What has been—and is presently—the role of language in the (trans)formation of ethnicity in the US? This course introduces students to the diversity of experiences with English and native or immigrant languages that has shaped individual and group identities and had a significant impact on the cultural, educational, and political fabric of the nation. We focus on the principal ethnic and racialized groups in the U.S., with attention to intra-group differences and inter-group comparisons, to understand how particular languages, dialects, and ways of speaking are involved in the construction of privileged or stigmatized identities. Specifically, we address the assumption that “the language problem” is at the root of many of our nation’s ethnic tensions, and we discuss the repercussions of contemporary responses to the increasing linguistic and ethnic heterogeneity. Important themes include the implications of linguistic discrimination for the survival of minority languages and cultures, the educational success of children, equity in the workplace, and inter-racial/ethnic conflict.

**Required Texts [AVAILABLE AT GROUNDWORKS]:**

**REQUIRED READINGS ON E RESERVES:** (see appended list for full citations)
You will need to print these articles from computers on campus, or apply for a proxy for off-campus access (userv@ucsd.edu, 858-534 1857). Please download the articles ASAP from libraries.ucsd.edu; give yourself enough time. If the reading is a book chapter, not from a journal, the book is also on reserve in the library, and you may want to read other chapters in those books for your term paper. Optional readings provide further relevant data and explanations Other relevant readings in the appended list which are not on EReserve are FYI and/or for your term paper. **Please come to class with texts in hand and your notes on: the research issue, the data/informants, methods, principal claims, findings/evidence, and gaps or questions left unanswered.**

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Course Requirements:
Attendance/class participation (each absence = -.5) 5%
Language/dialect auto-bio (due on Jan 13 or 18) 10%
Midterm exam (Tues, Feb. 1) 20%
Term paper outline and bibliography (2-3 pp, due Feb. 17) 10%
[see instructions under Feb. 17, below]
**Term paper (10 pp, double spaced, due March 10) 30% Final
exam (Friday March 18, 3-6pm; NO MAKE-UP EXAMS) 25%

**Write an original paper on a topic directly related to language and ethnicity. Choose from the attached list of Term Paper Topics, or consult with me re others ASAP. Follow the Term Paper Format [attached]. Late assignments penalized.

UCSD Principles of Community will guide our discussions, especially: "We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality and respect."

COMMUNICATION via Student Link: Please check your UCSD email frequently.

TOPICS AND ASSIGNMENTS
(Please come to class prepared to answer the questions under each topic)

Tues Jan 4: Introduction to Language and Identity
How are languages and (repertoires of) identity related? Discuss views re: the impact of urbanism, and the constructivist approach to identity.


Thurs Jan 6: Languages/Dialects, and Class, Gender, Ethnicity
How are social differences patterned in language? Explain the "problems in the neatness of fit between social class and language". How do consensus and conflict models differ in their explanation of the persistence of non-standard features? Explain: "public discourses formulate and politicize linguistic situations".
Define: vernacular dialect, social dialect, inherent variability, constraints, principle of linguistic inferiority, social markers, social stereotypes, overt and covert prestige, sharp and gradient stratification

1) Wolfram, W. Ch 4, LUSA, 58-75.
2) Urciuoli, B. 2001. The complex diversity of language in the U.S.

Dialects, pp. 275-282.

Fought, "Ethnicity"
Mendoza-Denton, N. - "Language and Identity" [advanced]
Tues Jan 11: Accents and Linguistic Profiling
What do attitudes about accents/dialects reveal about the relationship between language and power? How have researchers proved the existence of linguistic profiling, and what are some of the practical repercussions for housing, employment, and education?

(1) Baugh (2003) Linguistic Profiling
(2) Rubin, on undergraduate judgements of non-native teaching assistants

TAKE the on-line accent identification ‘test’ at:
http://www.uiowa.edu/~c103112/profile.html [please e-mail me your ‘grade’]

OPTIONAL: Preston, D. Ch. 26, LUSA, pp 480-492.
Purnell, Idsardi and Baugh, J., on experiments on dialect identification (including AAVE and Chicano English)
Massey & Lundy, on housing discrimination against AAVE speakers

Thurs Jan 13: U.S. Language History
Is the USA a monolingual or multilingual nation today? Compare the 20th century with the data for 2000.


What are the limitations and implications of the Census questions and the process?
What is “linguistic isolation”?

1) Pavlenko, A. - "We have room for but one language here": Language and national identity in the U.S. at the turn of the 20th century".
2) Bailey, R. ch. 1, LUSA. Pp. 3-18.

Tues Jan 18 Indigenous and Immigrant Languages

1) Fishman, J., Ch. 7, LUSA. Pp. 115-132.
Discuss the ‘straight-line’ v ‘ups and downs’ theories of transmission, and explain the “gravedigger” and “spendthrift” metaphors.

