I. CONTACT INFORMATION

Instructor
Irene Appelbaum
Email: irene.appelbaum@umontana.edu
Office: Social Sciences 211
Virtual Office Hours by Appt: T 2-5, W 9-12, R 2-5

Moodle
This is a fully on-line course. All material (including lecture notes, readings, and assignments) will be posted on the Moodle website for this course. To access this website, go to https://moodle.umt.edu/login/ and log-in with your NET ID.

I will be available throughout the semester to assist you with questions. You can email me at any time. I will respond to email within 24 hours, and often sooner. (For email received on Friday or Saturday, I will usually respond by Sunday.) If you would like to schedule an appointment, you may sign up for a virtual office-hour appointment (see Moodle for the link to schedule) or you may email me suggesting 2 or 3 days/times you are available and I will do my best to accommodate you.

Technical Support
Technical support for Moodle is available through UMOntline. The number for live phone support is: (406) 243-4999 or (866) 225-1641 (toll-free). You can also reach them by visiting their website: http://umonline.umt.edu/studentsupport, by email: umonline-help@umontana.edu, or via the UMOntline Technical Support link within the Moodle course home page. If this is your first experience using Moodle, you may want to visit Moodle 101 for Students.

II. READINGS

The following books are required for this course. They may be purchased or accessed as e-books via the Mansfield Library:


Additional readings will be made available through the Moodle course site.

III. COURSE DESCRIPTION

In this course, we will investigate the relationship between language and culture as it arises in discussion of two broad issues: (i) the relationship between language structure and our experience of the external world (Linguistic Relativity) and (ii) the relationship between language use and social relations (Linguistic Ideology). With respect to (i), the central question we will address is: to what extent do the lexical and grammatical categories of a language influence the character of experience of its users? By 'the character of experience', here, we mean fundamental features of our experience of the external world: for example, our experience of space, of time, and of colors. With respect to (ii), we will explore how the use of language - and views about language use - not only reflects, but also creates and modifies a variety of social relations.
After introducing the ideas of speech community, indexicality of language, and linguistic ideology, we’ll explore linguistic ideology in relation to gender, language socialization, and language standardization.

IV. LEARNING OUTCOMES

After successfully completing this course, you should have an understanding of (i) the conceptual, historical, and empirical dimensions of the debate over linguistic relativity, and (ii) the ways language, and views about language, can be used to reflect, create, and modify social relations in the context of individual speech events and institutional settings. More specific learning outcomes include an understanding of:

- the extent of diversity in human languages and cultures
- Whorf’s conception of habitual thought and behavior
- current evidence for linguistic influences on a variety non-linguistic, cognitive tasks
- the concept of speech community and how it differs from that of a language community
- the concept of linguistic ideology
- the role of linguistic ideologies in the process of language socialization
- the relation between ideologies about language standardization and social & political inequalities.

This course satisfies the University's General Education Advanced Writing Requirement for undergraduate majors in Linguistics or Anthropology. The Writing Learning Outcomes for this course include developing the ability to:

- identify and pursue sophisticated questions for academic inquiry
- find, evaluate, analyze, and synthesize information effectively from diverse sources
- manage multiple perspectives as appropriate
- recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- follow the conventions of citation, documentation, and formal presentation appropriate to the discipline
- develop competence in information technology and digital literacy.

V. COURSE ORGANIZATION

This course is offered fully on-line. It is organized by weeks (Monday-Sunday). The course material for each week will be released Monday morning. Each week’s course material consists of a Lecture, one or more Readings, and a HW Assignment.

The posted Lecture will take the place of in-class lectures and may take a variety of forms (e.g., overview of the topic, synthesis of the readings, outline of individual readings) depending on the material to be covered that week. Lectures should be read both before and after doing the readings, and in some cases, along with the readings.

The posted Readings are required. However, they are subject to change. Changes may include additions, substitutions, or a change from “required” to “optional”. Any changes will be specified when the material for that week is released. (If no changes are specified, then all reading listed on the syllabus and website for that week is required.) The number of pages assigned is sometimes relatively low. However, the material is often very challenging and it is expected that you will read the material multiple times.

See below for information about HW assignments.

VI. ASSESSMENT & GRADING

HW Assignments: For most weeks, a HW assignment will be posted. It will consist of questions and/or exercises for the week’s readings. The HW assignments are meant to help you learn the material, and to
help me see that you have made an earnest attempt to do so. Though the nature of the assignments will vary, you should expect to write 1-2 pages to complete each assignment. (For example, you might be given five questions on the readings and be asked to answer each in a paragraph.) You may discuss the assignments with classmates (in-person or via Discussion on Moodle), but you must write up the assignments on your own. **HW assignments are due at the end of each week, on Sundays by 5 PM.** See below for a detailed schedule of due dates. Instructions for submitting assignments will be posted along with the assignments. You will be able to submit assignments after the deadline, but late assignments will receive up to half-credit only.

**2 Short Papers:** You will be asked to write two short papers on assigned topics from the reading done up to that point in the course. These papers are meant to be exegetical in nature, aimed at developing your ability to write clearly and concisely about complex topics.

**Article Review:** You will be asked to write an article review summarizing and evaluating a reading not discussed in class. A list of articles will be given and you will be able to choose an article to review from within this list.

**Final Paper:** For the final paper, topics will be suggested but you may write on a topic of your own choosing with instructor approval. This final paper project consists of multiple components, all of which are required:

- **Abstract Draft:** In your abstract, you should clearly identify the topic of your paper, your thesis statement and a description of your strategy for addressing your topic. It should also include an outline of your paper, as well as a list of sources you plan to consult.

- **Paper Draft:** This should be a nearly full-length draft of your paper, taking into account feedback received on your abstract.

- **Final Draft:** The final draft of your paper should incorporate feedback received on your first draft.

