UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Fall
Course Prefix: ANTH/LANG
Course Title: Language & Culture

Year: 2025
Course and Section #: 3000 001
Credits: 3

Course Description

Introduces cultural linguistics. Analyzes features of human languages that make possible semantic universality. Examines distinction between phonetic and phonemic units. Explores the relationship between language and culture. Studies how language shapes culture and how culture shapes language.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☒ Elective Core Requirements in Program
☒ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Bryan Eldredge

Student Learning Outcomes

1. Describe the hierarchical nature of language.
2. Demonstrate the interplay among various constituent parts of formal linguistic systems.
3. Define language.
4. Explain multiple points of interplay between language and culture.
5. Articulate the means by which language use reinforces relationships of power, especially along racial, gender, and class lines.

Course Materials and Texts

1. Salzmann, Zdenek, et al. (2012). *Language, Culture and Society: An Introduction to Linguistic Anthropology*, SEVENTH edition. *Only the 7th edition will do.*

2. *Basso, K. (1979). Portraits of "The Whiteman": Linguistic Play and Cultural Symbols Among The Western Apache. New York: Cambridge University Press.*

Course Requirements

Course Assignments, Assessments, and Grading Policy
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Grade Scale

Grade	Level	Percentage
A	Superior	93.3-100%
A-	Superior	90.0-93.2%
B+	Above Average	86.7-89.9%
B	Above Average	83.3-86.6%
B-	Above Average	80.0-83.2%
C+	Average	76.7-79.9%
C	Average	73.3-76.6%
C-	Average	70.0-73.2%
D+	Below Average	66.7-69.9%
D	Below Average	63.3-66.6%
D-	Below Average	60.0-63.2%
E	Unsatisfactory	0-59.9%

Grade Scale

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A	Superior	93.3-100%
A-	Superior	90.0-93.2%
B+	Above Average	86.7-89.9%
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C+	Average	76.7-79.9%
C	Average	73.3-76.6%
C-	Average	70.0-73.2%
D+	Below Average	66.7-69.9%
D	Below Average	63.3-66.6%
D-	Below Average	60.0-63.2%
E	Unsatisfactory	0-59.9%

Weight Distribution

Area	Weight
Exams	36%
Quizzes	15%
Annotated Bibliography	14%
Language Creation	13%
Participation	9%
Homework Assignments	8%
Gut Check Experience	5%
Total	**100%**

Required or Recommended Reading Assignments

Bialystok, E. (2011). Reshaping the mind: the benefits of bilingualism. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, *65*(4), 229.

Gladwell, M. (2019). "The Friends Fallacy," chapter 3 in *Talking to strangers: What we should know about the people we don't know*. Little, Brown.

Stokoe, W. C. (1991). *Signing & speaking: competitors, alternatives, or incompatibles?*. Philadelphia.

Tan, A. (2002). Mother tongue. In *Enriching Esol Pedagogy* (pp. 455-460). Routledge.

Tan, A. (1992). The language of discretion. *Encountering cultures*, 61-68.

General Description of the Subject Matter of Each Lecture or Discussion
1. What is Language?
2. What is Culture?
3. Introduction to Linguistic Anthropology.
4. Anthropological fieldwork.
5. Phonology
6. Morphology
7. Syntax
8. Communication and Language, Animal Communication
9. The Evolution and Development of Language
10. Language Acquisition and Multilingualism
11. Language Through Time
12. Variation and Contact
13. The Ethnography of Communication
14. Semantics and Pragmatics
15. Linguistic Determinism
16. Language Ideologies
17. Language in a Globalized and Digital World.

Required Course Syllabus Statements

Generative AI

The use of AI tools is not prohibited in this course. In fact, AI can be a powerful and beneficial resource, and learning to use these tools effectively is a valuable skill for your academic and professional future. We will explore how to use AI tools effectively—not just appropriately—so you can maximize their potential.

That said, it is essential to distinguish between using AI as a learning aid and misusing it to produce work you claim as your own. Submitting AI-generated content as your original work is not acceptable. However, AI tools can be appropriately used for many things including:

- Developing and refining ideas.
- Exploring counterarguments.
- Receiving feedback on areas where your work might improve.

In fact, I used AI to help me revise this statement. The key is to use AI to enhance your learning experience and deepen your understanding, not to bypass the effort required to grow intellectually.

If you're using AI to help you learn and engage with the material—taking full advantage of your educational opportunity—you're on the right track. When you approach school as an opportunity for growth rather than an obligation to fulfill, you unlock its full potential.

Using Remote Testing Software
☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.