



ANTH-145: INTRODUCTION TO LINGUISTIC ANTHROPOLOGY

Also listed as: ANTH-145H

Effective Term

Fall 2026

BOT Approval Date

04/10/2025

Discipline

ANTH - Anthropology

Course Number

145

Course Title

Introduction to Linguistic Anthropology

Short Title

Language & Linguistics

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

ANTH-145H

C-ID (Admin Only)

CB 00

CCC000557799

Course Title

Honors Introduction to Linguistic Anthropology

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ANTH 130

Catalog Description

This course is an introduction to the study of language from an anthropological perspective. It covers structural linguistics (phonetics, phonology, morphology, and syntax, and the biocultural basis for language) and historical linguistics (the origins and evolution of language and language families, including dialects). This course also focuses on sociocultural linguistics, or how language and culture are interrelated, including language acquisition in cultural context, language loss, and language conservation.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2202.00 - Anthropology

CIP Code

45.0201 - Anthropology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Anthropology (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective
1. Discuss how anthropologists approach language, and the role of language as a form of communication
2. Identify the basic structural properties of language
3. Compare theories of language acquisition and how language and culture are interrelated
4. Generalize the biocultural origins of language and how and why languages develop and change over time
5. Examine the biological basis for human language, including brain development and the physical apparatus of speech
6. Analyze how language shifts in different contexts, and how culture directs what we say in different contexts
7. Evaluate how culture impacts language in areas such as gender, economics, power structures, and political systems
8. Evaluate sign languages (including ASL) and their significance in deaf cultures
9. Analyze nonverbal communication cross-culturally
10. Compare the independent origination of writing systems from diverse cultural origins across the world
11. Evaluate how beliefs about the value of other people's speech (language ideologies) disproportionately impacts the social and economic mobility and/or political sovereignty of historically marginalized populations (Black, nonwhite, and Indigenous populations, women, and/or members of LGBTQIA+ communities).

Honors Objectives

1. Students will conduct advanced research on topics related to language and linguistics through the use of primary and secondary sources.
2. Students will evaluate how language and culture are interrelated, and be able to scrutinize and assess this process in a speech community.
3. Students will detect, differentiate, and appraise speech patterns and linguistic features in a language or speech community.
4. Students will evaluate source material to produce original critical written evaluations of different theoretical frameworks within anthropological linguistics.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will recognize the complex interplay of language and culture.
2. Students will recognize the influence of social setting on the development of specific characteristics of language in individuals and groups.
3. Students will use appropriate and specific tools for making various kinds of observations about language.

Content

Course Lecture Content

1. Introduction: Communication and anthropological linguistics
 - a. Definition of human languages
 - b. Communication in nonhuman animals
 - i. Forms and function
 - c. Communication in nonhuman primates
 - i. Forms and function
 - d. How human language is different
2. Evolution and the human capacity for language
 - a. Fossil record
 - b. Biological basis for human language
3. Historical linguistics
 - a. Language families
 - b. Language change over time
 - c. Semantic and sociocultural changes
4. Structural linguistics
 - a. Phonetics and phonology
 - b. The physical apparatus of speech
 - c. Morphology
 - d. Syntax
5. Semantics: The study of meaning
 - a. Language as a system of symbols
 - b. Semantic properties of words
6. Pragmatics: Language in its context of use
 - a. Speech and social meaning
 - b. Discourse
 - c. The impact of culture on speech in different contexts
7. Language acquisition
 - a. Hypotheses of language acquisition
 - b. Brain development
 - c. Language socialization
 - d. Nonverbal communication
 - e. Bilingualism
8. Sign languages

- a. Varieties of sign languages
- b. Social dimensions of sign language
- c. Sign languages and deaf culture
- 9. Sociocultural linguistics: language and society
 - a. Regional dialects
 - b. Pidgins and creoles
 - c. Language and identity
 - d. Gender and language
 - i. How gendered speech reflects existing power relationships between men and women in American society
 - ii. How gendered speech reifies a patriarchal power structure by de-prioritizing "female" forms of speech, especially in specific contexts
 - e. Language and power relationships
 - i. Economics, political organization, and social organization
 - ii. Language ideologies: beliefs about the value of others' speech
 - 1. Disproportionate impact on marginalized and minority communities
 - 2. Effects of language ideologies on self-perception, and social and economic impacts
 - iii. Language and cultural heritage
 - 1. language loss and political sovereignty
- 10. Linguistic anthropology: language and culture
 - a. Linguistic relativism and linguistic relativity
 - b. Language enculturation
 - c. Language and nationalism
 - d. Language conservation and language loss
 - e. Language change over time
 - i. How to observe and measure it
 - ii. Language revitalization
 - iii. Effects of language loss
- 11. Nonverbal communication
 - a. Kinesics (communicating with body movements)
 - b. Emblems (speech-independent gestures)
 - c. Paralanguage (nonverbal but vocal cues that accompany language)
- 12. The origins of writing
 - a. Nonwritten visual communication
 - b. Varieties of writing systems
 - i. Old World
 - ii. New World
 - c. Hypotheses for the origins of writing
 - d. Writing and speech
- 13. Applied linguistics
 - a. Learning and teaching languages
 - b. Coding and programming
 - c. International relations

