This course introduces students to the study of human language within the holistic perspective of the discipline of anthropology. An anthropological perspective on language is different from many linguistic approaches and embeds linguistic data in their socio-cultural context. Students acquire the fundamental concepts and tools necessary for linguistic analyses. Then, they experience how the results of these analyses are fundamental to a variety of research in linguistic anthropology. Students also conduct a research project that requires some fieldwork in their own socio-cultural-linguistic context.

Required Texts:

(ii) Readings (10 articles) placed on e-reserve.

The course is divided in three parts as follow:

**Part 1: Nature of Language:**
- Language: Phonology, Morphology, and Syntax (weeks 1-5)

**Part 2: Meaning and Variation:**
- Meaning, Acquisition, and Variation. (weeks 5-9)

**Part 3: Culture and Language:**
- Discourse, Language in Culture, and Ethnographic Project. (weeks 10-15)

---

**Week I:**
(January 17) Introduction to Course, Requirements. Nature of Language.
(January 19) Phonology
Optional/Extra Credit (20 points) Watch the following video (time will be arranged with TA)

Readings:
(i) Fasold: Introduction (pp. 1-11)
(ii) Fasold: chapter 1 (pp. 14-28 and 38-40)

**Week II:**
(January 24) Sounds and Culture
(January 26) Morphology

Readings:
(i) Eckert: E-Reserve Reading 1
(ii) Fasold: chapter 2 (pp. 56-90)

**Week III:**
(January 31) Words and Culture
(February 2) Syntax
Readings:
(i) Mithun: E-Reserve Reading 2
(ii) Fasold: chapters 3 (pp. 98-111 and pp. 122-125)

**Week IV:**
(February 7) Syntax and Culture
(February 9) Review

Readings:
(i) Cheshire: E-Reserve Reading 3

**Week V:**
(February 14) **MIDTERM 1**
(February 16) Meaning

Readings:
(i) Fasold: chapter 4 (pp. 138-145 and 157-163)

**Week VI:**
(February 21) Meaning/meaning and Culture
(February 23) Meaning and Culture

Readings:
(ii) Duranti: E-Reserve Reading 4

**Week VII:**
(February 28) Language Acquisition
(March 1) Language Acquisition and Culture

Readings:
(i) Fasold: chapter 6 (pp. 205-221)
(ii) Ochs and Schieffelin: E-Reserve Reading 5

**Week VIII:**
(March 6) Linguistic Variation
(March 8) Variation and Culture

Readings:
(i) Fasold: chapter 9 (pp. 312-332)
(ii) Nichols: E-Reserve Reading 6

**Week IX:**
(March 20) Review
(March 22) **MIDTERM 2**

**Week X:**
(March 27) (Group Formation and Project Outline) Discourse
(March 29) Discourse and Culture

Readings:
(i) Fasold: chapter 5 (pp. 170-185 and 192-194)
(ii) Mitchell-Kernan: E-Reserve Reading 7

**Week XI:**
(April 3) Language and Culture
(April 5) Language and Dominance
Readings:
(i) Fasold: chapter 10 (pp. 344-369)
(ii) West and Zimmermann: E-Reserve Reading 8

Groups for project must be formed by now

**Week XII:**
(April 10) Talk and Gender
(April 12) The Politics of Language

Readings:
(i) Tannen: E-Reserve Reading 10
(ii) Fasold: chapter 11 (pp. 374-389)

Videotaping must be done by now
Analysis of tape/s must be started

**Week XIII:**
(April 17) The Politics of Language and Culture
(April 19) Review

Readings:
(i) Philips: E-Reserve Reading 9

**Week XIV:**
(April 24) **MIDTERM 3**
(April 26) Project Presentations

**Week XV:**
(May 1) Project Presentations
(May 3) Project Presentations

**MINI-PROJECT WRITTEN REPORT DUE** Thursday, May 10 by 4:30 p.m.
Contributions of Students to Class:
This course takes the position that students who have not read the assignments before class will not fully profit from in class activities. The lectures (and other activities) will augment and expand on the material presented in the assigned readings, not repeat the information. Reading assignments are included in the specific content of the week they refer to, but must be read before the first Monday lecture of that same week (except for first week!).
In the last part of the semester, students (in groups) will conduct a mini-project (videotaping of a linguistic exchange, i.e. conversation) in their community. The projects must be approved by me before starting to work on it. Guidelines will be discussed regarding the type of report each group will hand in and ways to divide individual responsibility for grading. In the last three class meetings, students will report on their projects and will then write the final reports to be handed in no later than the date above indicated. Active participation is expected, encouraged, and also evaluated as part of your final grade.

Grading:
The three midterms may have similar formats. They include (among others) definitions, short answers, and a short essay. Part of he last class before the exams will be devoted to a review of the material covered and to be tested in the exam. During this class a study guide will be handed out. Students are urged to study constantly throughout the semester. It is impossible to catch up on ideas that will become increasingly more complex as the semester proceeds.
No late assignment will be accepted. Absences may lower your grade and will be excused only by handing in written medical proof.
Plagiarism (the presentation of the ideas or writings of another as one's own) will be penalized. When one uses an idea (or writing) of another, it must be credited in citation. If the student copies words directly, they must be in quotation marks.

Requirements for the Class:
1. Attendance and Participation (50 pts., 10 %)
2. Midterm 1-3 (125 pts., 25% each for a total of 375 pts., 75%)
3. Ethnographic mini-project Report (75 pt. 15%)

Grading scale (in %, points, letters):

| 100-90 | (500-450) | (A) | 79-70 | (399-350) | (C) |
| 89-80 | (449-400) | (B) | 69-60 | (349-300) | (D) |

59-0 (299-0) (F)

NIU abides by Section 504 of the Rehabilitation Act of 1973 regarding provision of reasonable accommodations for students with documented disabilities. Moreover, your academic success is of importance to me. If you have a disability that may have a negative impact on your performance in this course and you may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. CAAR is located on the 4th floor of the University Health Services building (753-1303). I look forward to talking with you to learn how I may be helpful in enhancing your academic success in this course.

Have a great time!

PLEASE READ AND KEEP THIS SYLLABUS FOR REFERENCE