CURRICULUM SIS ENTRY

- ☐ 1. Check Course Number
- ☐ 2. SCACRSE
- ☐ 3. SCADETL
- ☐ 4. SCASYLB
- ☐ 5. SCARRES
- ☐ 6. SMAALIB
- ☐ 7. SMAAREA
- ☐ 8. SCAPREQ
- ☐ 9. Summer Prereq
- ☐ 10. SZACXRF / CBM003

TEXAS STATE UNIVERSITY
COURSE ADDITION FORM

1. Effective Semester: Fall 2017

2. College: Liberal Arts	**3.** Department/School/Program: Anthropology

4. Prefix/Subject				Number				
A	N	T	H	4	3	3	7	

5. Course Title:																
Proposed Long	Theory in Linguistic Anthropology															
Abbreviated (18 characters only including spaces)																
T	H	E	O	R	Y		L	I	N	G		A	N	T	H		

6. Course Description (complete sentences in 50 words or less): In this course students will be introduced to the major theories of linguistics through reading and discussing classic and contemporary literatures. Particular attention will be given to how the various theories have influenced linguistic anthropology.

7. Prerequisites (Including Minimum Grade Required): ANTH 1312 or 3302 and 60 hours of coursework	**9.** Restrictions: None
8. Co-Requisites (Including Concurrent Enrollment Allowed): None	

10. Course Data

CIP Code (10 digits - no spaces or periods)									
4	5	0	2	0	1	0	0	0	1

Instruction Type		Lecture Contact Hours	Lab Contact Hours	Credit Hours	Repeatable for Credit?		Maximum Credit Hours Allowed
1-Lecture	☐	3	0	3	Yes	☐	3
2-Lab	☐				No	X	
3-Practicum/Intrnshp/ Student Teaching	☐						
4-Seminar	X						
5-Independent Study	☐						
6-Private Lesson	☐						
8-Thesis	☐						
9-Dissertation	☐						
0-Individualized	☐						
C-Clinical	☐						

Writing Intensive?		Topics Course?	
Yes	X	Yes	☐
No	☐	No	X

Valid Grade Mode (choose only one) (See PPS 4.07 for definitions.)	
Standard Letter	X
Credit/ No Credit	☐
Leveling/Assistantships/ESL	☐
Developmental	☐

Course Equivalency(s) (Prefix and Number)
ANTH 3376S

11. Justification for the course action:

Degree: BA, BS	Major: Anthropology
Minor: Anthropology	Certificate:

Explain why the new course is needed in the curriculum and how this course may or may not affect the above degree/major/minor/certificate program. If necessary please submit the appropriate Program Addition or Change Form along with this Course Addition Form.

This course is taught yearly and is replacing topics course ANTH 3376S. This change does not affect the anthropology undergraduate degree program.

12. Course Goals and Objectives:

- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to *Bloom's Taxonomy of Measurable Verbs.*

1. Students will identify and evaluate the different concepts and thoughts that have influenced the field starting from Greek philosophers.
2. Students will analyze the literature from specific theories and era through essays and weekly responses.
3. They evaluate and critique the questions or issues that each theory addresses, including its chosen methodology, and its findings
4. Students will evaluate contemporary thoughts as found in documentaries, videos and blogs.

13. Description of Instructional Methodologies:

- Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

Instruction in this course is topical discussion by students facilitated by the instructor.

14. Assessment of Student Learning:

- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Above examples of assessment must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

Because this is a discussion-based class, students are expected to have read the assigned readings before each class meeting, and maintain perfect attendance and actively engage in class discussions (10% course grade). Student will write a weekly synopsis of topics (50% course grade). Each student will sign up to lead a class discussion of required texts and topic (10% of course grade), complete a theory card project (10% of course grade), an online project (10% of course grade), and a group project (10% of course grade). (This class is stacked with a graduate version. Additional requirements for graduate students are a written paper and paper presentation.)