Honors Content

The topics to be covered in Anth 145H are identical to those in Anth 145, but students will investigate selected topics in much more depth than in the regular section. Students in the honors section of Anth 145 may investigate topics such as:

- 1. How language and culture are interwoven to the extent that they shift understanding of the world around us, i.e. language has the power to shift how we see the world.
- 2. How features of speech and speech patterns communicate complex information, reflect cultural beliefs, and are shaped by sociocultural factors, examined through ethnography.
- 3. How beliefs about language, and speakers, has a real and significant impact on speech communities and cultures that shifts their political and economic prospects. Students could examine this process in the past (and its historical conditions), or even identify it happening in contemporary cultures today.
- 4. How speakers actively adjust their speech when switching between different contexts, and the sociocultural and historical factors that influence this.

Methods of Instruction

Method

Discussion

Integration

Class discussions build students' skills in reference to the material presented (for instance, to build skills for recognition of phonemes and morphemes, or the disproportionate impact of language ideologies on marginalized populations). In small group discussions, students may compare ideas about materials and issues (for instance, to discuss the effects of geography on language). With the aid of ASL interpreters hearing and non-hearing students will share their skills.

DE Adaptations for MOI

Discussions will be conducted in an online environment in a synchronous format using accessible video conferencing software, or in an asynchronous format through tools within the CMS such as discussion boards or chat features. Students may also be assigned to small groups within the CMS, where they can use discussion and/or chat features to engage in discussion with their group members.

Method

Field Experience

Integration

Students observe and describe language practices in the community or in the media (for instance, observing stages of language acquisition in children, of sign languages in use, and of non-verbal communication). These assignments are designed to increase a student's ability to observe, identify, and describe linguistic features studied in class.

DE Adaptations for MOI

Field observations will be achieved online using accessible films and audio recordings. These films and recordings will be made available through online video databases that the MSJC Library subscribes to (such as Kanopy, Films on Demand or Alexander Street, all of which have accessibility built into their films).

Method

Film/video Viewing and Discussion

Integration

Films and audio recordings with subtitles followed by instructor-guided interpretation, analysis and comparison are used to develop student ability to listen, watch, and describe characteristics of language within cultural settings.

DE Adaptations for MOI

Audio recordings and accessible videos will be made available to online students through the CMS as well as through online video databases that the MSJC Library subscribes to (such as Kanopy, Films on Demand or Alexander Street, all of which have accessibility built into their films).

Method

Lecture

Integration

Lectures are used to present basic course content and examples of the various subtopics in linguistics for the entire class. Lecture will also be used to introduce students to how language ideologies (beliefs about the value of others' speech) negatively impact the self-perception of those classed within marginalized populations (Black, nonwhite, and Indigenous populations, women, and/or members of LGBTQIA+ communities). Lecture will also be used to demonstrate to students how these beliefs have a broad impact on these communities, up to and including their social and economic mobility and political sovereignty.

DE Adaptations for MOI

Lecture will be delivered through the CMS using accessible video conferencing software and/or pre-recorded lecture videos uploaded into the CMS.

Method

Role Playing/Simulation

Integration

Students work in groups to brainstorm and/or act out how sociocultural or pragmatic variables affect language, such as context, culture, group membership, gender, economics, power, etc. By acting out speech in different contexts and according to different role-playing prompts (or developing their own prompts), students will more clearly elucidate how features of language subtly (or not so subtly) communicate information.

DE Adaptations for MOI

Role playing and simulation will be conducted in an online environment using various tools. In a synchronous online environment, this will involve using accessible video conferencing software, so that students can discuss and act out various scenarios together in real time. In asynchronous courses, students will do so using features in the CMS such as discussions or chat features.

Additional Methods of Instruction for Honors

1. Honors students will meet with the instructor a minimum of three times over the course of the semester. The majority of the meeting time will focus on discussing honors course assignments, such as helping the student identify potential research topics or service organization to contact. Additionally, meeting time can incorporate discussions of assigned readings. Meetings can either be one on one with the instructor or if there is more than one honors student in a class as a small group discussion. Meetings can also be used as a forum for peer evaluation of student work.

