

General Education Course Proposal

Proposed Course: LING 115 Language, Culture and Society Units 3
Prefix No. Title

Department: LINGUISTICS School: ARTS & HUMANITIES

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; C X; D___; International/Multicultural___

Existing Course___; Revised Course___; New Course X

Course Included in Current GE Program___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

The relationship between language, culture, and thought; cultural traditions and language arts; cultural norms and interactional styles; language and the development of ethnic and national identity, meanings of social variation in language; discourse styles and social roles/relations.

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 2 ; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Scott Roney 3 Nov '99
Department Chair Date

Dr. Jai 2/25/00
School Dean Date

Brandt Kehoe 3/10/00
Associate Provost Date

M/S 54
2/5/98

[Signature] 2/24/00
School Curriculum Committee Date

[Signature] 3/10/00
General Education Subcommittee Date

Forward Original and **TWELVE** copies to:
Associate Provost for Academic Affairs,

Attachment #2: General Syllabus

Proposed Course: LING 115 Language, Culture and Society

LINGUISTICS 115: LANGUAGE, CULTURE AND SOCIETY

Catalog description: The relationship between language, culture and thought; cultural traditions and language arts; cultural norms and interactional styles; language and the development of ethnic and national identity, meanings of social variation in language; discourse styles and social roles/relations.

General education: This course fulfills one of the General Education requirements in INTEGRATION, AREA C.

3 units, no prerequisite

Fall 1999

Instructor: xxxx

Office: Peters, Room xx (Phone: xxx-xxx)

Department office: Peters, Room 383 (Phone: 278-2441)

E-mail: xxx

Office hours: xxx

Course objectives:

Language is a fundamental part of our culture and civilization. Each language has been developed in its cultural and historical context, reflecting as well as influencing the values and social worlds of its speakers. In this course, we will examine various forms of the relationship among language, culture, and society in order to gain a better understanding of the significance of language to our cultural and social life. At the successful completion of this course, students should be able to:

- (1) reflect upon and understand the nature of the relationship between language, meaning, thought, and our experiences in the world [topics 1, 2 & 3],
- (2) increase awareness of the diversity of cultural patterns in the worlds and how they may be reflected in our language [topics 1 & 3],
- (3) analyze and appreciate some of the rich forms of language arts as cultural traditions developed in various parts of the world [topic 4],
- (4) analyze the systems of linguistic devices for indexing interpersonal relations in different languages [topics 7 & 10],
- (5) recognize and analyze differences in interactional styles and understand how cultural norms influence and shape speakers' interactional styles [topics 5 & 6],
- (6) understand how language use reflects and also defines social structures and relations [topics 7 & 10],
- (7) recognize the way language is used to index and construct social, ethnic, and national identities [topics 8 & 9],
- (8) understand how social beliefs and attitudes affect the evaluations of language varieties at local and global levels [topics 7 & 8].

Textbooks and other teaching materials:

Reading packet (See below for the content of the packet.)

Films

1. Cross-cultural Communication in Diverse Settings
2. Black on White from the Story of English

Course topics:

Part I: Language, Culture and Thought

Topic 1: **Introduction:** Ethnocentrism; Language as self-contained system; Language in relation to culture and society

(Time spent: Approximately 1 week)

Topic 2: **Linguistic Relativity and Universals:** The Whorfian hypothesis; Cultural and innate constraints on the mind; Grammar, lexicons and thought

(Time spent: Approximately 2 weeks)

Topic 3: **Language, Culture and Cognition:** Concepts and prototypes; Meaning and cultural models; Metaphors and cognition

(Time spent: Approximately 1.5 weeks)

Part II: Language and Cultural Traditions

Topic 4: **Cultures and Language Arts:** Genres and framing; Narrative styles; The poetic function; Sound symbolism; Ritual languages; Verbal play

(Time spent: Approximately 2 weeks)

Topic 5: **Cultures and Interactional Styles:** Cultural norms and interactional styles; Linguistic politeness (greetings, address terms, honorifics)

(Time spent: Approximately 1 week)

Topic 6: **Language Socialization in Cultural Contexts:** The acquisition of communicative competence; The acquisition of linguistic norms

