

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?

- 1) ZENTELLA, AC. 2000. Puerto Ricans in the US. McKay and Wong, Eds, *New Immigrants in the US*. Cambridge UP., pp. 137-164.
- 2) ZENTELLA, AC. 2004. Spanish in the Northeast. In Rickford and Finegan, eds. *Language in the USA.*. Cambridge U.P. 182-204.
- 3) Otheguy, R. Garcia O., and Roca, A. 2000. Speaking in Cuban, In McKay and Wong, pp. 165-188.
- 4) Toribio, Language and Self Definition among Dominicans. In Roca, Ana, ed. 2000. 252-270.
- 5) Lipski, John. 2000. The linguistic situation of Central Americans. IN McKay and Wong, 189-215.

OPTIONAL

1- Lavadenz, M. Como hablar en silencio. In Zentella 2005, pp. 93-109.

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

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

NOV 7 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?

- 1) Rumbaut, R., D. Massey, & F. Bean. 2006. Linguistic Life Expectancies: Immigrant Language Retention in southern California. 447-460.
- 2) MAL: pp. 40-60
- 3) Zentella, AC. 2007. Dime con quién hablas y te diré quién eres: Linguistic (In)security and Latino Unity. IN Flores and Rosaldo, Eds.

OPTIONAL

Bills, G. 2005. Las comunidades lingüísticas y el mantenimiento del español en los EU. IN Ortiz López & Lacorte, eds. pp. 55-83.

NOV 14 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]

- 1) Ramirez, Arnulfo. Linguistic Notions of Spanish among Youths from Different Hispanic groups. IN Roca, Ana, ed. 2000. 284-295 **[A-K]**
- 1) MAL: pp 20-39, Qs 2,3, 5. **[L-Z]**

Optional: Zentella, Ana Celia. 1997. *Growing up Bilingual* Ch. 9: Spanish competence, pp. 179-212 Ch 10 [ES], Raising the next generation, pp. 213-43.

NOV 21 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]
- 2) Schwartz, A. 2006. The Teaching and Culture of Household Spanish. *Critical Discourse Studies*. Vol 3. No. 2. Oct., 107-121.

Should Spanglish, and/or the use of the term Spanglish, be avoided? Pro and Con

- 3) Stavans, Ilan. 2003. *Spanglish...* Pp. 1-61.
- 4) MAL: 94-110.
- 5) TT: **1-12, 138-144.**

OPTIONAL: TT: 22, 48, 51, 58-66, 84-92, 120-137.

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

- 1) Santiago-Irizarry, Vilma. 2001. *Medicalizing Ethnicity*: Ch. 4: The 'Mother Tongue' and the 'Hispanic Character'. Pp. 88-115.
- 2) Dávila, Arlene. 2001. *Latinos, Inc.*: Ch. 5, Language and culture in the media battle zone, pp. 152-180.
- 3) Krashen, S. , Bilingual Education, Acquisition of English, and the retention and loss of Spanish. IN ROCA, Pp. 432-444.

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

- 4) LTSP students read: A. Medina Rivera. 2005. El idioma español y la iglesia católica de los EU: Algunas aproximaciones. IN Ortiz López & Lacorte, eds., pp. 253-261.
- 4) ES students read: MacGregor- Mendoza, P. 1999. Ch 5. Mexicans, Spanish, and Academic Success, pp. 79-90.

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]

ES 145 Term Paper FORMAT

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]

Fishman, J.A. (ed.) (1968). *Readings in the Sociology of Language*. The Hague: Mouton.

Giacalone Ramat, A. (1995). "Code-switching in the context of dialect/standard language relations". In L. Milroy & P. Muysken (eds.), *One Speaker, Two Languages. Cross-disciplinary perspectives on code-switching*. Cambridge: Cambridge U.P., 45-67.

Heller, M. (1990). "French Immersion in Canada: A model for Switzerland?". *Multilingua* 9(1), 67-85.

Lanza, E. (1992). "Can bilingual two years olds switch?" *Journal of Child Language* 19, 633-58.

Martin-Jones, M. & K. Jones (eds.) (2000). *Multilingual Literacies*. Amsterdam/Philadelphia: John Benjamins.

Zentella, A.C. (1981). *Hablamos los dos. We speak both: Growing up bilingual in el Barrio*. Unpublished Doctoral Dissertation. Philadelphia: University of Philadelphia.