How are members of different ethnic and racial groups within and across cultures socialized TO language and THROUGH language: to learn how to speak, to show respect, to show what they know, to ask questions, etc? We are particularly interested in the national, racial, class, and gender ideologies that underpin the ways caregivers expect children to use language in culturally appropriate ways, and the ways that media and gatekeepers understand the practices of particular groups. Learning linguistic forms does not occur independently of their meaning in their social and educational contexts. Of critical importance is the focus on everyday learning and teaching practices, by analyzing discursively the moments in which they occur, as well as by tracking the development of these practices over time and across contexts. What are the most effective and appropriate methods for studying cultural patterns and language socialization ideologies?

Special topics include the impact of bilingualism, stigmatized dialects, immigration, transnationalism, religious training, and home-school conflicts in ways of speaking and using language(s).

Requirements:
1- Lead one class discussion [SIGN UP TODAY & follow guidelines below], and participate in discussions of readings every week. 30%
2- Your choice of A or B, due on April 29 25%
   A- Language socialization questionnaire & interview
   B- Book review (following specific journal format)
3- ABSTRACT of research paper DUE May 20 10%
   Include a summary of the paper’s objective, your theoretical framework, methods, subjects, anticipated findings, and bibliography.
   Follow the guidelines stipulated by a particular conference’s call for papers.
4- Research paper, approx 15 pp, comparing one aspect of language socialization practices or theories across cultures. DUE June 10 [oral June 3] 35%

REQUIRED TEXTS: [available at Groundworks]

1- Heath 1983, Ways with Words. Cambridge UP.
READINGS ON E RESERVES: (see appended list for full citations)
You will need to print these articles from computers on campus, or apply for a proxy for off-campus access and configure your computer (for help, go to the library, or contact: userv@ucsd.edu, 858-534 1857). If the reading is a book chapter, not from a journal, the book is also on reserve in the library. Please come to class ready to discuss the day’s required readings, with text(s) in hand and notes for the discussion leader’s questions. Other relevant readings are attached FYI and/or for your book review and/or final paper.

DISCUSSION LEADER
The discussion leader for a particular week is responsible for emailing [a minimum of ] three discussion questions to the class, based on the readings for that week [10% of final grade]. Everyone will be prepared to answer the questions, and you may call on students to participate, if necessary [student participation is worth 10% of the final grade]. The questions should be sent out by Saturday noon.

In formulating the questions, you should keep in mind the following:

a- Positionality: Where do the various authors fall within disciplinary areas, and with respect to mentors and training? What is/was the political and/or educational climate of the time the article or chapter was written, and does that affect the author’s views? What about their race, class, gender, sexual orientation, nationality?

b- Methods: What about the methods is/is not appropriate for the study or theories presented?

c- Comparisons: For example, you might ask: "X =author says "quote", but Y= another author says "QUOTE". Are these complementary or contradictory views? Do they stem from fundamentally different theories or views about the role of language in socialization?

d—Ideologies: How do the articles capture/represent the language ideologies of the group or community?

The discussion leader should find some innovative way to introduce the readings [maybe from a personal experience, a contemporary news report, a connection to another reading , etc]. It helps if you have a handout with the particular quotes or points you think should be discussed for greater clarity, or because they are so central.

PLEASE do not worry about “making mistakes”-- we all do/will. Just try to keep the discussion flowing, and help us end up with a clear idea of the basic theories and methods presented in each reading, and their principal findings. You may wish to state what you learned that might be applicable to your future research, and/or what you feel is missing.
Keep all of these points in mind as you write your final paper.
TOPICS AND ASSIGNMENTS

April 1: Introduction to language socialization

2- An anthro-political perspective on language socialization
3- Course requirements – the questionnaire or book review, research topics.
4- Volunteers for leading weekly discussions, and what is expected.

April 8: Language Socialization models
Leader: _______________________

1- Heath, 19884
2- Ochs, Intro to Lang. Soc. Across Cultures, 1986
3- Schieffelin & Ochs, 1986.
4-. Ely & Gleason, 1995
5- Ochs, 2002
6- Garrett & Baquedano López, 2002
7- Zentella, ed. 2005, Intro & Ch. 1.

April 15: Communicative competence, Class
Leader: _______________________

1-. Philips, S. 1970
2- Hymes, 1972
3-. Briggs, 1986. ch. 4
5- Miller & Hoogstra, 1992
6- Bernstein, 1970

April 22: Comparative Language Socialization
Leader: _______________________


April 29: Acquiring Language, Culture, Class
Leader: _______________________

1- Watson-Gegeo and Gegeo, IN S&O, 1986, 17-50
2- Demuth, IN S&O, 1986, 51-79
3-. Peters & Boggs in S&O, 81-96.
4- Ochs & Schieffelin, 1995.
5- Bhimji, In Zentella, ed. 2005
6- Field, 2001
MAY 6  ORAL presentations [15 minutes each]
Mendoza-Denton: Homegirls

May 13: Acquiring knowledge of status, gender, role, religion
Leader: _________________________

2- Andersen, 153-164 in S&O, 153-164
4- Ek, in Zentella, ed., 2005.
6- Luykx in Bayley & Schecter, 2003, 25-43

May 20: SUBMIT CONFERENCE ABSTRACT, guidelines, bibliography
“Illegal Aliens”, “Welfare queens”, the Disabled, Ebonics speakers
Leader: _________________________

2- Solís, 2002.
4- Rodríguez, in ______________________________
5- Mercado, in ______________________________

May 27: Caregivers, Communities, Peers, Schools
Leader: _________________________

1- Farr, in Zentella, ed.
2- Roca, in Zentella, ed.
3- Relaño Pastor, in Zentella, ed.
4- González, in Zentella, ed. 2005.
5- Dosanjh & Ghuman, 1996, pp. 38-54, optional 116-143

Optional:
1- He, in Bayley & Schecter, 2003, 128-146.
2- Cole & Zuengler, in Bayley & Schecter, pp 98-113
3- Bayley & Schecter in Zentella, ed.

June 3: Presentation of research results [submit research paper June 10]

Possible research sources of data that do not require IRB permission
--Radio call in programs, especially those advising mothers and/or youth.
--TV programs and/or ads that target mothers or portray mother-child interactions. OR those "judge" shows, or teen talk programs.
--Newspaper coverage of immigrant families [or others], and their portrayal of family interactions. [you might contrast two ethnic presses or one ethnic and the LA Times, etc]
-- Hip Hop music and/or 'snaps', and the 'messages' about appropriate language within the group, with outsiders, with 'momma'.
-- Church bulletins' or newspapers' messages/comments about appropriate parent-child interactions, behavior, discipline, etc.
-- an analysis of the family language interaction patterns in 'Ethnic' novels/plays/movies.
---an analysis of materials provided in 'parenting classes' by the Board of Health, hospitals, in teen programs, etc.
In every instance, you would be investigating how the language used by speakers or writers is communicating particular cultural values and/or world views-- whose, and why?

Readings [books in bold can serve as subject of book review]


Ch 2, Developing a cultural framework, pp. 7-38, and Ch 10, Concluding discussion, pp. 219-234.