2. Service Learning: Honors students may engage in service learning projects where they identify a local language revitalization project or organization and volunteer as part of the community outreach component of that organization. Ideally the organization would not be one that the student is already familiar with. The student is required to complete a proposal prior to the beginning of volunteering and is expected to volunteer a minimum of 10 hours over the course of the semester. The student will also be expected to complete a reflection paper that incorporates outside research and also develop a product for use by the volunteer organization.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams and tests will measure student's knowledge of various linguistic topics such as phonology, morphology, communication methods in primates, pragmatics, language acquisition, and more. Exams and tests will be evaluated for answer accuracy as well as students' ability to synthesize and evaluate course information in short answers and short essays.

DE Adaptations for MOE

Exams and Tests will be formatted for an online environment using the Quizzes tool in the CMS. Feedback will be given through the quizzes and instructor feedback sections within the CMS. Most often, instructor feedback will take place within 48 to 72 hours after the due date.

Method

Other

Integration

Book and Film Reviews will be evaluated to determine if the student has incorporated concepts from anthropology to critically assess the linguistic communities described or the information presented in these media within the context of anthropological linguistics.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students will submit their writing into the Assignment Pages or by participating in asynchronous discussion in the CMS. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Research Projects

Integration

Student research assignments include research papers on different languages. This can include living or extinct languages as well as new or fictional language. Student will need to apply linguistic skills to explain the sounds, grammar and meaning of differing lexicons.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS using rubric and written feedback options. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Role-playing/Simulation

Integration

Students' role playing (or written role playing prompts that they develop) will be assessed for the extent that they identify variables that impact language and speech, and accurately signal or depict them in practice (for instance: how language is altered by context, culture, group membership, gender, economics, power, etc.).

DE Adaptations for MOE

Role playing and simulation will be conducted in an online environment using various tools. In a synchronous online environment, this will involve using accessible video conferencing software, so that students can discuss and act out various scenarios together in real time. In asynchronous courses, students will do so using features in the CMS such as discussions or chat features.

Method

Class Work

Integration

in-class exercises will be used to orient the student to various topics such as identifying and/or analyzing phonemes and morphemes of various languages, or introducing students to the negative impact of language ideologies on marginalized populations, including negative impacts on self-perception and social and economic capital. Language ideologies can also lead to the loss of languages around the world, where Indigenous languages come to be no longer spoken by a population. When this happens, the unique knowledge that is preserved and carried by the language is also lost.

In such exercises, students will be assessed for participation and their ability to accurately recall specific information about language features and concepts related to language and language loss.

DE Adaptations for MOE

Accessible instructions for class work will be provided through the CMS, and students will submit their completed worksheets into the Assignment Pages within the CMS using rubric and written feedback options. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Evaluation of Honors assignments

To receive honors credit, honors students must successfully complete regular course and additional honors assignments.

Research and ethnography papers will be evaluated on the clarity of argumentation, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, the depth of analysis, overall accuracy, and proper use of spelling, syntax, and grammar.

Service learning reflection papers will be evaluated on the thoughtful reflection on the service learning experience, the effective incorporation of academic source material into the reflection, and integration of course themes into the paper. Papers will also be assessed on proper use of spelling, grammar, and syntax.

Response papers will be based on the quality of the analysis of the text, incorporation of class themes, and effective use of proper spelling, syntax, and grammar.

Oral presentations will be evaluated on the clarity of argumentation, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, the depth of analysis, overall accuracy, and effective use of image accompanying the presentation.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Language Ideologies and Linguistic Inequality writing assignment

In the film *The Linguists* (2008), two linguistic anthropologists travel the world in order to document Indigenous languages before they go extinct. The film examines four major languages: the Chulym language in Russia; the Sora language in India; the Kallawaya language in the Andes; Chemehuevi in the American Southwest.

All of these languages are at risk of going “extinct” because of language inequality, which is largely the result of European colonization and globalization. The process by which these forces impact the language is unique in each case.

In the film, more information is provided about each language in order to highlight that languages often contain unique information that is lost when a language dies. For example: many languages contain information about plants and animal species that are actually still unknown to western science. Languages can also help us to understand the unique worldview of the people who speak it, which shows us different ways of seeing and understanding the world around us.

After watching the film, write a reflection paper (3-4 pages) that answers the following. You may address these questions in any order that you prefer.

1. In the film, Basya, the Chulym driver, recounts that he destroyed his notebook, in which he had invented a system for writing Chulym using Russian letters (Cyrillic writing). What motivated Basya to destroy his notebook? What does that show us about linguistic inequality, and beliefs that other people have about the value of our speech?
2. What larger social, cultural, historical, economic, and/or political forces are operating to encourage speakers of these languages to “give up” their language? Is it a choice? Why or why not?
3. For each language that is featured in the film, briefly explain the unique information that the language contains. What will happen to this information when the language dies?
4. What does this show us about the process of colonization in different parts of the world, and in different eras?