2) Yamamoto and Zepeda, Ch. 9, LUSA, pp 153--181.
Be able to answer the 8 questions on pp. 173-175.

HAND IN: A brief (2-3 pp max, double spaced) family language and dialect autobiography, with specific references to and/or comparisons with US language history, and the 2000 Census. When and why were languages/dialects lost in your family? Include your personal “linguistic repertoire” of languages and/or dialects, your (and others’) attitudes towards them, and when and to whom you speak them. (If your family has spoken the same regional and class dialect for generations, explain why, and interview a friend with a more diverse linguistic background.) [10% of term grade]
Thurs Jan 20:  Black or African American, and back to ‘the n-word’.
How do the changing racial labels reflect the specific realities of distinct historical periods? How are the pro/con arguments re ‘the n-word’ today linked to the racial and class positions of adherents? Why so much concern about labels anyway?

(1) Smitherman, From African to African American, 41-56.
(2) Kennedy, Randall, Ch.1, The protean N-word, 3-55.

Optional:
Baugh, J. The politicization of changing terms of self-reference ... On“Latino” v “Hispanic”: Gimenez; McDonald; Moore; Oboier

Tues Jan 25:  Ebonics/Black English/AAVE: Language or dialect?
Specify the linguistic, historic, cultural, and political proofs marshaled in the debate over whether AAVE is a language or a dialect. Which are most convincing? How is the debate related to African American identity issues? Why does a stigmatized dialect survive, and thrive?

2) Rickford & Rickford, Spoken Soul, 3-10, 89-160.

OPTIONAL:
Green, ch. 5, LUSA, pp. 76-91.
Sidnell, Outline of AAVE grammar.
C:\WINDOWS\Favorites\CAL Ebonics Information Page.url

Thurs Jan 27:  African American Language and Culture
Describe the principal aspects of the Black Oral Tradition, e.g., signifyin, the Dozens, proverbs. How are they linked to African worldviews about language and culture, and how have those views been communicated and transformed in the USA, e.g., by rap? How are AAVE and the Hip Hop Nation Language similar/different?

(1) J. & R. Rickford, Spoken Soul, pp. 39-88
(2) Alim, H.S., Ch. 21 pp. 387-409.

OPTIONAL:
Alim, H. S., 2003. “We are the streets”
Morgan, M., on signifying among African American women.
Smitherman, G. from Talkin that Talk:
a- "If I'm lyin', I'm flyin': The game of insult in Black language
b- Testifyin, sermonizin, and signifyin:... (Anita Hill & C. Thomas)
c- The chain remains the same: Communicative practices in the Hip Hop nation
**Tues Feb 1: EBONICS and Education [class discussion/debate]**

Be prepared to debate pro and con views about the advisability of incorporating AAVE in classrooms. Individuals will be called upon to answer: What did the Oakland school board wish to achieve, and how did the public and the media interpret their efforts? How should schools address Ebonics?

2. McWhorter, on African-American self-sabotage in action

**OPTIONAL:** Baugh, J. Ch. 16, *LUSA*, 305-318.
Fordham S. “Speaking Standard English…

**Thurs Feb 3: IN CLASS MIDTERM EXAM [20% of term grade]**

Questions will include short answers/essays based mainly on the questions in this syllabus, as well as identifications and definitions. (Exam requires detailed knowledge of the readings.)

**Tues Feb 8: Latin@ Diversity in the USA**

What aspects of language and identity do the many Latin@ groups in the U.S. share, and what aspects distinguish them? How do national origin, politics, race, class, gender, and location, e.g., East Coast-West Coast, explain the similarities and differences? How do the histories of relations between Puerto Rico/Mexico and the US construct the language and ethnicity of those groups in unique ways, compared with other Latino groups in the USA? What processes contribute to the ‘chiquitafication’ of all Latin@ languages and cultures in the USA?

1) Zentella, AC., Ch. 10 in *LUSA*.
2) Silva-Corvalán, C. Ch. 11 in *LUSA*

**OPTIONAL:** Zentella, Latin@ languages and identities.

**Thurs Feb 10: CHICANO AND NYORICAN LANGUAGES AND IDENTITIES**

What specific dialects of Spanish and English express Chicano and Nuyorican identities? Who speaks them, and what do varied attitudes toward the dialects and the identities reveal about language ideologies?


**OPTIONAL:** Anzaldúa, Excerpt from Borderlands/La Frontera
Hidalgo, on language along the US-MEX border (2 articles).
Santa Ana, O., Chicano English...
**Tues Feb 15: ** **Latinas: Gender, Language, and Ethnicity**
How is gender socially constructed through language in specific ethnic contexts?

1) Bucholtz, M. From Mulatta to Mestiza... OR
   Mendoza-Denton, "Fightin' words...."
2) Zentella, Language and female identity...

