Talk and Interaction in the Family and Peer Group

Anthropology 297

Thursday 10-12:50 Rolfe 2117

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Readings on Website Click on Links and then Class Links

Books:
Growing up in a Culture of Respect: Child Rearing in Highland Peru Inge Bolin
He-Said-He-Said and The Hidden Life of Girls (Optional) M. H. Goodwin
These books are on reserve at YRL.

Overview of the course: This class will examine how families and peer groups use talk and embodied interaction in endogenous situated activities to organize their social organization. Each week we will read both articles by linguistic anthropologists, sociologists of symbolic interaction, conversation analysts and / or psychologists that provide a general theoretical framing for the week’s topic in conjunction with specific ethnographic case studies by linguistic and cultural anthropologists that illustrate use of particular practices. These will include: practices for organizing children’s exploration of the world, apprenticeship, play, sibling caretaking, choreographing attention in routine activities, displaying affective alignment, constructing accounts, creating social differentiation among peers and siblings, disputing and storytelling, policing the moral order among peers, and other practices through which the social life of local endogenous groups is achieved. We will draw upon an extensive collection of videotapes of family and peer interaction recorded in a wide range of natural settings and culturally specific contexts from 1970 to the present. Students will present original work in class and develop ideas in a final paper.

Topics and Reading Assignments

Week 1

Thurs April 2 Introduction: Integrating Ethnography, Conversation Analysis and Investigations of Embodied Language Practices (including
Intercorporeality) into Linguistic Anthropological Studies of Talk and Interaction in the Family and Peer Group: Some Explorations

**Week 2**

**Thurs. April 9**  
**Language and Routine Activities in Early Childhood**  
*Reading: Growing Up in a Culture of Respect,*  
Ch. 1-4  
*Web:* Peters and Boggs: “Interactional Routines as Cultural Influences upon Language Acquisition”  
*Web:* Haviland: “Early Pointing Gestures in Zinacantan”  
*Web:* de León “The Emergent Participant”  
*Web:* Montgomery: (ch 5) “Talking, Play, &Working”  
*Web:* Lancy: “It Takes a Village” and “Making Sense”  
*Web Optional:* Montgomery(ch 4) : “Family, Friends and Peers” (read pp. 121-133)

**Week 3**

**Thurs. April 16**  
**Supportive Interchanges and Situated Learning in the Family**  
*Web:* Rindstedt: *Quichua Children and Language Shift in an Andean Community* (parts 1-2)  
*Web:* Goffman: “Supportive Interchanges”  
*Web:* Goffman: “On Face-Work”  
*Web:* Weisner and Gallimore: “Child and Sibling Caregiving”  
*Web Optional:* Ochs and Taylor: “Science at Dinner”  
*Web Optional:* Vasquez: “Bilingual Children Crossing Cultural Borders”  
*Web Optional:* Ochs and Shohet: “The Cultural Structuring of Mealtime Socialization”  
Web Optional: Valdés “Con Respeto”  
Web Optional: Vasquez: “Bilingual Children Crossing Cultural Borders”

Week 4  
Thurs. Apr 23  
**Storytelling and Disputing in Family and Peer Culture**  
*Web:* Goffman: “The Nature of Deference and Demeanor”  
*Web:* C. Goodwin: “Retrospective and Prospective Orientation in the Construction of Argumentative Moves”  
*Web:* Goodwin: “Tactical Uses of Stories”  
*Web:* Miller et al: “Narrating Transgressions in U.S. and Taiwan”  
*Web:* Corsaro and Rizzo: “Discussione and Friendship in Italian Peer Culture”  
*Optional Web:* Corsaro: “Preadolescent Peer Cultures”

Week 5  
Thurs. Apr 30  
**Constituting Authority and Equality.**  

*Web:* Kyratzis, Marx, Wade: “Preschoolers’ Communicative Competence: Register Shift in the Marking of Power in Different Contexts of Friendship Group Talk”  
*Web:* Huntington: “Children of the Hutterites”  
*Web:* Lareau: “Invisible Inequality”

