Belief, Thought & Language
(SCAN10032)

Aims and Objectives
The emphasis of this course will be on showing how anthropology and comparative studies have enriched our understanding of the dynamic of language, and how engagement with the subject 'language', and with other disciplines concerned with this subject, have historically influenced anthropological thinking beyond language. Students will be introduced to a range of different anthropological approaches to the study of language, and to a variety of interests that have led anthropologists to take an interest in language and literary activity. The course demonstrates that in addition to communicating social reality through diverse mediums and strategies (attention is drawn to description, illustration, evocation and performance; to speech and to writing), language plays a role in constituting social reality. Language has therefore relevance for a broad range of general concerns and specialized interest, and this applies for both scholarship and social and political action. Connections that will be explored include the intersections with processes of personhood, statecraft, political resistance, and institutions of justice.
Learning Outcomes
The course will offer a good theoretical overview of the place of language in everyday social life and critical political innovation, and of ideas derived from linguistics and language philosophy in anthropological theorising. By the end of the course students should have a strong sense of how social and political actors work language, and of the importance, scope and distinctiveness of anthropology’s contribution to the cross-cultural analysis of language. It is also expected that students will have acquired valuable research skills to design and carry out empirical studies of language activity. The reading list includes classical material and works relating to current debates so that students will be aware of both when they come across these approaches and debates in the literature and in future field situations.

Teaching Methods
The course involves one two-hour session a week for the whole class, together with small group support teaching in separate one-hour sessions. In the main session, most weeks will involve a mixture of a lecture and some discussion and group work.

The ‘small group’ support teaching will normally be concerned with one or more readings that illustrate, underpin or extend issues raised in the main sessions. Students should note that participation in the small group support teaching sessions is compulsory and attendance will be recorded.

Reading
The vast majority of articles are available electronically through Learn or online.

1. Reading for the two-hour lecture: every student must read the article/chapter indicated
2. Reading for one-hour support group: every student must read the article/chapter indicated
3. Further readings listed for each topic are intended to allow students to explore and consolidate their knowledge of particular themes. If you are intending to write an essay or examination answer on a particular topic, you must demonstrate that you have read many, if not all, the different readings suggested for that topic. In some weeks, we have given extensive references in order to help students explore the wider literature if they so wish: we would not expect any student to read all the references for either of these weeks.

Assessment
Students will be assessed by:

(i) A short essay (word-limit: 1500) due on Tuesday 24 February 2015: this carries a weighting of 20% towards the final overall mark for the course
(ii) This course will have a Take Home Exam and further information on the running time and format of this will follow soon. This carries a weighting of 80% towards the final overall mark for the course.
(iii) Tutorial Participation, this carries a weighting of 10% towards the overall mark for the course
The following are some of the criteria through which the essays will be marked. However, it is important to note that the overall mark is a result of a holistic assessment of the assignment as a whole.

- Does the essay address the question with sufficient focus?
- Does the essay show a grasp of the relevant concepts and knowledge?
- Does the essay demonstrate a logical and effective pattern of argument?
- Does the essay support an argument with relevant examples?
- Does the essay demonstrate reflexivity and critical thinking in relation to arguments and evidence?
- Is the essay written clearly and convincingly?
- Is the essay adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation?

Please refer to Appendix 1 for additional information about assessment and submission procedures.

Communications
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use ‘private’ email addresses (such as Yahoo or Hotmail). It is therefore essential that you check your university email regularly, preferably each day.
Lecture Summary

<table>
<thead>
<tr>
<th>Week</th>
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<tr>
<td>1</td>
<td>15.01.2015</td>
<td>Belief and Thought</td>
</tr>
<tr>
<td>2</td>
<td>22.01.2015</td>
<td>Saussure and the structure of language</td>
</tr>
<tr>
<td>3</td>
<td>29.01.2015</td>
<td>Wittgenstein and meaning as use</td>
</tr>
<tr>
<td>4</td>
<td>05.02.2015</td>
<td>Whorf and relativity</td>
</tr>
<tr>
<td>5</td>
<td>12.02.2015</td>
<td>Bakhtin and dialogicality</td>
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16 – 20 February: Innovative Learning Week

<table>
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<th>Week</th>
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<th>Lecture</th>
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<tr>
<td>6</td>
<td>26.02.2015</td>
<td>Language as ideology</td>
</tr>
<tr>
<td>7</td>
<td>05.03.2015</td>
<td>Religious Language Ideologies</td>
</tr>
<tr>
<td>8</td>
<td>12.03.2015</td>
<td>Poetics and the ‘agency’ of speech</td>
</tr>
<tr>
<td>9</td>
<td>19.03.2015</td>
<td>Language, Music and Embodiment</td>
</tr>
<tr>
<td>10</td>
<td>26.03.2015</td>
<td>Literacy and Literacies</td>
</tr>
<tr>
<td>11</td>
<td>02.04.2015</td>
<td>Language and Gender</td>
</tr>
</tbody>
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Reading List

