

Language Socialization
Course Number: ANT 393 & LIN 396
Special ID #: 31520 & 41073
Academic Term: Spring Semester 2013
Class Time & Location: Tuesdays 4pm - 7pm in SAC 4.116

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Course Overview:

This seminar provides an introduction to and traces developments within the field of Language Socialization Studies, a relatively new but dynamic, rich, and diverse domain of research in contemporary linguistic anthropology. Language socialization research encompasses both theory and method and elucidates the interconnectedness of micro everyday and macro cultural phenomena. Traditionally, language socialization studies have focused on three primary lines of inquiry and their critical nexus: 1) the acquisition of language and communicative & cultural competence by children/novices, 2) children's/novices' socialization into language and communicative & cultural competence by adults/experts, and 3) the inextricable interplay between language and socialization as realized in the achievement, demonstration, transmission, and reproduction of linguistic, communicative, and cultural competence.

While the primary aim of this seminar is to familiarize students with contemporary language socialization research, the class is also designed to locate language socialization study within the larger field of anthropology. Students will be encouraged to think about language socialization as theory: comparing and contrasting it with other theoretical paradigms; locating language socialization's emergence historically within the discipline; etc. Students will also be encouraged to consider language socialization as method: comparing and contrasting it with other linguistic anthropological methods; considering its cross-over applications for other sub-fields of anthropology; and pondering its utility for disciplines other than anthropology.

Mirroring the phenomenon of language socialization itself, this seminar will assist students in acquiring the language of and developing basic literacy in language socialization studies and in linguistic anthropology. In the process, students will be socialized into professional/academic competence: e.g., critical thinking, leading seminar discussions, making seminar presentations, organizing group presentations, and developing a research grant proposal. Students who enroll in the class are expected to 1) attend class regularly, 2) participate in classroom discussion and activities, and 3) complete all readings and assignments in a timely fashion. Specific assignments and requirements for this course are outlined in greater detail below.

Readings:

- 1 book (unfortunately unavailable through UT bookstore)
--Schieffelin, B. (1990). *The Give and Take of Everyday Life: Language Socialization of Kaluli Children*. Cambridge and New York: Cambridge University Press.

- 1 book available electronically from UT library & on 2-hour reserve at PCL (or for purchase on Amazon.com)
--Durati, Alessandro; Ochs, Elinor; and Schieffelin, Bambi (eds). 2012. *The Handbook of Language Socialization*. (Blackwell Handbook in Linguistics Series). Wiley-Blackwell.

- Readings on course Blackboard

CALENDAR OF READINGS AND ASSIGNMENTS

Week 1: Tuesday, January 15, 2013

Introduction to the Enterprise

--Getting started: Introductions and bureaucratic housekeeping

--Overview lecture and discussion: Traditional methodologies for studying language and socialization in anthropology (e.g. study of language in linguistics, anthropological linguistics and linguistic anthropology; studies of socialization in sociocultural and psycho-cultural anthropology).

Week 2: Tuesday, January 22, 2013

Establishment of Language Socialization as a Field of Inquiry

Readings (complete prior to class):

- Piker, S. (1964). Introduction (pp. v-viii) & Chapter III: Socialization of the Child (pp. 153-271). In An Examination of Character and Socialization in a Thai Peasant Community. Unpublished Ph.D. Dissertation. Department of Anthropology, University of Washington.
- Ochs, E. and Schieffelin, B. (1979). Introduction: What Child Language Can Contribute to Pragmatics. Developmental Pragmatics. New York: Academic Press pp.1-17.
- Ochs, E. and Schieffelin, B. (1984). Language Acquisition and Socialization: Three Developmental Stories and Their Implications. In R. Shweder & R. Levine (Eds.), Culture Theory: Essays on Mind, Self and Emotion. New York: Cambridge University.
- Ochs, Elinor & Schieffelin, Bambi. 1995. The impact of language socialization. In Paul Fletcher & Brian MacWhinney (Eds.), The Handbook of Child Language (73-94). Oxford and Cambridge, MA: Blackwell Publishers Inc.
- Garrett, P.B. & Baquedano-Lopez, P. (2002). Language Socialization: Reproduction and Continuity, Transformation and Change. Annual Review of Anthropology 31: 339-61.

