Readings:
• Required textbooks available at the UCLA Bookstore:

• Additional required and recommended articles available at the class website http://classes.sscnet.ucla.edu/course/view/10F-ANTHROM248-1

Course Requirements:
1. Whole Class Commentaries
   Seminar participants are expected to write commentaries (one single-spaced page) for the weeks specified in the course syllabus. Commentaries should discuss one issue as it applies across readings. Clearly indicate the page numbers when referencing passage(s) relevant to the point you’re making. E-mail the commentaries to Professor Elinor Ochs and research assistant Heather Loyd [hloyd@ucla.edu] by 8PM on the Sunday preceding each class meeting. Please bring copies of the articles/books with you to class.

2. Group Presentations
   Seminar participants are expected to work in small teams to present in-class data presentations of issues and illustrative data relevant to the week’s readings. Each team will be allotted a total 30 minutes: 15 minutes for presentation + 15 minutes for class discussion.

   Group presentations will involve using Keynote or Power Point to:
   1) Discuss one theme from the readings on weekly topic;
   2) Relate theme discussion to one or two data example(s) of language socialization drawn from outside the weekly readings.
      a. The data samples can be a brief audio/video recording or written text.
b. Data samples should be digitized, transcribed and inserted into Keynote/Power Point document.
c. Bring Keynote/Power Point presentation on flashdrive to class to put on to instructor’s MacBook Pro. PC users should bring computer as backup.
d. Transcripts/texts should be reproduced on handouts for seminar participants.

3. Research Proposal
Write a 12-page double-spaced proposal specifying how language socialization illuminates a research topic of interest to you. The 12-page limit does not include the bibliography.
The proposal consists of four sections:
I. Aims of Study (approx. 1.5 pages)
   - Propose a research study that can be fruitfully pursued through a language socialization framework
   - Situate the proposed language socialization study in relation to a population or a site and motivate your selection.
   - In a few sentences, state why the project is timely and important in relation to current theoretical debates/issues
   - Specify 2-3 research questions related to the general research topic that the proposed project will address
II. Theoretical Background (approx. 4 pages)
   - Introduce 2-3 domains of inquiry related to your proposed study
   - Concisely review salient studies within each of these domains
   - Within each of these domains of inquiry, specify how your research project will advance understanding
III. Methodology (approx. 1.5 pages)
   - Data Collection (corpus, procedures, duration)
   - Data Analysis (specify how collected corpus will be analyzed in relation to the questions you are addressing)
IV. Pilot Study (approx. 5 pages)
   - Present a small scale analysis that you have carried out related to your proposed study:
     - Specify your pilot research focus and corpus
     - Provide analysis, using empirical data to illustrate preliminary observations and generalizations
V. Bibliography

Research Proposal due Monday, December 6, 5PM
Email as attachment to eochs@anthro.ucla.edu and hloyd@ucla.edu and two hard copies in instructor’s mailbox, 341 Haines Hall.

Final Grade
Team presentations, commentaries, and class discussions 60 %
Research proposal 40 %
September 28  Introduction to the Enterprise
Methodologies for studying socialization.

October 5  Cornerstones of Language Socialization
Concepts of socialization; scope of socialization; linguistic and interactional resources for socialization

Readings:

Related Readings:

Assignment:
Everyone in Class:
Formulate an issue arising from the readings that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the readings to Elinor Ochs and Heather Loyd as an attachment by Sunday, October 3, 8PM.

October 12  Language Socialization in Ethnographic Context

Assignment:
Everyone in Class:
Formulate an issue arising from the book that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the book to Elinor Ochs and Heather Loyd as an attachment by Sunday, October 10, 8PM.

*There will also be an in-class discussion of proposal writing in preparation for class final project.
October 19 Socialization into/through Attention
Cultural learning, apprenticeship, embodiment, and intersubjectivity

Readings:

Related Readings:

Assignment:
1. Group A researchers formulate an issue arising from the readings that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the readings to Elinor Ochs and Heather Loyd as an attachment by Sunday, October 17, 8PM.
2. Group B research teams present collaborative data analyses relevant to language socialization and attention across the life span (including school children, youth, and adults).

October 26 Socialization into/through Affect and Morality
Semiotic forms, genres and practices of emotion used with and by novices

Readings:

Related Readings:

Assignment:
3. Group B researchers formulate an issue arising from the readings that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the readings to Elinor Ochs and Heather Loyd as an attachment by Sunday, October 24, 8PM.
4. Group A research teams present collaborative data analyses relevant to socialization into/through affect and morality.

November 2 Socialization into/through Affect and Morality in Ethnographic Context
[Guest Speaker: Heather Loyd]


Assignment
Formulate an issue arising from the book that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the book to Elinor Ochs and Heather Loyd as an attachment by Sunday, October 31 8PM.

November 9 Socialization into/through Authoritative Practices
Socialization into and through language practices that attempt to establish social asymmetry and control how novices act, think, and feel.

Readings:

Related Readings

Assignment:
Everyone in Class:
5. Group A researchers formulate an issue arising from the readings that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the readings to Elinor Ochs and Heather Loyd as an attachment by Sunday, November 7, 8PM.
6. Group B research teams present collaborative data analyses relevant to socialization into/through authoritative practices.

November 16 Socialization into/through Authoritative Practices in Ethnographic Context

Assignment
Formulate an issue arising from the book that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the book to Elinor Ochs and Heather Loyd as an attachment by Sunday, November 14, 8PM.

November 23 Socialization into/through Ways of Knowing
Socialization into and through practices of problem-solving.

Readings:

Related Readings:

Assignment:
7. Group B researchers formulate an issue arising from the readings that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the readings to Elinor Ochs and Heather Loyd as an attachment by Sunday, November 21, 8PM.
8. Group A research teams present collaborative data analyses relevant to socialization into/through ways of knowing, problem-solving etc.

November 30 Language Socialization and Contact
Language socialization practices that impact language and culture continuity and change.

Readings:

Related Readings:

**Assignment:**
**Everyone in Class:**
Formulate an issue arising from the readings that will generate an interesting discussion. Send your commentary raising the issue and relevant passages from the readings to Elinor Ochs and Heather Loyd as an attachment by Sunday November 28, 8PM.

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**Monday December 6, 2PM: Final Proposal Due**
(Two hard copies in instructors’ mailbox)