Evaluation Criteria:

- Clarity and accuracy in answers about the film
- Clarity and coherence in written answers
- Depth of analysis and understanding of the processes of linguistic inequality and colonization
- Insightfulness in connecting content from the film to larger themes in the course

How assignment will be adapted in online format

Accessible project instructions will be provided through the CMS, and students will submit their writing into the Assignment Pages or by participating in asynchronous discussion in the CMS or by participating in synchronous discussion using accessible video conferencing software. Feedback will be given as instructor comments and through the use of rubrics within the CMS within a reasonable amount of time after student submission.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the assigned article, 'Shakespeare in the Bush' by Laura Bohannon (1961; reprinted 1966, Natural History Magazine).

The article describes the experiences of an anthropologist (Bohannon) living amongst the Tiv, an Indigenous tribe of West Africa. Bohannon is asked to tell a "story of her people", and she decides to explain the story of Shakespeare's Hamlet. Her efforts to tell the story become increasingly difficult when she discovers that almost every integral aspect of the story fails to align with the worldview and perspectives of the Tiv. As she pauses to explain and adjust the story to conform to a Tiv perspective, she finds that the story is so altered that it is not the same story at all.

Answer the following:

1. What are some underlying western cultural constructions in the story of Hamlet? List as many as you can find in the text.
2. How, specifically, do these constructs contrast with a Tiv understanding of the world?
3. Throughout the story of Hamlet, the son (Hamlet) is trying to find out 'the truth'. What is 'truth' to westerners? What is 'truth' to the Tiv? How do these perspectives differ from one another?
4. While Bohannon tells the story of Hamlet, she is stopped repeatedly by the villagers, and made to adjust the story. What underlying constructs of the Tiv are interjected into the story, and how do they impact how the Tiv interpret the play?

Evaluation Criteria:

- Accuracy in answers about the article
- Clarity and coherence in written answers
- Insightfulness in connecting ideas from the article to larger themes in the course (cultural relativism; arbitrariness in language; worldview, etc.).

How assignment will be adapted in online format

The reading and accessible assignment instructions will be posted via the CMS, and students will submit the assignment using the Assignment pages or by participating in asynchronous discussion in the CMS or synchronous discussion using accessible video conferencing software. Feedback will be given as instructor comments and through the use of rubrics within the CMS within a reasonable amount of time after student submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Morpheme Activity

This activity will help you recognize morphemes, the smallest unit of meaning, in various languages.

Luiŝeño is a Uto-Aztecan language that is Indigenous to southern Riverside County in Southern California. Examine the following list of Luiŝeño words, and their approximate English translation.

Use the word list to identify the Uto-Aztecan morpheme(s) that correspond to each of the following terms. Write each Uto-Aztecan morpheme next to its the translation in English.

Son: _____
Blanket: _____
House: _____
Pipe: _____
Wife: _____
My: _____
Their: _____
His: _____
Our: _____
Plural marker: _____
Your (singular): _____
Your (plural): _____

Luiŝeño word list:

- 1.[nokaamay] "my son"
- 2.[?oki] "your house"
- 3.[potaana] "his blanket"
- 4.[?ohuukapi] "your pipe"
- 5.[?otaana] "your blanket"
- 6.[noki] "my house"
- 7.[?omkim] "your (plural) houses"
- 8.[nokaamayum] "my sons"
- 9.[popeew] "his wife"
- 10.[?opeew] "your wife"
- 11.[?omtaana] "your (plural) blanket"
- 12.[tfamhuukapi] "our pipe"
- 13.[pokaamay] "his son"
- 14.[poki] "his house"
- 15.[notaana] "my blanket"
- 16.[pohuukapi] "his pipe"
- 17.[nohuukapi] "my pipe"
- 18.[?okaamay] "your son"
- 19.[pompeewum] "their wives"
- 20.[pomki] "their house"
- 21.[tfampeewum] "our wives"
- 22.[tfamhuukapim] "our pipes"
- 23.[?omtaanam] "your (plural) blankets"
- 24.[pomkaamay] "their son"

Think about the English language. What morphemes can you easily identify?

1. The morpheme(s) for making something plural _____
2. The morpheme for making something refer to the past tense _____
3. The morpheme used when referring to something happening in the present tense (i.e....what do you add to a verb when referring to the present tense?) _____
4. Any others? _____

Evaluation Criteria:

- Accuracy in identifying morphemes correctly in the Luiŝeño language
- Insightfulness in identifying morphemes in the English language

How assignment will be adapted in online format

Accessible project instructions will be provided through the CMS, and students will submit their writing into the Assignment Pages or by participating in asynchronous discussion in the CMS or synchronous discussion using accessible video conferencing software. Feedback will be given as instructor comments and through the use of rubrics within the CMS within a reasonable amount of time after student submission.

