

Ethnic Studies 141: Language and Culture

Fall 2006

Wednesday 5:00- 7:50 pm.

Center Hall 222

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Office hours (SSB 224): Monday 2-3 & Wed 8-9 pm (Please visit or call.)

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Are we what we speak? What if we speak in different ways and different languages or dialects at different times? And what if we don't speak our parents' primary language or dialect, can we still claim to be part of their culture? What if our parents have different languages and cultures? What is the connection between language and culture, and how is the answer to that question relevant to critical issues confronting the world today? In this class we will learn how language encodes (shapes and classifies) one's understanding of one's world. Fundamental premises include those explained by linguistic anthropologist Bonnie Urciuoli as follows:

"Language plays a key role in shaping and classifying one's stream of experience, insofar as people share it. Grammar is absolutely central to this since it is made up of the categories through which people classify the world, and the rules for putting them together in coherent patterns. This process is actively shared, i.e., people do it with each other in reaction to other people. Every time we interact with or react against other people we recreate this linguistic-cultural web. This process is profoundly social, and it is through this process that language is related to race, class, and gender as well as nation. Not only does language correlate with our identity(ies), it is often a vehicle for judging and reacting to those identity(ies). And that is where language gets political."

Required Texts [AVAILABLE AT Groundworks BOOKSTORE]:

1- Alim, H. Samy. 2004 *You know my steez: An Ethnographic and Sociolinguistic Study of Styleshifting in a Black American Speech Community*. Duke U.P.

2- Martinez, Glenn. 2006. *Mexican Americans and Language: Del dicho al hecho*. U. of Arizona Press.

3- Urciuoli, Bonnie. 1996. *Exposing Prejudice: Puerto Rican Experiences of Language, Race and Class*. Westview Press.

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 (user@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. **Please come to class with texts in hand and your notes on: the research question, the data/informants, methods, principal claims, findings/evidence, and gaps or questions left unanswered.**

Course Requirements:

Attendance/class participation [Please do not arrive late or leave early]	10%
Leading the discussion of readings [email 3 choices by 10/1]	10%
Midterm exam in class covers all readings (Wed, Nov 1)	25%
Term paper outline and bibliography (2-3 pp, Nov 10, follow instructions)	10%
Term paper (10 pp, noon Dec 1- NO late papers, follow FORMAT)	20%

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

FINAL EXAM MONDAY DEC 4, 7-10 pm (NO MAKE-UP EXAMS) 25%

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 discuss the readings thoroughly. Discussion leaders will present questions that will be part of the midterm and final exams.)

Sept 27 Introduction to Language, Culture, and Relativity

The importance of language [Hayakawa], the selectivity of culture [Benedict]

READ in class: Relativity, by A. Duranti [handout]

Discuss examples by Carroll, Witherspoon

How to lead class discussions and prepare questions

Submit 3 top choices for days to lead class discussion

October 4 Different Languages, Different Worlds?

Whorf, Benjamin Lee. (1936) "An American Indian model of the universe"

Mithun, Marianne. 2006. "The value of linguistic diversity: viewing other worlds through North American Indian languages"

Wa Thiong'o, Ngũgĩ. (1986). "The language of African literature".

Urciuoli, B. (1996) Intro: The semiotics of exclusion, pp. 1-14.

Alim, H. Samy. 2004. PREFace: Real Talk, pp xiii-xxv

October 11 (Part A) Labels ; (Part B) Gender

Campa, Arthur. 1970. "The problem of nomenclature"

Ruíz, Ramón Eduardo. 1970. "On the meaning of *pocho*"

Buriel, Raymond. 1987. "Ethnic Labeling and Identity among Mexican Americans"

Lakoff, Robin. (1975) "Talking like a lady".
Spender, Dale. (1980). "Language and reality: Who made the world?".
Mendoza Denton, N. 1999. "Fighting words: Latina girls, gangs, and language Attitudes"

October 18 Class, Language, and Culture

Bernstein, Basil. (1970). "Social class, language and socialization".
Bourdieu, Pierre. (1982). "The production and reproduction of legitimate language"
Sapir, Edward (1921). "Language, race and culture".
Urciuoli, B. (1996) Ch1 Racialization and Language, pp 15-40.

