Overview of this course: The intent of this course is to examine forms of participation and talk-in-interaction across various (selected) phrases the life cycle. We will examine how language and interaction within specific contexts are used to constitute identity, and how the interaction order resulting from face-to-face interaction provides the building blocks for forms of social organization that arise from such activities. In class we will be examining videotaped interactions across a range of situations to examine the practices involved in constituting social life.

Reading Assignments

Week 1

<table>
<thead>
<tr>
<th>Tues</th>
<th>Mar 31</th>
<th>Introduction</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Participation, language, and social organization through the life cycle</td>
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<td>Video: “The Business of Being Born”</td>
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<thead>
<tr>
<th>Thurs</th>
<th>Apr  2</th>
<th>Birth in Four Cultures</th>
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<tbody>
<tr>
<td></td>
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<td>Reading: Jordan: <em>Birth in Four Cultures</em>, chapters 1-3</td>
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<td>Web: “Competing Technologies in Perinatal Care”</td>
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<td>Video: “Born in the USA: A Documentary about Childbirth in America”</td>
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Week 2

| Tues. | Apr  7 | Alternative Birth Options in America |
**Reading**: Jordan: *Birth in Four Cultures*, chapters 4-5

**Guest Speaker**: Candace Leach,
(DEM) Direct Entry Midwife
(CCE) Certified Childbirth Educator
(CD) Certified Doula
(CPD) Certified Postpartum Doula
(CNMI) Certified Newborn Massage Instructor

**Thurs. Apr 9**

**Womb to Cradle and Early Childhood**

*Reading*: Growing Up in a Culture of Respect, Ch. 1-2


*Video*: Unconventional Births

**Week 3**

**Tues. Apr 14**

**Cross Cultural Ideas of Childhood and Language**

*Reading*: Inge: Growing Up in a Culture of Respect. Ch. 3-4

*Web*: Peters and Boggs: “Interactional Routines as Cultural Influences upon Language Acquisition”


*Web*: Lancy: “It Takes a Village”

*Web Optional*: Montgomery: “Family, Friends and Peers” (pp.121-133 on siblings)

**Thurs. Apr 16**

**Language in Family Interaction**

*Web*: Lareau: Ch 1, 3 and 6


*Web Optional*: Vasquez: Bilingual Children Crossing Cultural Borders

**Week 4**

**Tues. Apr 21**

**Preschool in Three Cultures**

**Japan, China, and US**


*Web*: Fung, Miller, Lin: “Listening is Active: Lessons from the Narrative Practices of Taiwanese Families”

*Video*: Preschool in Three Cultures

**Guest Speaker**: Dr. Matt Burdelski
Thurs. Apr 23

**Gender & Language in Preadolescent Peer Cultures**
*Web*: Goodwin: “Tactical Uses of Stories”
*Web*: Corsaro: “Preadolescent Peer Cultures”
**Guest Speaker**: Jessica Henderson: Children’s Socialization into a Tween Virtual World

**Project Descriptions due**: Describe in paragraph form what you are researching and how you are going about your research
Week 5  
Tues.  Apr 28  
**Adolescence in Highland Peru** and the U.S.  
Reading: Inge: chapters 5-7  
*Web:* Nichter: “Fat Talk”  
*Web:* C. Goodwin: “Retrospective and Prospective Orientation in the Construction of Argumentative Moves”  
*Video:* Carnival in Qeros and Weaving the Future Kids Plus Money  

Thurs.  Apr 30  
**Growing up in Utopian and Stratified Societies:**  
*Video:* The Hutterites: To Care and Not to Care  
*Web:* Huntington: “Children of the Hutterites”  
*Web:* Lareau: Unequal Childhoods: ch 12  
**Midterm Exam distributed:** due May 7 by 12 midnight Thursday.

Week 6  
Tues.  May 5  
**Constructing Difference/Marginality among Kids**  
*Web:* Goodwin: Exclusion in Girls’ Peer Groups  
*Web:* Lewis: “Learning and Living Racial Boundaries”  
*Web:* Eder: *School Talk*, Ch 7-8  

Thurs.  May 7  
**Youth and Cultural Practice:**  
**Adolescence Homegirls and Kogals**  
*Web:* Bucholtz; “Youth and Cultural Practice”

Week 7  
Tues.  May 12  
**Passages to Adulthood**  
*Web:* Llewelyn-Davies, “The Initiation of a Masai Warrior: Two Contexts of Solidarity among Pastoral Maasai Women”  
*Web:* Hale, “Colonial Discourse and Ethnographic Residuals: The ‘Female Circumcision’ Debate and the Politics of Knowledge”  
*Web:* Saitoti: The Initiation of a Masaai Warrior
**Video:** *Masai Women* (on reserve in Powell)

**Thurs. May 14**

**Homelessness and Engaged Anthropology**

**Guest speaker:** Eve Tulbert, Ph. D candidate, UCLA  
**Web:** Biella et al. “Essential Messages: The Design of Culture-Specific HIV/AIDS Media”  
**Web:** Finkelstein: *With No Direction Home*  
**Web:** “Downtown Isn’t Only Magnet for Homeless”  
**Web:** “Problem of Homelessness in LA”

**Assignment for class:** Read the introductory sections of Biella article on “Essential Messages” closely, and then read through all of the examples, Pick 2 or 3 cases that you find interesting and might like to discuss in class.