Honors Assignments

Assignment

1. Honors students will complete all regular course requirements for Anth 145 and be graded according to the standards used for the rest of the class.

Beyond that, students will complete one of requirements A1, A2, or A3.

In addition, students, in consultation with the instructor, will select a larger project from options B, C, or D.

The mini-ethnography Option C and the Service Learning Project Option D will require slightly fewer primary or secondary source materials and result in a final project with fewer written pages because the student will be conducting primary research in the field or spend significant time volunteering and developing a product for the organization with which they volunteer.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment fosters academic rigor and research skills by encouraging students to engage deeply with advanced materials and practical experiences that extend beyond the standard curriculum of Anthropology 145.

Assignment

A1: Academic articles or books selected by the instructor that are then reflected on and discussed at meetings throughout the semester. Students will prepare for these discussions by submitting either a one-page reflection paper for each reading, or perhaps a list of questions to be used in small group discussion.

There are a number of excellent books and articles whose discussion of linguistic features and the intersection of language and culture would provide thoughtful discussion beyond the regular section of the course. A selection of such works includes:

Ana Celia Zentella. 1997. *Growing Up Bilingual: Puerto Rican Children in New York*. Oxford: Blackwell Publishers.

Christopher Hart and Darren Kelsey. 2018. *Discourses of Disorder: Riots, Strikes and Protests in the Media*. Edinburgh University Press.

Robin Lakoff. 1975. *Language and Woman's Place: Text and Commentaries*. Oxford University Press.

H. Samy Alim. 2012. *Articulate While Black: Barack Obama, Language, and Race in the U.S.* Oxford University Press.

Rosina Lippi-Green. 1997. *English With an Accent: Language, Ideology, and Discrimination in the United States*. Routledge.

Articles:

James Milroy. 2007. The ideology of the standard language. In C. Llamas, L. Mullany, and P. Stockwell (eds.), *The Routledge Companion to Sociolinguistics*. Routledge.

Judith Baxter. 2011. Survival or success? A critical exploration of the use of 'double-voiced discourse' by women business leaders in the UK. *Discourse and Communication* 5(3): 231-245.

Nancy Hornberger and Kendall King. 1996. Language revitalization in the Andes: can the schools reverse language shift? *Journal of Multilingual and Multicultural Development* 17(6): 427-441.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

Analyzing academic articles or books sharpens critical thinking and analytical skills as students evaluate complex arguments and concepts. Discussing these readings in class promotes collaborative learning and allows students to articulate their understanding and critique of advanced theories in anthropology.

Justify how the assignment reflects the Engagement Core Value

By engaging with academic articles and books, students are not just passive recipients of information; they become active participants in scholarly conversations. This involves critically analyzing texts, discussing interpretations, and challenging existing ideas, which fosters a deeper intellectual engagement with the material.

Discussing academic works enables students to synthesize their experiences and learning. This reflective practice not only solidifies their understanding but also encourages them to connect theory with practice, deepening their engagement with the subject matter.

Justify how the assignment reflects the Inclusivity Core Value

Through discussions of readings, students are encouraged to share insights and experiences with peers. This collaborative environment promotes a sense of community and collective inquiry, allowing students to learn from one another and refine their own perspectives.

Assignment

A2: Mini-fieldwork assignments where the student conducts an analysis of speech patterns and linguistic features of a speech community at the college or off-campus, for instance obtaining consent to record men and women in conversation, and analyzing the linguistic features of their conversation in a paper of 3-4 pages in length.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Conducting a mini-fieldwork project, such as analyzing speech patterns within a speech community, immerses students in real-world research. This hands-on approach teaches them how to gather data ethically—gaining consent, recording conversations, and observing linguistic features in context. It enhances their research methodology skills and fosters a deeper appreciation for the nuances of language use in social settings.

Justify how the assignment reflects the Engagement Core Value

The mini-fieldwork assignments require students to immerse themselves in actual speech communities. This hands-on approach encourages them to engage directly with people, contexts, and cultural practices. Such engagement enhances their understanding of linguistic diversity and the social dynamics at play, making the learning experience relevant and impactful.

Assignment

A3: assigning the student to watch a foreign language film and preparing an anthropological analysis of the use of language and communication in the film in the form of a paper of 3-4 pages in length.