(Time spent: Approximately 1 week)

Part III: Meanings of Language in Social Contexts

Topic 7: **Language and Social Stratification:** Language and social class; Standard and non-standard dialects; The linguistic deficit theory

(Time spent: Approximately 2 weeks)

Topic 8: **Language and Ethnic/National Identity:** Monolingualism, bilingualism, and multilingualism; Language planning

(Time spent: Approximately 2 weeks)

Topic 9: **Discourse Styles and Gender:** Gender differences in speech style; The cultural construction of gender identity through linguistic practice

(Time spent: Approximately 1 week)

Topic 10: **Discourse in Institutional Contexts:** Rhetorical strategies in institutional discourse; The construction of institutional identities through talk exchange

(Time spent: Approximately 1 week)

Note: The order in which these topics are presented and the emphasis given to them may vary with the instructor.

Assignments:

1. Homework and class participation: Students are required to do the assigned readings before each class so that they can participate in class discussions and otherwise understand the class content.
2. Examinations: There will be two mid-term examinations and a final examination. The final examination is comprehensive. The dates for the exams will be specified in each specific syllabus.
3. Writing assignments: According to the General Education Policy, each upper division GE course must have a 4,000 word writing requirement. Accordingly, each student in this course is required to complete the following writing assignments:
 1. Two 500-word written reports on the films : summaries and comments
 2. A 1,500-word paper on Part I of this course--i.e. language, culture and thought.
Examples of topics:
 - cultural models for specific concepts (e.g., 'family', 'money')
 - use of metaphor in daily speech or in literary work in English or another language
 3. A 1,500-word paper on Part II of this course--i.e. language and cultural traditions.
Example of topics:
 - linguistic aspects of literary work (e.g., structure of a narrative, use of meter in a poem)
 - linguistics aspects of a particular cultural ritual (e.g., religious service, phone conversation openings and closings)Detailed guidelines for writing papers will be given in class.

The grading of the writing assignments will be based on (1) the quality of the content, (2) the organization of the content, (3) the accuracy in grammar, spelling, and punctuation, and (4) the appropriateness of style for a college-level paper.

Course calendar: Each syllabus will contain information on the weeks that topics will be covered, reading assignments, the dates for examinations, and writing assignments due. The syllabus will state that this information on the course calendar is tentative and subject to changes and that any changes will be communicated to the students as needed.

Criteria for evaluating student work/Grading basis: Each syllabus will state how each of the assignments is weighted and what basis will be used for assigning the course grade.

Other information:

1. Attendance policy.
2. Missed exams, make-up work, late paper policy.
3. University policy on cheating and plagiarism.

4. Students with disabilities should identify themselves to the University and the instructor so that reasonable accommodation for learning and evaluation of the work can be made. Contact Services for Students with Disabilities.

Attachment #3: Typical Syllabus

Proposed Course: LING 115 Language, Culture and Society

LINGUISTICS 115: LANGUAGE, CULTURE AND SOCIETY

3 units, no prerequisite

Spring 2000

Instructor: xxxx

Office: Peters, Room xx (Phone: xxx-xxx)

Department office: Peters, Room 383 (Phone: 278-2441)

E-mail: xxx

Office hours: xxx

COURSE OBJECTIVES

Language is one of the greatest achievements of humanistic endeavor. It is a fundamental part of our culture and civilization. Each language has been developed in its cultural and historical context, reflecting as well as influencing the values and social worlds of its speakers. Thus language cannot be taken for granted. My aim in this course is to stimulate your thinking about language by examining various forms of the relationship among language, culture, and society. Through this exercise, I hope you will gain a better understanding of the significance of language to our cultural and social life. At the successful completion of this course, students should be able to:

- (1) examine and understand the nature of the relationship between language, meaning, thought, and our experiences in the world,
- (2) increase awareness of the diversity of cultural patterns in the worlds and how they may be reflected in our language,
- (3) analyze and appreciate some of the rich forms of language arts as cultural traditions developed in various parts of the world,
- (4) analyze the systems of linguistic devices for defining interpersonal relations in different languages,
- (5) recognize and analyze differences in interactional styles and understand how cultural norms influence and shape speakers' interactional styles,
- (6) understand how language use reflects and also defines social structures and relations,
- (7) increase awareness of the way language is used to index and construct social, ethnic, and national identities,
- (8) gain a better understanding about how the beliefs and attitudes toward a language is influenced by the beliefs and attitudes toward its speakers.

