ANTH/IS/LING 414: *Introduction to Linguistic Anthropology (WI)*

Time and Location: MWF, 10:30-11:20 a.m., Kuykendall Hall 310

Instructor: Emanuel J. Drechsel, Interdisciplinary Studies
Office: Krauss Hall 116; Tel. 956-7297; e-mail: drechsel@hawaii.edu
Office hours: after class or by appointment by calling 956-7297

Course Description:

This class examines the relationships of language to culture and society from a broadly defined anthropological perspective, and focuses on the following major topics:

- Nature of language and culture as contrasted with other forms of communication and behaviors
- Evolution of language (including the question of whether non-human primates can “speak”)
- Language and thought (with special attention to the question of linguistic and cultural constraints on “the mind” or linguistic relativity)
- Language as a means of social identity (including relations between language on the one hand and age, gender, “race” or ethnicity, prestige, power, and additional social factors on the other)
- Various topics of a broadly sociolinguistic nature (such as the role of language in socialization and education, second-language learning versus first-language acquisition, bi- and multilingualism, literacy, etc.)
- Language change and its sociocultural dimensions (including sociocultural implications of historical-linguistic reconstructions, language contact, and language death)

This course will pay some special attention to the ethnography and ethnohistory of speaking. For illustration, it will draw among others on the sociolinguistic situation of the Hawaiian Islands, which requires an examination of not only the relationships of Hawaiian to immigrant languages, but also the history of what is locally known as “Pidgin” (Hawaiian Creole English) as part of a review of pidgins and creoles.

Prerequisites:

Introductory cultural anthropology; *recommended* but not required: introductory linguistics

Requirements:

To guarantee success, the class presumes not only on interdisciplinary cooperation among students of different disciplines, but depends also on the active participation and regular contributions by every class member. For this purpose, ANTH/IS/LING 414 specifically requires:
• **Regular, timely attendance of class and active participation in discussions.** Excessive absences will weigh negatively in my assignment of your final grade. As a courtesy to your fellow class members, please turn off all electronic devices, including pagers and cellular telephones! Notebook computers are permissible for taking notes, however. Please remember also to keep your voices low within departmental facilities, and use your electronic devices only outside of the classroom building.

• **Two mid-term exams and a final exam.** consisting of essay questions to examine your understanding of readings and class discussions. The precise format of these exams is open to discussion within obvious limits. If you miss one of the mid-term exams, you will have an opportunity to make it up outside of class. You cannot however make up the final exam or for that matter take it earlier than the scheduled date and time.

• **One informal interview about your research paper** with the instructor at his office in Interdisciplinary Studies, Krauss Hall 116, at any stage of submitting your early writing assignments, i.e. *no later than mid-April* (see “Tentative Schedule” below). For appointments, please call Interdisciplinary Studies at 956-7297.

• **Timely submission of four major writing assignments** on an anthropological-linguistic topic of your choice, consisting of: (a) a succinct descriptive title, an abstract of your paper of no more than 200 words, an accompanying list of key words, and a list of ten relevant references; (b) a detailed outline of your paper, including subdivisions and one-sentence summaries; (c) a first draft of no less than 2000 words; and (d) an expanded revision of the same essay of no less than 4000 words to meet the requirements of UHM Arts and Sciences writing-intensive courses. For deadlines, please see the schedule below! *No written assignment accepted by electronic transmission for reasons of computer safety!*

• **Minimal formal requirements for writing assignments:**

  - **Title, abstract, key words, and list of ten references:** Keep the title of your essay concise but descriptive. Write a concise abstract of 150 to 200 words following the format of abstracts used in academic and especially social-science journals. Look for samples in class, and remember to add representative key words! In your list of references, be sure to include no less than five (5) non-electronic entries. *Internet resources are acceptable only as entries in addition to the minimum of five books and articles!*

  - **Detailed outline of your paper:** Incorporate not only the paper’s title, abstract, and key words, but also add subtitles as headings of your paper’s subdivisions and one-sentence summaries for each of these sections to offer an indication of your line of argumentation! Let the organization of your essay “speak” for your argument. Make certain that all these items are consistent with each other, and make revisions where already necessary! Again remember to offer as much information with as few words as possible.

  - **First draft of your paper:** Length of no less than 2000 words with a concise but descriptive title, an abstract and representative key words, an introduction, clearly identified middle sections (including subtitles), a preliminary conclusion, and a list of applicable bibliographic references with no less than five (5) non-electronic entries in addition to any texts used in this course. Include further revisions as you develop your essay.

  - **Expanded, revised version of your first draft:** Length of no less than 4000 words with a concise but descriptive title, an abstract and representative key words, an introduction, clearly identified middle sections (including subtitles), a conclusion, an acknowledgement of those who contributed to your paper, and a list of applicable bibliographic refer-
ences with no less than ten (10) non-electronic entries and with no fewer than five (5) books in addition to any texts used from this course.