Example films include:

Paris C'est Joli (Paris Is Just Great) (Inoussa Ousseini – French;

Amélie (Jean-Pierre Jeunet) – French;

La Dolce Vita (Federico Fellini) – Italian;
Farewell My Concubine (Chen Kaige) – Mandarin;
Parasite (Bong Joon-Ho) – Korean;
Scenes from a Marriage [miniseries] (Ingmar Bergmann) – Swedish;
Y Tu Mamá También (Alfonso Cuarón) – Spanish;
City of God (Fernando Meirelles, Kátia Lund) – Portuguese

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Watching and analyzing a foreign language film through an anthropological lens allows students to explore the intricate relationship between language, culture, and communication. This assignment not only requires them to apply anthropological theories but also encourages them to critically assess cultural representations and their implications.

Justify how the assignment reflects the Engagement Core Value

Analyzing foreign language films prompts students to engage with cultures different from their own. This process not only involves critical viewing but also encourages empathy and a deeper appreciation for cultural nuances. Discussing language and communication within the film fosters dialogue about representation, power dynamics, and cultural identity, all of which are vital for holistic engagement with anthropological themes.

Assignment

B. Research paper.

The honors student will complete a research project on a topic selected by the student in collaboration with the instructor. A selection of different primary or secondary sources of academic quality will be used in the development of the project.

Potential options for the project may include an in-depth analysis of a language that is not the student's native tongue, or an analysis of a language or speech community, its history and linguistic features, and an in-depth assessment of how human behavior, history, and culture are interrelated with the speech patterns and linguistic features of its members.

The student could also investigate specific research questions in linguistic anthropology, for instance assessing the Sapir-Whorf hypothesis in a specific speech community, or analyzing the vocabulary of a subculture and to what extent linguistic features are a reflection of specific cultural beliefs or of social, political, and economic factors affecting the speech community.

The research project will produce either of the following:

(1) a research paper 10-15 pages in length, typed, and double spaced using 10-15 different primary or secondary sources of academic quality.

(2) Alternatively, the student may choose a combination of presentation and annotated bibliography. This presentation will be 20-30 minutes in length, using the material and conclusions generated by their research. The annotated bibliography will need to include between 15-20 primary or secondary sources.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Preparing an academic research paper encourages deep engagement with complex subjects, critical thinking, clear communication, and rigorous argumentation, which are essential components of academic work.

By selecting a topic and formulating a specific research question, students take ownership of the material and engage with complex subjects. Topics like analyzing a non-native language or the Sapir-Whorf hypothesis demand thorough investigation into the interplay between language, culture, and behavior, promoting nuanced understanding.

The Annotated Bibliography option requires students to critically engage with each source, enhancing understanding of the research landscape and connecting materials to central theses.

Justify how the assignment reflects the Engagement Core Value

By allowing students to select their research topics in collaboration with the instructor, the assignment fosters personal investment and enthusiasm for the subject matter. Students are required to actively seek out information, critically evaluate it, and synthesize their findings. This hands-on approach encourages deeper involvement with the material.

In investigating research for their topic, students engage with credible materials (10-15 high-quality primary or secondary sources), enhancing their ability to evaluate and synthesize diverse perspectives. The collaboration with the instructor promotes dialogue about the research process, allowing students to seek guidance and feedback, which enriches their learning experience and fosters a sense of community. The option to present findings encourages students to communicate their research to peers, promoting engagement through discussion and collaborative learning. This format enhances their ability to articulate ideas clearly.

Assignment

C. Mini Ethnography.

The honors student will complete a mini-ethnography of a speech community, analyze its linguistic features and speech patterns, and produce a research paper describing the history of the speech community and the classification, grammar/structure, and unique semantic features (such as idioms or sayings) that characterize the language. The student will complete original research, visiting with the speech community throughout the semester.

The student is expected to use appropriate ethnographic participant observation techniques in the research of the particular speech community.

The student and the instructor will identify a local speech community where the student can conduct their analysis, for instance ESL (English as a Second Language) groups in the area who get together to practice English; ethnic enclaves or immigrant communities who converse regularly in regional or ethnic dialects, for instance Hmong communities in the Cabazon Pass area or members of the Islamic Center in Temecula who speak Arabic or other language in their interactions.

The speech community should be one where sufficient speakers interact with one another in a specific location where the student can visit in order to conduct their analysis.

This assignment can be adjusted by the instructor if the speech community faces the threat of language loss, for instance to focus on the social, economic, and political factors leading to loss, in addition to an analysis of linguistic features.