Assignment (due at start of class):

Everyone in Class:

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 3: Tuesday, January 29, 2013

Development and Learning in a Social World

Readings (complete prior to class):

- Introduction to the Study of Language Development. In Hoff, Erika (2001). Language Development. Belmont, CA: Wadsworth, pp. 1-35.
- Biological Bases of Language Development. In Hoff, Erika (2001). Language Development. Belmont, CA: Wadsworth, pp. 36-91.
- Wertsch, J. (1991). A Sociocultural Approach to Socially Shared Cognition. In L. Resnick, J. Levine & S. Teasley (eds.), Perspectives on Socially Shared Cognition. Washington, D.C.: APA, pp. 85-100.
- Rogoff, B. (1990). Apprenticeship in Thinking. Oxford University Press. pp. 3-61.
- Lave, J. (1991). Situating Learning in Communities of Practice. In L. Resnick, J. Levine & S. Teasley (eds.), Perspectives on Socially Shared Cognition. Washington, D.C.: APA, pp. 63-82.

Assignment (due at start of class):

Everyone in Class:

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 4: Tuesday, February 5, 2013

Baby Talk: Novices as Speakers, Addressees & Overhearers

Readings (complete prior to class):

- Ferguson, C. (1977). Baby Talk as a Simplified Register. In C. E. Snow & C. A. Ferguson (eds.), Talking to Children: Language Input and Acquisition. Cambridge: Cambridge University Press, 209-235.

- Rogoff, B. (1990). *Apprenticeship in Thinking*. Oxford University Press. pp. 65-109.
- Rogoff, B. (1990). *Apprenticeship in Thinking*. Oxford University Press. pp. 110-134.
- DeLeón, L. (1998). The Emergent Participant: Interactive Patterns in the Socialization of Tzotzil (Mayan) Infants. *Journal of Linguistic Anthropology*, 8(2), 131-161.
- Ochs, E., Solomon, O., & Sterponi, L. (2005) Limitations and Transformations of Habitus in Child-Directed Communication. *Discourse Studies* 7(4-5), 547-583.

Assignment (due at start of class):

Everyone in Class:

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 5: Tuesday, February 12, 2013

Developing Linguistic and Cultural Competence

Readings (complete prior to class):

- Watson-Gegeo, K.A. & Gegeo, D.W. (1986). Calling-out and repeating routines in Kwara'ae children's language socialization. In E. Ochs & B. Schieffelin (Eds.), *Language socialization across cultures* (17-50). Cambridge & New York: Cambridge University Press.
- Demuth, K. (1986). Prompting routines in the language socialization of Basotho children. In E. Ochs & B. Schieffelin (Eds.), *Language socialization across cultures* (51-79). Cambridge & New York: Cambridge University Press.
- Peters, A.M. & Boggs, S.T. (1986). Interactional routines as cultural influences upon language acquisition. In E. Ochs & B. Schieffelin (Eds.), *Language socialization across cultures* (80-96). Cambridge & New York: Cambridge University Press.
- Platt, M. (1986). Social norms & lexical acquisition: a study of deictic verbs in Samoan child language. In E. Ochs & B. Schieffelin (eds), *Language socialization across cultures* (127-152). Cambridge & New York: Cambridge University Press.
- Andersen, E.S. The acquisition of register variation by Anglo-American children. In E. Ochs & B. Schieffelin (Eds.), *Language socialization across cultures* (153-161). Cambridge

Assignment (due at start of class):

Everyone in Class:

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 6: Tuesday, February 19, 2013

Preparation for final written projects

Assignment (in class):

Everyone in Class:

1. Bring your ideas, outlines, powerpoints, etc. We will work from where you are.
2. We will all provide feedback for revisions.