NOTE: Success in selecting a suitable topic requires considerable planning in advance to meet the deadlines for the submission of your writing assignments, whence I strongly suggest that you first confer with me to assure sufficiency of appropriate resources, especially regarding poorly documented areas. Please remain aware that, as you develop your research paper, you may find a need to revise it substantially, which is very much part of this exercise and will help improve your skills in research and writing. Feel free to consult with me early in the semester and regularly if you need assistance.

Write in a formal but non-pompous style (see Appendix), and follow the in-text, author-date referencing style of The Chicago Manual of Style, 15th or later edition, including specific page numbers unless your reference applies to the entire book or article that you are citing (see http://www.chicagomanualofstyle.org/tools_citationguide.html and further information to be made available in class)! To help reduce unnecessary waste, I welcome your papers in a single-spaced format and two-sided printing. Alternatively, you can even use clean “waste” paper; but please make sure that the backside does not include any personal or other sensitive information. Preferred font: Times New Roman Size 12 for easy reading!

Grade Distribution:

The mid-term and final exams will amount to 10% and 20% of your final grade for a total of 40%. The interview with me about your paper will count 5%. The remaining 55% of your final grade will come from your writings assignments: 5% for your title, abstract, and list of references and for your outline each; 15% for your first draft of no less than 2000 words; and 30% for your expanded revision of no less than 4000 words.

NOTE: Any student who fails to submit an acceptable first or final draft as part of his or her assignments will automatically receive a grade no higher than a D-, which will have the effect of denying him or her WI credit for this class.

Texts:


There will be a few additional, short readings on selected topics such as language change and its sociocultural context, Hawaiian Creole English (“Pidgin”), and Pidgin Hawaiian/Maritime Polynesian Pidgin, accessible on line or to be made available in class.
Student Learning Outcomes:

- To develop an appreciation of the interdisciplinary relationships between linguistics and cultural anthropology (ethnology) plus archaeology and physical anthropology, i.e. the “fourth” branch of anthropology, introducing anthropology and other social-science students to linguistics as well as serving as a spring-board for students of language and languages to the study of the extralinguistic domain
- To acquire a critical understanding of linguistic anthropology as a discipline as well as its methodological and theoretical fundamentals, including a culture-sensitive appreciation of language that specifically draws on ethnological and other anthropological principles of analysis of “the other”
- To improve critical thinking skills
- To develop basic research skills on an acceptable anthropological-linguistic topic
- To cultivate skills in organization of an acceptable anthropological-linguistic research topic by systematic revision and in semi-formal written presentation, useful for purposes other than just academic ones

Tentative Schedule (subject to revision):

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>13-17 January</td>
<td>Introduction: Review of Syllabus; Scope of Linguistic Anthropology/Anthropological Linguistics</td>
<td>Ottenheimer, Chpt. 1; Saville-Troike, Chpt. 1</td>
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<tr>
<td>(20 January)</td>
<td>Holiday: Martin Luther King Jr. Day</td>
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<tr>
<td>22 and 24 January</td>
<td>Language Structure</td>
<td>Ottenheimer, Chpts. 3 and 4</td>
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<tr>
<td>27-31 January</td>
<td>Gestures, Nonverbal Communication, and Sign Languages; Writing and Literacy</td>
<td>Ottenheimer, Chpts. 5 and 7</td>
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<tr>
<td>3-7 February</td>
<td>Language Acquisition/Learning; Origin of Language</td>
<td>Ottenheimer, Chpt. 8; Saville-Troike, Chpt. 7</td>
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<tr>
<td>10-14 February</td>
<td>Language, Thought, and Culture: Linguistic and Cultural Constraints</td>
<td>Ottenheimer, Chpt. 2 plus some supplementary reading assignment</td>
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<tr>
<td>(17 February)</td>
<td>Holiday: Presidents’ Day</td>
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<td>19-21 February</td>
<td><strong>first mid-term exam</strong>: Structure and Function of Language: The Ethnography of Speaking I</td>
<td>Ottenheimer, Chpt. 6; Saville-Troike, Chpt. 2</td>
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<tr>
<td>24-28 February</td>
<td>Structure and Function of Language: The Ethnography of Speaking II</td>
<td>Saville-Troike, Chpts. 3 and 4</td>
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<td>3-7 March</td>
<td>Structure and Function of Language: The Ethnography of Speaking II</td>
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<tr>
<td>10-14 March</td>
<td>Structure and Function of Language: The Ethnography of Speaking III (Read: Saville-Troike, Chpts. 5 and 6); detailed outline of your paper due</td>
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<tr>
<td>17-21 March</td>
<td>Structure and Function of Language: The Ethnography of Speaking IV (Read: Saville-Troike, Chpt. 8; Ottenheimer, Chpt. 10); detailed outline of your paper due</td>
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<td>(24-28 March)</td>
<td>Spring Recess</td>
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<td>31 March-4 April</td>
<td>Language Change and Its Sociocultural Implications I: Linguistic Divergence and Its Sociocultural Context (Read: Ottenheimer, Chpt. 9); second mid-term exam</td>
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<td>14-16 April</td>
<td>Language Change and Its Sociocultural Implications II: Linguistic Convergence, Language Contact, and Borrowing (Read: Peter Mühlhäusler, <em>Pidgin and Creole Linguistics</em>, Second revised and expanded edition, Chapters 1 and 2, available on reserve at Sinclair Library); first draft of your paper due</td>
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<td>(18 April)</td>
<td>Holiday: Good Friday</td>
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<td>8-9 May</td>
<td>Study Days</td>
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Monday, 12 May, 4:00 p.m.  
*Expanded revision of paper due at the instructor’s office, Krauss Hall 116*

