COURSE OUTLINE OF RECORD

Number: ANTH G190  
TITLE: Introduction to Linguistics

ORIGINATOR: Leah Walden-Hurtgen  
EFF TERM: Spring 2017

FORMERLY KNOWN AS:  
DATE OF OUTLINE/REVIEW: 11-15-2016

CROSS LISTED COURSE:  
TOP NO: 2202.00  
CID: ANTH 130

SEMESTER UNITS: 3.0
HRS LEC: 54.0  
HRS LAB: 0.0  
HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0

STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course introduces students to language and culture issues in historical linguistics and contemporary perspective. It's about the nature of language and about how people talk and why they talk the way they do. The complex intersections of language, culture, race, ethnicity, and gender will be explored through social interactions and their dynamics. Field research will be discussed, including goal development and analytical methodologies.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
Anthropology

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X]  
LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X]  
NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]  
Anthropology(Associate in Arts for Transfer)

GE AND TRANSFER REQUIREMENTS MET:
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
   C2 - Humanities
CSU GE Area D: Social, Political, and Economic Institutions
   D1 - Anthropology and Archaeology
PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

Assess the importance of culture to the human species.

Analyze the origins and development of the human species from a cultural and technological perspective.

Compare and contrast variations in social customs unique to individual cultures.

Analyze and evaluate the various theories set forth that explain the origin and development of humans, and human culture.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Describe the complex relationship between language, gender, class and ethnicity.
2. Analyze the biological and cultural aspects of language acquisition.
3. Describe the structural components of language.
4. Analyze language change and the relationship among languages.

COURSE OBJECTIVES:

1. Describe the basic theoretical and methodological approaches of linguistic anthropology, and identify the structural properties of language.
2. Identify and describe the complex relationship between culture and language, and analyze and exemplify how language and culture are acquired and interrelated.
3. Recognize the fundamental aspects of non-verbal communication, and analyze non-verbal communication cross-culturally.
4. Describe the cultural implications of language change and language loss, and describe factors and consequences of language change (such as loss) over time.
5. Analyze the evolution and modalities of writing systems, and describe the biocultural origins and development of language through time.

COURSE CONTENT:

LECTURE CONTENT:

A. Introduction to Linguistic Anthropology
   1. Language in daily life
   2. Modern Myths concerning language
   3. Brief history of anthropology
   4. Anthropology, linguistics, and linguistic anthropology

B. The History and Evolution of Language
   1. Communication among non-human primates and other vertebrates
   2. When does a communication system become language? 
      a. Milestones in human evolution
      b. Design features of language
   3. Language as an evolutionary product
      a. Monogenesis vs. polygenensis
      b. Estimating the age of language
      c. The life and death of languages

C. Language and Culture
   1. How language reflects culture
a. Cultural emphasis  
b. From cultural emphasis to ethnosemantics  
c. Ethnosemantics as a field method  
d. From ethnosemantics to prototype theory  

2. Linguistic relativity  
a. Linguistic relativity and cultural emphasis  
b. Challenging linguistic relativity: the search for the universal  

3. The influence of language on culture  
a. Testing linguistic determinism  
b. Relative space and absolute space: new evidence for linguistic determinism  

4. Language, culture and thought  
a. What categories tell you about the mind  
b. Categories and metaphors  
c. Framing metaphors, framing debates  

D. The Sound of Language  
1. Phonology  
a. Phonetics  
b. Phonetics charts and symbols  
c. Beyond phonetic charts: suprasegmental  
d. Phonemics  
2. Beyond phonology: paralanguage  
a. Voice quality and intonation  
b. Voice gesture and idiophones  
c. Speech substitute: drum and whistle languages  
3. Etics and emics  

E. Words and Sentences  
1. Morphology  
a. Morphological analysis  
b. How morphemes are arranged  
c. Allomorph  
2. Syntax  
a. Syntactic analysis  
b. How syntactic units are arranged  
c. Ambiguities and other difficulties  
d. Kinds of grammars  