The mini ethnography will produce either of the following: (1) an 8-12 page, double-spaced paper incorporating a minimum of 6 primary or secondary sources of academic quality; or (2) a 20-30 minute presentation and annotated bibliography discussing at least 8 primary or secondary sources of academic quality.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Holistic Well-being
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

By conducting fieldwork within a local speech community, students are able to apply ethnographic participant observation techniques to gather firsthand data, which is a cornerstone of rigorous research. The requirement to analyze linguistic features, speech patterns, and the community's history demands critical thinking and a thorough understanding of complex sociolinguistic concepts. Incorporating a minimum of 6 academic sources ensures that students engage with credible research, supporting their findings and reinforcing academic standards.

The assignment can adapt to focus on issues like language loss, encouraging students to consider broader social, economic, and political contexts, which enhances the depth and relevance of their research.

Justify how the assignment reflects the Holistic Well-Being Core Value

By engaging with a speech community, students gain insight into diverse cultures and practices, fostering empathy and appreciation for different perspectives, which is essential for personal growth. Navigating the challenges of conducting fieldwork and analyzing a community fosters resilience, adaptability, and problem-solving skills, all of which contribute to personal development.

The fieldwork encourages interaction with community members, promoting social engagement and building relationships. Immersing themselves in a new cultural environment allows students to reflect on their own experiences and biases, contributing to emotional intelligence and self-awareness. Students also must be present and attentive in their observations, cultivating mindfulness and enhancing their capacity to appreciate the nuances of human interactions.

Justify how the assignment reflects the Inclusivity Core Value

Students are encouraged to engage with a variety of speech communities, including immigrant groups and ethnic enclaves. This broadens perspectives and fosters appreciation for linguistic and cultural diversity. By studying communities that may be underrepresented or marginalized, students gain insight into the experiences and identities of diverse groups, promoting inclusivity in academic discourse.

Assignment

D. Service Learning Project.

The honors student will create a service learning project in consultation with the instructor.

Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. The student and instructor will identify a local organization where the student can volunteer to assist in some community outreach manner relating to linguistics, for instance language revitalization projects amongst indigenous communities in California.

The student will be expected to volunteer a minimum of 10 hours with this organization over the course of the semester.

Additionally the student will prepare a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed by an employee of the institution where they are volunteering.

The student will also develop a product that the organization can use, for instance a manual, pamphlet, brochure, protocol for digitizing records, video or museum-style display for visitors, or speech for a visiting school group. The objective for the product is to give back to the organization in a way that assists the organization and its mission.

At the end of the semester, the student will present their service learning project through a presentation 20-30 minutes in length that explains their volunteer experiences, how it connects to themes of the course, and the product that they presented to the organization.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement
Holistic Well-being
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

By connecting academic themes from the course to real-world service, students engage in a meaningful application of their knowledge, demonstrating critical thinking and reflective learning. Reflection papers encourage students to draw connections between their service and course material, which reinforces analytical skills and academic writing. Creating a tangible deliverable for the organization enhances students' project management and communication skills, emphasizing the practical application of academic concepts.

Justify how the assignment reflects the Engagement Core Value

The minimum 10-hour volunteer requirement instills a sense of responsibility and commitment, ensuring students engage deeply with both the service and the academic context.

Engaging with the community requires students to be present and attentive, fostering mindfulness and enhancing their ability to appreciate diverse perspectives.

Justify how the assignment reflects the Holistic Well-Being Core Value

By engaging with a local organization, students develop social ties and a sense of belonging, fostering emotional well-being and community involvement. The focus on service promotes a sense of civic duty and ethical engagement, encouraging students to contribute positively to society and reinforcing values of inclusivity and compassion. Volunteering and creating a useful product for the organization help students build practical skills, boosting their confidence and sense of accomplishment.

Justify how the assignment reflects the Inclusivity Core Value

By partnering with local organizations, students often work with underserved or marginalized groups, promoting awareness and understanding of different cultural backgrounds as well as developing cultural competence. Students can choose service projects that address social issues, such as language revitalization, which highlights and supports the needs of specific communities, enhancing their visibility and representation.

Course Materials

Textbooks

Bruce Rowe & Diane Levine (2023). A Concise Introduction to Linguistics, 6th Edition. Taylor & Francis. ISBN: 9781032214245.

Bonvillain, N. 2020. Language, Culture, and Communication: The Meaning of Messages. 8th Edition. Rowman and Littlefield. ISBN: 9781538114803.

Blum, S.D. (2016). Making Sense of Language, 3rd Edition. Oxford University Press. ISBN: 9780190456986.

Ahearn, L (2016). Living Language: an Introduction to Linguistic Anthropology. 2nd Edition. Wiley. ISBN: 9781119060604.

Open Educational Resources

Catherine Anderson, Bronwyn Bjorkman, and Derek Denis. 2022. Essentials of Linguistics, 2nd Edition. eCampus Ontario. ISBN 13: 9781927565506.

