We constantly interact with people of different backgrounds. Most of us know little, however, about how our background affects the way in which we communicate or about how different forms of communication give rise to differing perspectives, beliefs, and ways of being. Communicative patterns often lie below our level of awareness. Consequently, communicative differences often result in drastic misunderstandings.

This class has three goals: 1) To make explicit the ways in which culture and language—and more broadly communication—are linked. 2) To gain a greater understanding of when and why communicative misunderstandings occur and how to overcome them. 3) To appreciate the range of communicative differences around the world and recognize that interacting with people from different backgrounds brings opportunities not only for misunderstandings but also for growth. Consequently, we will delve into linguistic anthropological theory, but we will do so with a focus on how these theories help us to understand, overcome, and appreciate communicative differences. The concepts that we will cover include: the nature of signs; linguistic relativity and the relationship between language and thought; multilingualism; the difference between linguistic and communicative competence; standard language and dialects such as African American Vernacular English; and the connections between language and power, race, class, and gender. On the applied side of the class, we will consider communicative differences in hospitals and healthcare, schools, employment and assessments of job performance, and interviews and social science research.

**Required Texts:**


**Recommended Text:**

COURSE REQUIREMENTS:
The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by e-mail and will be posted on Moodle.

Attendance and Participation: You are expected to attend every class, complete the reading ahead of time (including any supplements that I may add to the syllabus or announce in class), and participate in class discussions. If you miss class or are late to class more than twice you will be penalized and your grade will be adjusted according to the percentage of classes you missed. At any point in time I may assign a pop-quiz on the reading. Points on the quiz will count toward your participation grade.

Intercultural Explorations Journal: In the first week of class you will pick a place or group to experience and reflect on every week. This place must be somewhere that you do not usually go, somewhere filled with people of a different background. It may be a religious organization, a campus organization, or a section of town that is very different than your own. You will write a journal reflecting on your experiences and connecting those experiences back to what we learned in class that week. You may not pick the same group as someone else in the class. Your journal entry should be no less than one page and no more than two pages single spaced, times new roman font size twelve, 1 inch margins. This journal will be due in class every Monday, except for the very first journal which is due Wednesday Sept. 5 and the sixth journal which is due Wednesday October 10th.

Presentation: At the end of class you will give a presentation on your intercultural experience over the course of the semester. The presentation should connect your experience to things that we learned and discussed throughout the class.

Midterm essay: This will be a 5-7 page paper about concepts we learned in class. I will give you a choice of essay questions to which to respond.

Final essay: This will be a 5-7 page paper. It will ask you to examine your intercultural experience in the context of some central issues we learned in class. I will give you a choice of essay questions to which to respond.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm essay</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grading scale:

- 90-100%  A
- 80-90%   B
- 70-80%   C
- 60-70%   D
- <60%     F
COURSE POLICIES

Academic Integrity
As a student at UNC Charlotte you are bound by the Code of Student Academic Integrity, the Code of Student Responsibility, and the Noble Niner Code. It is your responsibility to read these policies and abide by them. They are available at http://legal.uncc.edu/policies/up-407. A first violation of these policies will result in a zero for the assignment and disciplinary action. A second violation may result in an F for the course and disciplinary action.

ANY use of someone else’s distinctive ideas or words is plagiarism. This includes quoting a phrase or sentence from a published work or from a webpage, paraphrasing an author’s ideas without citing them, or taking ideas or words from another student. To be safe, cite your sources whenever you are using anyone else’s ideas and put all phrases and sentences borrowed from another in quotes. If you are using ideas or words from one of the texts assigned for class, you merely need to do parenthetical citations (e.g. Fadiman 114). If you are referring to a source not assigned for class, be sure to include a bibliography at the end of your essay or journal entry.

Turnitin
As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without your written consent and permission. If you do not provide such written consent and permission I may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Intercultural Journal
You will turn these journals in at the beginning of class. I DO NOT accept electronic versions of these journals, you MUST give me a paper copy.

Late Work
I take off 3.3% each day that an assignment is late (i.e., a 90% paper goes down to 86.7%). You can always turn in an assignment late and receive this penalty, there is no need to ask me about it.

Extensions and Excused Absences
I do not give extensions or excused absences unless:
1. You have a medical emergency. You must provide written proof (i.e. a doctor’s note). I may ask you to contact the Dean of Students office, and after they have verified your emergency have them contact me.
2. There is a death or medical emergency in your family. You must contact the Dean of Students Office for help and have them contact me.
3. You have a religious conflict. You must inform me by August 31st whether you will need a religious accommodation at some point in time in the course.

In respect to electronic assignments, it is your responsibility to complete them significantly ahead of time such that you can deal with any technical issues. Technical problems will NOT count as an acceptable excuse for late assignments.
Students with Disabilities
I am happy to work with students with disabilities. You must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

If I am late to class
If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

Canceled Meetings
I encourage you to meet with me in office hours or to make an appointment. If you have made an appointment and then found that you cannot make it, you must cancel it twelve hours before our meeting. If you simply miss a meeting your participation grade will suffer.