October 25 The Semiotics of Cultural & Linguistic Prejudice: Puerto Ricans in NYC

Urciuoli, B. (1996) . Chapters 3-5 and Epilog, Pp 41-179

November 1 (1) MIDTERM EXAM [on previous readings, 70 min]

(2) Cross Cultural (Mis)Communication

Gumperz, J. (1979) Cross-cultural communication [re video Crosstalk]
Video on Crosstalk [in class]

November 8 Languages and Cultures across Generations : Asian American Experiences

Ryu, C. (1992). 1.5 Generation.
Kibria, N. (1993) Generation gaps
Lee, S. (1994). Behind the model-minority stereotype
Hinton, L. (1999). *Involuntary language loss... Asian-American..autobiographies.*
Reyes, A. (2002) "Are you losing your culture?"
Shin, Sarah. 2005. *Developing in Two Languages: Korean Children*

NOVEMBER 10 = LAST DAY to submit term paper outline in ES office

[hard copy only, before 4 pm] OUTLINE must include:

TITLE (1 pt)= specify topic and culture(s) (see list of topics)

OBJECTIVES (3 pts) =one in depth paragraph that explains your topic, as it is related to language and culture

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%)

November 15 Mexican Americans and Language

Martínez, Glenn. 2006. Intro & Chapters 1-5, pp. 3-93.

November 22 Bilingual code switching/crossing/hybridity

Back, Les. (1995). "X amount of sat siri akal!:

Rafael, Vicente. 2000. "Taglish".

Stavans, Ilán. 2003. Ch 1 in *Spanglish*.

Martínez, G. 2006, ch. 6, pp. 94-110.

November 29 African American Style Shifting

Alim, H. Samy. 2004. chapters 1 , 3, 4, 8, 9 (pp 1-13, 39-140, 191-248

TERM PAPER DUE DECEMBER 1 IN ETHNIC STUDIES OFFICE
(SSB 201) BEFORE 4PM. NO LATE PAPERS.

FINAL EXAM MONDAY DEC 4, 7-10 PM.
NO MAKE UP EXAMS ALLOWED.