Manon Allard-Kropp. 2020. Languages and Worldview. University of Missouri St. Louis.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

In this course, students will explore languages from different regions and communities, including signed and manual languages. By doing so, they come to recognize the rich diversity of linguistic structures around the world, which fosters an appreciation and respect for various linguistic forms. This includes signed and manual languages: in this course, students learn about ASL and other manual languages as unique methods of communication, with their own unique history and development.

Further, analyzing specific features across different languages such as phonemes and morphemes and nonverbal cues broadens students' understanding of communication, emphasizing the value of diverse forms of expression.

This course also includes substantial discussion of sociolinguistic topics, including how language is shaped by power relationships within a culture. For example: students learn, in the course, about gendered speech: that men and women often speak differently within a culture. Gendered speech is not just a matter of communication style; it serves as a reflection of societal power dynamics because very often, speech patterns associated with men—such as assertiveness and directness—are valued more highly in many cultures, reinforcing male authority and dominance. Conversely, speech patterns traditionally associated with women—such as hedging or politeness—can be perceived as weaker or less authoritative.

The intersection of language and power also extends to populations that have been historically marginalized because of underlying ideas of racial superiority and inferiority. Language ideologies are beliefs about the relative value of a form of speech. Societies often privilege specific languages or dialects, associating them with education, prestige, or power. Accents or dialects or forms of speech associated with lower-ranking subgroups are often dismissed as defective “inferior”, and this, in turn, often shapes who is allowed to speak freely or whose voices are amplified or negated in public discourse. Over time, people who are meant to feel as if their speech is illegitimate or inferior can and do find themselves silenced in public discourse. This has very real long-term impacts upon marginalized populations in terms of social and economic capital. It is also the process that leads Indigenous populations to give up their language, and no longer teach it to the next generation. When that happens, the unique worldview of the people who speak that language, and the unique knowledge that is carried by that language, is also lost.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To make this course accessible to diverse learners, a variety of instructional methods and evaluation methods are used. Formative assignments help scaffold the approach of students with different learning styles, and help all students build up the necessary skills in order to conduct a more thorough analysis of linguistic features.

Advanced texts are made more approachable through the use of worksheets during class time. Active learning strategies present the information in different ways and/or encourage students to practice major concepts of the course using strategies such as group work, think-pair-share, role playing, and more.

We examine languages from various cultures and continents in the course, ensuring that students from various ethnic and cultural backgrounds can see themselves reflected in the course content. Students are also encouraged to reflect on their personal experiences regarding language, which helps them to connect to the content of the course.

Course content is also presented in various formats: besides lecture, we use film and video, hands-on worksheets and activities, and group interactions, ensuring that students who learn effectively in a variety of ways can be supported and encouraged in the course, and demonstrate their knowledge effectively.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interaction is facilitated through the use of small group discussion, either in person, through the use of breakout rooms in synchronous online classes, or through the CMS Discussion Boards for asynchronous classes. In small group discussion, students discuss the impact of language ideologies on marginalized populations, or the experiences of speakers of various genders or ethnic communities in larger cultural context.

Students also work in groups to complete activities such as identifying various features of a language, or classifying a language according to its features. Puzzles may also be used to teach how to identify linguistic features such as phonemes or morphemes or how to identify the history of a particular language, and students work together to solve them whilst also solidifying core concepts from the course.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction will be achieved through the use of lecture, either in person or online through video conference software (if synchronous online) or through the use of online lectures (Video, audio or text lectures). Instructor-to-student interaction is also facilitated through feedback on assignments, exams, and projects. The instructor will also lead group discussions either face to face or through CMS Discussion boards, with the instructor providing guidance and clarification on key concepts from the class as well as how to understand the material, for example how culture impacts language in areas such as gender, economics, or power structures, or how culture directs what we say in different contexts.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through assignments, homework, lectures, and projects that require students to engage with core concepts from the course. Homework and in-class worksheets walk students through the process of identifying linguistic features of a given language, or identifying insights contributed by different models of linguistic development in the speech of young children. Projects and assignments also allow students to engage more deeply with course concepts by analyzing a language in-depth, or directly observe language practices within a community or language acquisition in children. Students will also work in groups or individually to analyze speech in different contexts or discuss the effects of geography on language development over time.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interaction will be achieved through the use of various instruction and evaluation methods that encourage students to think deeply about course concepts and apply them to new situations. For example, students may complete an individual research project on a specific language, or develop written role-playing prompts that put into practice course concepts about speech in different social contexts. Through an examination of different linguistic structures in various languages around the globe, including signed and manual languages, students come to appreciate the broad diversity of linguistic forms, and language as a means of communication that nevertheless is developed independently and in a multitude of various ways across different human groups around the globe.

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