

Language in Culture

Anthropology M140 / Linguistics M146

Tuesday-Thursday Fowler A-139
12:30-1:45

Marjorie Harness Goodwin
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Office Hours: Wednesday 9:30-11:30 in Haines Hall 318F
Phone 7-4335 (during office hours) or 5-2055 (Anthro office) any time

TA's

Robin Conley

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Office Hours: Monday 11-1 in Haines Hall 360

Jena Barchas Lichtenstein

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Office Hours: Wednesday 1:30-3:30 in Haines Hall 360

Books

Bonvillain, Nancy *Language, Culture, & Communication, fifth edition*

Goodwin, Marjorie H. *The Hidden Life of Girls: Games of Stance, Status, and Exclusion*

Reader on Website

Click on Readings

Reading Assignments

Week 0

Th Sept. 25 **Introduction: Language in Culture**

Week 1

Tu Sept. 30 **Introduction: Language as a Semiotic System**
Web: Finnegan: "Communicating Humans ..
But what Does that Mean?"
Bonvillain: ch. 1

Th Oct. 2 **Language in Developmental Perspective:
Acquiring Language and Culture**
Bonvillain: ch. 9
Web: Ochs and Schieffelin: The Impact of Language
Socialization on Grammatical Development
Web: Pinker: The Language Instinct
Video: Parts of *The Human Language* and *Genie*

Week 2

- Tu Oct. 7 **Language in Developmental Perspective: Gender and Cultural Differences**
Bonvillain: ch. 10
Web: Clancy: The Acquisition of Communicative Style in Japanese
Web: Gleason: Sex Differences in Parent-Child Interaction
- Th Oct. 9 **The Form of the Message and American Sign Language**
Bonvillain: ch. 2
Web: Lane, et al. The Language of the Deaf World
Web: LeMaster and Monaghan, Variation in Sign Languages
Guest Speaker: Dan Levitt, Office for Students with Disabilities

Week 3

- Tu Oct. 14 **Multi-modality and Language Socialization**
Web: C. Goodwin: Professional Vision
- Th Oct. 16 **Foundational Research in Early Linguistic Anthropology: Linguistic Diversity**
Bonvillain: ch. 3
Web: Whorf: The Relation of Habitual Thought and Behavior to Language
Web: Cohn: Sex and Death in the Rational World of Defense Intellectuals
**Turn in a card listing project and group members during section

Week 4

- Tu Oct. 21 **Alternative Models of the Relation of Language and Culture**
 Bonvillain: ch. 4
Web: Basso: Ice and Travel among the Ft. Norman Slave
Web: Basso: To Give Up on Words
Web: Basso: Stalking with Stories
- Th Oct. 23 **Conversation Analysis**
 Bonvillain: ch. 5
Web: Schegloff and Sacks: Opening Up Closings
Web: Silverman: Conversation Analysis
Outline of Language Socialization Project due!
 See p. 6 of Syllabus

Week 5

- Tu Oct. 28 **Participation**
Web: M. Goodwin: Processes of Dispute Management among Black Children
Web: C. Goodwin: A Competent Speaker Who Can't Speak
Web: Goffman: Footing pp. 128-137; 144-155
 Midterm Review
- Th Oct. 30 **Midterm Exam: No Make-Ups!**
 No blue books needed

Week 6

- Tu Nov. 4 **Gender and Language: Alternative Models**
 Bonvillain: ch. 7
 Goodwin: *The Hidden Life of Girls*, ch. 1- 5
Web: Tannen: Talk in the Intimate Relationship: His and Hers
Web: Kiesling: Now I Gotta Watch What I Say
Video: *He Said She Said* narrated by Tannen
- Th Nov. 6 **Marginality, Language, and Communities of Practice**
 Goodwin: *The Hidden Life of Girls*, ch. 6-7
Web: Bucholtz: Why Be Normal?: Language and Identity Practices in a Community of Nerd Girls
Web: Barret: Indexing Polyphonous Identity in the Speech of African American Drag Queens

Week 7

Tu Nov. 11

Veterans' Day: No Class

Th Nov. 13

AAVE

Bonvillain, ch. 12, and ch. 6 pp. 164-185("Race")

Web: Rickford: Suite for Ebony and Phonics*Web:* Smitherman: Introduction to Ebonics*Web:* Alim: Hearing What's Not Said and Missing What Is*Guest Speaker:* Dr. H. Samy Alim**Week 8**

Tu Nov. 18

Language, Dialects, and Creoles

Bonvillain, ch. 11-12

Web: Zentella: Multiple Codes, Multiple Identities*Guest Speaker:* Jena Barchas Lichtenstein**Language Socialization Project Due** by 4:00 PM in Anthropology Main Office

Th Nov. 20

American Dialects & Language Loss*Web:* Nettle & Romaine: Where Have All the Languages Gone?*Video:* *American Tongues***Week 9**

Tu Nov. 25

Power, Language and Institutions

Bonvillain, ch. 13

Web: Ehrlich: chapters 1-2 from *Representing Rape**Web:* Thetela: Discourse, Culture and the Law*Guest Speaker:* Robin Conley

Th Nov. 27

Thanksgiving

Week 10

Tu Dec. 2

Wrap-upGoodwin: *The Hidden Life of Girls*: ch. 8

Duranti: Language as Culture in U.S. Anthropology

Review for Final

Th Dec. 4

Final Exam: No Make Ups!

No blue books needed.