Optional: Bucholtz, ch. 22 in LUSA.
Limón, J.

**Thurs Feb 17 (1) Dominicans: Language, Race, and Transnationalism**
Are Dominicans likely to maintain Spanish and/or learn English more than other Latin@s? Why or why not [address language, race, transnationalism]?

(2) Toribio (2000) on linguistic enactment of identity among Dominicans.

**FEB 17 (2): HAND IN TERM PAPER OUTLINE. Include:**
TITLE (1 pt)= specify topic and language or ethnic group (see list)
OBJECTIVES (3 pts) = one in depth paragraph that explains your topic, as it is related to language and ethnicity
OUTLINE (3 pts) = major headings and sub-headings
REFERENCES (3 pts) = list all relevant course readings and minimum of five others [this section can be single spaced]
[Outline must show you are hard at work on the topic (3 pp max, 10%)]

**Tues Feb 22: ** **Asian American diversity**
Compare the historical, political, and socio-economic features that shape the ethno-linguistic issues of concern in the largest Asian groups in the USA.

1) Huebner, T. and Uvechi, L, Ch 13, *L in USA. "Asian American Voices: ...*
3) Zhou & Bankston, on Vietnamese language and adaptation

OPTIONAL:
Cordova, on Filipinos, McKay & Wong, 333-351.
Pyong Gap Min, on Korean Americans, McKay & Wong, 306-332

**Thurs Feb 24: Codeswitching: Kringlish, Spanglish, Taglish, et al**
What is code switching, and what ethnic and linguistic functions does it serve? Compare code switching by Koreans and Puerto Ricans.

2) Zentella, AC., (1997) Ch. 5 in Growing up Bilingual , 80-114
3) p. 210 from *Flippin': Filipinos on America*
Optional: Rafael, V., on Filipino Taglish.
Espiritu, Ethnicity and pan-ethnicity

**Tues March 1: Language in the 2nd, 3rd...generations**
"Retention of the native language by children of the second and third generations may or may not facilitate adaptation, e.g., academic achievement. " Discuss the accuracy of this statement, with reference to at least three ethnolinguistic groups.

1) Portes and Rumbaut, on second generation bilingualism.

**OPTIONAL:**
Rumbaut, Rubén G. The New Californians...
Portes and Schauffler, on Haitians and Cubans in Florida
Espiritu, "What of the children"

**Thurs March 3: Conflicting Discourses and Crossing**
How does the African American communicative style explain language related ethnic conflicts that go beyond the phonology, lexicon, and morpho-syntactic differences that exist between AAVE and St. English or other languages?
What larger cultural frameworks explain the difference in communicative styles of African American customers and Korean shop owners in LA?

(1) ) Bailey, (1997) on Korean and African American service encounters

**OPTIONAL:**
Gumperz & Cook-Gumperz, on Af-Amer. communicative style

**Tues March 8: National language ideology**
How do recent laws and language-related court cases reflect the nation’s language ideology? How does Mock Spanish construct ‘white public space’? Do Latinos who engage in Mock Spanish participate in challenging or strengthening linguistic and racial hierarchies?

1) Hill, on Language, race, and white public space
2) Lippi-Green, Ch. 15, LUSA.

**OPTIONAL:**
Thurs March 10:  English-only; Bilingual Education

What reasons do African Americans give for being pro/con English-only laws?
How do their views compare with 'White America's' views? How would opponents
answer the leading pro AND con views?
How and why do racial and language minority groups differ in their views about bilingual
education? Why did Prop 227 pass, and what have been the repercussions?

1) Smitherman, African Americans and English-only, 291-305.
2) Santa Ana, on English for the Children referendum.

OPTIONAL:
Hinton, L. - "Federal Language Policy and Indigenous Languages in the U.S."
Schmidt Sr., R. - "Racialization and language policy: The case of the U.S.A."
Zentella, A.C. Who supports English-only and why?:
James Crawford's extensive coverage of language politics and related issues, including English-
only and bilingual education, with links to pro and con groups:
http://ourworld.compuserve.com/homepages/JWCRAWFORD/engonly.htm

For the PRO English as an official language position, check out the U.S. English website, and take their
"quiz": http://www.us-english.org/inc/quiz/

Thursday March 10 TERM PAPER DUE [NO late papers]

ON-LINE WEB RESOURCES

☐ American Association for Applied Linguistics www.aaal.org
☐ American Dialect Society www.americandialect.org
☐ American Speech-Language-Hearing Association www.asha.org/
☐ Center for Applied Linguistics www.cal.org
☐ ERIC:
  Clearing House on Languages and Linguistics www.cal.org/ericcll/
☐ Linguistic Society of America www.lsadc.org
☐ National Alliance of Black School Educators www.nabse.org/
☐ National Communication Association www.natcom.org
☐ National Council of Teachers of English www.ncte.org
☐ Teachers of English to Speakers of Other Languages www.tesol.org
☐ ACLU Language Rights Project www.aclunc.org/language/lang-report.html
☐ http://www.census.gov/population/www/socdemo/lang_use.html