**Week 1: Belief and Thought**
This class will focus on the constitutive role of language in Belief and Thought; as such, it presumes a prior background on this material, as garnered from courses such as “Anthropology Theory” and “Ritual and Religion.” In addition to that material, students may want to attend to the following course material, which will be referenced on occasion during lectures:

**Essential readings:**

http://aotcpress.com/articles/blob/

Lindquist, Galina and Simon Coleman. 2008. “Against Belief?” Social Analysis 52(1) 1–18

**Tutorial readings:**
*No tutorial meeting during Week One*

**Week 2: Saussure and the structure of language**
The posthumously published lectures of the Swiss linguist Ferdinand de Saussure revolutionized both linguistics itself, and the entire field of social theory. Saussure’s move away from a diachronic approach in which the focus was on the historical evolution of language towards a synchronic one in which the focus was on the relations between symbols, had major implications for anthropology.
**Essential readings:**
Saussure, Ferdinand. 1983. *Course in General Linguistics.* R. Harris, trans. LaSalle, IL: Open Court. [Read Introduction Chapters 2 & 3; Part I Chapter 1; Part II Chapters 3 & 4]

**Further readings:**

**Tutorial Reading:**

**Week 3: Wittgenstein and meaning as use**
Wittgenstein, like Saussure, initially viewed language as an arbitrary structure of relations which mapped on to the structure of an objective, external world. In this lecture, however, we will focus instead on Wittgenstein’s later writings in which he repudiated his earlier position and saw meaning in language as emerging through conventional use. Wittgenstein’s writing thus leads into anthropological emphases on context in the creation of meaning.

**Essential readings:**
**Tutorial reading:**

**Further readings:**


**Week 4: Whorf and relativity**
If we accept the idea that meaning at least partly emerges through context, the question arises of how different contexts give rise to different meanings. We will focus in particular on the work of Benjamin Lee Whorf whose rather ambiguous writings have earned both praise and scorn.

**Essential readings:**


**Tutorial reading:**

**Further readings:**


**Week 5: Bakhtin and dialogicality**
Having explored through the work of Wittgenstein and Whorf that idea that meaning emerges through social contexts, we turn to Bakhtin’s work on the dialogical nature of language. Bakhtin’s insistence on the social positioning of each ‘voice’ has had a major influence on anthropological studies of the relations between language and power.

**Essential readings:**


**Tutorial readings:**

**Further readings:**


**Innovative Learning Week 16 – 20 February 2015**
No Lectures

**Week 6: Language as ideology**
Given that language can be both expressive and constitutive of power, we should not be described that it is also the site of much political struggle. In this lecture we start to explore the importance of language ideology.

**Essential readings:**

**Essential Readings continued**


**Tutorial reading:**


**Further readings:**


**Week 7: Religious Language Ideologies**

This class will take up issues of language ideology, formal features of language, and problems of materiality to explore some of the work that language and ideas about language play in religious practices

**Essential readings:**


**Tutorial reading:**


**Further reading:**

**Week 8: Poetics and the ‘agency’ of speech**

How does the concept of ‘poetics’ allow for an understanding of language which goes beyond simple reference?

**Essential Readings:**

**Tutorial reading:**

**Further readings:**

**Week 9: Language, Music and Embodiment**

Our discussion of poetics continues with a greater emphasis on how not only poetics resonates with music, but with larger concepts of embodiment and affect.

**Essential reading**

**Tutorial reading:**

**Other readings:**
**Week 10: Literacy and Literacies**
How much of a difference does literacy really make? What different meanings might be attached to the term? In this lecture we explore the debate between the ‘great divide’ theorists who suggest that literacy makes a radical difference to society, and ‘literacies’ theorists who argue that literacy takes so many different forms that universal theories cannot be applied.

**Essential readings:**

**Tutorial reading:**

**Further readings:**

**Week 11: Language and Gender**
Anthropologists, sociolinguists, psychologists and others have directed significant attention to the role of gender in speech practices and the interactional construction of gender identities. This week, we will consider an ongoing debate about theorizing why, when and how gender differences in language use happen. The core conflict can be summarised as between a ‘dual culture’ model and a power-based model. These approaches result in different interpretations when ethnographic specificity if introduced to analysis.

**Essential Readings:**


Tutorial Reading:

Further Readings:


APPENDIX 1 – SUBMISSION & ASSESSMENT INFORMATION

Word Count Penalties
Short Essay:
Your short essay should be a maximum of 1500 words (excluding bibliography). Essays above (1500) words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between (1500 and 1520) words will lose one mark, between (1500 and 1540) two marks, and so on.

