SYLLABUS, a paradigm!

Objectives
This course is designed to introduce the student both to the varieties of cognition, communication, and culture shaping human behavior and to language and linguistics as tools for and product of social science research. Given this bifocality, we first consider the dynamics of meaning-making and genres of communicative media; their structures, functions, and contents; and their relations with other aspects of culture, with societal phenomena, and with individual cognition, introducing linguiculture. Drawing on this background knowledge, we consider the nature of data in anthropology and other human sciences; principles of classification in general; and the utility of linguistic models and theories within the human sciences. Inarguably, all regimes in all disciplines rely on languaging in their formulation, research, and communication. To start with, distinguish language's verbality and speech's vocality. The anthropological slant will in addition be comparative, inclusive of history and biology across space and through time, as well as sensitive to issues of context, agency, identity, ideology, interpretation, and provisionality itself.

Topics
To begin with, we refresh our familiarity with language and culture, and outline descriptive linguistics. The evolution and development, and phylogeny and ontogeny, of various communicative media will be reviewed, the interpenetration of language and culture emphasized, and their joint roles in shaping individual cognition discussed. It is important to distinguish language and speech, and to realize that neither faculty evolved primarily as a vehicle for communication (whatever that is, and is not).

A survey of structural linguistics includes a discussion of various means of recording and analyzing language at the pragmatic, semantic, syntactic, morphological, and phonological levels. Historical linguistics and comparative linguistics introduce the processes of language continuity and change in time and dialect difference and differentiation in space. Glottochronological techniques for ascertaining and provisionally measuring "genetic" relationships of related languages separated in time or in space will be briefly treated and critiqued, as will the methods for reconstruction of antecedent language forms. Nostratic and Ur-Nostratic (the so-called Mother Tongue) enter our discussion at this point, linking up with the earlier issues of language origins.

More important from a pragmatic standpoint is a survey of the sociolinguistics literature, where the important variables are typically geographical, sociocultural, and speech-contextual. Here we concentrate on the relations of human communicative media—particularly those of verbal language (inclusive of writing)—with other aspects of culture and cognition, taking note of coadaptation and expatiation as criterial processes. Nonverbal as well as nonvocal communication, and devices for modeling internal to the organism, will be integrated with verbal communication in evolutionary and developmental perspectives. It behooves us to steer clear of vulgar glottocentrism, linguacentrism, and logocentrism (and phallocentrism)—to name a few sorry tendencies.

Throughout the course, models and theories emerging from 20th- unto-21st century linguistics, semiotics, postmodernism, cognitive science, and artificial intelligence (and even artificial life) applicable to social scientific research receive considerable emphasis. Some of these contemporary configurations concern "origins", "information", "discourse", "metaphor", "classification", "text", "representation", and "foundations". The ontologies, methodological techniques, epistemological premises, and theoretical utilities for "emics" and "etics" will be clarified. Regularities characterizing all known human languages, or language "universals", will be stressed throughout the semester. These, alongside culture "universals", derive from a medley of historical, structural, and functional constraints, very few of them primarily biological, and from stochastic factors at various levels in emergent processes and at various periods in the historic and prehistoric past. Pause here to consider structural homologues and functional analogues.
The self-organizational processes shaping individual languages and cultures, and their temporal individuation, result in systems with particular logics over and beyond, and beneath, the constraints of universals. Integrating the particular with the general obligates constant consideration of all units, levels, products, and especially processes of analysis, and their utilities and intended audiences. As an example, context-specific relative markedness invites application beyond the realm of ordinary human language. Participation in the course should convince the student of the relevance of communication and classification to all anthropological subdisciplines, and beyond to every field of inquiry.

Individual commitment in excess of the requirements of this semester's course is mandatory if the student expects to be reading, using, or instructing in language and linguistics in the future. For your personal calculation of a VAQ (value-added quotient), peruse an issue in/of a linguistic journal at the onset of the course and again at its conclusion. Do the same with issues in/of cognitive science, philosophy of language, and philosophy of science journals. Decide how much more immersion your own research program will entail. Of course, also return to peruse this syllabus. In fact, turn in this week a Q+C+K on the syllabus! (See Handout 4.) QCKs and Q+C+Ks, while required, are not graded, by the way.

