SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Fall 2015
Discipline: Anthropology
ANTH 2541: Language, Society and Intercultural Communication
Division: Lower
Faculty Name:
Credit Hours: 3; Contact Hours: 38

Pre-requisites: none

COURSE DESCRIPTION
This class examines the social geography of language and accent around the globe, taking up topics such as the existence of unjustified prejudice against stigmatized dialects, the differences between male and female language, and strategies for intercultural communication - including communication across cultures when there is no shared language.

COURSE OBJECTIVES

1. Understand the importance of language in cultural life, and develop sensitivity to the observation of language phenomena in daily experience.
2. Appreciate the diversity of language forms and usages around the world, especially in the settings you will visit during your Semester at Sea.
3. Clarify the ways in which communication across languages and cultures is achieved, and examine some of the different sources of intercultural miscommunication and misunderstanding.
4. Develop awareness of the fact that natural variation also exists within each language, and investigate the ways that non-linguistic forms of social discrimination (based on class, race, gender, nationality etc.) play out in cultural attitudes towards language.

REQUIRED TEXTBOOKS

AUTHOR: Ottenheimer, Harriet Joseph
TITLE: The Anthropology of Language: An Introduction to Linguistic Anthropology
PUBLISHER: Thomson / Wadsworth
ISBN #: 0-534-59436-0
DATE/EDITION: 2006

AUTHOR: Tannen, Deborah
TITLE: That’s Not What I Meant! How Conversational Style Makes or Breaks Relationships
PUBLISHER: Ballantine Books
ISBN #:0-345-37972-1
DATE/EDITION: 1986
Use Ottenheimer Chapter summaries to review and study, even when they are not specifically assigned.

**TOPICAL OUTLINE OF COURSE**

**Depart Southampton—September 13**

**Orientation -- September 14**

**A1—September 15:**

Ottenheimer, Linguistic Anthropology pp. 1-2 and Anthropology is Comparative pp. 3-4. 3-4 (Includes box In the field, Comoro Islands Sep 1967). Skip “Anthropology is Holistic” pp. 2-3.


**A2—September 17:**

Ottenheimer, Anthropology is Fieldwork-based pp. 5-10 (includes boxes).


*Preparing for field projects (emplacements of English)*

**A3—September 19:**

Ottenheimer chapter 6, Nonverbal Communication pp. 120-135 (stop at Sign Languages).


*Culture and personal space. Emblem gestures.*

**Civitavecchia—September 21-23**

**Naples—September 24-26**
NB. On a B-day syllabus there is only one teaching day between Naples and Istanbul (below).

A4—September 27:

Non-emblem gestures, and grammatical typologies. Examples from Turkish speakers.

A5—September 29:
Ottenheimer ch. 2 Language and Culture. Pp. 14-29


Language and Cultural Worldview. Examples from the language of Archaic Greece

Istanbul—September 30-October 5

A6—October 7:
Ottenheimer chapter 7 Writing and Literacy pp.146-169


Writing systems. The implicit meanings of written messages

Athens -- October 8-13

A7—October 15:
Ottenheimer chapter 9 Change and Choice (first half) 205-218 Stop at “…encounter a different one”.


Language change

A8—October 17:


* Dialect, nation and standard. Language ideologies and attitudes*

**Barcelona —October 18 - 23**

A9—October 25:

Ottenheimer, Stable and Transitional Bilingualism, pp. 237-242


*Situational Bilingualism: Diglossia in the Arab world.*

**Casablanca — Oct 26 - 31**

A10— November 2: Review and discussion

A11— November 4: Midterm

Study Day -- November 6

A12—November 7:

Ottenheimer, Discovering How Language Communicates Identity, pp. 96-110.
Ottenehimer, Language and Identity in Corsica pp. 256-257

*Language and Identity*

A13—November 9.


Tannen chapter 1 The Problem is the Process pp. 17-28
Tannen Chapter 2 The Workings of Conversational Style, pp. 29-44

*Intercultural Communication: Conversational Postulates*
A14—November 11:
Tannen chapter 3 Conversational Signals and Devices, pp. 45-62

Ottenheimer In the Field, Kansas State University, Manhattan Kansas, early 1990s (box), pp. 110-111


*Conversational Cues across Cultures*

**Salvador – November 12 – 17**

A15—November 19:
Tannen chapter 4 Why we Don’t Say What we Mean. Pp. 65-81

Ottenheimer Language in Action pp. 89-93


*Face, politeness*

A16—November 21:
Tannen chapter 5 Framing and Reframing, pp. 82-100


*Frames, Cultural Models*

Study Day—November 23

A17—November 24:
Ottenheimer, Mixed Languages: Pidgins and Creoles. Pp. 231-237


*Lingua Francas, Conversational Code Switching.*
A18—November 26:


*Functions of Language: Referential and the relational dimensions. Examples from Trinidad.*

**Port of Spain—November 27 - 28**

A19—November 30:

Tannen chapter 6 Power and Solidarity, pp. 101-117

*Power and hierarchy in language*

**Study Day—December 2**

A20—December 3:

Ottenheimer Working with Endangered Languages pp. 251 -253 (include box, Language Revitalization in Oklahoma, p. 25).