15. Course Outline:

- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

Week 1: Organizational; class policy, syllabus/ Kuhn's Paradigm Week 2: Traditional Grammar: The Greeks Week 3: Traditional Grammar: Roman Tradition Week 4: Philology\ Comparative Linguistics: Week 5: Neo-grammarians Week 6: Colonial Linguistics Week 7: Prelude to Modern Linguistics Week 8: Universalism and linguistic relativism	Week 9: Structuralism Week 10: Functionalism Week 11: Linguistics since the 1950s (Chomsky's TGL) Week 12: Sociolinguistics Week 13: Pragmatics Week 14: Ethnolinguistics\Symbolic anthropology\Ethnosemantics Week 15: Discourse Analysis Week 16 (Finals Week): Graduate student paper presentations

16. Suggested Textbook(s) and Other Learning Resources:

- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)

The required readings listed below are available through TRACS, online journals, and the web. In addition, the following links are useful background on linguistic anthropology (Significant theorists: http://www.theorycards.org.uk/main.htm; Tools for Linguistic Anthropologists: http://kit.linguisticanthropology.org/about/)

Readings

Winfred P. Lehman (1967): A Reader in Nineteenth Century Historical Indo-European Linguistics (1967). Indiana University Press

Winfred P. Lehman (1978): Syntactic Typology: Studies in the phenomenology of language the University of Texas Press
Errington, Joseph (2001) "Colonial Linguistics" *Annual Review of Anthropology* Vol. 30: 19-39
Robins, H. (1967). *A Short History of Linguistics* (1967) NY. Routledge
Kuhn, Thomas S. (1970). *The Structure of Scientific Revolutions. Enlarged (2nd ed.).* University of Chicago Press
Pinker, S. 1994. How language works. *The Language Instinct.* NY: Harper Perennial Edition. p. 83-125.
Duranti, A. 2003. Language as culture in U.S. anthropology. *Current Anthropology* 44:323-347.
Deacon, T.W. 1992. Brain-language coevolution. In J.A. Hawkins, M. Gell-Mann (eds.) *The Evolution of Human Languages.* Redwood City, CA: Addison-Wesley. p. 21-48.
Ochs, E., Schieffelin, B. 1984. Three developmental stories and their implications. K. Schweder, R. Levine (eds.) *Culture Theory.* Cambridge University Press. p. 470-512.
Milroy, L. 2000. Britain and the United States: two nations divided by the same language (and different language ideologies). *Journal of Linguistic Anthropology* 10:56-89.
Skinner, B.F. 1963. Behaviorism at fifty. *Science* 140:951-958.
Chomsky, N. 1959. Review verbal behavior by B.F. Skinner. *Language* 35:26-28.
Preston, B. 1994. Behaviorism and mentalism: is there a third alternative. *Synthese* 100:167-196.
Maranda, P. 1972. Structuralism in cultural anthropology. *Annual Review of Anthropology* 1:329-348.
Scheffler, H.W. 1966. Structuralism in anthropology. *Yale French Studies* 36/37:66-88.
Waterman, J.T. 1956. Ferdinand de Saussure-forerunner of modern structuralism. *The Modern Language Journal* 40:307-309.
Romney, K.A., Moore, C.C. 1998. Toward a theory of culture as shared cognitive structures. *Ethos* 26:314-337.
Kokot, W., Lang, H., Hinz, E. 1982. Current trends in cognitive anthropology. *Anthropos* 77:329-350.
Gumperz, J.J., Wilson, R. 1971. Convergence and creolization: a case from the Indo-Aryan/Dravidian border in India. In D. Hymes (ed.) *Pidginization and Creolization in Language: Proceedings of a Conference Held at the University of the West Indies Mona, Jamaica, April 1968.* Cambridge: Cambridge University Press. p. 151-167
Levinson S.C. 2003. Language and mind: let's get the issues straight! D. Gentner, S. Goldin-Meadow (eds.) *Language in Mind: Advances in the Study of Language and Thought.* Cambridge, MA: MIT Press. p. 25-46.
Kay, P., McDaniel, C. 1978. The linguistic significance of the meanings of basic color terms. *Language* 543:610-646.
Levinson, S.C. 2000. Yélî dnye and the theory of basic color terms. *Journal of Linguistic Anthropology* 10:3-55.
Geertz, C. 1995. Unabsolute truths. *New York Times Magazine* April 9, 1995, p. 44-47
Agar, M. 1974. Talking about doing: lexicon and event. *Language in Society* 3: 83-89.
Colby, B.N., Fernandez, J.W., Kronenfeld, D.B. 1981. Toward a convergence of cognitive and symbolic anthropology. *American Ethnologist* 8:422- 450.
Seaton, S.L., Watson, K.A. 1970. A proto-ethnosemantic differential for American cultural insignia: team totems in major league sports. *Anthropological Linguistics* 12:304-318.