F. Silent Languages  
1. Sign language  
a. The history of American Sign Language  
b. American sign language structure  
c. Manually coded sign languages  
d. Describing and analyzing signs  
e. Change and variation in sign language  
f. Ideologies and signing  
2. Gestures and nonverbal communication  
a. Encountering nonverbal systems  
b. Smell taste and touch as nonverbal systems  
c. Proxemics  
d. Kinesics  
e. Gestures  
f. Gestures across cultures  
g. Facial expression and eye contact  
h. Simple gesture systems  
i. Complex gesture systems
G. Language in Action
   1. Culture, ethnicity, gender, status and style
   2. Ethnography of communication: an approach to understanding language in action
      a. Speech community and related concepts
   3. Other approaches to understanding language in action
      a. Attitudes toward the use of speech
      b. Recent trends in the ethnography of speaking
   4. Intercultural communication: issues and ideologies
      a. When things "go wrong": cultural miscues
      b. Using linguistic anthropology to develop communicative competence

H. Writing and Literacy
   1. Writing and symbolism
   2. What is writing?
   3. How does writing work?
      a. Pictographic writing
      b. Rebus writing
      c. Logographic writing
      d. Syllabic writing
      e. Logosyllabic writing
      f. Alphabetic writing
      g. Issues of classification
   4. Decoding a writing system
   5. What does it mean to have writing?
   6. Literacy and literacies
      a. Literacy as technology
      b. Literacy and practice
      c. Literacy and orality
      d. Literacy and permanence
      e. Literacy and linguistic awareness
      f. The ethnography of reading
   7. Literacy and power: the importance of ideology
      a. Ideologies of access
      b. Ideologies of colonialism
      c. Ideologies of orthography
      d. Issues of reform
   8. Ways of reading and writing
      a. Linear vs. multimodal reading and writing
      b. Public vs. private reading and writing

I. How and When is Language Possible?
   1. How is language possible?
      a. Theories about language beginnings
      b. Innateness vs. evolution
      c. A four-field approach
      d. Defining language
   2. The design features of language
      a. Productivity, displacement, traditional transmission and duality of patterning
      b. Design features and the emergence of language
   3. Primate communication
      a. Sign language
      b. Non-human primates using sign language
   4. Children and language
      a. Theories about language in children
b. Ethnographies of language learning
5. When is language possible?
   a. Language and the brain
   b. Language and the human vocal apparatus

J. Change and Choice
   1. How and why languages change
      a. External change
      b. Internal change
   2. The impact of language change
      a. From language to dialect
      b. From dialect to language
      c. Language change and language families
   3. Language in contact: pidging and creole
      a. Defining pidging and creole
      b. Classifying pidgin and creole languages
      c. Ideology, politics and education
   4. Ideology and choice
      a. Bilingualism
      b. Diglossia
      c. Codeswitching
      d. Mock languages
      e. Official languages

K. An Anthropology of Language
   1. Doing linguistic anthropology
      a. Everyday applications
      b. Cross-cultural applications
   2. Working with languages communities
      a. Language extinction
      b. Language revitalization
      c. Translating languages and cultures
   3. Revealing racist and sexist language
      a. Bias in grammar
      b. Bias in word
      c. Bias in discourse
   4. Linguistic anthropology today

METHODS OF INSTRUCTION:
   A. Lecture:
   B. Online:
   C. Independent Study:

INSTRUCTIONAL TECHNIQUES:

Lecture.
Audio-video material.
In-class discussions.
Online forums.
In-class exercises.
COURSE ASSIGNMENTS:

Reading Assignments
Weekly reading assignments will draw from the required textbook. In order to succeed in the course, students will need to integrate the aforementioned readings with lecture material and assigned academic articles.

Out-of-class Assignments

Writing Assignments
In-class essays and/or take-home exams will be required throughout the semester.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Problem Solving Exercises

Demonstration of Critical Thinking:
Analysis of cultural mechanisms which lead to linguistic changes through time. Synthesis and critique of the concepts of linguistic relativity, the influence of language on culture, how language affects thought, Universal Grammar, the rebus principle. Sociocultural aspects related to class, gender and ideology power and access to literacy. Problems and pitfalls inherent to intercultural communication.

Required Writing, Problem Solving, Skills Demonstration:
Essay examinations are designed to test student recognition of subject-specific terminology and the application of linguistic principles to hypothetical scenarios.

Online forums will require students to use critical thinking skills and the scientific method to evaluate recent findings in language and sociolinguistics.

Exercises on the application of principles of phonetics, phonology, syntax, grammar, morphology and pragmatics will demonstrate student's knowledge of the components of language.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials

Comments:

Attachments:

Attached Files