ES 141 LANGUAGE AND CULTURE ERESERVE Readings

- Back, Les. (1995). "X amount of sat siri akal!: Apache Indian, Reggae music and intermezzo culture" IN *The Language, Ethnicity and Race Reader*. Roxy Harris & Ben Rampton, eds. 2003. Routledge. pp. 328-345.
- Bernstein, Basil. (1970). "Social class, language and socialization". IN *The Routledge Language and Cultural Theory Reader*, L. Burke, T. Crowley & A. Girvin, eds. Routledge. 2003. Pp. 448-456.
- Bourdieu, Pierre. (1982). "The production and reproduction of legitimate language" IN *The Routledge Language and Cultural Theory Reader*, L. Burke, T. Crowley & A. Girvin, eds. Routledge. 2003. Pp.467-477.
- Buriel, Raymond. 1987. "Ethnic Labeling and Identity among Mexican Americans". IN Phinney, Jean S., & Mary Jane Rotheram, eds. *Children's Ethnic Socialization: Pluralism and Development*. Newbury Park : Sage Publications. Pp. 134-152.
- Campa, Arthur. 1970. "The problem of nomenclature". In *Hispanic Culture in the Southwest*. U. of Oklahoma Press. Pp. 3-9.
- Duranti, Alessandro. 2001. "Relativity". IN *Key Terms in Language and Culture*. A. Duranti, ed. Malden, MA: Blackwell. pp. 216-218.
- Fu, D. (1995). The story of the Savang family. In D. Fu, "*My trouble is my English*": *Asian students and the American dream* (pp. 17-32). Portsmouth, NH: Boynton/Cook Publishers.
- Hinton, L. (1999). *Involuntary language loss among immigrants: Asian-American linguistic autobiographies*. Retrieved from: <http://www.cal.org/ericcll/digest/involuntary.html>
- Keating, Elizabeth & Maria Egbert. 2006. "Conversation as a cultural activity". IN *A Companion to Linguistic Anthropology*, A. Duranti, ed. Blackwell. Pp169-196.
- Kibria, N. (1993) Generation gaps. In N. Kibria, *Family tightrope: The changing lives of Vietnamese Americans* (pp. 144-166). Princeton, NJ: Princeton University Press.
- Lakoff, Robin. (1975) "Talking like a lady". IN *The Routledge Language and Cultural Theory Reader*, L. Burke, T. Crowley & A. Girvin, eds. Routledge. 2003. Pp. 154-`60.
- Lee, S. (1994). Behind the model-minority stereotype: Voices of high- and low-achieving Asian American students. *Anthropology and Education Quarterly*, 25(4), 413-429.
- Mendoza Denton, Norma. 1999. Fighting words: Latina girls, gangs, and language attitudes. IN *Speaking Chicana: Voice, power, and identity*. L. Galindo and M.D. Gonzales, eds. U. of Arizona Press. 39-58.
- Mithun, Marianne. 2006. "The value of linguistic diversity: viewing other worlds through North American Indian languages". IN *A Companion to Linguistic Anthropology*, A. Duranti, ed. Blackwell, Pp. 121-140.
- Rafael, Vicente. 2000. "Taglish". IN *White Love and other events in Filipino History*. Duke UP. Pp 162-189.

- Reyes, A. (2002) "Are you losing your culture?": Poetics, indexicality and Asian American identity. *Discourse Studies*, 4(2), 183-199.
- Ruíz, Ramón Eduardo. 1970. "On the meaning of *pochó*", Intro to *POCHO*, by José Antonio Villareal. Anchor Books, Doubleday and Co. NYC. Pp. vii-xii.
- Ryu, C. (1992). 1.5 Generation. In J. Lee (Ed.), *Asian Americans: Oral histories of first to fourth generation Americans from China, the Philippines, Japan, India, the Pacific Islands, Vietnam, and Cambodia* (pp. 50-54). New York: The New Press.
- Sapir, Edward (1921). "Language, race and culture". IN *The Language, Ethnicity and Race Reader*. Roxy Harris & Ben Rampton, eds. 2003. Routledge. Pp. 28-36.
- Shin, Sarah. 2005. *Developing in Two Languages: Korean Children in America*. Multilingual Matters, Ltd. Pp. 1-10, 41-66.
- Spender, Dale. (1980). "Language and reality: Who made the world?". IN *The Routledge Language and Cultural Theory Reader*, L. Burke, T. Crowley & A. Girvin, eds. Routledge. 2003. Pp.145-153.
- Wa Thiong'o, Ngũgĩ. (1986). "The language of African literature". IN *The Language, Ethnicity and Race Reader*. Roxy Harris & Ben Rampton, eds. 2003. Routledge, Pp 69-84.
- Whorf, Benjamin Lee. (1936) "an American Indian model of the universe. IN *The Language, Ethnicity and Race Reader*. Roxy Harris & Ben Rampton, eds. 2003. Routledge. Pp. 247-252.
- Zentella, Ana Celia. 2005. *Building on Strength: Language and Literacy in Latino Families and Communities*. Ch. 1, pp. 13-30.