Hill, J.H., Mannheim, B. 1992. Language and worldview. *Annual Review of Anthropology* 21:381-406.
Boroditsky, L. 2001. Does language shape thought? Mandarin and English speakers' conceptions of time. *Cognitive Psychology* 43:1-22.
Martyna, W. 1990. Beyond the "he/man" approach: the case for nonsexist language. *Signs* 5:3482-493.
Kulick, D. 2000. Gay and lesbian language. *Annual Review of Anthropology* 29:243-285.
Hall, S. 1992. The question of cultural identity. In S. Hall, D. Held, T. McGrew, (eds.) *Modernity and its Futures.* Cambridge: Polity. p. 274-316.
Eckert, P. 1988. Adolescent social structure and the spread of linguistic change. *Language in Society* 17:183-207.
Mastumoto, Y. 1988. Reexamination of the universality of face: politeness phenomena in Japanese. *Journal of Pragmatics* 12:403-426.
Brown, P. 2001. Politeness and language. In N.J. Smelse, P.B. Baltes (eds.) *International Encyclopedia of the Social and Behavioral Sciences.* Volume 17. (Section Editor for Linguistics: B. Comrie). London: Elsevier. p. 11620-11624.
Irvine, J. 1989. When talk isn't cheap. *American Ethnologist* 16:248-267.
Goodwin, M. 2003. The relevance of ethnicity, class, and gender in children's peer negotiations. J. Holmes, M. Meyerhoff (eds.) *In Handbook of Language and Gender.* Oxford: Blackwell. p. 229-51.

17. Bibliography:

- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.

Bauman, R., Sherzer, J. 1989 *Explorations in the Ethnography of Speaking.* Cambridge: Cambridge University Press.
Berlin, B. 1992. *Ethnobiological Classification.* Princeton, NJ: Princeton University Press.
Bohnemeyer, J. 2000. Event order in language and cognition. In H. de Hoop & T.V.D. Wouden (eds.) *Linguistics in the Netherlands.* Amsterdam: Benjamins. p. 1-16.
Boroditsky, L., Schmidt, L., Phillips, W. 2003. Sex, syntax, and semantics. In D.S. Gentner, S. Goldin-Meadow (eds.) *Language in Mind: Advances in the Study of Language and Cognition.* Cambridge, MA: MIT Press. p. 61-80.
Boster, J.S. 1985. Requiem for the omniscient informant: there's life in the old girl yet. In J.W.D. Dougherty (ed.) *Directions in Cognitive Anthropology.* Urbana, IL: University of Illinois Press. p. 177-197.
Bourdieu, P., Thompson, B., Raymond, D., Adamson, M. 1991. *Language and Symbolic Power.* Cambridge: Polity Press.
Bowerman, M., Choi, S. 2003. Space under construction: spatial categorization in first language acquisition. In D. Gentner, S. Goldin-Meadow (eds.) *Language in Mind: Advances in the Study of Language and Cognition.* Cambridge, MA: MIT Press. p. 387-427.
Brown, P., Levinson, S.C. 1987. *Politeness: Some Universals in Language Use.* Cambridge: Cambridge University Press.
Buchholtz, M., K. Hall, K. (2004). Language and identity. In A. Duranti (ed.) *A Companion to Linguistic Anthropology.* Malden, MA: Blackwell. p. 369-394.

Danziger, E. 2001. *Relatively Speaking*. Oxford: Oxford University Press.

Duranti, A. Goodwin, C. 1992. Rethinking Context: Language as an Interactive Phenomenon. Cambridge: Cambridge University Press.

Eckert, P. 2002. Demystifying sexuality and desire. In K. Campbell-Kibler, R.J. Podesva, S.J. Roberts, A. Wong (eds.) *Language and Sexuality: Contesting Meaning in Theory and Practice*. Stanford: CSLI Publications. p. 99-110.

Foley, W.A. 1997. *Anthropological Linguistics: An introduction*. Malden, MA: Blackwell.

Goffman, E. 1956. Embarrassment and social organization. *The American Journal of Sociology* 62:264-271.

Goodwin, C. 1994. Professional vision. *American Anthropologist* 96:606-633.

Gumperz, J.J. 1993. Culture and conversational inference. In W.A. Foley (ed.) *The Role of Theory in Language Description*. Berlin: Mouton de Gruyter. p. 193-214.

Gumperz, J.J., Levinson, S.C. (1996). *Rethinking Linguistic Relativity*. Cambridge: Cambridge University Press.

Hanks, W. 1996. *Language and Communicative Practices*. Boulder Colorado: Westview Press.

January, D., Kako, E. 2007. Re-evaluation evidence for linguistic relativity: reply to Boroditsky (2001). *Cognition* 104:417-426.

Jaworski, A., Coupland, N. 1999. *The Discourse Reader*. London: Routledge.