- **Final Abstract:** When you submit the final draft of your paper, you will also be asked to submit an updated, rewritten version of your abstract.

Additional guidelines for papers and abstracts will be posted during the course of the semester.

**Information Literacy Modules:** You will be asked to complete several information literacy modules, accessible from the Moodle course. The modules are ungraded, but must be completed as part of the course requirements.

**Grades:** Your course grade will be based on the following calculation:

**For Undergraduates:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>HW Assignments (1-2 pp.)</td>
<td>40% (10 x 4% each)</td>
</tr>
<tr>
<td>2 Short Papers (3 pp. each)</td>
<td>20% (2 x 10% each)</td>
</tr>
<tr>
<td>Article Review (5 pp.)</td>
<td>12%</td>
</tr>
<tr>
<td>Final Paper:</td>
<td>28%</td>
</tr>
<tr>
<td>Abstract Draft</td>
<td>2%</td>
</tr>
<tr>
<td>Revised Abstract</td>
<td>2%</td>
</tr>
<tr>
<td>Paper Draft (8-10 pp.)</td>
<td>8%</td>
</tr>
<tr>
<td>Revised Paper (10-12 pp.)</td>
<td>16%</td>
</tr>
</tbody>
</table>
For Graduate Students:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HW Assignments (1-2 pp. each)</td>
<td>40%</td>
<td>(10 x 4% each)</td>
</tr>
<tr>
<td>2 Short Papers (5 pp. each)</td>
<td>20%</td>
<td>(2 x 10% each)</td>
</tr>
<tr>
<td>Article Review (8 pp.)</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Final Paper:</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Abstract Draft</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Revised Abstract</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Paper Draft (10-12 pp.)</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Revised Paper (12-15 pp.)</td>
<td>16%</td>
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The grading scale used for final course grades will be the following:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.00-100.00</td>
<td>A</td>
</tr>
<tr>
<td>90.00-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87.00-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83.00-86.99</td>
<td>B</td>
</tr>
<tr>
<td>80.00-82.99</td>
<td>B-</td>
</tr>
<tr>
<td>77.00-79.99</td>
<td>C+</td>
</tr>
<tr>
<td>73.00-76.99</td>
<td>C</td>
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<td>70.00-72.99</td>
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<td>67.00-69.99</td>
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<td>D</td>
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<tr>
<td>60.00-62.99</td>
<td>D-</td>
</tr>
<tr>
<td>0.00-59.99</td>
<td>F</td>
</tr>
</tbody>
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VII. COURSE POLICIES

Student Conduct Code: You are expected to adhere to the University of Montana Student Conduct Code.

Academic Honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

Course Accommodations: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. For more information, visit the Disability Services website.

Withdrawing from the Course: From the Registrar: Through the 15th instructional day, all classes are dropped in CyberBear. From the 16th through the 45th instructional day, all classes must be dropped using Drop forms (instructor signature required, advisor signature required for undergraduates). $10 fee applies. From the 46th to the last instructional day prior to finals week, classes must be dropped using the Drop form (instructor and Dean signatures required, advisor signature required for undergraduates). $10 fee applies.

Email: In accordance with University policy: I will use only the email address provided for you on the Moodle website for class emails; I will only respond to emails sent to me from your University email address; and I will not communicate grade information via email. It is your responsibility to keep informed about information contained in email sent to your University email account.

## VIII. COURSE OUTLINE
(Subject to change. See the Moodle course site for the most up-to-date information.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11-1/17</td>
<td>Course Overview</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1/11-1/17</td>
<td>Introduction</td>
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<td></td>
</tr>
</tbody>
</table>

### I. Linguistic Relativity: Language Structure and Experience of the External World

#### Historical Development

- **1/18-1/22** Boas
  - Foley: 192-196; *from Boas* (1911)

- **1/25-1/29** Sapir
  - Foley 196-199: Sapir (1949 [1927]), (1929)
  - F 1/29: Paper 1 Assigned

- **2/01-2/05** Whorf (1)
  - Foley: 199-203; Whorf (2012 [1956]): Ch. 7.
  - F 2/05: Paper 1 Due

- **2/08-2/12** Whorf (2)
  - Foley: 203-208; Whorf (2012 [1956]): Ch. 11.
  - F 2/12: Paper 2 Assigned

- **2/15-2/19** Aftermath
  - Everett 1.4; Leavitt Ch. 9; Everett 1.5
  - F 2/19: Paper 2 Due

#### Recent Studies

- **2/22-2/26** Space
  - Everett: Ch. 4; Bowerman & Choi (2001); Levinson (1997)
  - F 2/26: Article Review Assigned

- **3/01-3/05** Time
  - Everett: Ch. 5; Casasanto et al (2004); Boroditsky et al (2011)
  - W 3/10: Article Review Due

- **3/08-3/12** Color
  - Everett Ch. 7, 8; Roberson et al (2000); Gilbert et al (2006)

### II. Linguistic Ideology: Language Use and the Social World

#### Background

- **3/15-3/19** Speech Communities
  - Gumperz (1968); Morgan (2004)

- **3/22-3/26** Indexicality
  - TBA
  - T 3/23: Abstract Draft Due

#### Linguistic Ideology

- **3/29-4/02** Introduction
  - Woolard (1998); Irvine & Gal (2000)

- **4/05-4/09** Gender
  - Ochs (1992); TBA

- **4/12-4/16** Language Socialization
  - Garrett & Baquedano-López (2002); Ochs & Schieffelin (2011)
  - F 4/16: Final Paper Draft Due

- **4/19-4/23** Language Standardization
  - Wiley & Lukes (1996); Silverstein (1996)
  - W 4/28: Revised Final Paper & Revised Abstract Due

### IX. REFERENCES