TEXTBOOK

Reading packet. [Available at Master Copy, SE corner of Cedar & Shaw.] (See below for the content of the packet.)

FILMS

1. Cross-cultural Communication in Diverse Settings
2. Black on White from the Story of English

COURSE TOPICS

Part I: Language, Culture and Thought

- Topic 1: Introduction
- Topic 2: Linguistic Relativity and Universals
- Topic 3: Language, Culture and Cognition

Part II: Language and Cultural Traditions

- Topic 4: Cultures and Language Arts
- Topic 5: Cultures and Interactional Styles
- Topic 6: Language Socialization in Cultural Contexts

Part III: Meanings of Language in Social Contexts

- Topic 7: Language and Social Stratification
- Topic 8: Language and Ethnic/National Identity
- Topic 9: Discourse Styles and Gender
- Topic 10: Discourse in Institutional Contexts

COURSE SCHEDULE: Topics to be covered and reading assignments

The readings listed for each week will be discussed in class during that week. You must come to class prepared to discuss the readings.

PART I: LANGUAGE, CULTURE AND THOUGHT

Week 1 **Introduction: What is culture?; language as self-contained system; language in relation to culture and society [topic 1]**

Reading: -Duranti, 1997. Linguistic anthropology (Ch. 2): Theories of culture
 -Shaul & Furbee, 1998: Language and culture (Ch. 1): Language as a self-contained system; Language in relation to culture and society

Weeks 2 & 3 **Linguistic Relativity and Universals: The Whorfian hypothesis; cultural and innate constraints on mind; grammar, lexicons and thought [topic 2]**

Reading: -Whorf, 1939. The relation of habitual thought and behavior to language
 -Shaul & Furbee, 1998. Language and culture (Ch. 3): Defining the Whorfian hypothesis; Testing the hypothesis
 -Lucy, 1992. Grammatical categories and cognition: A case study of the linguistic relativity hypothesis
 -Foley, 1997. Anthropological linguistics (Part III-5 and 6): Biological taxonomies; kinship terms; color terms

Week 4 **Language, Culture and Cognition: Concepts and prototypes; meaning and cultural models; metaphors and cognition [topic 3]**

Reading: -Quinn & Holland, 1987. Culture and cognition.
 -Gibbs, 1994. The poetics of mind (Ch. 4): Metaphor in language and thought.
 -Metaphors in literary work: Emily Dickinson, poetry; Toni Morrison, Beloved (excerpts)

Week 5 Midterm I

PART II: LANGUAGE AND CULTURAL TRADITIONS

Weeks 5-7 **Cultures and Language Arts: Genres and framing; narratives; the poetic function; sound symbolism; ritual languages; verbal play** [topic 4]

Reading: -Foley, 1997. Anthropological linguistics (Part V-18): Genre: Poetics, ritual languages, and verbal arts
-Kuipers, 1993. Obligations to the world: Ritual speech, performance, and responsibility among the Weyewa
-Hymes 1998. When is oral narrative poetry?: Generative form and its pragmatic conditions (Native American narratives by Victoria Howard and Charles Cultee, etc.)
-Wolfram, 1991. Dialects and language arts
-English Meter: Shakespeare, Sonnets; Philip Levine, poetry
-Japanese Haiku: Matsuo Busho and Kobayashi Issa
-Finnish Epic: Kalevala

Weeks 7 & 8 **Cultures and Interactional Styles: Cultural norms and interactional styles; linguistic politeness (greetings, address terms, honorifics)** [topic 5]

Reading: -Duranti, 1992. Language and bodies in social space: Samoan ceremonial greetings
-Foley, 1997. Anthropological Linguistics (Part V-16): Social deixis (pronouns, honorifics)

