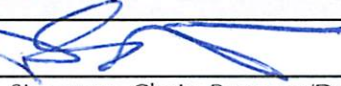
Offerings above the level of approved programs must be approved in advance by the Provost.


_____	Date	_____
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

_____	Date	_____
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	9-6-15
Signature, Chair, Program/Department of: <u>Linguistics</u>		

<small>DocuSigned by:</small> 	Date	December 9, 2015
Signature, Chair, College/School Curriculum Council for: _____		

<small>DocuSigned by:</small> 	Date	December 10, 2015
Signature, Chair, College/School of: _____		

ANTH/LING F 2XX: Language in Culture and Communication (s)

Meeting Time
Meeting Location
Semester
3 + 0

Instructor: Robin Shoaps, PhD
Meeting Time and Location: TBD
Office Hours: TO BE ADDED Bunnell 305B.
Contact: Email: rashoaps@alaska.edu

Course Description: An introduction to the study of the language and culture nexus. Questions addressed include: How does the language you speak affect how you think and view the world? How do ways of speaking structure culture? What do we know about how human language evolved? How does language encode cultural meaning?

Prerequisites: ANTH 100x or LING 101. Recommended: ANTH 215.

Instructional Methods:

This class has a lecture format with some discussion.

Course Goals:

- To provide an overview of linguistic anthropology/anthropological linguistics as a subfield of linguistics and anthropology
- To familiarize students with the key analytic terms and methods for studying the language/culture relationship
- To familiarize students with grammatical systems and forms of talk from other cultures
- To equip students to understand language as a human, cultural trait

Learning Outcomes:

After taking this class students will:

- Be familiar with the main research questions and theoretical perspectives of linguistic anthropology
- Be prepared for upper level classes in linguistics and anthropology
- Be able to argue for and against interpretations of linguistic relativity
- Be able to use empirical studies to support specific arguments about the relationship to language to culture and human development
- Be able to describe some of the differences between human language and animal communication

Specific Course Requirements:

Attendance:

Regular attendance is necessary in order to understand class concepts. Please provide a doctor's note if you miss class due to medical reasons. There are two "free" or "grace" absences that do not count toward your attendance grade. Note that pop quizzes (below) will take place at the beginning of class, so coming to class late may jeopardize your ability to score well on them.

Readings:

Timely completion of the readings is essential for success in this class, because lectures will complement and not necessarily summarize the readings.

Quizzes: There are 10 pop quizzes based on the reading for the day and previous lecture material, I will drop your lowest score.

Written Assignments: There are weekly 2-3 page written assignments in which you will be asked to respond to reading questions that test your comprehension of the material.

Exams: There is a midterm and final exam. There are true/false, definitions, short answer and multiple-choice format. You are allowed to use your notes. The final exam is focused on the second half of the course.

Group Project: Students will give 15 minute presentations that use non-Western language data to illustrate course concepts.

Evaluation:

Attendance	10%
Quizzes	15%
Written assignments	20%
Midterm	20%
Final exam	20%
Group project and presentation	15%

Grading is based on the following scale:

95-100%	A
90-94%	A-
86-89%	B+
83-85%	B
80-82%	B-
76-79%	C+
73-75%	C
70-72%	C-
66-69%	D+
63-65%	D

60-62%	D-
59% and below	F

Course Policies:

With the exception of in-class assignments, no laptops, tablets or cell phones are permitted during class lecture and discussion unless you have a note from the disabilities office. Not only does the use of these devices fail to observe standards of basic politeness and professional demeanor, their presence is distracting to me and to other students. Research has demonstrated that hand writing notes helps memory and retention.

Coming to class more than 15 minutes late counts as an absence.

You are expected to be honest and ethical in your fulfillment of assignments. Plagiarism and cheating are serious violations of proper academic conduct and will result in a failing grade for the assignment (see below).

No make-up presentations will be allowed except with prior consent of the instructor. No late assignments will be accepted. Please schedule your time accordingly.

All homework papers must be handed in physically, in hard copy form. You may hand in in-class assignments digitally or in handwritten form.