About Accessing the Following and Other Texts
The following volumes, and still others, will be available at Von's Book Shop (obtain a discount card!) as well as in the Reserve Book Room (in the underground, "undergraduate" library at Stewart Center). The initials of author/editor identify each volume in the weekly reading assignments on Handout 2.

The final page of this syllabus outlines the course, while Handout 2 summarizes the literature covered each week. Most reading will concentrate in the first part of the semester, with much of it flexible rather than fixed assignments, and involving selection of alternative texts. Everyone should keep up to date with their basic selections, and expect to rotate in being responsible for sharing these and other materials with the class. As to auxiliary literature, particularly important are the volumes assigned in previous years and other bibliographies listed in the Handout 3 series.

Von's and the RBR will hold copies of reference volumes, in particular David Crystal's The Cambridge encyclopedia of language (1996), and Marcel Danesi and Paul Perron's Analyzing cultures: An introduction and handbook (1999). These are recommended, although not integrated into the syllabus. In addition, an optional debate may self-organize around the notions surrounding and the utility of the emic/etic distinction. Although this event has met with little enthusiasm in recent years, the basis for such a debate is condensed in Emics and etics: The insider/outsider debate (1990), edited by Thomas N. Headland, Kenneth L. Pike, and Marvin Harris. Everyone should at least skim this extra volume even though a mock debate per se has not been incorporated into this syllabus.

Other "debates" inviting our attention concern, among other topics: language origins, language extinction, first- and later-language learning, body and senses, emotion, performative, morality and ethics, various "determinisms", contextuality and cotextuality in space and time, evolution and development, constructivism, postmodernism, and more. One thing not lacking in this course is provocative materials. We spread ourselves around and share with others, honoring the special interests of class members.

Now, select one text, one anthology, one volume for warm-up applications, one volume for current debates, and one volume for foundations. Hence, each person will be reading five books, with each intersection of individual and book shaped by unique strategies. Among those strategies, aim to further develop your skimming skills. Auxiliaries show weeks for Q+C+Ks and the subsequent discussion.

SURVEY TEXT (select ONE of two) [finish by week 8; inspired QCKs for even-numbered weeks]


NOTE YOUR SELECTION:

ANTHOLOGY (select ONE of two) [finish by week 9; QCKs on each "part" for weeks 3, 5, 7, and 9]


NOTE YOUR SELECTION:
1—WARM-UP APPLICATIONS in order (select ONE of four)


NOTE YOUR SELECTION: ________________________

2—CURRENT DEBATES in order (select ONE of four)


NOTE YOUR SELECTION: ________________________

3—FOUNDATIONS in order (select ONE of four)


NOTE YOUR SELECTION: ________________________

Evaluation of Performance
Grading will be based on the quality of performance as evinced in (a) five exploratory essays (15% each), or their equivalent (for 75% total), and (b) class participation (25%). As to class participation—obviously, if one is not in attendance, one is not participating! Class participation will impact final grades only when it is truly superior to or, more likely, dramatically shy of the quality of written work. The essays will be due at the beginning of the 4th, 7th, 10th, 13th, and 16th weeks. Late work may be penalized, and no work can be accepted after the last day of class. See handouts in the 4-series that also introduce QCKs.

The five essays together are conceived as being roughly equivalent to the work and value of one term paper, which paper is an option if you submit a provisional abstract at the beginning of the semester and turn in your finished, gradable product by the 13th week. I do not wish to place upper or lower limits on a term paper, any more than one can for the essays, but for essays, five typed pages should be in the ballpark (of 7 plus-or-minus 2) for each essay. Conciseness is recommended. Remember to attend to both the coarse-grained and fine-grained details of execution—organization of topic and theme at one level, and legible layout at the other. Be consistent in the style of bibliographical reference. Used here is one of the preferred styles in the social sciences, and one of the easier, more comprehensive, and least ambiguous as well. Conciseness should not carry over to the bibliography! But whatever the style, follow it through in the most consistent fashion. Consult Handout 4.99 and thesis format guidelines! Turn in a duplicate of your work for the course binder accessible somewhere in Stone Hall.

