# Week (date)

**#1 (1-5)** **Introduction and Overview.** Linguistic Anthropology: Important Themes in the Linguistic Anthropology of Native American Languages and Cultures.

*READ:* AIL PART I, pp. 1-13, 337-349

- Gomez deGarcia, Jule, Melissa Axelrod, and Jordan Lachler. 2009, English is the Dead Language: Native Perspectives on Bilingualism. NALI 99-122.

**#1 (1-7)** **Linguistic Structures of Native America: A Brief Overview.** The Diversity of Native American Languages.

*READ:* AIL PART II, 15-44
#2 (1-12) The Ethnography of Communication: Studying Native American Language Usage, Studying Native American Speech Communities.

*READ:* AIL Ch.4, pp. 77-119.

#3 (1-21) Interethnic Communication. Interethnic communication in interpersonal and institutional contexts.


#4 (1-28) Language, Communication, and Native American Education


In-Class Midterm Exam  Feb 4
MIDTERM Take-home ESSAY DUE Feb 9

#6 (2-9) Native American Ethnopoetics I: Hearing the Oral Traditions.

**READ:** AIL PART IV, Ch. 5, pp. 122-48.

VIDEO: *Iishaw: Hopi Coyote Stories* (shown in class)


#7 (2-16) Native American Ethnopoetics--Functions, Forms, and Cultural Contexts


#8 (2-25) Language Contact, Multilingualism, Language Ideologies, Language Endangerment

**READ:** AIL 205-66.


#9 (3-01) Language and History: Language and Culture History, Language and Identity—the why-s of language maintenance.

**READ:** AIL PART VI, 267-313


Richland, Justin B. 2009. "Language, Court, Constitution. It's all Tied Up into One": the Metapragmatics of Tradition in a Hopi Tribal Court Hearing" *NALI* 77-98.
#9 (3-03) Language Renewal and Language Revitalization


ALSO Presentation of selections from a CD-ROM on Native American Languages: Paul V. Kroskrity, Rosalie Bethel, and Jennifer Reynolds. 2002 *Taitaduhaan: Western Mono Ways of Speaking* (Western Mono), U Oklahoma Press.

#10 (3-10) Language, Culture, and Thought: Language and Worldview; Linguistic relativity and linguistic determinism.


FINAL EXAM: THURSDAY, March 17, 9:00-11:00A. [NOTE: This modifies the default time by reducing it one hour].

TAKE-HOME FINAL ESSAY DUE during exam period.
Course Requirements: For Undergraduates taking C144:

Midterm and Final Multiple Choice Exams with take home essays. Students will be given approximately one week to complete essays of approximately 7 pages each using only course materials. (Further details later).

GRADING STRUCTURE: (for undergraduates)

IN-CLASS MID-TERM AND FINAL EXAMS = 30% (15% each of final grade)
Mid-term and Final Take-home Essays = 70% (35% each of final grade)
Participation* = <= 5% (of final grade)

For Graduate Students taking C243P: Two options exist. Each requires that students attend and participate fully in at least 9 of 10 seminar meetings. In addition, graduate students must do one of the following two.

1. Take ESSAY exams as per above, answering questions by using the additional readings—see C243P syllabus as well as those for C144. Each essay will be approximately 12 pages instead of the 8 required for undergraduates. Your essay should draw on sources from both the C144 (6 or more sources) and C243P (all sources) syllabi.

2. Write a term paper of about 15 pages (the topic of which is approved by the instructor no later than week four) instead of the final essay.

To be further discussed in seminar. Seminar Participation (Required of graduate students, optional for undergraduates who have the instructor's permission.) See C243P syllabus for details about participation.

Students with Disabilities: If you qualify for classroom accommodation because of a disability, please submit your Accommodation Authorization to me as soon as possible, preferably within the first two weeks of the quarter.

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POLICY REGARDING USE OF ELECTRONIC DEVICES by students in the classroom. I am okay with laptops, tablets, and other devices that you may want to use to take notes. This is fine other than during in-class exams. However class time is NOT an appropriate time to interact with anything but the course website. Students who prefer to use electronic devices for some other purpose should do so out of class because connecting with those sites is disruptive for more than the immediate user. I reserve the right to monitor this activity and you will be asked to leave the class if you violate this classroom rule.

In addition, all cellphones need to turned off or put into silent mode for the duration of the class. Students who disrupt class more than once with their phones will be penalized and asked to leave the classroom.

POLICY REGARDING PLAGIARISM. Students are responsible for submitting original work and work that uses appropriate norms of citation. Essays may be processed with anti-plagiarism software.