University Policies and Services:

Academic Integrity:

Plagiarism is a form of cheating in which you use anyone else's ideas and/ or words (both published or personally communicated) without proper citation of the source. Whether from a printed source, the Internet, a lecture or a friend or family member, you must cite the source properly, if you got the idea from someone else-and this is true even if you are not using the source's exact wording. Be aware of the University's policies on academic dishonesty.

When academic dishonesty is documented on any assignment or exam, you will receive a zero and the matter may be turned over to the Dean of Students for inquiry, with the recommendation of a failing grade in the course.

You should familiarize yourself with the Student Code of Conduct (http://www.uaf.edu/catalog/current/academics/regs3html#Student_Conduct) and the University statement on Plagiarism (<http://library.uaf.edu/lis101-plagiarism>).

For information on how to properly cite sources see: <http://www.uaf.edu/sssp/>

Support Services:

Student Support Services are available at UAF: <http://www.uaf.edu/sssp/>

These services include: free tutorial services; academic advising, mentoring, and personal support; direct financial assistance to qualified low-income participants; use of laptop computers, labs, and other technology resources; and cultural and social engagement. The office is located at 512 Gruening building.

See also http://jwww.uaf.edu/catalog/catalog_10-11/services/servOl.html

Disability Services:

The University of Alaska is committed to providing equal access for students with disabilities.

If you experience a disability and will need special accommodations, please contact me during my office hours. I will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities.

Reading Materials:

Required text (available at UAF bookstore): Ottenheimer, Harriet,

Supplementary readings are to be found on Blackboard.

Tentative Topics and Reading Schedule:

Lecture Topics and

Schedule:

Date	Topic	Readings
Unit 1: Language as a tool for creating culture		
Sept 5	Class overview	
Sept 8-10	What is linguistic anthropology?	Hall Chapter 1
Sept 13-17	Language as a tool for communication functions and uses of language /animal communication	Hall Chapter 2 Hall Chapter 8, Hockett
Unit 2: Linguistic diversity: cultural and cognitive repercussions		
Sept 20-22	Approaches to linguistic diversity	Boas
Sept 24-29	Language and thought	Whorf
Oct 1	How different languages serve different cultures	Becker
Unit 3: Language routines and cultural presuppositions		
Oct 4	Studying communication—language in context	Bonvillain
Oct 6-8	The meaning of a communicative event	Toelken
Oct 11	Columbus Day—NO CLASS	
Oct 13-18	Everyday interaction as ritual	Goffman, Morgan
Oct 20-22	Greetings	Irvine 1, Duranti
Unit 4: Forms of talk and cultural meanings		

Oct 25-27	Moral discourse	Basso 1,
Oct 29	<u>Midterm</u> (units 1-3)	
Nov 1-5	Formal and informal speech	Irvine 2
	Verbal art	Rosaldo
Nov 8-15	Ethnographic context of speech genres	Bricker
	The meaning of silence	Basso 2

Unit 5: Religious Language

Nov 17	Sakapultek wedding speech	
Nov 19	Characteristics of ritual speech	Du Bois
Nov 22	NO CLASS	
Nov 24	American Evangelical prayer	Shoaps
Nov 26	Thanksgiving Break—NO CLASS	
Nov 29-Dec 1	Mayan Prayer	Colby & Colby

Unit 6: Linguistic ideology, stereotyping and discrimination

Dec 3-7	Discrimination and stereotypes	Hill Bailey
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FINAL GROUP PRESENTATIONS

