New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit □  Graduate credit □  Professional credit □

1. School/Division: College of Liberal Arts and Sciences Academic Subject Code: ANTH-L
2. Course Number: _____300___ (must be cleared with University Enrollment Services)
3. Instructor: Randall or Torstrick

4. Recommended Abbreviation (Optional): Culture and Language

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2010

7. Credit Hours: Fixed at ___3___ or Variable from ___________ to ___________

8. Is this course to be graded S-F (only)? Yes ___ No ___ XX

9. Is variable title approval being requested? Yes ___ No ___ XX

10. Course description (not to exceed 50 words) for Bulletin publication: Explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. Prerequisite: ANTH-E 105 or ANTH-A 104

11. Lecture Contact Hours: Fixed at ___3.0___ or Variable from ___________ to ___________

12. Non-Lecture Contact Hours: Fixed at ___0.0___ or Variable from ___________ to ___________

13. Estimated enrollment: __35___ of which ___0___ percent are expected to be graduate students.

14. Frequency of scheduling: every other year __ Y __ this course be required for majors? Yes

15. Justification for new course: This course is one of the options to fulfill the core course requirements for the Anthropology major.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Department Chairman/Division Director

Date 9-6-09

Approved by:

Dean

Date 10/07/09

Dean of Graduate School (when required)

Date __________

Chancellor/Vice-President

Date __________

University Enrollment Services

Date __________

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
ANTH L300 Culture and Language (3 cr.) P: ANTH A104 or ANTH A304. Explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. (Fall—even years)
ANTH-L 300
Culture and Language

This course will introduce students to the study of language and culture by exploring how verbal and nonverbal language and symbols are used as systems of meaning to construct reality in a variety of settings. Specific topics to be covered include: conversational and communicative rules, the relation between language and cognition, gender and communication, semiotics, graffiti, black-white communicative differences, and cross-cultural communication.

Required Texts:
Raymonde Carroll, Cultural Misunderstandings: The French-American Experience
Thomas Kochman, Black and White Styles in Conflict
Jack Solomon, The Signs of Our Time
Deborah Tannen, You Just Don't Understand
Course Reader (available on reserve or through department for students to make own copies)

Schedule

Weeks 1-4: Introduction to the study of verbal and non-verbal communication and culture. Topics covered include: conversational and communicative rules (turn-taking, politeness, silence, gaze, body language) and doing things with language (compliments, stories, invitations, accusations, criticisms, slang, etc.).

Read: Hall and Hall, "The Sounds of Silence"
      Hall, "Proxemics in a Cross-Cultural Context: Japan & the Arab World"
      Tannen, That's Not What I Meant, Chapters 2-5

NONVERBAL COMMUNICATION ANALYSIS DUE

Weeks 5-6: Language and cognition. The Sapir-Whorf hypothesis. Speaking and writing in E-Prime.

Read: Thomson, "Worlds Shaped by Words"
      Kellogg, "Speaking in E-Prime: An Experimental Method for Integrating General Semantics into Daily Life"
      Kellogg and Bourland, "Working with E-Prime: Some Practical Notes"

WHO AM I? AN EXERCISE IN WRITING IN E-PRIME DUE
Weeks 7-8: Gender and communication: do men and women live in different cultures? Are their communicative styles different? How does understanding men's and women's communication practices help us to explain the problems that may arise in male-female communication?

Read: Tannen, *You Just Don't Understand* (entire book)

**FIRST PAPER DUE**

Weeks 9-10: Race and class differences in communication. Black and white differences in body language, verbal language, and communicative style.

Read: Kochman, *Black and White Styles in Conflict* (entire book)
Tannen, "Power and Solidarity"
Labov, "The social stratification of (r) in New York City department stores"

Week 11: Graffiti

Read: Bushnell, *Moscow Graffiti* (selections)

**SECOND PAPER DUE**


Read: Carroll, *Cultural Misunderstandings*

**CROSS-CULTURAL INTERVIEW DUE**

Weeks 14-15: Semiotics--the hidden messages in objects, images, and architecture.

Read: Solomon, *The Signs of Our Times*

Week 16: Language and nationalism--the movement for official languages and conflicts over bilingualism and bilingual education

Read: Baron, *The English-Only Question*, Chapter 1 and 4

**Course Requirements:**

1. Class attendance and participation in classroom discussion and activities (15%).

2. Nonverbal communication analysis (15%). See separate description.
3. Exercise in writing in E-Prime (15%). Each student will write a 3-5 page, typed, double-spaced essay on the topic, "Who am I?" using the rules for writing in E-Prime as outlined in Kellog and Bourland.

4. Paper 1: an analysis of male/female talk (20%). Tape or otherwise record several mixed, male-female conversational interactions. Remember to pay attention to both the verbal behaviors and the non-verbal ones. Using the readings and lectures as reference, and your own empirical observations as data, analyze the encounters you recorded. This paper should be 6-8 pages, typed, double-spaced.

5. Paper 2: slang (20%). See separate description.

6. Cross-Cultural interview (15%). Interview a student from another country on any topic of your choosing. Tape record the interview and then analyze it using Tannen's steps in analyzing conversation (handout). Are there segments that were rough or uncomfortable? Are there segments where you clicked with the person you were interviewing? Note the various linguistic features: pitch, loudness, turn taking, overlap, interruption. Remember to also pay attention to the non-verbal aspects of the communicative encounter. After you have initially analyzed the conversation, get the reactions and interpretations of the person you interviewed. Write up the interview and your analysis of it.
Non-verbal Communication Exercise

You are going to record and analyze non-verbal communication—the things we communicate through what is often called "body language." Go to a public setting, such as a shopping center, restaurant, cafeteria, or waiting room of some type. Pick a place where you can sit and watch the actions of people around you, without drawing attention to yourself. Plan on staying for 30-45 minutes. Record as much of the non-verbal behavior that you witness as you can. Be meticulous and detailed. You want to describe the individuals involved, what actions you witness (i.e., greeting behavior, eating, walking, etc.), the environment in which the interchange is taking place. Note things like how close individuals are sitting or standing to one another, their posture, their hand gestures, their facial expressions. Pay attention to tone and pitch of any vocalizations (but don’t focus on verbal messages—the point is to see what sense you can make out of an interchange based purely on nonverbal cues).

Write up a short report on what you witnessed and answer the following questions: What messages did the non-verbal behavior that you witnessed convey to you? Were there any areas of ambiguity, where you were not sure exactly what was being communicated? Why was the message ambiguous? What behaviors did you not have any difficulty interpreting? Why?

Typed, double-spaced, 3-5 pages

Paper Two

SLANG

1. Make a collection of current words and phrases used as slang. Make sure you talk with people whose experiences differ from you.

2. Define them. Discuss the problems in "translating" them.

3. Consider to what extent slang is an indicator of group membership such as different ethnic groups, different genders, different professions, different generations, different geographic locations.

4. Interview someone who has given you unfamiliar (to you) slang words. See if you can find out: How, where, and from whom did this person learn the expressions? In what situations does this person use or not use the expressions? What does this person think about if or when an outsider tries to use these expressions?

5. What conclusions can you draw about the use of slang in defining group boundaries?

This paper should be 6-8 pages, typed, double-spaced.