ANTHC 151.00 Section 001 "Introduction to Linguistics"
SPRING 2023
Hunter College, CUNY

Instructor:	Ignasi Clemente Pesudo
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In-person instruction:	Tuesdays and Fridays 1:00-2:15 PM, 510 HW Hunter North Building
Office Hours:	Online or in-person, Tuesday 10:00-11:00 AM and Friday 5:15-6:15 PM, and by appointment (please DO MAKE appointments), (https://us02web.zoom.us/j/9278939491) 523C Hunter North Building

Course description. The objective of this course is to provide an introduction to the study of language from an anthropological perspective, starting from its most minute components, such as the phonemes, and finishing with the larger social context: for instance, how language is used to construct and preserve social inequality. Our exploration of linguistic structures and the social context of language use will introduce students to key topics in linguistic anthropology. Special emphasis will be placed on critical thinking about the role of language and communication in contemporary anthropological and social scientific debates, and on relating language and communication to other aspects of human experience. We will draw primarily from research in the subfield of linguistic anthropology, but also from anthropology at large, linguistics, sociology, psychology, and communication studies.

Learning objectives
• Learn the fundamental concepts and methods of linguistics.
• Analyze the relationships among language and race, gender, ethnicity, sexual orientation, and other forms of social differentiation in a variety of contexts.
• Engage in scholarly analysis and argument through a mixture of written and oral argumentation.
• Analyze culture, globalization, and cultural diversity, and describe social processes from multiple perspectives.

Assessment and grading
• Multiple choice midterm examination (**FRIDAY MARCH 10**, **IN-PERSON** same classroom, same time) 50%
• Multiple choice final examination (**TUESDAY MAY 16**, **IN-PERSON**, same classroom, same time) 50%
• **ATTENDANCE IS MANDATORY**. If you cannot document and justify missing 5 lectures, 5 points out of 100 will be taken from your total grade.

THERE WILL NOT BE OPPORTUNITIES FOR EXTRA CREDIT

In addition to the class readings, the midterm and final multiple-choice exams will contain questions about the videos shown in class and the articles from the news (New York Times, CNN, NPR)

• This syllabus may be modified during the semester.

Course materials:
All required materials have been posted on Blackboard.

CLASS POLICIES: First, there will be zero tolerance of disruptive or disrespectful behaviors. These include the use of cell phones during class. Second, I will encourage debate-format class discussion: I expect you to ask questions and debate in favor/against the readings. If you have no questions to ask or no arguments to debate, **BE PREPARED** to answer the questions that I will ask you (FYI, I also have a habit of walking around the lecture hall). It is then essential you do the readings before lectures and that you attend them, since, out of our Q&A, new materials and entirely different perspectives from what is in the text will be discussed.

HUNTER COLLEGE POLICY ON ACADEMIC INTEGRITY. Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

ADA Policy. In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Hunter College Policy on Sexual Misconduct. In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: *http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf*

HOW TO SUCCEED IN THIS COURSE

Much recent research indicates that students who tend to learn and to succeed in college:

1. Study by themselves for more hours each week,
2. Take classes that are rigorous and reflect high expectations,
3. Come to every class having completed all assigned reading,
4. Ask questions and contribute observations in class,
5. Are required to write frequently and extensively,
6. Arrive on time and do not drift anonymously in and out of the classroom,
7. Take extensive notes on assigned readings, classroom discussions and lectures.

Since you are in college because you want to get an education and earn a degree, I imagine that you want to succeed. Get to know other students in the class to study, to prepare for exams and, if you miss a class, to borrow notes. Get their phone numbers and emails. If you have any difficulty with written or spoken English—and especially if English is not the language you speak and write best—get to know (and get the phone number of) at least one fellow student who is a proficient, native speaker of English.

In order to do well in this course, you must take notes in class and on your reading. This also keeps you engaged while in class. Whether in class, at home or in the library, always try to write down the major points of what you just heard or read. Outline the argument or key ideas. Think about why the instructor or author thought it worth making those points and about how they may relate to other issues discussed in class or in the reading. When you encounter unfamiliar words, look them up and/or consult the instructor. Finally, write down your own thoughts or criticisms. When you do this, you will notice that making sense of, and remembering, what you read and hear will be much easier. You will also sharpen your own capacity for critical thinking. To avoid anonymity and to make learning an effective, active process of dialogue, you must participate actively in class. This means that you must ask when you have a question, even if you are not accustomed to speaking in front of others.