Examples of essay topics will be found in previous course binders and in the Handout 4 series, along with guidelines for choice and composition of essays. I suggest that one essay concern some aspect of language universals and/or markedness theory. Everyone should consult recent volumes of the Annual Review of Anthropology and the spreadsheet summary by a recent student; this poster should be located somewhere as shareware. The requirement of a dedicated universals/markedness essay applies to term-paper writers as well; if your term paper cannot fold in any reference to language universals or markedness theory, please compose a token essay on the side.
I am aware that we’ll always have more to cover than time allows, but we should endeavor to incorporate into our discussion and into your essays more about the history, dialectics, and praxis of linguistics; about brain, mind, synthetic intelligence; about research ethics.

Outline of Topics—See Handout 2 for Actual Weekly Assignments. Dates are TUESDAYs.

WEEK da-mo-yr General Topics for Week
1 OH 20.08.13 PARTICIPATION of language in culture, in society, in cognition. Evolution and Development
2 27.08.13 PHYLOGENETIC origins of human language and ONTOGENY of speech behavior.
3 03.09.13 SPEECH, hearing; WRITING, reading; ORTHOGRAPHIES. [no classes Mo 2nd]
4 OH 10.09.13 E FOUNDATIONS of descriptive linguistics. Universalism, Particularism, Relativity
5 17.09.13 Cognitive anthropology; semantic domains; universalism.
6 24.09.13 Sign to meaning and back again; particularism.
7 01.10.13 E Linguistic and cultural relativity; emics and etics. Languaging in Society and Culture
8 OH 08.10.13 TIME: structure and change in/of language. [no classes Mo-Tu, 7th-8th]
9 15.10.13 Paradigmatic and syntagmatic dynamics.
10 22.10.13 SPACE: distribution of languages and dialects.
12 05.11.13 Issues of interpretation, subjectivity, objectivity.
13 OH 12.11.13 E Pragmatics, ethn pragmatics; reliability, validity.
14 19.11.13 The life of signs, the language of life.
15 26.11.13 UNIVERSALS; principles (and lack thereof) of classification. [holiday We 27th on]
16 03.12.13 E Retrospective and prospective—ALL WORK DUE

E indicates essay due; OH indicates the weeks of occasional Friday openhouses at 1807 Northwestern

UNCOMMON RESOURCES ONCE IN ANTH TA OFFICE, THEN IN ATTIC... Course binders from previous editions of this course and for several others (particularly for qualitative ethnographic methods (605) and for semiotics (519)) have previously been accessible in an anthropology TA office, alas no longer near classrooms. We may peruse such a binder and/or compile one for our course. Our own (homeless) course binder will grow from our handouts, any circulated material of note, and virgin copies of student work. Your essays will be submitted in duplicate, such that one copy can go directly into the binder. Hence, also write for your peers. They will appreciate this.

The circulating “yellow life” (YF) features extracurricular events and other noteworthy information. Go ahead to copy anything in the YF, and to add your own contributions to it.

Advisories. Some of the following advisories represent bureaucratic dictates; others are of my design. Guess which are which!
(9) No personal electronic devices belong in the classroom. (1) All written work must reflect your individual effort. Persons actively or passively otherwise engaged will immediately be removed from the class with an F in the course. (2) Not to worry, in the event of the end of the world, or of anything out of the ordinary, this syllabus will be appropriately tweaked to make the most of the situation. (3) Undergraduate majors in anthropology should anticipate assembling selected written work in a portfolio before the end of their final semester. (4) Persons expecting to compose theses of any sort (B.A. honors, M.S., Ph.D.), should avail themselves of the formatting guidelines now. (5) Do complete and turn in the eventual course-evaluation form. After the semester, consider the general feedback posted on the bulletin board outside 358 Stone Hall. And keep in touch.