ES 141 Language and Culture: Term Paper TOPICS

(discuss other topics with me before submitting outline)

[Two students may work together, on a 20 page paper]

INTER and INTRA Comparative studies are most welcome, i.e, compare different cultural groups or cultural differences within a group, specifically related to the language and culture link. Also, you may compare X language and culture in the USA with the same group in another country.*

- Cultural group names (e.g, HAPA, FLIP, ABC, FOBs): history/controversies
- Naming and speaking to children/pets in X culture(s)
- Authenticity: Can you be an X if you do not speak Xish?
- Transnational linguistic bonds: the role of telephones, emails, chatrooms
- Code switching between Xish and Xish [analyze chat room conversations, or bilingual ads in ethnic newspapers, or on store bulletin boards, etc]
- Language and culture of X and Xish in popular media [TV, movies, music]
- An analysis of the language attitudes/usage/customs in the ethnic literature of X group or Y writer., e.g., unearth Navajo conversation rules in Hellerman's novels.
- Community organizing around language and culture
- Language and Culture controversies, e.g, the Spanish Anthem
- Legal rulings regarding language and culture [history]
- Homeland Security rulings related to language and culture
- The impact of Dual Immersion or Bilingual Ed programs on students' culture
- Impact of being raised bi/tri-lingually on children's culture/attitudes
- Legal decisions concerning language and culture in child custody cases,
 - Language and culture policies/recommendations in adoption programs
- Male and female language patterns and cultural roles
- Generational language patterns and cultural roles
- "Crossing" [Read Ben Rampton's book *Crossing*, on British youth]
- Pro and/or CON arguments about the impact of an immigrant language and culture on the dominant society, OR VICE VERSA.
- The commodification of language and culture (being X &/or speaking Xish sells)
- A comparison of two book length investigations of how people use genres of ordinary everyday talk to shape and clarify key cultural values. [two exs: Keith Basso's *Portraits of the Whiteman*, and Nancy Reis', *Russian Talk*]

* As you write your paper, keep in mind the following questions:

1. What are the genres or styles or linguistic features used by members of the cultural group(s) you are writing about, what are they like, how do they work, what are their operating principles, and key functions? What cultural values do they link to and recreate? (This is about indexical knowledge)
2. How is a specific language/dialect linked to the cultural and social experience of the people who speak it? What do people have to know (socially/culturally) in order to 'get the point'?
3. How do these genres/styles/features point inward to create a sense of "us" and outward to create a sense of "them"? and who is "us" and "them"?

Please be sure to follow the guidelines for the Term Paper Format

ES 141 Language and CULTURE: Term Paper FORMAT

The paper is your chance to relate something that interests/excites you personally to language and culture. (See List of Possible Topics.)

- 1- a TITLE that clearly specifies your topic
- 2- an explanation of your objectives and the relevance of your topic to our course focus on language and culture. State your theoretical framework . [1-2 pp/20%]
- 3- a review of the research. Be sure to incorporate what **all relevant course readings** [approx 5] and other 'outside' readings [another five] say about your topic, USING QUOTES SPARINGLY. PLAGIARISM = F GRADE. [approx 3-5 pp/30%].
- 4- What is your original contribution to this topic? How does it confirm or challenge the research that has been done by others? What explanations for the differences can you offer? Include suggestions for future research. [4 pp/40%]
- 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. [1 p/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; 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 1-2 pp of bibliography and/or an appendix with graphs or transcripts of songs/poems, etc, is OK. 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]. Collaboration with another student on 20 pp is welcome: be sure to make clear who is the author of specific sections.

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

LIST OF Bibliographical references at end of paper [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.

NAME:

Email:

Please number your 3 top choices for leading the class discussion of the week's readings. In case of a conflict, I will make final assignments.

October 4 *Different Languages, Different Worlds?*

October 11 *Labels and Gender*

October 18 *Class and Culture*

October 25 *The Semiotics of Cultural & Linguistic Prejudice:
Puerto Ricans in NYC*

November 1 (1) *MIDTERM EXAM*
(2) *Cross Cultural (Mis)Communication*

November 8 *Languages and Cultures across Generations :
Asian American Experiences*

November 15 *Mexican Americans and Language*

November 22 *Bilingual code switching/crossing/hybridity*

November 29 *African American Style Shifting*