Week 1  Introduction to the class  9/3

Week 2  Feral Children  9/10
Itard, Jean
1799/printed 1801. The Wild Boy of Aveyron, 'Of the First Developments of the Young Savage of Aveyron,' pp. 91-140 (SQs)
Lane, Harlan
Written Essay (1) due Friday, September 12, 5pm by email.

Week 3  Isolated Children  9/17
Curtiss, S.
Rymer, R.
Film: “Secrets of a Wild Child” PBS NOVA 1984 60 minutes

Week 4  Language Socialization: Becoming a member of a community  9/24
Sapir, E.
1927. The unconscious patterning of behavior in society. In The Unconscious Patterning of Behavior, ed. E.S. Dummer. NY: Alfred Knopf, pp. 29-42. (SQs)
Ochs, E. and Schieffelin, B. B.
Ochs, E., Pontecorvo, C., and Fasulo, A.
Week 5  Fashioning communities 1   10/1
Bauman, R.
    1983. Let Your Words be Few. Ch 1-5  (SQs)

Trip to 15th Street Quaker Meeting Sunday 10/5

Week 6  Fashioning communities 2   10/8
Bauman, R.
    Let your words … Ch 6-9 (SQs)
Basso, K
    1970 'To give up on words': Silence in Western Apache culture. Southwestern J. of Anthropology 26, 3: 213-230.
Written Essay (2) due Friday, October 10, 5pm by email.

Week 7  Ethnography of Speaking 10/15
Malinowski, B.
Geertz, C.
Goffman, E.
Basso, K.
    1996. Wisdom Sits in Places. (SQs)
Written Essay (3) due Friday, October 17, 5pm by email.

Week 8  Verbal Play   10/22
Persistent myths about languages
Language myths  
#2 "Some languages are just not good enough"
#7 "Some languages are harder than others"
#10 "Some languages have no grammar"
#19 "Aborigines speak a primitive language"

Basso, K.
    1979 Portraits of “The Whiteman.” New York, CUP. (SQs)
http://www.youtube.com/watch?v=Dd7FixvoKBw  Key and Peele Substitute Teacher

Week 9  Bilingual identities/social stereotypes 10/29
Woolard, K.
Koven, M.
    1998. Two languages in the self/The self in two languages. Ethos 26,4:410-455. (SQs)
Film: “Being Myself”

Lippi Green, R.

**Persistent myths about languages and people**

Language myths

#9 “In the Appalachians they speak like Shakespeare”
#11 “Italian is beautiful, German is ugly”
#17 “They speak really bad English down South and in New York City”
#20 “Everyone has an accent except me”

http://www.youtube.com/watch?v=dABo_DC1dpM
English in 24 accents

http://www.youtube.com/watch?v=3UgpfSp2t6k
21 Accents English

**Written Assignment (4): due Friday, November 7, 5pm by email.**

**Week 10** Style, identity, difference, meaning 11/5

Thurlow, Crispin

Mendoza-Denton, Norma

Jones, Graham and Schieffelin, B. B.

Shankar, Shalini
2011. Style and Language Use Among Youth of the New Immigration. Identities 18:646-671. (SQs)

Geoff Nunberg "Using 'like'" on NPR Fresh Air (archives) 3/14/01

**Week 11** What we do to language! 11/12

Language changing – talking/reading/writing

Orwell, George

Cameron, Deborah

http://itre.cis.upenn.edu/~myl/languagelog/archives/003020.html “brief history of ‘spaz’”

http://www.bbc.co.uk/sport/0/golf/22610823

http://nyti.ms/16VZ93z Food truck – ethnic slur

Language myths

#1 “The meanings of words should not be allowed to vary or change”

http://www.mysteriesofvernacular.com/

#3 “The media are ruining English”

#8 “Children can't speak or write properly anymore”

#12 “Bad grammar is slovenly”

Jones, G. and Schieffelin, B. B.

Teens, Tech And Language: A Tired Old Tale Retold : NPR


Franglais http://news.bbc.co.uk/2/hi/uk_news/magazine/7221918.stm


Week 12  Language out of Place  11/19
Aciman, A. (ed.)
place(s), memory/memories, language(s).
Written Assignment (5) due Monday, December 1, 5pm by email.

Week 13  Research Project  11/26
THANKSGIVING  11/27-28

Week 14  Research Project  12/3

Week 15  Research Projects  12/10

Class expectations:

1.  Come to class on time, do the readings, actively participate.  (Cell phones must be turned off during class).
2.  If you have questions about the readings, or any assignment, email me.  Please note: Between 7pm and 8am I do not read email.
3.  If you have to miss a class due to illness, please email me.
4.  Late papers will not be accepted without a medical note.
5.  If you see anything interesting/relevant to the class in the newspaper (or on a website), send me an email with the link so I can bring it to the attention of the class.

Assignments:

SQs guide you in reading the materials, help you sort out issues, and put concepts in your own words. Download the SQs as WORD docs, type out your responses, which may be in outline form. They will be used in class discussion, and turned in at the end of class for me to read and give you feedback. They are required but not graded.

Written Essays/Assignments: These five assignments are designed to help you integrate a set of ideas, and carry out and write up your findings from a mini-research project and language biography. They are 6-8 pages double spaced, and are graded (each 17% of course grade). For assignments 2 and 3, also prepare a one-page outline of your main points, and for assignments 4 and 5, the same for your most significant findings. For all 5 assignments, include one or two sentences at the end of your paper indicating your “take-away” from the assignment.

The Group Research Projects will give you a chance to work collaboratively in small groups. On the last day of class, Project findings will be orally presented to the class, one report per group will be turned in, and each group will receive a grade for the project (15% of final grade). The projects will focus on aspects of contemporary language use, highlighting changes in writing and speaking, including new media.
The five written assignments:

**Written Essay (1) The Wild Boy of Aveyron**
*Writing this essay from the perspective of any one of the participants:*
What were the main challenges Itard faced in educating Victor and what methods did he use? What were Itard's social and cultural ideas regarding educability, in particular, what were his ideas about learning language, and social and emotional development? What dilemmas arose in terms of rehabilitation and scientific investigation?

**Written Essay (1) due Friday, September 12, 5pm by email.**

**Written Essay (2): The meanings of silence**
Discuss silence among Western Apache and Quakers comparing the cultural, social and political meanings of “giving up on words” and “letting your words be few.” In a paragraph or two, include insights from your observations at Quaker Meeting to add a contemporary dimension to Bauman's historical perspective.

**Written Essay (2) due Friday, October 10, 5pm by email.**

**Written Essay (3): Doing ethnographic research on language**
A. What insights does Basso’s book offer about language, memory, and community? B. Discuss Goffman’s notions of facework as they apply to the fieldwork experiences of the ethnographer, as well as for the Western Apache themselves. What connections do you see between A and B?

**Written Essay (3) due Friday, October 17, 5pm by email.**

**Written Assignment (4): Language and social stereotypes**
Interview a friend about their ideas (stereotypes) about language(s) spoken in the United States and write up your findings relating them to the readings. (An interview protocol will be distributed).

**Written Assignment (4): due Friday, November 7, 5pm by email.**

**Written Assignment (5): Language biography**
Audio record and transcribe an interview of a multilingual person and using this material, write up his or her language biography. (An interview protocol will be distributed). Note any connections with the essays in Letters of Transit.

**Written Assignment (5) due Monday, December 1, 5pm by email.**