

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:**

<b>Department</b>	<b>Anthropology</b>	<b>College/School</b>	<b>CLA</b>
<b>Prepared by</b>	<b>Robin Shoaps</b>	<b>Phone</b>	<b>474-6884</b>
<b>Email Contact</b>	<b><a href="mailto:rashoaps@alaska.edu">rashoaps@alaska.edu</a></b>	<b>Faculty Contact</b>	<b>Robin Shoaps</b>

<b>1. ACTION DESIRED</b> (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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<b>2. COURSE IDENTIFICATION:</b>	Dept	<b>ANTH</b>	Course #	<b>F260</b>	No. of Credits	<b>3</b>
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Justify upper/lower division status & number of credits:	<b>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.</b>
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<b>3. PROPOSED COURSE TITLE:</b>	<b>Language in Culture and Communication</b>
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<b>4. To be CROSS LISTED?</b> YES/NO	<b>YES</b>	If yes, Dept:	LING	Course #	F2XX
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NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

<b>5. To be STACKED?</b> YES/NO	<b>NO</b>	If yes, Dept.		Course #	
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<b>How will the two course levels differ from each other? How will each be taught at the appropriate level?:</b>	
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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.

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

<b>7. SEMESTER &amp; YEAR OF FIRST OFFERING</b> (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)	<b>AY 2015-2016</b>
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**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)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify)												
Mode of delivery (specify lecture, field trips, labs, etc)	<b>Lecture.</b>											

**9. CONTACT HOURS PER WEEK:**

3

LECTURE  
hours/weeksLAB  
hours /weekPRACTICUM  
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 F260 Language in Culture and Communication (s)**

3 Credits Offered Fall Odd-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 may include linguistic relativity, ethnography of communication, interactional sociolinguistics, writing systems and ritual language.

*Prerequisites: ANTH F100x; or ANTH F101; or ANTH F215; or SOC F100x; or LING F101.*

Cross-listed with LING F260. (3 + 0).

**LING F260 Language in Culture and Communication (s)**

3 Credits Offered Fall Odd-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 may include linguistic relativity, ethnography of communication, interactional sociolinguistics, writing systems and ritual language.

*Prerequisites: ANTH F100x; or ANTH F101; or ANTH F215; or SOC F100x; or LING F101.*

Cross-listed with ANTH F260. (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:

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?	<input type="text"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS

**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.

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](mailto: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.**

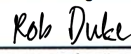
**JUSTIFICATION FOR ACTION REQUESTED**


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: _____		

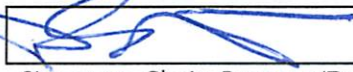
Offerings above the level of approved programs must be approved in advance by the Provost.

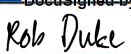
_____	Date	_____
Signature of Provost (if above level of approved programs)		

**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: _____		

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

##### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

##### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and

any supplies required.

##### **4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

##### **5. Course Goals (general), and (see #6)**

##### **6. Student Learning Outcomes (more specific)**

##### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### **8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

## ANTH/LING F 260: 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  
Phone: 907-474-6884

**Catalog 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? **Topics may include linguistic relativity, ethnography of communication, interactional sociolinguistics, writing systems and ritual language.**

**Prerequisites:** ANTH 100x or ANTH F101 or LING 101.

### 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 of 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. **The prompts and point values are located on Blackboard.**

**Exams:** There is a midterm and final exam. These 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:** I will assign students to small groups (3-4 students depending on class size). Each group will pick a topic to do outside reading on. Topics should address a language other than English. Students will give 15 minute power point presentations on their topic and hand in annotations (using the "notes" function on Powerpoint) as the written portion. I will ask you to anonymously evaluate your own and the contributions of other group members to each stage of the project and base my grade on these evaluations as well as the overall merit of the final project. You will evaluate each other based on "availability" (responded to emails and attended meetings related to the project); "responsibility" (did an equal amount of work/did what they said they would do), "leadership" (spearheaded or led the group) and "topic" (played a role in choosing a topic). The projects will be evaluated based on whether or not a written product was handed in; appropriatedness of topic; staying within time limits; incorporation of course concepts; organization and demeanor. Detailed instructions and a detailed rubric will be provided on Blackboard.

### 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](http://www.uaf.edu/catalog/current/academics/regs3html#Student_Conduct)) and the University statement on Plagiarism (<http://library.uaf.edu/is101-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://www.uaf.edu/catalog/catalog\\_10-11/services/servOl.html](http://www.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:**

All readings are to be found on Blackboard.

### **Assignment Deadlines:**

Weekly written assignment prompts will be posted on Blackboard on Mondays and due on Thursday [if it's a T/TR class] or Friday [if it's a MWF class].

Midterm: October 29

Final presentations: During scheduled final exam time

Take-Home Final Exam distributed: Dec 10 (on Blackboard)

Take-Home Final Exam Due: December 18

### **Tentative Topics and Reading Schedule:**

#### **Schedule:**

#### **Lecture Topics and**

Date	Topic	Readings
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**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	Midterm (units 1-3)	
Nov 1-5	Formal and informal speech Verbal art	Irvine 2 Rosaldo
Nov 8-15	Ethnographic context of speech genres The meaning of silence	Bricker 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**

1. Ottenheimer, Harriet. *The Anthropology of Language*. Chapter 1, 2, selections from Chapter 8 on primate communication.
2. Hockett, Charles. *Essay on Language vs. Animal Communication*.
3. Yaguello, Marina. 1998. What language is for. In *Language Through the Looking Glass: Exploring Language and Linguistics*, pp. 1-21. Oxford University Press.
4. Boas, Franz. [1911]. Introduction to the Handbook of American Indian Languages.
5. 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*.
6. Becker, A.L. 1995. Silence across languages. In *Beyond Translation: Essays toward a Modern Philology*, pp. 283-294. Ann Arbor: University of Michigan Press.
7. 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.
8. 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.