Week 7: Tuesday, February 26, 2013

Language Socialization and Ethnography

Readings (complete prior to class):

- Schieffelin, B. (1990). *The Give and Take of Everyday Life: Language Socialization of Kaluli Children*. Cambridge & New York: Cambridge University Press.

Assignment (due at start of class):

Everyone in Class:

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 8: Tuesday, March 5, 2013

Pre-School in Three Cultures (film shown during class)

Assignment (to be completed in class by each seminar member):

1. Watch film
2. In remaining class period, discuss the film—especially issues of language socialization—with your peers.
3. Provide summary for instructor in audiotape, videotape, or written format (Note: Format to be decided and produced collaboratively by class)
4. Write brief 3~5 page analysis of what you learned, wondered, appreciated, disagreed with, etc. about language socialization as represented in and through the film.

Week 9: SPRING BREAK (NO CLASS ON TUES. 3/12/13)

Week 10: Tuesday, March 19, 2013 (Peer-led session)

The Handbook of Language Socialization

Introduction & Part I

1. The theory of language socialization / Elinor Ochs and Bambi B. Schieffelin
2. Interactional foundations: The cultural organization of attention / Penelope Brown
3. Preverbal infant-caregiver interaction / Akira Takada
4. Language socialization and multiparty participation frameworks / Lourdes De León

Assignment (due at start of class):

Everyone in Class:

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 11: Tuesday, March 26, 2013

The Handbook of Language Socialization

Part II. Socialization strategies

1. Rethinking baby talk / Olga Solomon
2. Local theories of child rearing / Amy Paugh
3. Language socialization and shaming / Adrienne Lo and Heidi Fung
4. Language socialization and narrative / Peggy J. Miller, Michele Koven, and Shumin Lin
5. Language socialization and repetition / Leslie C. Moore
6. Literacy socialization / Laura Sterponi
7. Language socialization in children's medical encounters / Tanya Stivers –

Assignment (due at start of class):

Everyone in Class:

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 12: Tuesday, April 2, 2013

The Handbook of Language Socialization

Part III. Social orientations

1. Language socialization and politeness routines / Matthew Burdelski
2. Language socialization and stance-taking practices / Haruko Minegishi Cook
3. Language socialization and morality / Ayala Fader
4. Language socialization and hierarchy / Kathryn M. Howard
5. Peer language socialization / Marjorie H. Goodwin and Amy Kyratzis
6. Language socialization and exclusion / Inmaculada M. García-Sánchez

Assignment (due at start of class):

Everyone in Class:

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 13: Tuesday, April 9, 2013

The Handbook of Language Socialization AND Preparation for final projects

Part IV. Aesthetics and imagination

1. Language socialization in art and science / Shirley Brice Heath
2. Language socialization and verbal improvisation / Alessandro Duranti and Steven P. Black
3. Language socialization and verbal play / Karin Aronsson

Assignment 1 (due at start of class):**Everyone in Class:**

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Assignment 2 (in class):**Everyone in Class:**

1. Bring your ideas, outlines, powerpoints, etc. We will work from where you are.
2. We will all provide feedback for revisions.

Week 14: Tuesday, April 16, 2013

The Handbook of Language Socialization

Part IV. Aesthetics and imagination AND Preparation for final projects

1. Language socialization in art and science / Shirley Brice Heath
2. Language socialization and verbal improvisation / Alessandro Duranti and Steven P. Black
3. Language socialization and verbal play / Karin Aronsson

Assignment 1 (due at start of class):**Everyone in Class:**

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Assignment 2 (in class):**Everyone in Class:**

1. Bring your ideas, outlines, powerpoints, etc. We will work from where you are.
2. We will all provide feedback for revisions.

Week 15: Tuesday, April 23, 2013

The Handbook of Language Socialization

Part V. Language and culture contact

1. Language socialization and language ideologies / Kathleen C. Riley
2. Language socialization and language shift / Paul B. Garrett
3. Language socialization and immigration / Patricia Baquedano-López & Ariana Mangual Figueroa
4. Second language socialization / Patricia A. Duff
5. Heritage language socialization / Agnes Weiyun He
6. Language socialization and language endangerment / Angela M. Nonaka
7. Language socialization and language revitalization / Debra A. Friedman.