*Video:* Kids Plus Money and The Hutterites: To Care and Not to Care  
*(See He Said She Said chapters on directives)*
Week 6

Thurs. May 7  Poetics, Stance, and Dialogic Resonance
Web: Jefferson: “On the Poetics of Ordinary Talk”
Web: Dubois: “The Stance Triangle”
Web: Fasulo et al. “Language Games in the Strict Sense of the Term: Children’s Poetics and Conversation”
Web: de León: “Parallelism, Metalinguistic Play and the Interactive Emergence of Zinacantec Mayan Siblings’ Culture”
Web Optional: Jaffe: “Sociolinguistic Perspectives on Stance”
Web Optional: Goodwin: “Occasioned Knowledge Exploration in Family Interaction”
Web Optional: Schieffelin: “Talking Like Birds: Sound Play in a Cultural Perspective”

Week 7

Thurs. May 14 Youth and Cultural Practice:
Web: Bucholtz: “Youth and Cultural Practice”
Web: Eder: School Talk, Ch 7-8

Week 8

Thurs. May 21 Constructing Difference and Marginality in Kids’ Groups*
Web: Goodwin: “Exclusion in Girls’ Peer Groups”
Web: Lewis: “Learning and Living Racial Boundaries”
Web: Evaldsson: “Staging Insults and Mobilizing Categorizations in a Multiethnic Peer Group”
(*For further reading see The Hidden Life of Girls)
Week 9
Thurs May 28

**Affect, Action and Identity**
Web: Goodwin: “Participation, Stance and Affect in the Organization of Activities”
Web: C. Goodwin: “Co-constructing Meaning in Conversation with an Aphasic Man”
Web: Sacks: “Poetics: Requests, Offers and Threats: The Old Man as an Evolved Natural Object”

Week 10
Thurs. June 3

**Concluding Thoughts** on Sociality in Families and Peer Groups
*Reading: Growing Up in a Culture of Respect, Ch. 5-7*
Project Presentations
Class Project

Students will be asked to participate in original fieldwork on a topic of your choice relating to the class involving how language is used to build social organization and construct identity. Important will be explicating conversational practices and participation frameworks used to constitute the activity you investigate. Some people will be asked to present their work earlier than the last class period, if their work is topically related to what we are discussing in class. 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).

By 6pm on Wed. April 15th, the night before the 3rd class meeting of the quarter, you should turn in a proposed paper TITLE, and one summary paragraph describing the paper you are thinking of writing, in an email. I will read all these by class the next day, and give you comments. You can still revise and change the paper topics thereafter, but this is a way to get some early feedback. You can also email me your thoughts about the paper at any point during the quarter, or meet during office hours (10-12 Wed. or by appointment). The paper itself is then due May 22.

Course Requirements

1. Active, informed seminar participation, and full attendance (NOTE: the class is from 10 AM to 1:50 AM; please be in class at 10.
2. A 10 (or more) page paper due in class week 8, May 22. I will give feedback so you can revise by the final due date of June 1.

Presenting a short talk based on your paper, to the class during week 10 (unless you present something to the class earlier, which would be ideal).

Participation Grade: This is a seminar class where discussion is important. 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. Here is how the class will be organized: the Tuesday before each class period you will need to send me one critical question per reading for that class. These questions count towards your participation grade and also will be used to generate class discussion. Bring your questions to class. Everyone in class will be prepared and we will be able to hear from all the class members. Hopefully turn taking will be equalized in this way, so that those who tend to talk less will talk more.
Class Project: See AAA Style Guide on the website for how to do citations and prepare a bibliography under Class Projects. A transcription guide is there as well, under Project Preparation Readings, Transcription Conventions. Schegloff has transcription exercises on his website.

Readings: For your reading pleasure, there are many optional readings on the website (more than are listed in the syllabus). I will attempt to prioritize the readings so it is not overwhelming.

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. Talk and Interaction in the Family and Peer Group

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Linkoping, Linkoping University.