Cell phones and Internet
The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. Students are permitted to use computers during class for note-taking and other class-related work only. Doing otherwise will negatively affect your participation grade.

Bad Weather
I do not cancel class for bad weather. If the university is open, class is in session.

Additional responsibilities
- Work hard, think critically, and apply yourself
- Make an appointment with me if you are confused or having trouble with the class.
- Enjoy linguistic anthropology!
CLASS SCHEDULE

Introduction to Communication and Language

8/20 Introduction
   In class screening: *Lost in Translation*

8/22 Intercultural Conundrums
   Fadiman, pp. 20-31, 38-77, 78-92

8/27 Language and Communication
   Sapir, Language pp. 3-23

8/29 What is a Sign?
   Saussure, pp. 6-15
   Pierce, *What Is A Sign?*
   Assignment: Be sure to have picked out your intercultural site.

9/3 No Class

Linguistic Competence:

9/5 Linguistic competence and Linguistic Relativity
   Mihalicek, What You Know When You Know a Language.
   Wilfred, Some Languages Have No Grammar.
   Lucy, Scope of Linguistic Relativity
   In class screening: Darmok
   Assignment: First intercultural journal due

9/10 Linguistic Relativity
   Whorf, The Relation of Habitual Thought and Behavior to Language.
   Levinson, Language and Cognition: The Cognitive Consequences
   of Spatial Description in Guugu Yimithirr
   Assignment: Second intercultural journal due

9/12 Language and speech communities
   Jackson, Language Identity of the Columbian Vaupes Indians.
   Hymes, Linguistic Problems in Defining the Concept of Tribe.

9/17 Nonverbal communication and Speech Communities
   Lane et al., The Language of the DEAF-World.
   Basso, “To Give up on Words”
   Assignment: Third intercultural journal due

9/19 Codeswitching: When is Communication Intercultural?
   Blom and Gumperz, Social meaning in linguistic structures
   Urcioli, The Political Topography of Bilingualism.
In class: Hand out first essay assignment. Discussion of good essay writing techniques

9/24  Intercultural conundrums continued
      Fadiman pp. 140-153, 171-180, 210-224, 250-261
      Assignment: Fourth intercultural journal due

Communicative Competence:
9/26  What is meaning and what does language do?
      Malinowski, The Problem of Meaning in Primitive Languages.
      Austin, How to Do Things With Words. (Lecture 1).
      Heath 19-29

10/1  Communicative problems in the workplace
      Gumperz, Discourse Strategies. Ch 6 and 8.
      Assignment: Fifth intercultural journal due

10/3  Communicative Competence
      Hymes, On Linguistic Theory, Communicative Competence, and the
            Education of Disadvantaged Children.
      Heath 30-74

10/5  First Essay Due

10/8  Recess – No Class

10/10 Standard Language
      Preston, They Speak Really Bad English
      Heath 236-262
      Assignment: Sixth intercultural journal due

10/12 Midterm grades posted (40% of your final grade has been determined by this time.)

10/15 Classroom competence and African American Vernacular English
      Heath 73-112, 166-211
      Labov, Academic Ignorance and Black Intelligence.
      Assignment: Seventh intercultural journal due

10/17 Classroom competence cont.
      Heath 113-166, 211-235
      In class screening: Either Voices of North Carolina or The Road Less Travelled
10/22 Solutions
Heath 265-369
Assignment: Eighth intercultural journal due

Metacommunicative Competence
10/24 Reflexive Language
Lucy, Reflexive Language and the Human Disciplines.

10/29 Interviews as an example of metacommunication
Briggs Ch 1-2
Assignment: Ninth intercultural journal due

10/31 Interviews and gaining metacommunicative competence
Briggs Ch 3-4
In class screening: Crosstalk (Film)

11/5 Solutions
Briggs pp. 93-111, 120-125
Assignment: Tenth intercultural journal due

Language and Power: Communicative misunderstandings or differences?
11/7 Language Ideology
Irvine and Gal, Language Ideology and Linguistic Differentiation.

11/12 Power
Bourdieu, The Economics of Linguistic Exchanges.
Assignment: Eleventh intercultural journal due

11/14 Race
Hill, Language, Race, and White Public Space.
Bucholtz, The Whiteness of Nerds

11/19 Gender
Keenan, Norm-Makers, Norm-Breakers: Uses of Speech by Men and Women in a Malagasy Community.
Tannen, Talk in the Intimate Relationship
Assignment: Twelfth intercultural journal due

11/21 Thanksgiving Break – No Class

11/26 Gender cont.
Cameron Chapters 2, 3 and 5

11/28 Presentations

12/3 Presentations
12/5  Presentations

12/10  Final Paper Due

12/12  2:00-4:30 Wrap up presentations.