Assignment 1 (due at start of class):**Everyone in Class:**

1. Complete all readings
2. Distribute weekly précis & commentaries/questions to seminar members

Week 16: Tuesday, April 30, 2013**Final in-class oral presentations****Assignment (to be completed in class by each seminar member):**

1. Give individual presentations
2. Provide feedback to your fellows

*****Final written mini-grant proposal DUE TUESDAY MAY 7, 2013 by 5pm*****

1. Place hard copy of mini-grant research proposal in instructor's mailbox.
2. Electronic copies will not be accepted.

Course Requirements:

Attendance and Participation

We are striving to create an intellectual community, and like any community, your presence and participation are crucial to the community's vitality and success. Thus, you are expected to attend seminar regularly and inform the instructor (preferably in advance) of any occasions on which you will be absent, keeping in mind that you are still responsible for all class assignments. Interactive peer learning is another important part of language socialization study and process. Students, therefore, are strongly encouraged to think about and discuss real-world instances of, ideologies surrounding, and practices involving language socialization.

All assignments must be completed in a timely fashion. This is especially important in the context of a small seminar because the assignments are designed to inspire and facilitate thinking, discussion, and intellectual exchange. Assignments also help keep you on track reading, which is also crucial for a successful seminar learning experience

1. Weekly précis of readings

Each student is expected to complete all of the readings for each class period. However, individual students will be responsible for individual articles within a given class period; practically speaking, this means that each student will be assigned particular articles for which they must develop brief (e.g. 1-2 pages) précis which will be distributed to all members of the class and to the instructor.

Hard copies of weekly assignments should be completed and ready for distribution at the start of class. Each week, students will initiate discussion of their assigned articles. Students are encouraged to develop a notebook containing all the précis, a product of the seminar that will help prepare you for future exams, papers, etc.

2. Weekly Questions or Commentaries on the Readings

Everyone in the seminar is required to complete a written commentary or to develop specific questions (500 words maximum) related to the weekly readings. Raise questions or issues that are "problematic" (either enigmatic or controversial) in your view. Bring hard copies of your commentaries/questions & distribute them at the start of class.

3. Applied Exercises (See below Weeks 3 & 14)

- a. Analysis of in-class film, "Preschool in three cultures: Japan, China, and the US"
- b. Fieldwork observation of real-world language socialization

4. Mini-Research Grant Proposal

Write a mini-research grant proposal (approx. 15 pages) specifying how language socialization illuminates a research topic of interest to you. (The page limit does not include the bibliography.) The proposal will consist of five sections:

I. Aims of Study (approx. 3 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 & Significance (approx. 5 pages)

- Introduce 2-3 domains of inquiry related to your proposed study
- Concisely review salient studies within each of these domains
- Pilot study results: Present a small-scale analysis of research 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

III. Methodology (approx. 4 pages)

- Data Collection (corpus, procedures, duration)
- Data Analysis (specify how the collected corpus will be analyzed in relation to the questions you are addressing)

IV. Contribution, Products, & Outcomes (approx. 3 pages)

- Explain how your research project will advance understanding
- Specify what your study will generate

V. Bibliography

- Language Socialization literature
- Other sources

This assignment is meant to be practical and fun, encouraging investigation of your own topical interests while learning research grant writing skills. Several of the weekly assignments feed into the final paper. For example, if you do all the class readings, you'll already have a robust bibliography of language socialization literature!) NOTE: The final written version of the mini-grant research proposal is due on ??/?/13. Except in extreme, documented hardship circumstances, late proposals will not be accepted.

