The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1820
Subject Title	Anthropology and Language
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods			

100% Continuous Assessment	Individual Assessment	Group Assessment
Ongoing assessment	25%	
Group-work	25%	
Reflection paper based on ethnographic observation	50%	

1. The grade is calculated according to the percentage assigned
2. The completion and submission of all component assignments are required for passing the subject.

Objectives	This course introduces and applies anthropological concepts, tools and approaches to the study of language in sociocultural contexts. It is hoped that this course stimulates students to think of anthropology as an exciting, non-abstract and practical subject that can illuminate upon taken-for-granted and, perhaps, un-reflected upon thoughts, feelings and experiences.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students are expected to: (a) Possess some familiarity with anthropological theories and concepts; (b) Be able to apply concepts & theories to 'real' situations; and (c) Have begun to critically engage with theories and developed the ability to communicate viewpoints both orally and in written form.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	**Part 1: An Anthropological Tool-Kit** 1: What is Anthropology? Doing Anthropology 1 and Course Administration 2: Doing anthropology 2 & what *isn't* said 3: Doing anthropology 3: making the mundane peculiar / thinking about language anthropologically 4: Language in Social and Cultural Contexts: Ethnography of Communication 5: "Society as Theatre", other Metaphors and how these might inform our views of Language 6: Ethnomethodology and Conversation Analysis 7: Texts and Critical Discourse Analysis

8: Simulating a Research Project and being reflexive and ethical (in 2 subgroups)

Part 2: Tutorials / Subgroups

9/10: Students present short outlines / annotated bibliographies of individual assignments (6 groups, 45 minutes each)

11/12:
Choose, 2 from 3:
How much of the identity package of any individual is chosen and how much is enforced and how far is language implicated in these processes? (6 groups, 45 minutes each)

Critically explain, illustrate and evaluate linguistic determinist claims about the relationships between language, thought and culture highlighting the impact of such matters as second language acquisition, multilingualism, code-switching, code-mixing and diglossia (6 groups, 45 minutes each)

What is Gender and how does it relate to Language? (6 groups, 45 minutes each)

Part 3: Conclusions
13: Concluding the Course: why does language matter to anthropology and why might anthropology matter?

Teaching/Learning Methodology (Note31)	Class time will contain both lecture and discussion/seminar/tutorial. Lectures will introduce students to the main ideas related to each topic. Much time will also be devoted to in-depth discussions and debates on theoretical issues and practical applications. Discussion and debate is encouraged, but respect for others' viewpoints is required. Please have an open mind and be willing to consider new perspectives. In many cases none of us will have the "right" answer. Multi-media learning will sometimes be used in tutorial sessions as a way of stimulating more productive and interesting discussion, including documentary and film showing. As well as placing emphasis on discussion, time will be spent providing clarification about reading. Each week, we will try to discuss at least one key text or / and important quotations. It is hoped that students will have read these texts, focusing on what they <u>say</u>, what they <u>mean</u>, why they might <u>matter</u>, and how these texts might <u>influence</u> the way students see their own lives. Students should also develop the ability to critically read these texts. Students are expected to study assigned materials before attending classes, and to actively participate and provide input during sessions, although it is acknowledged that some students are more 'passive participators' (see below).

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	a	b	c	
1. Ongoing assessment	**25%**	√	√	√	
2. Group-work	**25%**	√	√	√	
2. Reflection paper	**50%**	√	√	√	
Total	**100 %**				

For ongoing assessment, each week / class, students should make a 200-300 words report to summarize, develop and apply the points discussed. This should be submitted as one document in the final week or / and submitted to the discussion board

established for the course. Extra credit will be given to students who respond to other students' comments, thereby partaking in a discussion (or dialogue). This part of the assessment is especially important to highlight how some persons are more 'passive' participators, and this 'folder' should illustrate quieter forms of engagement with the course.

For group work, groups will be given materials to record and self-assess their own engagement with the course. Individual effort will be considered. In short, although typically group members will be awarded the same grade, positive contributions by individual students will be rewarded, and negative contributions (and absences) will be penalized.

For reflection papers, students should generate their own data and analyse and reflect upon this.

1. The grade is calculated according to the percentage assigned
2. The completion and submission of all component assignments are required for passing the subject.

Student Study Effort Required	Class contact:	
	▪ Lecture/tutorial	39 Hrs.
	Other student study effort:	
	▪ Self-study and Weekly Preparation	26 Hrs.
	▪ Assignment	39 Hrs.
	Total student study effort	104 Hrs.

Medium of Instruction	English
Medium of Assessment	English
Reading List and References	Ahearn, L.M. (2012). *Living Language: An Introduction to Linguistic Anthropology*. Malden and Oxford: Wiley-Blackwell. Blount, B.G. (1995). *Language, Culture, and Society: a Book of Readings*. Long Grove: Waveland Press. Duranti, A. (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press. Duranti, A. (ed.) (2001). *Key Terms in Language and Culture*. Malden and Oxford: Blackwell. Duranti, A. (ed.) (2006). *A Companion to Linguistic Anthropology*. Oxford: Blackwell. Eriksen, T.H. (2001). *Small places, large issues: an introduction to social and cultural anthropology*. London: Pluto Press. Morris, M. (ed.) (2012) *Concise dictionary of social and cultural anthropology*. Oxford: Blackwell. Ottenheimer, H.J. (2009). *The Anthropology of Language: an Introduction to Linguistic Anthropology*. Belmont: Wadsworth. Salzmann, Z; Stanlaw, J.; and Adachi, N. (2012). *Language, Culture and Society: an Introduction to Linguistic Anthropology*. Boulder: Westview.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.