



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

<b>Course Acronym:</b>	ANTH
<b>Course Number:</b>	4
<b>Descriptive Title:</b>	Language and Culture
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Anthropology
<b>Course Disciplines:</b>	Anthropology
<b>Catalog Description:</b>	This course introduces students to the anthropological study of language. Using a cross-cultural approach, students will examine the relationship between language and social factors such as gender, ethnicity and class. Topics will also include structural linguistics, language change, language extinction, language acquisition in children, cognitive aspects of language, language varieties and non-verbal communication.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	English 1 or eligibility for English 1A or qualification by appropriate assessment
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	11/20/2006
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education:</b>	Area 2C - Social and Behavioral Science ECC
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area C2 - Humanities

	Area D - Social Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	Area 3B - Humanities Area 4 - Social and Behavioral Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><u>SLO #1 Language Extinction</u> In a written assignment or objective exam question(s), students will demonstrate an understanding of language extinction by identifying the various cultural and historical factors that contribute to language loss and describing the preservation efforts applied to languages targeted for extinction.</p> <p><u>SLO #2 Language and Social Factors</u> In a written assignment or objective exam question(s), students will demonstrate an understanding of the relationship between language and social factors such as gender, ethnicity and class.</p> <p><u>SLO #3 'Pidgin'</u> In a written assignment or objective exam question(s), students will demonstrate an understanding of the language variety known as 'pidgin' by identifying several features regarding its structure (as compared to a standard language) and identifying the social and historical conditions under which a pidgin develops.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Identify the key differences between the approaches, perspectives and methods used by linguistic anthropologists and linguists.</li> <li>2. Identify and distinguish between the various fieldwork and data collection techniques used by linguistic anthropologists.</li> <li>3. Compare and contrast some of the features of human and animal communication systems.</li> <li>4. Explain the biological basis for speech and the critical period for language acquisition.</li> <li>5. Identify and describe the following as they pertain to the branch of structural/descriptive linguistics known as phonology: phone, phoneme, allophone and minimal pair/set.</li> <li>6. Compare and contrast phonemics and phonetics, as two forms of phonological analysis.</li> <li>7. Define the concept morpheme and identify various types that are used in language along with their functions (i.e. root morpheme, bound morpheme, free morpheme).</li> <li>8. Explain how syntax functions in a language, and contrast it briefly with grammar.</li> <li>9. Compare and contrast the fundamental ideas behind the early theories of language acquisition (e.g. behaviorist psychology theory) with later theories such as sociocultural theory.</li> <li>10. Describe the premise behind the Sapir-Whorf hypothesis and assess the criticisms against it.</li> <li>11. Explain what cognates from various related languages reveal about the relationships between these languages.</li> <li>12. Assess and discuss how language is correlated with social factors such as gender, ethnicity and class.</li> <li>13. Compare and contrast the concepts dialect and accent.</li> </ol>

	<ul style="list-style-type: none"> <li>14. Using a cross-cultural approach, identify and describe some examples of kinesics and proxemics.</li> <li>15. Identify and contrast among the cultural, historical, and political factors that lead to language change in a society.</li> <li>16. Identify and discuss some of the key differences between alphabetic and logographic writing systems.</li> <li>17. Examine the various cultural factors that contribute to language loss and evaluate the preservation efforts applied to languages targeted for extinction.</li> <li>18. Describe the role of linguistic anthropologists in dealing with a society's language use problems and explain how this is an example of applied anthropology.</li> </ul>
<p><b>Major Topics:</b></p>	<p><b>I. Introduction to Linguistic Anthropology (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Linguistic Anthropology and Linguistics</li> <li>B. Fieldwork Methods of Linguistic Anthropology</li> <li>C. Historical Development and Paradigm Shifts</li> <li>D. Modern Language Myths and Misconceptions</li> </ul> <p><b>II. Animal and Human Communication Systems (6 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Features Unique to Human Language <ul style="list-style-type: none"> <li>1. Productivity</li> <li>2. Displacement</li> <li>3. Arbitrariness</li> <li>4. Discreteness</li> <li>5. Cultural Transmission</li> </ul> </li> <li>B. Research on Animal Communication <ul style="list-style-type: none"> <li>1. The Dancing of Honeybees</li> <li>2. Nonverbal Communication in Mammals</li> <li>3. Ape Language Studies</li> </ul> </li> </ul> <p><b>III. Origins of Language (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. The Human Biological Basis for Speech</li> <li>B. Language and the Brain</li> <li>C. Human Language Development <ul style="list-style-type: none"> <li>1. Continuity Versus Discontinuity Theories</li> </ul> </li> </ul>