1. Raise questions.
2. Clarify points.
3. Overcome shyness.
4. Share your knowledge, insights, and experiences.

Feel free to challenge the views of the instructor or other students. In order to do so effectively, please follow three basic rules:

1. Be courteous. Do not interrupt, but wait until the speaker has finished making his/her point. Make a note of what you want to say, so that you don't forget it.
2. Be logical when you argue. Base what you have to say on evidence from the readings, lectures or your own knowledge.
3. Be tolerant of how others express themselves. Your fellow students may speak English differently than you or have opinions that you don't share. You may still learn a lot from them. By creating a comfortable space for them to share their ideas, you also make it easier for you to express yourself.

I strongly urge you to see me during office hours or at another mutually convenient time to discuss any questions or problems. Students who don't seek help when they need it have only themselves to blame if they don't do well.

Finally, even if you are taking this course to fulfill a distribution requirement rather than for your major, try to enjoy it and do well. The only way to do so is to engage enthusiastically in learning for learning's sake.

An Ibo (an ethnic group in Nigeria) proverb reads:
Not to know is bad, not to wish to know is worse, not to hope is unthinkable, not to care is unforgivable.

IF YOU ARE NOT SUCCEEDING IN THIS COURSE

In every large course, some students get into serious difficulty. The reasons may range from taking on too many courses (or courses that are more demanding than anticipated), too many work or family responsibilities, learning or physical disabilities, major illness, emotional crises, language problems, emergencies, poor study habits, or lack of interest.

If, *for any reason*, you think that you might be in academic trouble in this course, it is extremely important that you take the following steps:

1. Consult the instructor immediately about how you are doing and what your options might be. Do not wait to do this. Do not be shy about doing this. Sometimes it is possible to catch up and do well.

2. [DEADLINE TO BE DETERMINED]. If you are not doing well in the course, you may be able to exercise the PASS/NO CREDIT (P/NC) GRADE, if you complete all of the course work. This will give you a grade of either "PASS" (passing) or "NO CREDIT" on your transcript. "NO CREDIT" is not a great option, has limitations, and may cause you problems later on, but it is better than "F" or "WU." To exercise the PASS/NO CREDIT option you must submit the P/NC request form via the website (https://hunter.cuny.edu/students/registration/register-for-classes/credit-no-credit/)

3. **MAY 16**. If necessary, withdraw from the course before **TUESDAY, MAY 16**. Otherwise you may receive a WU (withdrawal unauthorized) or an F grade on your transcript. This may cause you problems later in life (for example, when applying for a job or to a graduate or professional school).

Hunter College has the following resources available for students who are experiencing academic or other difficulties. These offices are staffed by highly trained professionals who are there to help you. If you are in trouble of any kind, it is imperative that you contact the appropriate office and receive assistance.
– Advising Services: East Building, room 1119, tel. 212 772-4882, AdvisingServices@hunter.cuny.edu
– Reading/Writing Center: Thomas Hunter Hall, Room 416, tel. 212 772-4212, http://rwc.hunter.cuny.edu/
– Counseling Services: East Building, room 1123, tel. 212 772-4931, PersonalCounseling@hunter.cuny.edu
– Center for Student Achievement (workshops on test-taking, time management, effective study practices), West Building, room 417 cfsa@hunter.cuny.edu
– Office of Accessibility (for students with learning or physical disabilities): East Building, room 1124, tel. 212 772-4857, AccessABILITY@hunter.cuny.edu

IF YOU WOULD LIKE TO LEARN MORE ABOUT ANTHROPOLOGY

An introductory course in cultural anthropology can only begin to scratch the surface of this vast and very exciting field. The Anthropology Department at Hunter College also offers introductory courses in biological (physical), linguistic and archaeological anthropology. It offers a wide range of upper-level courses in all four subfields of anthropology. Many of these courses fulfill requirements for the undergraduate degree, even for students specializing in other fields.

Anthropology majors take courses in all four subfields. The Department also offers minors in general anthropology, cultural anthropology, physical anthropology, linguistic anthropology, and archaeology. If you decide to major in anthropology, fill in this form and bring it to the Department's undergraduate adviser. If you would like to minor in one of the anthropology minors, fill in this form.