*Language endangerment, loss, revitalization*

A21—December 5:

Tannen chapter 7 Why Things Get Worse, pp. 121-132
Tannen chapter 8 Talk in the Intimate Relationship: His and Hers pp. 133-151

*Language and Gender I*

**Puntarenas—December 6-11**

*NB. on a B-day syllabus, Day 21 comes AFTER Puntarenas, not before*

A22—December 13:

Tannen chapter 10 Talking about ways of talking. Pp. 177-200

Language and Gender II

A23—December 15:

Ottenheimer Revealing Racist and Sexist Language, pp. 253 -255

Zentella, Ana Celia 2014. Talking While Bilingual. Latino Studies 12: 620-635


Language, ethnicity and racism.

Study Day—December 17

A24—December 18; Final Exam

Convocation/ reentry/ Packing -- December 20

Arrive San Diego—December 21

FIELD WORK
Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

FIELD LAB (to be led by the instructor.) Two possible field labs are suggested. Selection of the final Field Lab, and further details about the day, remain to be elaborated.

Proposed Field Lab 1: Creole Culture: Candomble in Salvador, Brazil. Morning visit to the “MAFRO”, the Afro-Brazilian Museum at the Centre for African and Oriental Studies, Federal University of Bahia (http://www.mafro.ceao.ufba.br/index.php). Here, students will find interpretive display of art and artifacts related to the distinctive local candomble religion. After lunch, a scheduled visit to an active candomble temple will be arranged, during which students will have the opportunity to pose questions to a priest/ess. Preparatory class discussion will center around the “creolized” fusing of African, Mediterranean, and indigenous elements in this religion, and will relate to class reading about Creolized languages. As a follow-up on their own time, students may arrange with the priest/ess to attend an actual candomble ceremony during one of their evenings in Salvador.
Proposed Field Lab 2: Endangerment and Survival: Indigenous Traditions in Costa Rica. Students will travel from Puntarenas to the Nicoya peninsula across the scenic Taiwan friendship bridge, to visit San Vicente de Nicoya, a ceramic artisan village. Villagers practice an ancient ceramic tradition, which has recently undergone a revival to celebrate elaborate pre-Columbian forms and styles. After a long struggle, the community succeeded in opening an eco-museum in 2007, and the artisans welcome visitors for a community tour, manufacturing demonstration, and a meal featuring the regional cuisine. Preparatory discussion will center around the endangerment, revitalization and survival of indigenous traditions and languages in Costa Rica and elsewhere.

FIELD ASSIGNMENTS

1. Participation in and Reflection upon Field Lab Experience. Participation in the Field Lab is mandatory and will form part of the grade. In addition, students will take notes and photographs during the Field Lab, and produce a written reflection on the day (two pages), including summary of substantive discussion points raised, and their own views as modified, solidified, or enhanced by the Field Lab experience.

2. Port Ethnography. Each student will be responsible for producing port diaries and a final illustrated essay and reflection on the theme of “Visual Language”, based on observations at our different ports of call. For the final essay, students will observe, document and comment upon the social position and meaning of written English, as encountered among other languages and scripts in the different ports. The essay must include visual data from at least three different ports (two in the Mediterranean, and one in the Americas) and three to five pages of written text. Evaluation will be based on quality of sustained engagement with the project over the semester, and relevance and interest of the documents produced.

IN-CLASS ASSIGNMENTS

1. Attendance and in-class quizzes. Attendance at lectures is mandatory. Very short quizzes will also be assigned each lecture day, consisting of one or two simple questions based on readings that require no study if reading has been done. Graded Pass/ Fail each time.

2. Midterm exam

3. Final exam
METHODS OF EVALUATION / GRADING RUBRIC

Assignments will be weighted as follows (%):

Field lab, including written report 20
Visual Language observation essay 20
Attendance and in-class quizzes 15
Midterm exam 20
Final exam 25

Letter grades will be assigned according to the following scale:

Above 98% = A plus
Above 93% = A
Above 88% = A minus
Above 83% = B plus
Above 78% = B
Above 73% = B minus
Above 68% = C plus

Above 63% = C
Above 58% = C minus
Above 53% = D plus
Above 48% = D
Above 43% = D minus
Below 43% = F

RESERVE BOOKS AND FILMS FOR THE LIBRARY

No Reserve books

I do not plan to show these films during class time, but have identified films (mostly already in the SAS library) that I would like to screen before arriving in each port:

Port preparation screening, Italy: The Bicycle Thief. (SAS library)

Port preparation screening, Turkey: Journey to the Sun. (SAS library)

Port preparation screening, Greece: Z. (SAS library) OR Mediterraneo (not currently in SAS library)

Port preparation screening, Spain: Biutiful. (SAS library)

Port preparation screening, Morocco: Poupées d’argile/ Clay dolls (SAS library)

Atlantic transit screening: Atlantico negro : na rota dos Orixás = Black Atlantic : on the Orixás route

Port preparation screening, Brazil: Hour of the Star.

Port preparation screening, Trinidad: The Mystic Masseur (SAS library)
In transit screening, Panama: Paraiso for sale (SAS Library)

Port preparation screening: The goose with the golden eggs (SAS library). OR Gestacion/ Gestation (not currently in SAS library)

ELECTRONIC COURSE MATERIALS

Articles and chapters as listed with full references in syllabus readings above.

ADDITIONAL RESOURCES

Web-based material:

http://languagelog.ldc.upenn.edu

http://guide.culturecrossing.net/index.php

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”