2. Monogenesis Versus Polygenesis Models

D. Evidence for Language Ability in Other Hominins

**IV. Descriptive/Structural Linguistics (9 hours, lecture)**

A. Phonology: Units of Sound

B. Morphology: Units of Meaning

C. Syntax: Sentence Structure and Word Order

D. Semantics: Classifying Reality and Applying Meaning to Linguistic Features

1. Kinship Terms

2. Color Terms

**V. Language Acquisition and Socialization (3 hours, lecture)**

A. Theories/Paradigms

1. Reinforcement Hypothesis

2. Imitation Theory

3. Innatist Theory

a. Universal Grammar (Chomsky)

b. Critical Period Hypothesis (Lenneberg)

4. Sociocultural Theory

B. Stages of Language Acquisition in Children

C. Effects of Social Isolation on Language Acquisition

**VI. Language, Thought, and Culture (3 hours, lecture)**

A. Sapir-Whorf Hypothesis

1. Linguistic Determinism

2. Linguistic Relativism

3. Criticisms

B. Language and Worldview

**VII. Historical Linguistics and Language Change (6 hours, lecture)**

A. Language Classification

1. Family Tree Model
2. Comparative Method

B. Language Change

1. Methods Estimating Change
  - a. Glottochronology
  - b. Lexicostatistics
2. Old, Middle and Modern English
3. Types of Change
  - a. Morphological Change
  - b. Phonological Change
4. The Impact of Globalization on Language Usage

**VIII. Sociolinguistics (9 hours, lecture)**

A. Prescriptivist versus Descriptivist Models

B. Language Varieties

1. Dialects
2. Pidgins and Creoles

C. Language and Gender

D. Language and Class/Status

E. Language and Ethnicity

**IX. Nonverbal Communication (6 hours, lecture)**

A. Kinesics

B. Proxemics

C. Sign Languages

D. Silence

E. Writing Systems

1. Logographic

	<p>2. Alphabetic</p> <p>3. Syllabic</p> <p><b>X. Language Endangerment and Extinction (3 hours, lecture)</b></p> <p>A. Historical and Modern Causes of Language Endangerment and Extinction</p> <p>B. Varying Perspectives on Language Endangerment and Extinction</p> <p>C. Language Preservation and Revitalization Efforts</p> <p><b>XI. Applied Linguistics (3 hours, lecture)</b></p> <p>A. The Role of Linguistic Anthropology in Solving Language Problems</p> <p>B. Language Planning</p> <p>1. Designating Official or National Languages (in Multilingual Nations)</p> <p>2. Enhancing Literacy Programs</p> <p>3. Language and Economic Development</p> <p>4. Translation and Interpretation Problems</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Write a three-to-four page typed paper that details a real life example of language endangerment in a modern population. Describe some of the key demographics of the community, identify and discuss several of the external and/or global factors that influence the language usage of members of this community, explain in detail how these factors affect peoples' lives and how they're contributing to language change and loss, and provide an assessment for the future of this language (such as how long linguists anticipate it will last).
<b>Critical Thinking Assignment 1:</b>	Write a two- to three-page typed essay that evaluates the following position from a cultural relativist perspective: All language varieties are equally valid as systems of communication. Viewing particular dialects or speech varieties as more correct or advanced than others is a social judgment and not supported by linguistic data. Support your answer with several examples of language variation that were discussed in lectures, textbook chapters, assigned articles and/or in-class films viewed this semester.
<b>Critical Thinking Assignment 2:</b>	In a two- to three-page typed essay compare and contrast the ways in which silence is used in Euro-American communication and in Western Apache culture. Include a discussion of at least two of the four contexts in which the Apaches use silence and how these have often been misinterpreted by outsiders.

<b>Other Evaluation Methods:</b>	Completion, Essay Exams, Fieldwork, Multiple Choice, Reading Reports, True/False, Written Homework
<b>Instructional Methods:</b>	Discussion, Group Activities, Lecture, Multimedia presentations
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	James Stanlaw, Nobuko Adachi and Zdenek Salzman, <u>Language, Culture, and Society: An Introduction to Linguistic Anthropology</u> , 7th edition, Westview Press, 2018.  Harriet Ottenheimer and Judith Pine, <u>The Anthropology of Language: An Introduction to Linguistic Anthropology</u> , 4th edition, Cengage Publishing, 2019.
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	English 1 or
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<b>This course involves reading college level textbooks, developing written reports, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</b> ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
<b>Requisite Skill:</b>	eligibility for English 1A or qualification by appropriate assessment
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under</b>	This course involves reading college level textbooks, writing assignments, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

<b>each skill(s). If applicable</b>	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Marianne Waters
<b>Date:</b>	09/01/2006
<b>Original Board Approval Date:</b>	11/20/2006
<b>Last Reviewed and/or Revised by:</b>	Marianne Waters
<b>Date:</b>	10/21/2021
<b>Last Board Approval Date:</b>	12/20/2021