Some people wonder what kinds of careers are possible for a student who majors in anthropology. The Careers in Anthropology section of the Hunter Anthropology website is a good place to start to explore this question. It contains a large number of links to information on non-academic and academic careers for students at all levels.

Careers in Anthropology from the American Anthropological Association
Careers in Applied Anthropology from the National Association for the Practice of Anthropology (NAPA)
Anthropologists at Work Q&A (NAPA)
Careers in Historical Archaeology from the Society for Historical Archaeology
Careers in U.S. Archaeology from Texas A&M University
Jobs, Internships, Grants from the New School for Social Research
Jobs in Higher Education, Chronicle of Higher Education
US Government jobs
Careers in International Development from Harvard University
Careers in International Development and Policy from SIPA, Columbia
Career listings from the Idealist.org
International Development Careers from Devex
UNDP Leadership Development Programme
Presidential Management Fellowship
UNICEF's New and Emerging Talent Initiative
"Anthropology without Doctorates" by Dan Berrett, *Inside Higher Ed*
Masters' Career Pathways, AAA Committee on Practicing, Applied and Public IntERESt Anthropology
"What I Tell My Graduate Students" by Lennard Davis, *Chronicle of Higher Education*
"Tips for PhD Students of Color" [and others] by Christine Folch
SSRC video discussion on publishing your first scholarly book

COURSE SCHEDULE

PART 1

■ ***ONLINE*** **Week 1-2a (Friday Jan. 27 & Tuesday Jan. 31) Introduction to Linguistics from an Anthropological Perspective and *"You are What You Speak":* Language, Culture, and Identity in New York City (and Race, and Class, and Gender, and Power, and …) ZOOM LINK FOR THE TWO ONLINE LECTURES (https://us02web.zoom.us/j/9278939491)**

- (1) Bonvillain, Ch. 1 "Introduction"
- (2) DURANTI 1977. Duranti, A. Linguistic Anthropology: History, Ideas, and Issues.
- (3) NYTimes (materials on BB): *"City Room: Land of Lonely Tongues"* video, article, readers' comments, and least-spoken languages list in NYC; and *"Unlearning to Tawk Like a New Yorker"* video, article, and readers' comments.

■ **Week 2b-3b (Friday Feb. 3, Tuesday Feb. 7, & Friday Feb. 10). Descriptive Linguistics: Language as Structure and System**

- (1) Bonvillain, Ch. 2 "The form of the message": Phonology, Morphology, Syntax, Semantics, Manual Language and Nonverbal Communication
- (2) Video**:** *Human Language Series, part 1* (on reserve at Hunter College Library, Call # DVD 772, pt. 1, 55 minutes, or online at https://www.youtube.com/watch?v=6f-xua0n7B4)

■ **Week 4a (Tuesday Feb. 14) Conversational Exchanges**

- (1) Duranti, A. (1997). Conversational Exchanges *Linguistic Anthropology* (pp. 245–279). Cambridge: Cambridge University Press (materials on BB).

■ **Week 4b (Friday Feb. 17) Participant Structures and Communicative Competence (Ethnography of Communication)**

- (1) Philips, S. U. (1972). Participant Structures and Communicative Competence. In C. B. Cazden, V. P. John & D. Hymes (Eds.), *Functions of language in the classroom* (pp. 370–394). New York: Teachers College Press.

■ **Week 5a-6a (*NO CLASS ON TUESDAY FEB. 21 AS IT FOLLOWS A MONDAY SCHEDULE*, Friday Feb. 24, Tuesday Feb. 28, & Friday March 3) Language Acquisition and Socialization**

- (1) Bonvillain, Ch. 9 "Learning Language"
- (2) Video: *Human Language Series, part II* (on reserve at Hunter College Library, Call # DVD 772, pt. 2, (55 minutes, or online at https://www.youtube.com/watch?v=2htmI7-u1ng)
- (3) Elinor Ochs and Bambi B. Schieffelin. Language Acquisition and Socialization: Three Developmental Stories (materials on BB).
- (4) Shirley Brice Heath. What No Bedtime Story Means: Narrative Skills at Home and School (BB materials)
- (5) NYTimes (materials on BB). "*Hearing Bilingual Babies. How Babies Tell Languages Apart*," *"Why Bilingual are Smarter*," and "*The Bilingual Advantage*"