Take-Home Exam:
This should be a maximum of 2500 words (excluding bibliography). Submissions above 2500 words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between (2500 and 2520) words will lose one mark, between (2500 and 2540) two marks, and so on.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and return of coursework
Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at: https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA

Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser’s responsibility to inform you of the reasons.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.
Return of Feedback:
Feedback for coursework will be returned online via ELMA the following dates:

Short Essay = 17.02.2015
Take-Home Exam = TBC

The Operation of Lateness Penalties
Unlike in Years 1 and 2, NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK AT HONOURS LEVEL.

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at 12.01pm will be marked as one day late, work submitted at 12.01pm on Wednesday will be marked as two days late, and so on.

Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see below for further information) and the Board of Examiners.

How to Submit a Lateness Penalty Waiver Form (LPW)
If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a ‘Lateness Penalty Waiver’ (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are not regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.
LPW forms can be found in a folder outside your SSO’s office, on online at: http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulation_s/coursework_requirements/coursework_requirements_honours

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. To find out who your SSO is, and how to contact them, please find your home subject area on the table below:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Name of SSO</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
<td>TBA</td>
<td></td>
<td>0131 650 4253</td>
<td>Room 1.11, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>International Relations</td>
<td>Rebecca Shade</td>
<td><a href="mailto:rebecca.shade@ed.ac.uk">rebecca.shade@ed.ac.uk</a></td>
<td>0131 651 3896</td>
<td>Room 1.10, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>Vanessa Feldberg</td>
<td><a href="mailto:vanessa.feldberg@ed.ac.uk">vanessa.feldberg@ed.ac.uk</a></td>
<td>0131 650 3933</td>
<td>Room 1.04, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Policy</td>
<td>Louise Angus</td>
<td><a href="mailto:L.Angus@ed.ac.uk">L.Angus@ed.ac.uk</a></td>
<td>0131 650 3923</td>
<td>Room 1.08, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Work</td>
<td>Jane Marshall</td>
<td><a href="mailto:jane.marshall@ed.ac.uk">jane.marshall@ed.ac.uk</a></td>
<td>0131 650 3912</td>
<td>Room 1.07, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Sociology</td>
<td>Karen Dargo</td>
<td><a href="mailto:Karen.Dargo@ed.ac.uk">Karen.Dargo@ed.ac.uk</a></td>
<td>0131 651 1306</td>
<td>Room 1.03, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Sue Renton</td>
<td><a href="mailto:sue.renton@ed.ac.uk">sue.renton@ed.ac.uk</a></td>
<td>0131 650 6958</td>
<td>Room 1.09, Chrystal MacMillan Building</td>
</tr>
</tbody>
</table>

If you are a student from another School, you should submit your LPW to the SSO for the subject area of the course, Vanessa Feldberg.
Plagiarism Guidance for Students: Avoiding Plagiarism:
Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) as your own is plagiarism and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. ELMA automatically runs all submissions through 'Turnitin', our plagiarism detection software, and compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record.

For further details on plagiarism see the Academic Services’ website:
http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Data Protection Guidance for Students:
In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at: http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents
APPENDIX 2 – GENERAL INFORMATION

Learning Resources for Undergraduates:
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

Discussing Sensitive Topics:
The discipline of addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this handbook carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling
Guide to Using LEARN for Online Tutorial Sign-Up:
The following is a guide to using LEARN to sign up for your tutorial. If you have any problems using the LEARN sign up, please contact the course secretary, Lisa Kilcullen, by email (L.Kilcullen@ed.ac.uk).

Tutorial sign up will open after the first lecture has taken place, and will normally close at 12 noon on the Friday of Week 1 (16 January 2015).

Step 1 – Accessing LEARN course pages
Access to LEARN is through the MyEd Portal. You will be given a log-in and password during Freshers' Week. Once you are logged into MyEd, you should see a tab called ‘Courses’ which will list the active LEARN pages for your courses under ‘myLEARN’.

Step 2 – Welcome to LEARN
Once you have clicked on the relevant course from the list, you will see the Course Content page. There will be icons for the different resources available, including one called ‘Tutorial Sign Up’. Please take note of any instructions there.

Step 3 – Signing up for your tutorial
Clicking on Tutorial Sign Up will take you to the sign up page where all the available tutorial groups are listed along with the running time and location. Once you have selected the group you would like to attend, click on the ‘Sign up’ button. A confirmation screen will display.

IMPORTANT: If you change your mind after having chosen a tutorial you cannot go back and change it and you will need to email the course secretary. Reassignments once tutorials are full or after the sign-up period has closed will only be made in exceptional circumstances.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until 12 noon on the Friday of Week 1 (16.01.2015) so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.

External Examiner
The External Examiner for the Social Anthropology Honours programme is:

Dr Matei Candea
Lecturer, Division of Social Anthropology
Department of Archaeology & Anthropology
University of Cambridge
Free School Lane
CAMBRIDGE CB2 3RF