**Week 8**

**Tues. May 19**

**Apartheid in Brazil, South Africa and Guatemala**  
**Web:** Scheper-Hughes and Hoffman: “Brazilian Apartheid: Street kids and the Struggle for Urban Space”  
**Web:** Menchú: “In Guatemala We Indians Have No Childhood”  
**Web:** Reynolds: The Double Strategy of Children in South Africa  
**Video:** Witness to Apartheid (South Africa in 80s)  
**Video:** Hidden Holocaust (Guatemala in 80s)

**Thurs. May 21**

**Old Age and Language Competence**

**Web:** Benet: *Abkhasians: The Long-Living People of the Caucasus* (chapters)  
**Web:** Sacks: “Poetics: Requests, Offers and threats: The Old Man as an Evolved Natural Object”  
**Video:** Aging in Soviet Georgia: A Toast to Sweet Old Age

**Week 9**

**Tues. May 26**

**Language, Adulthood, Disability**

**Web:** C. Goodwin: Co-constructing Meaning in Conversation with an Aphasiac Man”  
**Guest Speaker:** Jeanne Katzman (Speech Pathologist): Interaction in Families with Alzheimer’s
Thurs  May 28  Language and Death Rituals
Guest Speaker: Merav Shohet (PhD Candidate Anthropology, UCLA) on Death Rituals in Vietnam
Web: Brandes: Skulls to the Living, Bread to the Dead (chapters 1-2)
Web: Sudnow: Passing On

Week 10
Tues.  June 1  Project Presentations
Thurs.  June 3  Project Presentations

Class Project

Students will be asked to participate in original fieldwork on a topic of your choice involving how language is used to build social organization and construct identity in some phase of the life cycle. Important will be explicating conversational practices and participation frameworks used to constitute the activity you investigate. You can of course supplement your fieldwork with library research. You can present your findings either in a Powerpoint presentation during the last two classes or write a paper (8 - 10 pages). This can be done alone or in groups of 2 to 3 (max). Paper or powerpoint is due Friday May 29 midnight. If you are doing a powerpoint presentation, bring your own computer to the class period when you make your presentation to make sure that everything is compatible (especially if you are showing any video). Your project should include references cited within the paper and there should be a bibliography. Use the AAA Style Guide on the website under Class Projects for proper citation practices. If your project involves other people please provide an evaluation of the participation of others in the group by May 29; if there is unequal participation in the project your grade will reflect this.

Final Grade

Here is a rough breakdown on how your grade will be determined:

Class Project Paper  25% due Friday May 29.
Class Participation  25%  
(includes your questions posted on website before each class and engagement in class discussions)
Midterm (take-home)  30% due May 7 at midnight
Final (take-home)  20% due May 31 at midnight
**Participation Grade**: This is a small seminar class where discussion is important. In this class I take attendance. Your grade on class participation depends on your active participation each class period and demonstration that you are thinking about the reading.

Because each class we will be discussing the readings you will need to have read them by class in order to participate. The day before each class period (by midnight at the latest) on the class website you must post questions you have resulting from the reading.

The reason for reading the material in a timely fashion is the good class discussions that will ensue, making everyone’s time in class more intellectually engaging. The motivational stick is twofold: 1) the midnight before each class period you will need to post one critical question per reading to the class discussion board for that class. These questions count towards your participation grade (attendance and participation are 25% of your grade) and also will be used to generate class discussion. 2) There will be at least one question for each required reading on either the midterm or the final exam.

**Class Project**: You can do either a written presentation or give a Powerpoint oral presentation (we can only have about 6-8 oral presentations given time constraints). See AAA Style Guide on the website for how to do citations and prepare a bibliography. If you are doing a group project, please fill out the Group Evaluation Form the last week of class.

**Grading scale**: 100-98 (A +), 97-92 (A), 91-90 (A-), 89-88 (B+), 87-82 (B), 81-80 (B-), 79-78 (C+), 77-72 (C), 71-70 (C-), 69-68 (D+), 67-62 (D), 61-60 (D-), below 60 (F)

The **Final Exam** will cover readings from the second part of the course and is not cumulative.

**Group Evaluation**

**Project**

**Group Members**

How well did members of your group work together?

Did everyone put in the same effort for the project?
What did you like most about doing the project?

What did you like least?

**Anthro 147 Table of Contents**


