REvised Syllabus/Post Fires

Ethnic Studies 145: The Spanish Language in the United States
LTSP 162: El español en los Estados Unidos

Fall 2007 Wed 5—7:50 pm Section ID 598929 CSB 005
Professor Ana Celia Zentella (azentella@ucsd.edu)
Office hours (SSB 224): Monday 3-4:30 pm, Wed 1:30-3pm
Office phone: 858 534-8128 [call or email for appt]

Requirements:
Attendance, assignments, class participation [Please arrive on time and stay for the entire class] 15%
Midterm exam (Nov 14) 25%
Final exam (Dec 13, 7-10 pm) 30%
Paper (with collaborative input) 30%
(Outline due 11/07 [10% of grade], Paper due 12/7 [20%])

COMMUNICATION from me to you via Student Link: Please check your UCSD email frequently.

TOPICS AND ASSIGNMENTS

OCT 31 Caribbean and Central American Spanish

REVIEW Oct 24 readings [1-3] linked to Oct 31 readings [4-5]

What are the principal differences between
(a) the Spanish of Spain and that of all of Latin America?
(b) the Spanish of most of Mexico and that of the Caribbean?
c) Are the Spanish of Mexico, of Puerto Rico, Cuba, etc., separate languages?
d) What are the principal historical, political, and socio-demographic factors that distinguish PR, Cuban, Dominican, and Central American Spanish speakers?


OPTIONAL
2- TT: 45, 67-80, 191-194

7:30-7:50 pm: Meet with collaborator(s) to discuss term paper refs and focus
Language Maintenance and Loss

Submit Term Paper Outline [follow format, double spaced, 3 pp MAX (10%)]

TITLE [1pt] = specify topic, which must be related to Spanish in the USA [see list]

OBJECTIVES [2 pts] = one in depth paragraph that explains your topic and your thesis

OUTLINE [2 pts] = major headings and sub-headings [subject to change]

REFERENCES [5 pts] = list all relevant course readings [circa 5] and minimum of 5 others that you have tracked down via a library search [must include FULL citations with publisher, year, author, title]. Outline must show you are hard at work on the topic.

Be ready to discuss: What are the principal factors that promote LOSS/Maintenance? How do they differ in different communities and/or language groups? What is the role of linguistic [in]security?

2) MAL: pp. 40-60

Optional:

Part I= Midterm EXAM [70 minutes, 25% of term grade, no make-ups]
Part II= Identities, Attitudes, Generational Change

READ ONE OF THE FOLLOWING ARTICLES [assigned by last name's initial]


Spanish/speakers and English/speakers in Contact

1) Urciuoli, B. in press. Whose Spanish? The tension between linguistic correctness and cultural identity [manuscript, in press]

Should Spanglish, and/or the use of the term Spanglish, be avoided? Pro and Con
4) MAL: 94-110.
5) TT: 1-12, 138-144.

NOV 28 Spanish and Institutions: Health, Media, Religion, Education,


READ ONE OF THE FOLLOWING ARTICLES [assigned by ES or LTSP course]


OPTIONAL
TT: 30-31, 32-36, 205-218.

DEC 5 TERM PAPERS DUE and oral presentations [max 6 minutes per group]; PROVIDE HANDOUTS OR USE POWER POINT OR OVERHEADS FOR MAIN PTS

FINAL EXAM THURS DEC 13, 7-10 pm [no make-ups]
The paper is your chance to write about something about Spanish in the USA that interests/excites you personally (See List of Topics.)

In the body of your paper, remember to include:
1- a clear opening statement that explains your objectives, the relevance of your topic to our course focus, and why you chose this topic. [10%]
2- a review of the relevant research. Be sure to incorporate what the authors of all relevant course readings and other ‘outside’ readings [at least ten total] say about your topic. [25%]
3- explain how what you have learned about your topic expanded upon and/or contradicted themes we have discussed in class. Also include relevant national origin, class, gender, and racial issues, i.e., Are you talking about the Spanish of Cubans in Fl or CA, who are Black or working class or female or ?, etc. Include statistics, historical data, etc., where relevant. [40%]
4- Include your own conclusions about what is correct/incorrect/ incomplete in the research done so far, and suggestions for future research on your topic. [15%]
5- List of complete references (see format below). Show that you have consulted all the relevant assigned course readings and have conducted a thorough library search for publications. [10%]

Please be sure to re-write and check for clarity, spelling, grammar, etc., before you hand in the final version. Try to write in an engaging, not boring, style. If you would like to be more creative, you may make a video or a CD, and hand in a bibliography.

Length: Approximately 10 pp: 8 pages of text is too little and 12 is too many, but if you add 1-2 pp of bibliography and/or an appendix with graphs or transcripts of songs/poems, etc, that is fine. Be sure to number each page. Please use 12 pt font and normal margins. Keep an electronic version, but submit paper only, along with the outline you originally submitted [with my comments and grade].

I LOOK FORWARD TO READING YOUR PAPER,
Sincerely, AC Zentella

Bibliographical references within the text. Follow this format OR ANOTHER; be consistent:
(Dorian, 1981: 133) = to cite a specific quote
(Dorian, 1981: 133; Hymes, 1972)
(Fishman, 1968a, 1968b)
Model for the inclusion of long quotations:
Indent; kind and size of letter: Times New Roman, size 10
Bibliographical references [books or journal titles: in italics]