What is the role of language in the development of human identity? After a consideration of the role of the brain in the organization of language and selfhood, we investigate the role of extreme deprivation, sex/gender, private speech, bilingualism, reported speech and new media on the development of identity. What are the ways in which language facilitates a child’s development of an identity? How do the biological facts of sex and sexuality influence the development of language? How do children who learn two or more languages organize a sense of self? How do they switch among resources? What happens to our sense of self when we borrow others’ words? Course prerequisite: Anth 4 or ANTH 168.

Introductory perspectives: From Cultural Psychology to Cultural Psycholinguistics

1) January 13 Introduction – Psycholinguistics: An ethnographic and linguistic perspective on identity.

2) January 15 Perspectives on cultural psychology
January 20th No class Inauguration

3) January 22 Perspectives on Language Socialization
   Read: 1) Ochs and Schieffelin “Language Acquisition and Socialization: Three Developmental Stories and their implications” 2) chapters 1 and 2 in Give and Take of Everyday Life

Assignment due, January 27: how can Cultural Psychology benefit from a linguistic perspective? Provide a survey of the distinctive approaches of cultural psychology and demonstrate the contribution in each case. 3 pages.

Neurobiological and Cognitive foundations

4) January 27 Debates in the biological study of language

5) January 29 Neurological Disorders

Language as the Gateway to Identity as a Human?

6) February 3. Feral Children

7) February 5. The Case of Genie
   a. Read: Genie: A Scientific Tragedy Rymer

Assignment due Feb 10: How do the cases of so-called "feral children" contribute to debates about the "nature/nurture" divide in language development studies? 3 pages.

8) February 10 Vygotsky

9) February 12 Vygotsky, Piaget and the Private Speech debate

10) February 17. Studying Private Speech. A visit to the discourse lab. Awakening children’s minds: how parents and teachers can make a difference / Laura E. Berk.

11) February 19 The Age of Reason – Social Contexts of Reasoning –
   a. Theoretical and Empirical Reasoning Modes from the Neurological Perspective Olga Dolinina Argumentation 15:117-134 (2001)

Assignment due: Feb 24: Select two of the videorecordings of children interacting; transcribe them carefully using Inqscribe, and analyze them using Vygotsky’s approach to language as a tool for thinking. How would you compare the role that language plays for the various children in the two video recordings?

12) February 24 Kaluli Models of Language Development
    Read: Chapter 3. Give and take

13) February 26 Kaluli Reported Speech

14) March 3 Kaluli The Role of exchange
    Read: Chapter 5, 6 and 7 in Give and Take

15) March 5 Kaluli Gender Roles in Comparative Context

16) March 10 Midterm – ID and Essay

17) March 12. Language, Emotion and Identity
    Read: Kulick pp. 1-118

March 16-20 Spring Break!

18) March 24: Language Identity and Knowledge
    Read: Kulick pp. 1-118

19) March 26 Language, Identity and Knowledge
    Read: Kulick pp. 118-157
20) March 31 Codeswitching
Read: Kulick pp. 190-265

21) April 2 Growing Up Bilingual

22) April 7 Bilingualism at Home and School
Read: Zentella pp. 56-160

23) April 9 The experience of bilingualism
Read: Zentella pp. 161-288

Assignment due: Compare the experiences of bilingualism among Gapuners in New Guinea and New York Puerto Ricans. How do the differences in their experiences affect the ways in which they switch among codes? 3 pages.

24) April 14 Gender, language and identity in an age of new media

25) April 16 Presentations based on final papers
26) April 21 Presentations
27) April 23 Presentations
28) April 28 Presentations

Final Paper: Choose a topic on language and identity. Base your argument on data, preferably a transcribed videorecording of actual speech use (e.g. from YouTube). 15 pages plus bibliography.

Required books
Genie A Scientific Tragedy Rymer
The Give and Take of Everyday Life Schieffelin
Cultural Reproduction and Language socialization Kulick
Growing Up Bilingual Zentella

Course requirements:
4 short paper assignments 40%
Midterm 15%
Final paper 30%

Course participation (including attendance) 15%

You must attend all classes. You must come to class having read the materials assigned for that day on the syllabus and ready to discuss them. If you cannot come to class, you must notify me; absences are permitted with written medical excuse and for religious holidays.

Papers should use the APA style. I strongly recommend that you use citation software such as Refworks (supported by GW) or Endnote.

ACADEMIC INTEGRITY
I personally support the GW Code of Academic Integrity. It states:: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For the remainder of the code, see: http://www.gwu.edu/~ntegrity/code.html

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SECURITY
In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.