

Ethnic Studies 144: Bilingual Communities

WINTER 2006 Tues and Thurs 5:00-6:20 Center 222

Professor Ana Celia Zentella (azentella@ucsd.edu)

Office hours (SSB 224): Wed 7-8:30 pm [except 1/18 & 1/25], Thurs 7-8 pm

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This course compares the nature and extent of bilingualism in diverse communities in the USA, including the historical, regional, and socio-political forces that shape them in distinct ways. Special attention will be paid to the impact of racial, gender, sexual, and ethnic identities on in-group and out-group attitudes towards the language varieties and abilities of bilinguals. Bilingual communities in New York City and Chicago are highlighted, as well as national policy and educational issues including English-only movements and bilingual education. **Term papers will focus on a bilingual community of the student's choice in San Diego**, with the intent of producing a collection of articles that explores the linguistic strengths of this city. Other bilingual communities may also be the topic of the term paper, with prior approval.

Requirements:

1- Class participation, assignments	5%
[Perfect attendance is encouraged; your attendance will influence final grade]	
2- Observation/analysis of bilingual community activity (Tues Jan 24)	10%
3- Midterm exam (Tues Feb 14)	25%
4- Paper Outline & Bib. (Feb 23)	10%
5- Term paper (March 16)	25%
6- Final exam (March 20, 7-10 pm)	[NO MAKE-UP EXAMS] 25%

Required Texts [available at GROUNDWORKS]* :

1- Garcia, Ofelia and Fishman, Joshua, eds. 1997/2002. *The Multilingual Apple: Languages in New York City*. Mouton: De Gruyter.

*2- Farr, Marcia, ed. 2004. *Ethnolinguistic Chicago: Language and Literacy in the City's Neighborhoods*. Mahwah, NJ: Lawrence Erlbaum. **DUE approx JAN 20.**

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 (help: 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. Please come to class ready to discuss the day's required readings, with text(s) in hand.

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 with notes on readings and prepared to answer the questions under each topic, below)

1- Tues Jan 10: Introduction to course and to each other

Components of Ethnolinguistic Vitality (Giles, et al 1977).
OBSERVING community bilingualism.

2- Thurs Jan 12: Bilingualism as Code v Bilingualism as Practice

- (1) READ Baker, 1996. Ch.1 Bilingualism: Definitions and Distinctions.
Who or what is a bilingual?
- (2) READ Bailey. 2002. *Language, Race, and the Negotiation of Identity*: 14 -32.
a-How would Bailey characterize Baker's view of bilism, and what would he add?
b-What are the linguistic implications of three different models of assimilation?
c-What role does language play in the enactment of identity vis a vis agency and structural constraints?

3- Tues Jan 17: Language in New York City: European immigrants

- (1) García, O. 1997/2002. *Multilingual Apple*, INTRO. . pp. 3-52.
Compare periods of linguistic (in)tolerance in NYC—when and why?
- (2) Klinger and Peltz on Yiddish in NY (In *Multilingual Apple*), 93-118.
How have Yiddish speakers in New York reflected the connection between language and locality in different generations?

4- Thurs Jan 19: Italian and Greek in NYC

- (1) Haller, Italian in NY, pp 119-142, *Multilingual Apple*.
- (2) Constankos & Spiridakis, pp. 143-166, “ “
Compare the ethnolinguistic vitality of Italian and Greek in NYC.

5- Tues Jan 24: Puerto Rican bilinguals in El Barrio, NYC

[We will be joined by high school students from City Heights]

- (1) Zentella, 1997. Chapter 3, *Growing up Bilingual*..
Describe el bloque's bilingual and multidialectal repertoire, and its links to the community's dense and multiplex networks.

(2) Present your observation of a bilingual activity and submit report.

Observe a bilingual community activity, e.g., musical/dramatic performance, religious service, community meeting, social club, family group. Describe who speaks what to whom—when, where, why? Relate to Bayley's INTRO.. TYPE double spaced 2-3 pp.

Thurs Jan 26 El Bloque and Culver City

- 1- Zentella, 1997, ch 3 of *Growing up Bilingual*
- 2- Fought, C. 2003. Intro, Chs 1-2, pp. 1-61.

Compare the repertoires of the youth in both cities, and the implications about difference in racial and ethnic contacts.

