Overview of this course: The intent of this course is to examine forms of participation and talk-in-interaction across various phrases of the life cycle, from birth to old age. We will examine how language and interaction is used within specific contexts to constitute identity through film and videotaped interactions. We will discuss the readings in a seminar format. Students will investigate some aspect of the life cycle and present a final project to the class based on their research. Guest speakers will come to class to discuss their research on topics covered in the class. Syllabus is subject to slight alternations given availability of speakers.

Reading Assignments

Week 1
Tues. April 4  Introduction  
Participation, language, and social organization through the life cycle

Thurs April 6  Birth in Four Cultures  
Reading: Jordan: Birth in Four Cultures, chapters 1-3  
Video: “Born in the USA: A Documentary about Childbirth in America”

Week 2
Tues April 11  Alternative Birth Options in America  
Reading: Jordan: Birth in Four Cultures, chapters 4-5  
Guest Speaker on birthing alternatives
Thur  April 13  **Unconventional Birth**
*Reading: Jordan: Birth in Four Cultures, chapter 6*
*Reading: Web: Martin: The Woman in the Body*
*Video: Unconventional Births (home birth, water birth and birthing centers with midwives)*

**Week 3**

Tues  Apr. 18  **Language Socialization across Cultures**
*Reading: Web: Ochs: Introduction to Language Socialization across Cultures*
*Reading: Web: Peters and Boggs: Interactional routines as Cultural Influences upon Language Acquisition*
*Reading: Web: Haviland: Early Pointing Gestures in Zinacantan*

Thurs:  April 20  **Preschool in Three Cultures**
**Japan, China, and US**
*Web: Chapters 2 (Japan) Preschool in Three Cultures*
*Web Optional: Fung et al. Listening is Active: Lessons from the Narrative Practices of Taiwanese Families*

**Video:** Preschool in Three Cultures

**Week 4**

Tues.  Apr 25  **Gender and Language in Preschool Children’s Peer Groups**
*Reading: Web: Kyratzis and Guo: Preschool Girls’ and Boys’ Verbal Conflict Strategies in the U.S. and China*
*Reading: Web: Nakamura: Gender and Language in Japanese Preschool Children*

Thurs.  April 27  **Language and Social Class in Family Interaction**
*Web: Lareau: Ch 1, 3 and 6 Unequal Childhood: Class, Race, and Family Life*
*Project Descriptions due*

**Week 5**

Tues  May 2  **Growing up in Utopian and Stratified Societies:**
*Web: Huntington: Children of the Hutterites*
*Web: Lareau: Unequal Childhoods: ch 12*
*Video: The Hutterites: To Care and Not to Care*

Thurs  May 4  **Gender & Language in Preadolescent Peer Cultures**
*Web: Goodwin: “Tactical Uses of Stories”*
*Web: Corsaro: “Preadolescent Peer Cultures”*
**Midterm Exam** due May 5 at midnight by email
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Tue May 9</th>
<th>Adolescence among Latinas</th>
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<td><em>Video:</em> La Quinceanera</td>
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<tr>
<th>Thurs May 11</th>
<th>Youth, Class, and Cultural Practice</th>
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<tr>
<td></td>
<td><em>Web:</em> Miller: Those Naughty Teenage Girls: Japanese Kogals, Slang, and Media Assessments</td>
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<td><em>Web:</em> Bettie: Women without Class</td>
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<th>Week 7</th>
<th>Tues May 16</th>
<th>Adolescence in Belize</th>
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<tr>
<th>Thur May 18</th>
<th>Passages to Adulthood in Africa</th>
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<td></td>
<td><em>Web:</em> The Initiation of a Maasai Warrior Two Contexts of Solidarity among Pastoral Maasai Women; Melissa Llewelyn-Davies Female Circumcision, Excision and Infibulation</td>
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<td></td>
<td><em>Film:</em> scenes from <em>Masai Women</em> and <em>Witness to Apartheid</em></td>
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<tr>
<th>Week 8</th>
<th>Tues May 23</th>
<th>Apartheid in Brazil and Guatemala</th>
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<tr>
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<td>Menchu: “In Guatemala We Indians Have No Childhood”</td>
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<td><em>Video:</em> Life and Debt (street kids in Brazil)</td>
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<tr>
<th>Thurs May 25</th>
<th>Old Age and Language Competence</th>
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<td><em>Web:</em> Benet: Abkhasians: The Long-Living People of the Caucasus</td>
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<td><em>Video:</em> Aging in Soviet Georgia: A Toast to Sweet Old Age and Spirit Possession of Alejandro Mamani (Bolivia)</td>
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<tr>
<th>Week 9</th>
<th>Tues May 30</th>
<th>Language, Gender and Adulthood</th>
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<td></td>
<td>Tues May 31 <em>Web:</em> Goodwin &amp; Goodwin: C. Goodwin: Co-constructing Meaning in Conversation with an Aphasic Man”</td>
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</table>
Web: Sacks: “Poetics: Requests, Offers, and Threats: The Old Man as an Evolved Natural Object”

Guest Speaker: Jeanne Katzman (on Alzheimer’s)
Speech Pathologist and PhD Candidate in Applied Linguistics

Thurs June 1

The Life Cycle among the Machiguenga
Guest Speaker: Dr. Carolina Izquierda
Final due Monday June 12 by email.

Week 10

Tues June 6 Project Presentations
Th June 8 Project Presentations

Class Project

Students will be asked to participate in original fieldwork on a topic of your choice involving how language is used to build social organization and construct identity in some phase of the life cycle. Important will be explicating conversational practices and participation frameworks used to constitute the activity you investigate. This can be done in groups or individually. You may either write a paper or give a presentation in class.

Final Grade

Here is a rough breakdown on how your grade will be determined:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Project Paper</td>
<td>30%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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<td>Midterm</td>
<td>30%</td>
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<tr>
<td>Final</td>
<td>30%</td>
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Grading scale: 100-98 (A+), 97-92 (A), 91-90 (A-), 89-88 (B+), 87-82 (B), 81-80 (B-), 79-78 (C+), 77-72 (C), 71-70 (C-), 69-68 (D+), 67-62 (D), 61-60 (D-), below 60 (F)

The Final Exam will cover readings from the second part of the course and is not cumulative.
Bibliography for Readings for Anthropology 147


Izquierdo, C. and G. H. Shepard, Jr "Matsigenka."