Film: Cross-cultural Communication in Diverse Settings

Week 9 **Language Socialization in Cultural Context: The acquisition of communicative competence; the acquisition of linguistic norms** [topic 6]

Reading: -Ochs, 1996. Linguistic resources for socializing humanity
-Clancy, 1986. Acquisition of communicative style in Japanese

Week 10 Midterm II

PART III: MEANINGS OF LANGUAGE IN SOCIAL CONTEXTS

Weeks 10 & 11 **Language and Social Stratification: Language and social class; standard and non-standard dialects; the linguistic deficit theory** [topic 7]

Reading -Lippi-Green, 1997. English with an Accent; Linguistic facts of life; The standard language myth
-James Baldwin. If Black English is not English, What is?
-Representations of standard and non-standard English in literary work: Mark Twain. Huckleberry Finn (excerpts)
William Faulkner. The Sound and the Fury (excerpts)
George Bernard Shaw. Pygmalion (excerpts)
Langston Hughes. Poetry

Film: Black on White (from The Story of English)

Weeks 12 & 13 **Language and Ethnic and National Identity: Monolingualism, bilingualism, and multilingualism; language planning** [topic 8]

Reading: -Blommaert & Verschueren, 1992. The role of language in European nationalist ideologies
-Romaine 1994. Hawaii Creole English as a literary language (Poetry and Short Stories)
-Errington, 1992. On the ideology of Indonesian language development: The state of a language of state

Weeks 13 & 14 **Discourse Styles and Gender: Gender differences in discourse style; the cultural construction of gender identity through language** [topic 9]

Reading: -Eckert & McConnell-Ginet, 1999. New generalizations and explanations in language and gender research
-Merican, 1994. "The limits of my language are the limits of my world"; Women's language in contemporary Malay fiction
-Yorke, 1995. Constructing a lesbian poetic for survival
-Endo, 1995. Aspects of Sexism in Japanese Language
-Conceptualizations of gender: Proverbs and maxims in world languages

Week 15 **Discourse in Institutional Contexts: Rhetorical strategies in institutional discourse; the construction of institutional identities through talk exchange** [topic 10]

Reading: -West, Lazar & Kramarae, 1997. Institutional dialogue
-Lakoff, 1990. Talking power: The politics of language in our lives.

Week 16 Final Examination (May xx)

Note: This schedule is subject to change. I will communicate all changes to you as needed. The dates for quizzes will be announced in class.

ASSIGNMENTS

1. Homework and class participation: You are required to do the assigned readings before each class so that you can participate in class discussions and otherwise understand the class content.
2. Examinations: There will be two mid-term examinations and a final examination, as shown in the course calendar above. The final examination is comprehensive.
3. Writing assignments: According to the General Education Policy, each upper division GE course must have a 4,000 word writing requirement. Accordingly, each student in this course is required to complete the following writing assignments:
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 (Detailed guidelines for writing papers will be given in class.)

The grading of the writing assignments will be based on (1) the quality of the content, (2) the organization of the content, (3) the accuracy in grammar, spelling, and punctuation, and (4) the appropriateness of style for a college-level paper.

GRADING

Homework/class participation	100	points
Mid-term exams (100 x 2)	200	
Final exam (comprehensive)	150	
Two written reports (25 x 2)	50	
Two papers (100 x 2)	200	
Total	700	

Criteria for evaluating student work: The criteria for quality work will be specified in detail for each assignment.

Eligibility for passing grade: To be eligible for a passing grade in this course, the student must (1) complete all the writing assignments and (2) earn 420 points (60%) or more in the course.

Your course grade will be assigned as follows:

A: 700 - 630 B: 629 - 560 C: 559 - 490 D: 489 - 420 F: 419-0

GENERAL INFORMATION

1. Attendance policy: All students should strive to attend every class.
2. Missed quizzes and tests, late writing assignment policy. No special arrangements will be made for makeup exams. Every writing assignment must be turned in on the due date.
3. Cheating and plagiarism. All students must refer to the Catalog and the Schedule of Courses for the University's policy regarding cheating and plagiarism.
4. Students with disabilities. If you have a disability, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Please contact Services to Students with Disabilities.