Friday, 16 May,  
9:45-11:45 a.m.  
Final Examination
Appendix: A Few Suggestions for Good Writing:

- Give yourself plenty of time for writing your paper(s). Do not wait until the weekend or evening before an assignment is due, for very few people can “whip it out just like that” and do a good job. Good writing relies on substantive information, the collection of which in turn requires a considerable amount of planning, research, and careful documentation. You should also commit quite a bit of effort to editing and revising your writing for both content and form.

- Carefully organize your thoughts. Good organization is the prime essence of clear expression. Make your writing flow by developing a foundation for your arguments in early sections and by incorporating transitions between your ideas. Avoid getting lost in details; instead focus on essentials, and illustrate your arguments with selected but revealing examples. Give structure and depth to your writing by pruning, winnowing, and consolidating your text. Incidentally, what we know by the derogatory term of “rehashing” constitutes a valuable skill that you will find useful in other circumstances.

- Be concise, and avoid wordy or pompous expressions, which however does not mean a simplified or casual style as if you were writing for children or e-mail discussions. Use a quasi-formal style appropriate to professional authorship as employed in academic writing, which permits a fairly free use of subordination to clarify complex relationships of your subject. Always write in complete sentences; incomplete sentences lack an essential element, which usually leave the reader dangling in doubt or confusion.

- For a general rule, keep in mind that a sentence should begin with old or implicit information, and end with new one. Give your readers something that they already know or can assume before you introduce them to new ideas. New information at the beginning of a sentence has the dramatic effect of surprise usually of little use in academic writing. By observing this suggestion, you can often solve the problem of transition if not make your writing flow much better at the same time.

- Usually, it is a good practice to refrain, whenever possible, from using passive constructions, which make cumbersome reading and – counter to widespread misconception – do not constitute a more objective form of expression. Active constructions, in which the grammatical subject and the actor are identical, make your writing not only more concise, but also livelier. Thus, change a passive sentence like “Washoe was given an apple by Jane.” into an active construction such as “Washoe received an apple from Jane.” or “Jane gave an apple to Washoe.” depending on what you wish to present as old and new information!

- Distinguish between essential, restrictive and non-essential, non-restrictive relative clauses, which permit a delightful semantactic differentiation in English not possible in so many other languages. Keep in mind the divergent implications of a restrictive relative clause as in “Washoe received an apple that was red.” and the analogue non-restrictive construction in “Washoe received an apple, which was red.” To distinguish them, note the use or absence of a comma as well as the different relative pronouns.

- Pay attention to appropriate punctuation. Whereas there are few hard rules in English, again keep your reader in mind; insert a comma where you can expect him or her to take a pause for breath taking, when reading your text. Apply extra care in replacing a comma with a semicolon. In general, it is safer to use the semicolon as a weak period separating two complete, independent sentences that reveal a closer semantic relationship to each other than either does to the preceding or following text. The semicolon as a kind of comma is appropriate only in extensive listings, including subordination within single items.

- Be consistent in your use of pronouns, tenses, numbers, etc., and watch out for subject-verb disagreements and other conflicts in grammar. Also, make an effort to use scientific or technical terms correctly; “linguistics” is not the same as “language.” Moreover, check your spelling, not only with respect to obvious typographical errors but also in regard to words and phrases with another meaning pronounced alike yet spelled differently; for instance, “it’s” differs from “its” grammatically and semantically. Contrast foreign terms or examples in another language by applying quotation marks (“...”), bold print, or italics.

- When documenting a source, use the format of referencing used in our readings, including page numbers unless the entire source supports your argument. For the documentation of an internet source, give the document’s title, the name of the source, its full address, and the date (e.g. “The WWW Virtual Library: Graphic Literature (1.0),” DIE ZEIT, http://www3.zeit.de/zeit/tag/vl-gl/index.html, 26 August 1999). If in doubt about how much referencing to incorporate, do more than less; keep in mind your reader who wants to pursue your leads. Remember also that citing another author’s writing without proper documentation is plagiarism!