Grading: (Plus/minus grades will be assigned as merited)

Weekly précis & questions/commentaries	30%
Applied Exercises (Weeks 3 & 14 @ 10% each)	20%
Oral in-class presentations (Weeks 9 & 15 @ 10% each)	20 %
Final written mini-research grant proposal	30 %

GOOD NEWS: For most of the first two-thirds of the semester the workload for this class is fairly light. Attend class, participate, keep up with the readings, and complete your weekly assignments, and all will be well! ☺

NOTE: This course is heavily back-loaded. Keep in mind that during the early part of the semester, you should be reading, thinking, and preparing for the final assignment due at the end of the term: the written mini-research grant proposal. While this makes the end of the course a bit more intensive, the seminar is designed this way because students can only complete the final assignment after they successfully complete the class's introduction and review of language socialization literature.

Policies:

Incompletes:

Incompletes will not be given except in unavoidable and dire circumstances.

Missing class:

If you must miss class, please let the instructor know, preferably ahead of your absence.

Religious Holidays:

If you need to miss a class or a deadline in order to observe a religious holiday anytime during the semester, the university requires that you let me know in writing two weeks before the absence.

Official Written (Medical) Excuses:

If you are unable to complete any course requirement due to a medical or another type of genuine emergency, please contact me as soon as possible to apprise me of the situation, and consistent with university policy, you might be asked to provide an official written excuse (e.g. from the UT health center, a doctor, the police department, etc.).

Special Needs:

If you have any special needs associated with any learning or physical disability, please see me. Before course accommodations can be made, you may be required to provide documentation for the Office of the Dean of Students—Services for Students with Disabilities. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 512-471-6259 (or for TTY 512-471-4641).

Academic Integrity:

Academic misconduct is extremely rare at the graduate level, and I do not anticipate any problems in this regard. However, consistent with University recommendations and policies, a few basic points must be reiterated here. Proper citation of others' words and ideas is required. Plagiarism is impermissible. If scholastic dishonesty is suspected, I am required to notify you and possibly turn the matter over to the Dean of Students office. Penalties for academic dishonesty include a failing grade on the assignment or in this course and possible expulsion from the university. If you have specific questions about these issues, contact the Office of the Dean of Students in FAC 248.

COURSE-RELATED ETIQUETTE

Turn off Personal Communications Devices in Class:

1. When you come to class, personal communication devices (e.g., cell phones, beepers, blackberries, iphones, IM computer chat, email programs, etc.) should be turned off!
2. Research demonstrates that multi-tasking is not conducive to listening & learning. Rapt attention & active participation, by contrast, facilitate learning. Our classroom community meets just twice per week. Those 2 sessions are ours together—precious pedagogical time during which I give you my full attention & effort & during which you must do the same.

Communicating with the Instructor

1. Emails can be sent instantly, but responses, especially thoughtful ones, take time. Keep this in mind. Students are responsible for managing their schedules in such a way as to communicate with the instructor in an organized & timely fashion.
2. Phone messages should be left with the Department of Anthropology.
3. Be professional when making or canceling appointments with the instructor. If you make an appointment, honor it. If you cancel appointments, you should give plenty of advanced notice (e.g., a day or several hours), except in genuine emergencies.

Turning in Assignments:

1. There are reasons for deadlines, both pedagogical & practical & ones. Honoring due dates is important & makes an impression (a favorable one) on the instructor, who in turn has grading deadlines.
2. As outlined elsewhere in this syllabus, assignments will not be accepted electronically.
3. As explained elsewhere herein, missed or late assignments require a formal excuse & will incur a grading penalty.

MISCELLANEOUS INFORMATION

Emergency Evacuation Policy:

1. Occupants of buildings on the UT Austin campus are required to evacuate & assemble outside when a fire alarm is activated or an announcement is made. Please also be aware of the following policies regarding evacuation:
2. Familiarize yourself with all exit doors of the classroom & the building. Remember that the nearest exit door may not be the one you used when you entered the building.
3. Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
4. If you require assistance to evacuate, inform the instructor in writing during the first week of class.

Behavior Concerns Advice Line (BCAL):

If you are concerned about someone, please call the Behavior Concerns Advice Line, 512-232-5050.