LIST OF HANDBOOKS TO DATE AND SHORTLY FORTHCOMING
1 Syllabus (the paradigm) Handout 2-series = Reading Assignments
2 selections Weekly Topics and Reading Assignments (the paradigm) Handout 3-series = Bibliographies [various bibliographies, including:]
3 .joint Current Basic Bibliography for 514 and 605
3 .markedness Conspicuous Recycling and the Return of Markedness
3 .recent Recent and Relevant Bibliography for 514 Handout 4-series = On Writing Assignments and Grading
4.50=On Written Work // 4.51=On Decoding Feedback on Written Work
4.99 Gentle Suggestions on How to Write
Handout 7-series = Recurring Reference
7.series=Key anthropological references and series I7.ethnographies=Some frequently-assigned ethnographies
7.Q=Q A Consideration of Qualification and Quantification
Handout 10-series = Participants in Class
WEEKLY READING ASSIGNMENTS, a syntagm! (read by class time)

SURVEY TEXT (select ONE of two) [finish by week 8; inspired QCKs for even-numbered weeks]

ANTHOLOGY (select ONE of two) [finish by week 9; QCKs on each "part" for weeks 3, 5, 7, and 9]

1—WARM-UP APPLICATIONS in order (select ONE of four) [Q+C+Ks start week 3]

2—CURRENT DEBATES in order (select ONE of four) [Q+C+Ks start week 6]

3—FOUNDATIONS in order (select ONE of four) [Q+C+Ks start week 9]

About the Texts

These books—and still others—will be available at Von's Book Shop (obtain a discount card!) as well as in the Reserve Book Room of the library (in Stewart Center). Make a single selection within each category: text, anthology, applications, debates, foundations: that's just five books! Handout 10 will summarize our choices. Make your selections by the end of week 2.

Weekly reading assignments (below) should be completed each week by class time. Readings should be scanned, skimmed, read, or/and studied, to whatever extent and degree necessary for confidence about their contents. Participate in discussions, or be conscripted—and keep up on the reading, thinking, talking, and writing. The attached Handout 4 explains Questions, Comments, K(e)ntentions.
**TUESDAY**

**WEEK** da-mo-yr

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### General Topics for Week

**Review of Language in Culture, Society, Cognition, Research**

1 **OH** 20.08.13 **PARTICIPATION** of language in culture, in society, in cognition.  
D, WF — select and start reading any one survey text; see concordance later in this handout (optional Shaul+Furbee).  
AD, DH — select and start exploring an anthology, monograph — select one monograph from each of three sets.

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### Evolution and Development

2 **OH** 27.08.13 **PHYLOGENETIC** origins of human language and **ONTOGENY** of speech behavior.  
D, WF — QCK on first quarter  
AD, DH — skim first part  
Monographs - explore your three selections, especially for 1 — applications

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### SPEECH, hearing; WRITING, reading; ORTHOGRAPHIES.

3 **OH** 03.09.13 [Mo 2nd LD]  
D, WF — discuss first quarter  
AD, DH — QCK first part

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### FOUNDATIONS of descriptive linguistics.

4 **OH** 10.09.13 E  
D, WF — QCK on second quarter  
AD, DH — discuss first part

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### Cognitive anthropology; semantic domains; universalism.

5 **OH** 17.09.13  
D, WF — expand discussion to first half  
AD, DH — Q+C+K on second part

---

### Sign to meaning and back again; particularism.

6 **OH** 24.09.13  
D, WF — QCK on third quarter  
AD, DH — discuss second part

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### Linguistic and cultural relativity; emics and etics.