RE Bilingual Education:
www.NABE.org [National Assn for Bilingual Education]
http://www.lmri.ucsb.ucsb.edu/prop227
http://coe.sdsu.edu/people/imora/Prop227/BERoadmap.htm
ES 140 Language and American Ethnicity: Term Paper TOPICS
(discuss other topics with me before submitting outline)
[Two students may work together, on a 20 page paper]

ETHNICITY AND:
- Language(s) and electoral participation
- Ballots in translation [[Spanish, Tagalog, Vietnamese, or ?]
- Heritage language classes (e.g., Spanish, Tagalog, etc. for second generation)
- One community’s efforts at language revitalization/recovery [e.g., local Native American groups]
- Newspaper attitudes towards and coverage of Prop 227/Bilingual Education, or official English laws, or Ebonics, or the language of community X, etc.
- Replication of Smitherman’s research on Black vs African American label OR attitudes towards English-only laws with another group.
- Replication of Zentella’s research on ‘the n-word’ OR “must you speak X to be X” with other group(s)
- The controversy about team mascot names [e.g., SDSU’s Aztecs, the Redskins]
- CAPE evaluations’ comments on language and/or accent
- Language and ethnicity themes/attitudes in Koala, or Voz Fronteriza, or another student publication’s articles
- AAVE (by African Americans and/or non AfAms) in raps/TV/movies
- Chicano English in raps, or TV, or movies [see Fought, Chicano English]
- Male and female language patterns and/or attitudes in group X
- Generational language patterns and/or attitudes in group X
- Accent discrimination court cases
- Bilingual patterns in the literature and/or music of group X
- Comparison of voting patterns of ethnic groups re English-only laws
- Ebonics and education: The implications for
- Movie/cartoon accents (e.g. Hermione in Harry Potter, or Dora, the Explorer)
- Housing discrimination based on language/accents (e.g., local housing groups)
- Attitudes toward Bilingual Education in ethnic group X
- Impact of/relationship between Bilingual Education & Ethnic Identity
- An analysis of the language attitudes/usage/customs in the ethnic literature of X group or Y writer., e.g., read Hellerman’s novels for Navajo conversation rules.
- Accent reduction programs/businesses [including UCSD’s Extension courses]
- Commercial English-teaching programs, e.g, Inglés sin Barreras.

Please be sure to follow the guidelines for the Term Paper Format.
ES 140 Language and American Ethnicity: Term Paper FORMAT
The paper is your chance to relate something that interests/excites you personally to language and ethnicity. (See List of Topics.)

In the body of your paper, remember to include:
1- a clear opening statement that explains your objectives and the relevance of your topic to our course focus on language and ethnicity.
2- a review of the relevant research. Be sure to incorporate what all relevant course readings and other ‘outside’ readings [at least five] say about your topic.
3- explain how what you have learned about your topic expanded upon and/or contradicted themes we have discussed in class. Also include relevant class, gender, and regional issues, i.e., Who participates in, or is most affected by the issues raised in your paper, e.g., Anglos, Blacks, Asians, Latinos, AND/OR men or women -- middle or working class, people in rural or urban settings-- and why? Include statistics, historical data, etc., where relevant.
4- Include your own conclusions about what is correct/incorrect/in complete in the research done so far, and suggestions for future research on your topic.
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.

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; just make sure to cover the five main sections.

Length: Approximately 10 pp: 8 pages of text is too little and 12 is too many, but f you 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, and plan to recommend the best papers for presentation at the Undergraduate Scholars Conference.

Sincerely, AC Zentella

Bibliographical references within the text. The following format must be observed:
(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]
REFERENCES:  ES 140 Language and American Ethnicity
*** = NOT on EReserve


Fasold, R. - "Ebonic need not be English" www.cal.org


Pavlenko, A. 2002. *'We have room for but one language here': Language and national identity in the U.S. at the turn of the 20th century.* Multilingua 21. 163-196.


Rafael, Vicente. 2000. *White Love. And other events in Filipino history.* Duke UP. [Ch 6 on Taglish]


Sidnell, J. - "Outline of AAVE Grammar"

Smitherman, G. - Chapters from *Talkin' that Talk: From African to African American,* 41-56; *If I'm lyin', I'm flyin': The game of insult in Black language,* 223-230; *Testifyin', sermonizin', and signifyin': Anita Hill, Clarence Thomas, and the African American Verbal Tradition,* 251-267; The chain remains the same: Communicative practices in the Hip Hop nation, 268-286.