Final Exam TBA

Dec 18 Take-Home Final Due

Readings

- Ottenheimer, Harriet. *The Anthropology of Language*. Chapter 1, 2, selections from Chapter 8 on primate communication.
- Hockett, Charles. Essay on Language vs. Animal Communication.
- Yaguello, Marina. 1998. What language is for. In *Language Through the Looking Glass: Exploring Language and Linguistics*, pp. 1-21. Oxford University Press.
- Boas, Franz. [1911]. Introduction to the Handbook of American Indian Languages.
- Whorf, Benjamin Lee. 1956. The relation of habitual thought and behavior to language. In J. Carroll, ed., *Language, Thought and Reality, Selected Writings of Benjamin Lee Whorf*.
- Becker, A.L. 1995. Silence across languages. In *Beyond Translation: Essays toward a Modern Philology*, pp. 283-294. Ann Arbor: University of Michigan Press.
- Bonvillain, Nancy. 2003. Chapter 4, Contextual components: Outline of an ethnography of communication. In *Language, Culture and Communication: The Meaning of Messages*, pp. 76-110. Fourth Edition. Upper Saddle River, NJ: Prentice Hall.
- Toelken, Barre. 1976. The "pretty languages" of Yellowman: Genre, mode and texture

- in Navaho coyote narratives. In D. Ben-Amos, ed., *Folklore Genres* (American Folklore Society Bibliography and Special Series #26), pp. 145-273. Austin: University of Texas Press.
9. Goffman, Erving. 1967. On face-work: An analysis of ritual elements in social interaction. In *Interaction Ritual: Essays on Face-to-Face Behavior*, pp. 5-45. New York: Pantheon Books.
 10. Morgan, Marcyliena. 1996. Conversational signifying: grammar and indirectness among African American women. In E. Ochs, E. Schegloff and S. Thompson, eds., *Interaction and Grammar*, pp. 405-434. Cambridge University Press.
 11. Irvine, Judith. 1974. Strategies of status manipulation in the Wolof greeting. In R. Bauman and J. Sherzer, eds., *Explorations in the Ethnography of Speaking*, pp. 167-191. Cambridge University Press. CAUTION: Don't get bogged down by pages 186-191.
 12. Duranti, Alessandro. 1997. Universal and culture-specific properties of greetings. *Journal of Linguistic Anthropology* 7 (1):63-97.
 13. Basso, Keith. 1990. 'Stalking with stories': Names, places and moral narratives among the Western Apache. In *Western Apache Language and Culture*, pp. 99-137. Tucson, AZ: University of Arizona Press.
 14. Irvine, Judith. 2001. Formality and informality in communicative events. In A. Duranti, ed., *Readings in Linguistic Anthropology*, pp. 189-207. Blackwell.
 15. Rosaldo, Michelle Z. 1984. Words that are moving: The social meanings of Ilongot verbal art. In D. Brenneis and F. Myers, eds., *Dangerous Words: Language and Politics in the Pacific*, pp. 131-160. New York: NYU Press.
 16. Bricker, Victoria. 1974. The ethnographic context of some traditional Mayan speech genres. In R. Bauman and J. Sherzer, eds., *Explorations in the Ethnography of Speaking*, pp. 368-388. Cambridge University Press.
 17. Basso, Keith. 1972. 'To give up on words': Silence in Western Apache culture. In P. Giglioli, ed., *Language and Social Context*, pp. 67-86. Penguin Books.
 18. Du Bois, John W. 1986. Self-evidence and ritual speech. In W. Chafe and J. Nichols, eds., *Evidentiality: The Linguistic Coding of Epistemology*, pp. 313-336. Ablex.
 19. Shoaps, Robin. 2002. 'Pray earnestly': The textual construction of personal involvement in Pentecostal prayer and song. *Journal of Linguistic Anthropology* 12(1): 34-71.
 20. Colby, Benjamin and Lore Colby. 1981. Shas Ko'w's philosophy. In *The Daykeeper: The Life and Discourse of an Ixil Diviner*, pp. 117-163. Cambridge, MA: Harvard University Press.
 21. Lippi-Green, Rosina. 1997. Introduction and Teaching children how to discriminate. In *English with an Accent: Language, Ideology and Discrimination in the United States*, pp. 3-6; 79-103. Routledge.

22. Hill, Jane. 1995. Mock Spanish: A site for the indexical reproduction of racism in American English. URL: <http://www.language-culture.org/colloquia/symposia/hill-jane>.
23. Bailey, Benjamin. 1997. Communication of respect in interethnic service encounters. *Language in Society* 26: 327-356.