Kay, P., Kempton, W. (1984). What is the Sapir-Whorf hypothesis? *American Anthropologist* 86:65-79.

Keating, E. 2001. The Ethnography of Communication. In editor *Handbook of Ethnography*. P. Atkinson, A. Coffey, S. Delamont, L. Lofland, and J. Lofland, eds. London: Sage.

Kokot, W., Lang, H., Hinz, E. 1982. Current trends in cognitive anthropology. *Anthropos* 77:329-350.

Levinson, S.C., Kita, S., Haun, D.B.M., Rasch, B.H. 2002. Returning the tables. *Cognition* 84:155-188.

Lucy, J. 1996. The scope of linguistic relativity: an analysis and review of empirical research. In John J. Gumperz and Stephen C. Levinson (eds.) *Rethinking Linguistic Relativity*. Levinson. Cambridge: Cambridge University Press, 1996.

Majid, A., Bowerman, M., Kita, S., Haun, D., Levinson, S.C. 2004. Can language restructure cognition? The case for space. *Trends in Cognitive Sciences* 8:108-114.

McConvell, Patrick. 2010. MIX-IM-UP: aboriginal codeswitching, old and new Heller Monica (ed) In Codeswitching: Anthropological and Sociolinguistic Perspectives: 97-150. Berlin, NY. De Gruter Mouton.

Milroy, L., Milroy, J. 1992. Social network and social class: toward an integrated sociolinguistic model. *Language in Society* 21:1-26.

Morgan, M. 1994.Theories and politics in African American English. *Annual Review of Anthropology* 23:325-45.

Ochs, E. 1979. Transcription as theory. In E. Ochs & B. Schieffelin (Eds.), *Developmental Pragmatics*. New York: Academic Press p. 43-72.

Ohnuki-Tierney, E. 1981. Phases in human perception/conception/symbolization processes: cognitive anthropology and symbolic classification. *American Ethnologist* 8:451-467.

Palmer, G.B. 1996. *Toward a Theory of Cultural Linguistics*. Austin, TX: University of Texas Press.

Pederson, E., Danziger, E., Wilkins, D., Levinson, S., Kita, S., Senft, G. 1998. Semantic typology and spatial conceptualization. *Language* 74:557-589.

Sacks, H. 1975. Everyone has to lie. In M. Sanches, B.G. Blount (eds.) Socio-*Cultural Dimensions of Language Use*. New York, NY: Academic Press. p. 57- 80.

Schmidt, A. 1985. Speech variation and social networks in dying Dyirbal. Australia, meeting place of languages (Vol. C-92. P. 127-150). Canberra: ANU Pacific Linguistics

Shore, B. 1991. Twice-born, once conceived: meaning construction and cultural cognition. *American Anthropologist* 93:9-27.

Volosinov, V.N. 1973. *Marxism and the Philosophy of Language*. Boston: Harvard University Press.

Whorf, B.L. 1940. Science and linguistics. *Technology Review* 42:229-231.

Wooffitt, R. 2005. *Conversation Analysis and Discourse Analysis.* London: Sage Publications.

18. Approvals:

Department Chair/Program Director/School Director	2/18/2016 Date
Chair of College Curriculum Committee	FEB 18 2016 Date
Dean of College	FEB 23 2016 Date
Dean of The Graduate College (if applicable)	Date
Chair of University Curriculum Committee (if applicable)	Date

WRITING INTENSIVE REQUEST FORM

In order for an undergraduate course to be designated as writing intensive, at least 65% of the course grade must be based on written exams or assignments, and at least one assignment must be 500 words or more length. The Associate Dean of University College manages Writing Intensive Courses.

Please answer the following questions for each course requested. Attach this Writing Intensive Request Form to the related Course Addition Form or Course Change Form and submit for approval through the normal course cycle process.

1. Department/ School/Program	Anthropology/ Liberal Arts	2. Course Prefix and Number	ANTH 4337

3. Course Title	Theory in Linguistic Anthropology

4. Instructor	Dr. Augustine Agwuele

5. Section Size:	Average	15	Maximum	30

6. Approximate grade %:	
Written Projects/Reports	50
Term Papers	
Tests	
Presentation/Performance	40
Other (Specify)	

7. Type of Exams/Quizzes (yes/no):	
Essay	
Objective	
Other (Specify) Participation	10

Signature _____

(Department Chair/School Director)

Approved	Not approved	Effective WI date
☐	☐	Fall 2017

Signature _____

(Associate Dean of the University College)

Remarks _____