

Degree programme	Type	Course
Social and Cultural Anthropology	OP	4

Contact lecturer

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Teaching staff

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

This course has no prerequisites. However, it is designed for students of Social and Cultural Anthropology.

Objectives

Objective

The aim of the course is to train students of social and cultural anthropology in the historical, theoretical, epistemological and empirical foundations of the relationships between language, culture and society in order to give them a new tool to understand the societies they study.

Specific objectives

- To train in the most general issues of the discipline of linguistic anthropology from an anthropological perspective
- To expose the principles, authors and fields worked on by Boasian linguistic anthropology (language, thought and culture) and the ethnography of speech (language and society)
- To introduce linguistic diversity, its dynamic processes and the influence of contact between languages on linguistic variation
- To examine the mechanisms of language acquisition and use in different contexts with power relations and linguistic ideologies in a globalized world.
- To show the challenges of minority languages and the processes of linguistic revitalization.

Learning outcomes

1. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
2. Analysing a contemporary fact from an anthropological perspective.

3. Interpreting the cultural diversity through ethnography.
4. Assessing critically the explicit and implicit theoretical models in the ethnographic materials.
5. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.
6. Summarizing the characteristics of a written text in accordance to its communicative purposes.
7. Distinguishing between the theoretical concepts of Anthropology and the indigenous concepts.
8. Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as local context knowledge.
9. Knowing and assessing the various processes of intercultural relationship.
10. Using the ethnographic corpus in the cultural critique.
11. Express ideas with a specific vocabulary appropriate to the discipline.
12. Effectively working in teams and respecting different opinions.
13. Assess the reliability of sources, select important data and cross-check information.
14. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
15. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
16. Communicate using language that is not sexist or discriminatory.
17. Explain the explicit or implicit code of practice of one's own area of knowledge.
18. Carry out ethical use of the information especially when it is of a personal nature.
19. Critically identify and compose a basic bibliography for the field of study.
20. Consider how gender stereotypes and roles impinge on the exercise of the profession.

Contents

- I. Introduction to linguistic anthropology
- II. Language, thought and culture
- III. The domestication of the wild thought
- IV. Cultural and linguistic diversity, classifications
- V. Transmission, variation and contact
- VI. Minority languages and linguistic revitalization

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Reading and analysis of texts, direct empirical research or through documentary support, study and elaboration of the work.	93	3.72	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Master classes	42	1.68	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Individual or group tutoring	15	0.6	2, 5, 7, 8

The main teaching methodology will be lectures, always combined with classroom discussions in small groups or open class and discussion in the office in individual or group tutorials on the development of the assigned tasks.

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
4 Presentation of research results	20 (5 each)	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
4 Reflection and practical Essay	60 (15 each)	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20
4 Conference attendance and participation	20 (5 each)	0	0	2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 20

Continuous Evaluation

1) Submission of four reflective and research essays: based on required readings for the different topics and a small field research project following a guide published on the Virtual Campus (15% of the grade each); the requirements and submission deadlines for the essays will be set at the beginning of the course and posted on the Virtual Campus.

2) Oral presentations in class of the results of the essays (5% of the grade each); the requirements and dates for the presentations will be set at the beginning of the course and published on the Virtual Campus.

3) Attendance and participation in four lectures scheduled during the course (5% of the grade each). The dates and program will be announced during the course and published on the Virtual Campus,

The compulsory and optional readings and the guidelines for the assignments will be published on the Virtual Campus throughout the course.

2/3 pf written work (essays/exam) must be submitted within the stipulated time to be able to be re-evaluated.

Students who have failed one (or more) of the tests with a grade below 5, will be able to recover it by presenting it again on the date scheduled by the Faculty for re-evaluation, except thoses related with attendance and participation.

Graded tests and assignments may be reviewed in the office by appointment for one week following the publication of interim grades on the Virtual Campus.

In the event of any queries, the review of the final grade will take place in the office by appointment for two days following its publication in Sigma.

Exchange students:

Erasmus and exchange students who request to advance an exam must present a document from their home university justifying their request.

Single assessment: Students who choose the single assessment must communicate it by the date proposed by the Faculty. The single assessment will consist of a written test based on the contents of the course, with a

weight of 70%, and an oral exam, with a weight of 30%. Both tests must be completed to be eligible for assessment and approve them separately. Those tests will be dated for the first days after the end of teaching. The guideline and the date will be published on the virtual campus.

- Recovery in the case of a single assessment: The same system of recovery will be applied as for the continuous assessment.
- Review of the final qualification: The review of the final qualification follows the same procedure as for the continuous assessment.

For all students

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Bibliography

Follows a list of manuals. The specific bibliography for each topic will be provided in class and posted on the virtual campus.

Manuals

- Bourdieu, Pierre (1985). *¿Qué significa hablar? Economía de los intercambios lingüísticos*. Barcelona: Akal.
- Buxó, Maia Jesús (1983). *Antropología lingüística*. Barcelona: Cuadernos de Antropología.
- Duranti, Alessandro (1997). *Antropología lingüística*. Cambridge: Cambridge University Press.
- Duranti, Alessandro (2001). *Linguistic anthropology: A reader*. Malden, Massachusetts: Blackwell.
- Foley, William A. (1997). *Anthropological linguistics: An introduction*. Oxford: Blackwell.
- Franzé, Adela (2014). Políticas lingüísticas, inmigración y ciudadanía: 'español para inmigrantes'. En C. Peláez-Paz & M. I. Jociles (Eds.), *Estudios etnográficos de las políticas públicas en contextos educativos* (pp. 370-377). Madrid: Traficantes de Sueños.
- Junyent, Maria Carme, & Comellas Casanova, Pere (2019). *Antropología lingüística*. Madrid: Síntesis.
- Martín-Rojo, Luisa (2016). Language and power. In *The Oxford handbook of language and society* (p. 77). Oxford: Oxford University Press.
- Stanlaw, James, Adachi, Nobuo & Salzmann, Zdenek, (2014). *Language, culture, and society: An introduction to linguistic anthropology*. Westview Press.
- Spivak, Gayatri Ch. (1988). Can the subaltern speak?. In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271-313). Urbana and Chicago: University of Illinois Press.
- Velasco Maillo, Honorio (2003). *Hablar y pensar, tareas culturales: Antropología lingüística y antropología cognitiva*. Madrid: UNED.
- Woolard, Kathryn. A., & Kroskrity, Paul V. (Eds.). (2012). *Ideologías lingüísticas: Práctica y teoría*. Madrid: La Catarata.

General Bibliography

- Virtual Issue: The Anthropology of Language, in *American Anthropologist*. Over a century of key articles in the discipline.

Software

No specific programming is required

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed