

Ethnic Studies 263
Spring 2008

Language Socialization across Cultures
Tuesdays 5- 7:50pm SSB 103

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Office hours (SSB 224): Tues 3:00-4:30pm & Thurs 3:30- 6:00 pm
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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%
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.
2. Scheffelin. B. and Ochs, E. 1989, *Language Socialization across Cultures*. Cambridge UP.
3. Zentella, A. ed. 2005. *Building on Strength: Language and Literacy in Latino Families and Communities*. NY: Teachers College Press.
4. Mendoza-Denton. 2008. *Homegirls. Language and Cultural Practice among Latina Youth Gangs*. Blackwell.

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

- 1- Discuss: Ochs 2001; Bourdieu 1991.
- 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.
- OPTIONAL:** Ochs & Schieffelin, 1984.

April 15: Communicative competence, Class

Leader: _____

- 1- Philips, S. 1970
- 2- Hymes, 1972
- 3- Briggs, 1986. ch. 4
- 4- Goodwin, 1990, pp. 1-18.
- 5- Miller & Hoogstra, 1992
- 6- Bernstein, 1970

April 22: Comparative Language Socialization

Leader: _____

- 1- Heath, *Ways with Words*, 1982, pp. 1-262.
- 2- Heath, 1990.

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: _____

- 1- Heller, 1987.
- 2- Andersen, 153-164 in S&O, 153-164
- 3- Zentella, 1997, pp. 213-261.
- 4- Ek, in Zentella, ed. , 2005.
- 5- Baquedano-López, 2001.
- 6- Luykx in Bayley & Schecter, 2003, 25-43

**May 20: SUBMIT CONFERENCE ABSTRACT , guidelines, bibliography
"Illegal Aliens", "Welfare queens", the Disabled, Ebonics speakers**

Leader: _____

- 1- Suárez-Orozco,C. 2000.
- 2- Solís, 2002.
- 3- Lavadenz, in Zentella,ed., 2005.
- 4- Rodríguez, in "*****"
- 5- Mercado, in "*****"
- 6- Fordham, 1998.

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
- 6- Kirp, David L. Life Way After Head Start. . New York Times. 2004-11-24
<http://www.nytimes.com/2004/11/21/magazine/21IDEA.html?oref=login>

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]

- Aboud, F. 1987. The development of ethnic self-identification and attitudes. IN Jean S. Phinney, Mary Jane Rotheram, eds., *Children's ethnic socialization : pluralism and development* . Newbury Park: Sage Publications.
- Baquedano-López, Patricia. 2001. Creating social identities through *Doctrina* narratives. In A. Duranti, ed. Linguistic Anthropology: A reader. Malden, MA: Blackwell. Pp. 343-358.
- _____ & Shlomy Kattan. 2007. Growing up in a multilingual community: Insights from language socialization. *Handbook of multilingualism and multilingual communication*. Peter Auer and Li Wei (eds). Berlin/New York : Mouton de Gruyter. Pp. 69-100.
- Bayley, Robert & Sandra Schecter, eds, 2003.. *Language Socialization in Bilingual and Multilingual Societies*. Clevedon, UK: Multilingual Matters :**
- Bernstein, Basil. 1970/72. Social class, language, and socialization. IN P/Giglioli. ed. LANGUAGE AND SOCIAL CONTEXT. LONDON: PENGUIN.
- Briggs, Charles. 1986., "The acquisition of metacommunicative competence" Chapter 4 in *LEARNING HOW TO ASK*, Cambridge UP, pp. 61-92.
- Bourdieu, P. 1991. The production and reproduction of legitimate language. In Language and Symbolic Power, 1991, Cambridge: Polity Press, pp 43-65.
- Dosanjh , J.S. and Paul A.S. Ghuman. 1996. ***Child-rearing in ethnic minorities. Clevedon, Avon, U.K. ; Philadelphia, Pa., U.S. :*** Multilingual Matters Ltd..
- Ely, Richard, and J.Berko Gleason. 1995. Socialization across contexts. IN Fletcher and MacWhinney, *The Handbook of Child Language*. Blackwell, 251-270.
- Field, M. 2001. Triadic directives in Navajo language socialization. *Language in Society*. 30 (2):249-63.
- Fordham, Signithia. 1998. Speaking Standard English from nine to three: Language as guerrilla warfare at Capital High. In *Kids Talk: Strategic language use in later childhood*. S. Hoyle and C. Temple Adger, eds. Oxford UP, pp. 205-216.
- García, E. and A. Hurtado. 1995. Becoming American: A review of current research on the development of racial and ethnic identity in children. In Hawley, W. and A. Jackson, eds. Toward a Common Destiny: Improving race and ethnic relations in America. San Francisco: Jossey-Bass. 163-184.