7 **OH** 01.10.13 E  
D, WF — expand discussion to three-quarters  
AD, DH — Q+C+K on third part

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### Language in Society and Culture

8 **OH** 08.10.13 [Mo-Tu 7th-8th OB]  
D, WF — QCK on final quarter  
AD, DH — discuss third part

---

### Paradigmatic and syntagmatic dynamics.

9 **OH** 15.10.13  
D, WF — mop up discussion to end  
AD, DH — QCK on fourth and final part

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TUESDAY
WEEK  da-mo-yr General Topics for Week

10  22.10.13 e SPACE: distribution of languages and dialects; paradigmatics.
   anthology AD, DH — mop up discussion on fourth and final part □
   monograph 3—AD — discuss □

11  29.10.13 Context, cotext, content, deixis.
    monograph 3—VSR — Q+C+K □

Dealing with Discursivity, Open Systems, Self-organization

12  05.11.13 Issues of interpretation, subjectivity, objectivity, praxis.
    monograph 3—AC — Q+C+K □
    3—VSR — discuss □

13  12.11.13 e Pragmatics, ethn pragmatics; reliability, validity.
    monograph 3—PL — Q+C+K □
    3—AC — discuss □

14  19.11.13 The life of signs; the language of life.
    monograph 3—PL — discuss □

15  26.11.13 UNIVERSALS; principles (and lack thereof) of classification. [We-Fr 27th-29th holiday]

16  03.12.13 e Retrospective and prospective—ALL WORK DUE.

E indicates essay due; option of term paper due in week 13.
OH indicates the weeks of occasional Friday open houses at 1807 Northwestern;
FYI, on paper these gatherings may look like book-discussions, but in practice it's up to guests.
do note that the OH book selections this semester concern our subject matter!

A STAB AT A CONCORDANCE FOR THE SURVEY TEXTS, complete by indicated (week)

<table>
<thead>
<tr>
<th>week</th>
<th>D Duranti</th>
<th>WF Foley</th>
<th>S+F Shaul/Furbee</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>1—scope; 10—conclusions</td>
<td>I:1—Introduction; II:2—Evolution of language</td>
<td>1</td>
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<tr>
<td>(2)</td>
<td>2—theories of culture</td>
<td>VI—Culture and Language Change</td>
<td>2</td>
</tr>
<tr>
<td>(3)</td>
<td>3—linguistic diversity</td>
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<td>(4)</td>
<td>4—methods</td>
<td>III—Universalism: Innate Constraints</td>
<td>5</td>
</tr>
<tr>
<td>(5)</td>
<td>5—transcription</td>
<td>IV—Relativism: Cultural and Linguistic</td>
<td>6</td>
</tr>
<tr>
<td>(6)</td>
<td>6—meaning</td>
<td>IV—continued</td>
<td>7</td>
</tr>
<tr>
<td>(7)</td>
<td>7—speaking as social action</td>
<td>V—Ethnography of Speaking</td>
<td>8</td>
</tr>
<tr>
<td>(8)</td>
<td>8—conversational; 9—units of participation</td>
<td></td>
<td>9, 10, 11</td>
</tr>
<tr>
<td>(9)</td>
<td>onwards — survey texts completed.</td>
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</tbody>
</table>

SUMMARY OF SCHEDULE FOR QCKs, Q+C+Ks, AND SEMINAR DISCUSSIONS

<table>
<thead>
<tr>
<th>text</th>
<th>reader</th>
<th>1—applications</th>
<th>2—debates</th>
<th>3—foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>D = Duranti</td>
<td>AD = Duranti</td>
<td>NO = Ostler 3/4</td>
<td>FW = Wilson-6/7</td>
<td>AD = Damasio-9/10</td>
</tr>
<tr>
<td>F = Foley</td>
<td>DH = Howes</td>
<td>DC = Crystal 3/4</td>
<td>DE = Eagleman 6/7</td>
<td>VSR = Ramachandran-11/12</td>
</tr>
<tr>
<td>QCKs weeks</td>
<td>QCK weeks</td>
<td>AW = Wierzbicka-4/5</td>
<td>MC = Corballis-7/8</td>
<td>AC = Clark 12/13</td>
</tr>
<tr>
<td>2, 4, 6, 8</td>
<td>3, 5, 7, 9</td>
<td>A+M = Atran+Medin-5/6</td>
<td>RJ = Jackendoff 8/9</td>
<td>PL = Lieberman 13/14</td>
</tr>
</tbody>
</table>

single QCK inspired by anything salient in just one assigned chapter or article
MORE ABOUT INCIDENTAL WRITTEN WORK