Course Responsibilities

Exams and Projects

There will be 2 exams given covering the materials read and lectures and a final project. which could be done in groups of 3-4. There are *no make-up exams* except in case of medical reasons. **Call the main office: 825-2055.** Exams are clearly marked on the syllabus. Unfortunately many professors may schedule tests on the same date. For this reason it is to your advantage to keep up with the readings *every day*. The test questions will be based on the lectures, films and videos, readings and questions on readings which are on the web. If you keep up on this you will be well prepared for the tests. Late work will receive reduced credit. Do not email me or the TA's about questions on the exam within 24 hrs. of exam.

Language Socialization Paper

Language Socialization Assignment: People are socialized into various types of communities through language. With a group of 3-4 students elect a field site where you wish to investigate how language is used to socialize people into a local community of practice (see Bucholtz article). This could be any type of **class**, including Sunday school, preschool, tutoring, weight training, yoga, ballet, flamenco, karate, choir, kayaking, sailing, tea ceremony, debate team, horseback riding, rock climbing, **work site**, including a school newspaper, store, hospital, legal office, or any business (car repair), or voluntary association, such as the Venice Family Clinic, or social group such as a sorority, fraternity, cooperative, family, church group, Scouts, little league, soccer team. You can present your findings either in a Powerpoint presentation during section or write a paper. In a short paper (8 - 10 pages). Examples of projects are on the website under "Class Projects."

(1) Describe some of the important linguistic **routines, competencies and vocabulary** one must acquire to become a member in good standing of the local community (building on articles and lectures on language socialization, including chapters 4 and 5 of Bonvillain). If **metaphor** is used in the process of instruction, describe the metaphors that are used by the instructor or expert guiding the novice to become a competent member. (See Chapter 3 of Bonvillain). You may want to show how relations of **gender, power, or ethnicity** are negotiated in this setting; if appropriate discuss who has access to what spaces, objects, and interactional moves. Who uses what codes or registers?

(2) Use the article by Schegloff and Sacks on conversational structure ("Opening Up Closings"), the article by Silverman on conversation analysis or chapters from *Hidden Life of Girls* as points of departure for describing some specific **conversational practices**, i.e., assessments, stories, directives. Make a one page transcript of an exchange in your setting to illustrate how language is

used for particular interactive purposes. A transcription guide is posted on the Website for the class (Transcription Conventions) under the heading “Project Preparation Readings” and on pp. 256-257 of *The Hidden Life of Girls*. See also the chapters Ethnographic Methods and Transcription: From Writing to Digitized Images under Project Preparation Readings. Provide translation if you are working in a language other than English. Use a consistent referencing format. There is an AAA style sheet under “Class Projects” on the web.

(3) The amount of time spent at the site you are researching will vary for each project. For your project you should visit your site enough to know that the interaction you are interested in is recurrent. This might mean 2-3 visits at the site. The more familiar you are with the site you are researching, the better. How much you record is variable as well. If you record an hour, you will very likely have some interesting interactions to look at. However, you will only need to select a few short representative segments relating to the main points you want to make to transcribe.

Due: Nov. 18 by 4:00 in main office, Haines 341. Boxes to receive papers will be at the front desk labeled by TA.

Previous student papers are available; your TA will have them.

Outline of Language Socialization Project Description Due Thursday, Oct. 23 by 4:30 PM with your TA.

1. In a paragraph describe the site where you are doing research and what you are focusing upon.

2. Describe what kinds of speech activities you will be looking at.

3. Then specify as much in detail as you can the following:

What types of routine sequences are used?

What competencies are developed?

What types of special vocabulary are used?

How are metaphors used?

What types of material artifacts are employed?

In what ways are embodied actions important?

How is highlighting, coding, or other practices we discussed with respect to “Professional Vision” used to teach?

Is gender relevant and how is it made relevant?

Does code switching occur; are special speech registers used?

3. Provide a preliminary transcript of some of the interaction you are looking at. All projects should involve audio or videotaping of naturally occurring interaction. Schegloff's Transcription Module is on his website at <http://www.sscnet.ucla.edu/soc/faculty/schegloff/>. The module is designed to provide practice in transcribing talk-in-interaction.

All students will be asked to fill in an evaluation of how group members participated in the project. This evaluation form and a more elaborated project description with instructions are posted on the class website under Class Projects.

Oral Work

Students will be responsible for reading assignments each class period. Questions on the readings are on the class website. The questions are designed to have you focus on important points and will form the basis of discussions (and exams). Class and section participation is important! Students should be prepared to discuss the readings *each class session*.

Your class work is enhanced by conscientious attendance and active participation in class discussion and hurt by visible lack of preparation for class discussion (for example inability to answer questions about the readings) and failure to hand in assignments on the dates specified in the class and sections syllabuses.

There will be handouts and study guides which will be distributed at the **beginning** of class periods. If you are absent from class get the handouts and class notes from another student, as they will only be handed out one time; getting handouts is *your* responsibility.

Exams are based on what is covered in class as well as the reading. Videos, many of which are not available elsewhere, will only be shown in class once, so if you miss the class, get notes.

Policy: Do not arrive late or leave early.

Make appointments for times other than the class time.

Extra Readings of Interest are posted on the Web.

Final Grade

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

Language Socialization Paper	30%
Class and section participation	10%
Midterm	30%
Final	30%

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** is in class December 7. It will cover readings from the second part of the course and is not cumulative.