

ANTH-200: LINGUISTIC ANTHROPOLOGY

Effective Term

Fall 2025

CC Approval

01/21/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Anthropology (Master's Degree)	

Subject Code

ANTH - Anthropology

Course Number

200

Department

Anthropology (ANTH)

Division

Arts and Humanities (ARAH)

Full Course Title

Linguistic Anthropology

Short Title

Linguistic Anthropology

CB03 TOP Code

2202.00 - Anthropology

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating as part of regular review cycle.

SECTION B - Course Description

Catalog Course 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.

SECTION C - Conditions on Enrollment**Open Entry/Open Exit**

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**Advisory Prerequisite(s)**

Completion of ENGL-C1000 or equivalent with a minimum grade of C.

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent
Entirely Online	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Develop core competencies in the origins, development, and history of oral and written language.
2.	Analyze the biological evidence for language in humans, including the brain and speech anatomy.
3.	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.).
4.	Assess the relationship between linguistic course content and everyday language use (slang, neologisms, code-switching, etc.).

5. Explore non-verbal communication, including sign languages and body language.
6. Explore how language is learned and shared in human populations, including language acquisition, bilingualism, enculturation, assimilation, and socialization.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Distinguish anthropological approaches to language and communication vis a vis other disciplinary approach.
2. Appreciate the interrelated nature of culture and language acquisition.
3. Analyze features of language with regard to its structural properties (phonology, morphology, grammar, etc.).
4. Discuss the role of human communication and language in evolution and civilization.
5. Distinguish between dialects, vernacular, formal and informal speech, and other styles and codes of human language use.
6. Design and carry out a research project on a language-related topic, using both existing sources of information and original findings (with the support of the instructor).
7. Assess the biological and sociocultural factors that influence language acquisition, use, and change.
8. Explore issues of multilingualism, coded speech, racism and sexism in language, political language, hate speech, and co-opting of language.
9. Interpret the biocultural evidence for the origins of language and linguistic development through time.
10. Apply a cross-cultural perspective to the study of language, including non-verbal communication.
11. Discuss linguistic stereotyping and how beliefs about languages and speakers have differential social consequences.
12. Assess the evidence for, and the impacts of, language change through time.

Course Content

1. Overview of the world’s languages
2. Characteristics and classification of languages
3. The structure and biological basis of language
4. Phonetics and phonology
5. Morphology and syntax
6. Semantics and pragmatics
7. Orthographic systems and etymology
8. Role of diffusion and diaspora in language change (Pidgins, Creoles, hybridization, etc.)
9. Case studies in comparative linguistics
10. Specialized language and the cultural uses of those types (Cyber-speak, slang, etc.)
11. Non-verbal communication and body language
12. Language acquisition and socialization
13. Primate communication systems
14. The life of language (language shifts, dying languages, etc.)
15. Field linguistics (databases, elicitation, interviews, etc.)
16. Gender and Language
17. Language and Race
18. The "right" to language (for example: case studies in linguistic survival/revival, indigenous languages, language and immigration issues)
19. Ethnographic studies in language and culture

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	Oral work to practice diction and pronunciation of the International Phonetic Alphabet (IPA).
Critique	An essay that compares the linguistic arguments of John McWhorter (The Power of Babel) to those of Guy Deutscher (The Unfolding of Language).
Discussion	A student-led discussion about examples of linguistic racism and linguistic stereotyping.

Field Experience	A fieldwork experience where students categorize and analyze personalized license plates and related automobile accoutrements (bumper stickers, plate frames, etc.) to develop a linguistic inventory of artifacts in a large public parking lot.
Field Trips	A field trip to a local zoo to catalog different types of ape and non-ape communication systems.
Individualized Instruction	A scheduled "1-on-1" meeting with the instructor as a required piece of a larger project.
Lecture	A Socratic-type lecture about theories of language acquisition.
Observation and Demonstration	Oral and aural exercises that demonstrate phonetic mastery of the IPA.
Visiting Lecturers	A visit from a professional menu writer to discuss the relationship between language, food, and culture.
Group Work	A group "breakout" where students work together to analyze the morphemes of an unknown language.
Other	Other relevant pedagogy as determined by the instructor. Working with an entire class to create their own language, or analyzing election year debates in terms of persuasive language and audience analyses, where appropriate.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	A short essay final exam that addresses major course content and contains embedded questions to improve future testing efforts.
Quizzes	A team-based, multiple choice vocabulary quiz designed in Quizlet.
Projects	A group project that analyzes the content of drugstore greeting cards to find examples of linguistic racism.
Portfolios	A student-generated portfolio of symbols relevant to how they communicate with their peer groups (emoji, hand gestures, signs, kinemes, memes, etc.) and how this inventory of symbols may have multiple meanings in different contexts.
Essays/Papers	A written essay that summarizes the genesis and impacts of The Great Vowel Shift.
Oral Presentations	An oral presentation of perceived English dialects and related grapholects, where applicable.
Homework	Reading an article that focuses on language revitalization efforts within indigenous communities.
Other	A Language Observation Journal: Students may keep a language observation journal and/or workbook throughout the semester.
Problem Solving	Linguistic Problem Sets: Weekly problem sets using non-English languages. Students may work in small groups to answer the set questions.

Assignments

Reading Assignments

Reading assignments may include selections from textbooks, research studies, news articles, materials handed out in class (or online for online/hybrid courses), and other relevant supplemental materials as needed.

For example:

1. Read the article about Paul Farmer's work in Haiti and with his organization Partners in Health, paying special attention to his role as both an anthropologist and a medical doctor. How has his work brought the "language of poverty" to a wider audience, in Meredith's view?
2. Read Chapter 3 (Applied Anthropology), and take note of the many non-academic careers available to anthropology degree-holders.
3. Read the "What We Do" section of the Living Tongues Institute for Endangered Languages website and associated marketing materials, paying special attention to how the organization has used the success of the film *The Linguists* to promote an activist anthropology.

Writing Assignments

Writing assignments require critical thinking and may include essays based on reading assignments, responses to discussion questions from lecture, fieldnote assignments, and/or film critiques.

For example:

1. 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."
2. Create a written timeline of significant dates, events, influences, and language contact in the history of the Uto-Aztecan family of languages.
3. 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.

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 formal 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?

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Ottenheimer, Harriet J., Pine, Judith M.S.

Title

The Anthropology of Language: An Introduction to Linguistic Anthropology

Edition/Version

4

Publisher

Cengage

Year

2019

ISBN #

9781337679237

Material Type

Textbook

Author

Department of Linguistics, The Ohio State University

Title

Language Files: Materials for an Introduction to Language and Linguistics

Edition/Version

13

Publisher

The Ohio State University Press

Year

2022

ISBN #

9780814258354

Material Type

Textbook

Author

Rowe, Bruce M., Levine, Diane P.

Title

A Concise Introduction to Linguistics

Edition/Version

6

Publisher

Routledge

Year

2023

ISBN #

9781032214245

Material Type

Other required materials/supplies

Description

As determined by the instructor.

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000506809

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No