- Garrett, Paul, and Patricia Baquedano-López. 2002. Language socialization: Reproduction and continuity, transformation and change. *Annual Review of Anthropology* 31:339-61.
- González, Norma. 2001. I am my language: discourse of women and children in the Borderlands. University of Arizona Press.**
- Goodwin, Marjorie. 1990. *He said-She said: Talk as social organization among Black children.* Bloomington: Indiana U.P. Talk as social action, pp. 1-18.**
- _____. 1997. Children's linguistic and social worlds: the knowns and unknowns. *Anthropology Newsletter.* 38(4):1, 4-5.
- Heath, Shirley. 1982a. Questioning at home and at school: A Comparative study. IN George Spindler , ed. Doing Ethnography: educational anthropology in action. New York: Holt, Rinehart, Winston. 102-131.
- Heath, Shirley. 1982b. What no bedtime story means: Narrative skills at home and school. Language in Society. 11(1) 49-76.
- Heath, Shirley. 1988 Language socialization. IN D.T. Slaughter, ed., Black children and Poverty: A developmental perspective. New Directions for Child Development, no. 42. San Francisco: Jossey-Bass. 29-41.
- Heath, Shirley. 1990. The children of Trackton's children. In J.W. Stigler. G. Herdt and R.A, Shweder, eds, Cultural Psychology: essays on comparative human development. Cambridge U.P. 496-519.
- Heller, Monica. 1987. The role of language in the formation of ethnic identity. IN Phinney and Rotheram eds., Children's ethnic socialization : pluralism and development . Newbury Park: Sage Publications., pp. 180-200.
- _____. 2007. Multilingualism and transnationalism. IN Handbook of multilingualism and multilingual communication. Peter Auer and Li Wei (eds). Berlin/New York : Mouton de Gruyter, pp. 539-554.
- Hymes, Dell. 1972. On Commmunicative competence. In *Sociolinguistics*, J.B. Pride and J. Holmes, eds, Penguin ,. 269-274.
- Kamii, C.K., and Radin, N. 1967. Class differences in the socialization practices of Negro mothers. Journal of Marriage and the Family. 29, 302-310.
- Lambert, Wallace and Donald Taylor. 1996. Language in the lives of ethnic minorities: Cuban American families in Miami. Applied Linguistics. Vol 17, No.4. 477-500.
- Lanza, Elizabeth. 2007. Multilingualism and the family. IN Handbook of multilingualism and multilingual communication. Peter Auer and Li Wei (eds). Berlin/New York : Mouton de Gruyter, pp. 45-68.
- Mendoza Denton, Norma. 1999. Fighting words: Latina girls, gangs, and language attitudes. IN *Speaking Chicana: Voice, power, and identity.* L. Galindo and M.D. Gonzales, eds. U. of Arizona Press. 39-58.
- Miller, P and Hoogstra, L. 1992. Language as a tool in the socialization and apprehension of cultural meanings.. IN T. Schwartz, G. White and C. Lutz, eds., Psychological Anthropology: Appraisal and prospects. Cambridge U.P.
- Moll, Luis, C. Amanti, D. Neff, and N. González. 1992. Funds of Knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, Vo. XXXI, No. 2, Spring, 132-141.
- Ochs, Elinor. 1982. Talking to children in Western Samoa. Language in Society 11: 77-104.

- _____ 1996. Linguistic resources for socializing humanity. IN Gumperz, John Joseph and Stephen C. Levinson, eds. *Rethinking linguistic relativity*. Cambridge, [England] ; New York : Cambridge University Press, 1996. pp. 403-437.
- _____ 2001. Socialization. IN Duranti, ed, *Key Terms in Language and Culture*. Blackwell. Pp. 227-230.
- _____ (2002). Becoming a speaker of culture. In **C. Kramsch (Ed.), Language acquisition and language socialization: Ecological perspectives London: Continuum.** (pp. 99-121).
- _____ and B. Schieffelin. 1984. Language acquisition and socialization: Three developmental stories and their implications. In R.A. Shweder and R.A. Levine, ed., Culture Theory: Essays on Mind, Self, and Emotion. Cambridge UP, 276-320.
- Ochs. and Schieffelin, 1995. The impact of language socialization on grammatical development. In P. Fletcher and B. MacWhinney (eds). *The Handbook of Child Language*. pp. 73-94.
- Okita, Toshie. 2001. Invisible Work: Bilingualism, language choice and childrearing in intermarried families. Amsterdam/Phila: John Benjamins. Ch 2, Developing a cultural framework, pp. 7-38, and Ch 10, Concluding discussion, pp. 219-234.**
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- Philips, Susan (1970). Participant structures and communicative competence: Warm Springs children in community and classroom. IN A. Duranti, ed. Linguistic Anthropology: A reader. 2001. Malden, MA: Blackwell. Pp. 302-317.
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- Rogoff, Barbara. 1993. Children’s guided participation and participatory appropriation in sociocultural activity. In R. Wozniak and K. Fisher, eds., *Development in Context: Acting and thinking in specific environments*. Hillsdale, NJ: Erlbaum, pp. 121-53.
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- Rone, Tracy. 2002. The socialization of academic achievement and racial consciousness in an african american community-based youth program. *African American Education*, Vol 2, pages 179-212.
- Schieffelin, Bambi and Elinor Ochs. 1986. Language socialization. *Annual Review of Anthropology*. 15:163-91.
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- Solís, Jocelyn. 2002. The (trans)formation of illegality as an identity: A study of the organization of undocumented Mexican immigrants and their children. PHD thesis, CUNY, Developmental Psychology.**
- _____ 2003. Re-thinking illegality as a violence AGAINST , not BY, Mexican immigrants, children, and youth. *Journal of Social Issues*. Vol. 59, #1, 15-31.

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- Suárez-Orozco, Carola. 2000. Identities under siege: Immigration stress and social mirroring among the children of immigrants. IN Suárez-Orozco, M. and A. Robben, Cultures under Siege: Collective violence and Trauma. Cambridge UP, Pp. 194-226
- Suárez-Orozco, C. and M. Suárez-Orozco. 2001. Children of Immigration. Harvard UP, Ch. 4. Remaking Identities, pp. 87-123
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- Ward, Martha Coonfield. 1971. Them children; a study in language learning. New York, Holt, Rinehart and Winston., Ch 5 on Teaching children to talk, pp. 43-73.**
- White, Kimberly Danile. Reassessing Parent involvement : involving language minority parents in school work at home. *Working Papers in Educational Linguistics*, vol 18, no. 1, spring 2002. Penn Grad School of Ed. 29-49.
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