



## ANTH 200 - Linguistic Anthropology Course Outline

Approval Date: 03/12/2020

Effective Date: 08/14/2020

### SECTION A

**Unique ID Number** CCC000506809

**Discipline(s)** Anthropology

**Division** Arts and Humanities

**Subject Area** Anthropology

**Subject Code** ANTH

**Course Number** 200

**Course Title** Linguistic Anthropology

**TOP Code/SAM Code** 2202.00 - Anthropology / E - Non-Occupational

**Rationale for adding this course to the curriculum** Course modification: Updating objectives and course content per C-ID recommendations.

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### Contact Hours

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment** 50

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of** On-Campus

**Instruction** Hybrid

Entirely Online

Online with Proctored Exams

### SECTION B

**General Education Information:**

### SECTION C

**Course Description**

**Repeatability** May be repeated 0 times

**Catalog Description** This course examines the complex relationship between culture and language. Lectures and readings will use linguistic case studies and data to explore various theories about how language is shaped by, and in turn shapes, culture and social relations.

**Schedule Description**

#### SECTION D

##### Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

##### 1c. **Recommended**

ENGL 90 with a minimum grade of C or better

1d. **Limitation on Enrollment:** *None*

#### SECTION E

##### Course Outline Information

##### 1. **Student Learning Outcomes:**

- A. Develop core competencies in the origins, development, and history of oral and written language
- B. Analyze the biological evidence for language in humans, including the brain and speech anatomy
- C. Investigate the structure and purposes of language, and the different methods and source data for studying human language (sociolinguistics, historical linguistics, cognitive linguistics, etymology, etc.)
- D. Assess the relationship between linguistic course content and everyday language use (slang, neologisms, code-switching, etc.)
- E. Explore non-verbal communication, including sign languages and body language.
- F. Explore how language is learned and shared in human populations, including ms, cod&c

- K. Discuss linguistic stereotyping and how beliefs about languages and speakers have differential social consequences.
- L. Assess the evidence for, and the impacts of, language change through time.
- M.

### **3. Course Content**

- A.
- B. Characteristics and classification of languages
- C. The structure and biological basis of language
- D. Phonetics and phonology
- E. Morphology and syntax
- F. Semantics and pragmatics
- G. Orthographic systems and etymology
- H. Role of diffusion and diaspora in language change (Pidgins, Creoles, hybridization, etc.)
- I. Case studies in comparative linguistics
- J. Specialized language and the cultural uses of those types (Cyber-

Exams/Tests --  
Quizzes --  
Research Projects --  
Portfolios --  
Papers --  
Oral Presentation --  
Projects --  
Field Trips --  
Simulation --

Additional assessment information:

1. Readings and Discussion Questions

Specific pages from textbook and workbook (assigned in lecture); class handouts; references on the web.

2. Linguistic Problem Sets

There may be weekly problem sets using non-English languages. Problem sets will be posted on the course website. Answer keys will be provided for every problem set during lecture. It is each student's responsibility to review and understand the answer keys and the comments received on problem sets.

3. Exams

There may be two exams, a midterm and a final. The midterm will be closed book/no notes exams. The final exam will be comprehensive, and it will be an open-notes exam.

4. Language Observation Journal: Students may keep a language observation journal and/or workbook throughout the semester.

Letter Grade or P/NP

**8. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

1. Readings and relevant supplementary materials selected by the instructor.

B. Writing Assignments

1. Reflection papers based on reading assignments, responses to discussion questions from lecture, and/or films.

For example:

a. Is chimpanzee use of American Sign Language really human-like language? Discuss your answer using evidence from the in-class film, "The Mind of Man."

b. Give a brief outline of significant dates, events, influences, and language contact in the history of the Proto-Indo-European family of languages.

c. Using the Pinker text, class discussions, your personal experiences, and your creativity, explain how "The Great English Canine Shift" is significant to understanding semantic change.

C. Other Assignments

1. Problem Sets are written linguistic problems using non-English languages to illustrate the underlying "rules" of that language. When students are unencumbered by meaning, they can more accurately make predictions and write the linguistic rules of a language.

For Example:

a. Greenlandic Eskimo Vowels

Examine the distribution of the vowels [i, e, u, o, @] in the data below. Your task is to analyze the data below, and determine what the underlying vowels are, and how many of them there are. It's possible that there are fewer than five underlying vowels, and that some of these surface vowels are really allophones of a single underlying vowel phoneme. Or maybe not. You decide.

[z] is a uvular trill, [q] a voiceless uvular stop.

Once you have determined what the underlying vowels are, formulate a rule (if your analysis requires one) that accounts for all of the data given. Use a few clear and precise paragraphs, making sure to state the sound classes involved, the environment where the sound changes, and state the rule using features.

2. Language Observation Journal:

This component of the class will help students make connections between learning in class and what we hear and see around us in everyday life. Journal analysis assignments will be given weekly by the instructor.

For Example:

a. In class this week, we discussed the importance of proper greetings. For this journal entry, observe and record the many ways in which people greet each other, both verbally and nonverbally. What do they say? When and where do they say it? How do YOU know that it's a greeting? Is there anything unique about what you observed?

Author: Ahearn, L.  
Title: Living Language: An Introduction to Linguistic Anthropology  
Publisher: Wiley-Blackwell  
Date of Publication: 2016  
Edition: 2

Manual #1:  
Author: Bonvillain, N. (ed.)  
Title: The Routledge Handbook of Linguistic Anthropology  
Publisher: Routledge  
Date of Publication: 09-03-2015

Manual #2:  
Author: Crystal, D.  
Title: The Cambridge Encyclopedia of the English Language, Third Edition  
Publisher: Cambridge University Press  
Date of Publication: 11-29-2018

**B. Other required materials/supplies.**