TUES Jan 31 Spanish in NYC and San Antonio

- 1- Zentella, in Multilingual Apple text
- 2- M.E. García [ereserve OR via email from Zentella]

THURS FEB 2 Spanish Maintenance in Chula Vista and Chicago

ERESERVES:

- 1- Hidalgo, "the taboo region", 29-46
- 2- Potowski, 2004.

Compare the patterns in both cities, and reasons for differences.

TUES FEB 7 Bilingualism at home and at school in MIAMI

- 1- Roca. 2005.
- 2- Eilers, et al, 2002 [BOTH ON ERESERVE]

THURS FEB 9 Haitians, Anglo Caribbeans, and Race in NYC

- 1- Joseph, pp. 281-300 in Multilingual Apple
- 2- Winder & Jack, pp. 301-340 in Multilingual Apple
- 3- Fishman, pp. 34-351 in Multilingual Apple.

Discuss the connection between race and language, and the fate of language in the culture "ball of wax".

TUES FEB 14 = MIDTERM [no makeups without medical excuse]

[essays and short answers based on the questions in the syllabus and a list of review questions; worth 25% of final grade]

THURS FEB 16 Language Diversity in Chicago and Los Angeles

- 1- Farr 2004 TEXT, pp. 1-32
- 2- López, D. 1996. "Language Diversity and Assimilation" [in L.A.], pp. 139-163.

How does LA's past, present, and future diversity compare with Chicago's and NY's ?.

TUES FEB 21 Language and Gender Construction in Chicago

- 1- Koliussi in Farr 2204 TEXT, pp. 103-`36 [on Greeks]
- 2- Nardini, in Rarr 2004 TEXT, pp. 251-274 [on Italians]

How do men impose traditional norms in both communities?
Compare how 'bella figura' and 'gynaikoloi' subvert traditional gender roles.
What is the role of 'code switching' in both communities?

THURS FEB 23 Language of Prayers and Religious Instruction

1- TERM PAPER OUTLINE DUE Include title, main thesis, topic headings and sub-headings, at least five references from our required course readings and another five from List of References or others

- 2- Ek, 2005
- 3- Reynolds, pp, 161-188 in Farr 2004 TEXT.

TUES FEB 28 Bilingualism at Work

- 1- Radloff, 189-222, in FARR TEXT
- 2- Herrick, 2005. [Ereserves], 351-378.

CONSULT: The ACLU's Language Rights report on job discrimination cases:
<http://www.aclunc.org/language/lang-report.html>

THURS MARCH 2 Language and Identity Switching

- 1- Yoon, 1996. on Korean-Eng. [ereserves]
- 2- Manalansan, 1995. Filipino gays. “
- 3- Bailey, 2001. Black Dominicans “

TUES MARCH 7 Chinese communities in Chicago and NYC

- 1- Pan, in Multilingual Apple, 231-256.
- 2- Rohsenow in FARR text, 321-356

THURS MARCH 9 Second Generation Bilinguals

- 1-) Rumbaut and Portes. 2001. Lost in translation: Language and the new second generation, 113-147.. [erereserves]
- 2- Zhou & Bankston, 1998. “

Is the majority of the second generation in most groups bilingual or not? WHY.

Consult: Zentella et al. 1998. Would you like your children to speak Spanish and English? [online booklet] <http://guthrie.hunter.cuny.edu/blpr/bilingualism.html>

MON MARCH 14 **Shopping in Bilingual Communities**

- 1- Bonus, Rick. 2000. Ch2. Marking and Marketing Identities in Filipino "Oriental" Stores, pp. 32-56
- 2- Miller, in FARR text, 357-380.

THURS MARCH 16 **Education**

- 1- González, 2005. ereserves
- 2- Byun, M-S, 1990. Bilingualism and Bilingual Education: The case of Korean immigrants in the US. 109-128. ereserves

CONSULT:

Jim Crawford's website on English only laws and bilingual education:

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/engonly.htm>

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/biling.htm>

3- Term paper DUE (10 pp, double spaced) 25%

An original ten page [double spaced] paper on some aspect of one or more bilingual communities in San Diego. Follow the Paper Format [attached]. NO late papers please.

Final Exam: [will cover all readings from midterm point on]

Monday	March 20	7 - 10 p.m.
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