■ **Week 7 (Tuesday March 7, Friday March 10) In-Person Review Session and In-Person Midterm Examination**

- Review of study guide, sample multiple-choice questions, and discussion session in preparation of in-class midterm examination
- **IN-PERSON MIDTERM EXAMINATION ON TUESDAY MARCH 10**
- No assigned readings

PART 2

- **Week 8 (Tuesday March 14, Friday March 17) Language, Thought, and Experience**
  - (1) Fuhrman, O., & Boroditsky, L. (2010). Cross-Cultural Differences in Mental Representations of Time: Evidence from an Implicit Nonlinguistic Task. *Cognitive Science, 34*(8), 1430-1451.
  - (2) Boroditsky, L. (2011). How Language Shapes Thought. *Scientific American, 304*(2), 62-65 (BB materials).
  - (3) Cameron, C. (2015). 5 Languages That Could Change the Way You See the World. *Nautilus*, http://nautil.us/blog/5-languages-that-could-change-the-way-you-see-the-world (BB materials).
  - (4) NYTimes (BB materials). *"Does Your Language Shape How You Think?"* and *"You Are What You Speak"*

- **Week 9-10a (Tuesday March 21, Friday March 24, Tuesday March 28) Language, Class, and Race**
  - (1) Bonvillain, Ch. 6 "Societal segmentation and linguistic variation: class and race"
  - (2) Morgan, Marcyliena. The African-American Speech Community: Reality and Sociolinguistics (BB materials).
  - (3) Goodwin, C. (1994). Professional Vision. *American Anthropologist, 96* (3), 606–633.
  - (4) NYTimes (BB materials): *"DEA wants to hire Ebonics translators," "The 2 Faces of Ebonics- Disguise and Giveaway," "The Hidden Meanings of 'Black English'"* and *"Ebonics, Language of Richard Nixon."*

- **Week 10b-11a (Friday March 31, Tuesday April 4) Gender**
  - Hall, Kira. 2005. Intertextual Sexuality: Parodies of Class, Identity, and Desire in Liminal Delhi. *Journal of Linguistic Anthropology* 15(1): 125-144.
  - Miller L. Those Naughty Teenage Girls: Japanese Kogals, Slang, and Media Assessments. Journal of Linguistic Anthropology 2004;14: 225-47.

- **NO CLASS SPRING RECESS 04/05-04/13**

- **Week 12b-13a (Friday April 14, Tuesday April 18) Language, Power, Institutions, and Inequality**
  - (1) Bonvillain, Ch. 13 "Language and institutional encounters"
  - (2) Hill, Jane H. Language, Race, and White Public Space (BB materials)
  - (3) NYTimes (BB materials). "Arizona Candidate's English Under Challenge" and readers' comments

- **Week 13b-14a (Friday April 21, Tuesday April 25) Multilingual Nations**
  - (1) Bonvillain Ch. 11 "Multilingual nations"
  - (2) Video: excerpts from the Canadian comedy-thriller buddy cop film *Bon Cop, Bad Cop*, and from Melvyn Bragg's *The Adventure of English: The Biography of a Language*

- **Week 14b-15b (Friday April 28, Tuesday May 2, Friday May 5) Bilingual Communities**
  - (1) Bonvillain Ch. 12 "Bilingual Communities"
  - (2) Video: excerpts about Catalonia and Euskalherria (Basque Country), from Melvyn Bragg's *The Adventure of English: The Biography of a Language*

- **Week 16a (Tuesday, May 9; *NO CLASS* ON FRIDAY MAY 12, READING DAY)**
  - Review of study guide, sample multiple-choice questions, and discussion session in preparation of in-class final examination

- **TBD Deadline to submit a PASS/NO CREDIT grade via** https://hunter.cuny.edu/students/registration/register-for-classes/credit-no-credit/ - instructions **THIS DATE WILL NEED TO BE CONFIRMED LATER**

- **TUESDAY, MAY 16. FINAL EXAMINATION ON THE LAST DAY OF INSTRUCTION, 1:00-2:15 PM. 510 HUNTER NORTH BUILDING, REGULAR TIME IN OUR REGULAR CLASSROOM**
  - Deadline, last day to drop a course with a grade of "W"