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 1004 or SPHR 1071.

Introductory perspectives: From Cultural Psychology to Cultural Psycholinguistics

1) January 14 Introduction – Psycholinguistics: An ethnographic and linguistic perspective on identity.

2) January 16 Perspectives on cultural psychology

3) January 21 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*

Neurobiological and Cognitive foundations

4) January 23 Debates in the biological study of language

5) January 28 Biology of Conversation

Assignment due, January 28th: Compare the role of language in mainstream psychology with that of language in cultural psychological perspective. Give examples. 3 pages. Post on BB.

6) January 30 “Feral” Children

7) February 4. The Case of Genie
   Read: Genie: A Scientific Tragedy Rymer

Assignment due February 6th: How do the neurological features of the brain interact with language and vice versa over the course of the child’s development? 3 pages.

Vygotsky, Piaget and Sociocultural Approaches to Cognitive Development

8) February 6 Vygotsky
9) February 11 Vygotsky, Piaget and the Private Speech debate

10) February 13 The development of reasoning and argumentation

11) February 18 Scientific argumentation

Assignment due: February 20th. Select two of the videorecordings of children interacting; transcribe them carefully using F4, 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 20 Kaluli Models of Language Development
    Read: Chapter 3. Give and take

13) February 25 Kaluli Reported Speech

14) February 27 Kaluli The Role of exchange
    Read: Chapter 5, 6 and 7 in Give and Take

15) March 4 Kaluli Gender Roles in Comparative Context

16) March 6 Midterm – ID and Essay

Spring Break March 10-14
   Read: Kulick pp. 1-118

18) March 20: Language Identity and Knowledge
   Read: Kulick pp. 1-118

19) March 25 Language, Identity and Knowledge
   Read: Kulick pp. 118-157

20) March 27 Codeswitching
   Read: Kulick pp. 190-265

21) April 1 Approaches to Learning, Life and Work In Two Communities
    Read: 1) Heath Chapters 1, 2, 3, and 4.

22) April 8
    Read: Heath Ways With Words Chapters 5, 6 and 7; skim 8 and 9.

Assignment due: Compare the experiences of language learning among Gapuners in New Guinea and folks from Trackton in the Piedmont. How do the differences in their histories affect the ways in which they learn and switch among language varieties? 3 pages.

23) April 10 Gender, language and identity in an age of new media

24) April 15 Presentations
25) April 17 Presentations
26) April 22 Presentations
27) April 24 Summary and conclusions

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
Ways with Words Heath
Course requirements:

4 short paper assignments 40%
Midterm 15%
Final paper (including presentation) 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.

In your final papers, you must have an argument. Please consult the Turabian chapters on formulating a research problem when writing a research paper.

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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- confidential assessment, counseling services (individual and small group), and referrals
http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices
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.