Anthropology C155
Native American Languages and Cultures

Winter 2018
Fowler A139
TR 12:30-1:45

Professor: Paul V. Kroskrity
Office: Haines 329A
Hours: T 2-3, R 9-10
Phone: (310) 825-6237 Office
       (310) 825-2055 (Anthro Dept.)
E-mail: paulvk@ucla.edu

Acknowledgement
The American Indian Studies Program and American Indian Studies Center at UCLA acknowledge the Tongva peoples as the traditional land caretakers of Tovaangar (Los Angeles basin, So. Channel Islands) and are grateful to have the opportunity to work for the taraaxatom (Indigenous peoples) in this place. As a land grant institution, we pay our respects to Honuukvetam (Ancestors), ‘Ahiihirom (Elders), and ‘eyoohiinkem (our relatives/relations) past, present and emerging.

Course Description (new)
Introduction and comparative analysis of sociocultural aspects of language ideologies and language use in Native American speech communities throughout the Americas. Specific foci include both micro- and macro-sociolinguistic topics. The course examines cultural diversity of discourse practices for both everyday forms of speaking as well as special registers used in particular cultural contexts. The role of language and communication in Native American educational contexts is also examined. Considerable attention is paid to Native American verbal art because of its cultural importance. In addition, the course examines the processes and consequences of language shift away from Indigenous languages and current efforts by Indigenous groups to reclaim and revitalize their heritage languages. The role of linguistic racism directed at Native Americans and the hegemonic influence of nation states is also examined. Though this course bears a C-prefix it is not a concurrent course. C255 is a different course for graduate students and the catalog will be changed to reflect this. P/NP or letter-grading is available.

This course counts as a General Education course that can be used to satisfy the diversity requirement. In addition, for Anthropology Majors, it is also a course in Linguistic Anthropology.

SKILLS YOU WILL ACQUIRE OR ENHANCE
During this course, you will acquire a variety of valuable career-related skills which you may consider using on your resume or when interviewing for internships/jobs. These skills include:

- Productive assessment and evaluation skills
- Qualitative data analysis
- Effective approaches to cultural diversity
- Written communication
- Active listening and observation
- Analytical and critical thinking
REQUIRED TEXTS:


*All readings that are required but not in one of the texts will be placed on the course website: https://moodle2.sscnet.ucla.edu/course/view/18W-ANTHROC155-1*

# Week (date mo-day)

# 1 (1-9) 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
-
-

# 1 (1-11) Linguistic Structures of Native America: A Brief Overview. The Diversity of Native American Languages. 
**READ:** AIL PART II, 15-44

# 2 (1-16) The Ethnography of Communication: Studying Native American Language Usage, Studying Native American Speech Communities.

**READ:**
-
-
-
-
-
-
Interethnic Communication. Interethnic communication in interpersonal and institutional contexts.


(2-1) Language, Communication, and Native American Education


In-Class Midterm Exam  Feb 8
MIDTERM Take-home ESSAY DUE Feb 13

#6 (2-13) Native American Ethnopoetics I: Hearing the Oral Traditions.


VIDEO: iishaw: Hopi Coyote Stories (shown in class)


#7 (2-20) Native American Ethnopoetics--Functions, Forms, and Cultural Contexts


#8 (2-27) Language Contact, Multilingualism, Language Ideologies


Dozier, Edward P. 1956. Two Examples of Linguistic Acculturation:
the Yaqui of Sonora and Arizona and the Tewa of New Mexico.  


*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 (3-06) Language Endangerment, Language Renewal/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 (3-15) Language, Culture, and Thought: Language and Worldview; Linguistic relativity and linguistic determinism.


FINAL EXAM: TUESDAY, March 20, 12:30-2:30P. [NOTE: This modifies the default time by reducing it one hour]. LOCATION: TBA.

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 7-8 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)

CENTER FOR ACCESSIBLE EDUCATION

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

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.