Questions, Comments, K(contentions on SCRAP PAPER (with name, date, and item)
On Tuesdays in weeks 2, 4, 6, and 8, turn in a QCK for any of the several chapters you choose from that quarter of your selected text (D or F), and do the same for any article in your selected anthology (AD or DH) in weeks 3, 5, 7, and 9. Just one Q, C, or K will suffice for any chapter or article.

To warm up to this (probably) novel task, I've suggested you compose a QCK about the syllabus now, to be turned in the same day the syllabus is distributed or the following class period. Also, submit QCKs for films, guest speakers, fieldtrips, and such. This keeps our ideas circulating.

Roughly the week before the discussion of each auxiliary monograph selection (one from Applications, one from Debates, and one from Foundations), turn in a Q+C+K (all three notes) for each of these selections as a whole (not chapter-by-chapter).

Remember: scrap paper. These slips are NEITHER graded NOR returned to you, but they will shape ensuing lectures and discussions. Also remember to identify yourself, the date, and—regarding the QCKs: note the "syllabus" in the first case, or the text's or anthology's chapters or articles by author/title; and—regarding the Q+C+Ks: indicate the author/title for the (selected three) applications/debates/foundations monographs. Altogether you'll be submitting four (or more if inspired) QCKs on both text and anthology and exactly three Q+C+Ks for your monograph selections—unless we have windfalls in the audiovisual and guest lecture departments! Keep track of your 11 notes.

Here is a semiotic rationale for the distinctions between questions, comments, and K(contentions:

**QUESTIONS** may be triggered by the journalistic mantra of: WHO/HOW NOT, WHAT/WHEN NOT, WHERE/WHERE NOT, WHY/WHY NOT, HOW/HOW NOT

The "answers" or responses to questions tend to aim for closure.

The question-response pairs usually inhabit the Peircean realm of secondness, permitting deductive inquiry from the top-down, from the general to the particular.

**COMMENTS** summarize, refine, or contextualize the text, most likely aiming at expansion.

Comments may seek the regularities characterizing Peircean thirdness.

As such, comments may launch inductive inquiry from the bottom-up, from particular to general.

**K(CONTENTIONS** critically interrogate the text, most likely opening it up to another level of analysis or to insights orthogonal to the first reading of the text.

Contentions may seek boundaries in secondness or regularities in thirdness, but contentions may also or instead inaugurate a fresh realm for discourse in firstness. Think: abduction. Also think: evolution; in contrast, induction and deduction are developmental discourses.

Contentions will be most complex, and may broach about the topic: how you feel, why you think, what you believe, and whether you know the evidence for any of the above.

More about ESSAYS/Term PAPERS. Reflecting on what may not be mentioned in Handouts 4.50 and 4.51, you may spare title pages for any of your essays/papers. Place that information at the top of the first page. Do not right-justify any document! If there's any substantial infrastructure, provide an outline or table of contents. Essays based on personal experience or reflection do not require bibliographies. When you have consulted the literature, do not limit yourself to "literature cited", but rather share a wider "bibliography": you are going to be the major consumer of the essay and you will appreciate a proper bibliography, guaranteed. Also, the bibliographical citations must be comprehensive, for your own records, even though any publisher might demand rather particular and peculiar styles. Finally, on the topic of style guidelines, anticipate now the formatting requirements for theses and dissertations, however arbitrary they may appear.

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A reminder of the informal occasional Friday openhouses at 1807 Northwestern Avenue, in weeks 1, 4, 8, 13.

The book selections this semester will be on a separate flyer, but also note the relevant bibliography from last fall:


