

Ethnic Studies 140: Language and American Ethnicity

Spring 2006

Tues and Thurs 2:00-3:20 pm.

Peter 102

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“Heterogeneity is an integral part of the linguist economy of [a] community,
necessary to satisfy the linguistic demands of everyday life.”

—William Labov¹

What has been—and is presently--the role of language in the (trans)formation of ethnicity in the US? This course analyzes 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 UCSD BOOKSTORE]:

Finegan, E. and J. Rickford, Eds. 2004. *Language in the USA: Themes for the 21st Century*. Cambridge U.P. [appears as *LUSA* below] AVAILABLE after 4/15.

Rickford, J. and R. Rickford. 2000. *Spoken Soul: The Story of Black English*. John Wiley, NY. [SS]

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.**

¹ Labov, W. (1982a). Building on empirical foundations. In W.P. Lehmann and Y. Malkiel (Eds.), *Perspectives on historical linguistics* (pp. 17-92). Amsterdam: John Benjamins.

Course Requirements:

Attendance/class participation (each absence = -.5)	5%
Language/dialect auto-bio (due on April 18)	10%
Midterm exam (Thurs, May 4)	25%
Term paper outline and bibliography (2-3 pp, due May 16) [see instructions under May 16, below]	10%
Term paper (10 pp, double spaced, due June 8)	25%
FINAL EXAM during exam week (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. These questions form the basis of the midterm and final exams.)

Tues April 4: Introduction to Language and Identity

How are languages and (repertoires of) identity related/?

Discuss the impact of urbanism, and the constructivist approach to identity.

READ: Kroskrity, P. Identity , IN Duranti, 1997, 106-9. [handout, & EReserve]

Thurs April 6: Languages/Dialects, and Class, Gender, Ethnicity

Define: Language, dialect, standard,

Which social differences are patterned in language, and how?

Compare liberal and conservative positions on linguistic diversity, and the fallacy they share.

What do the linguistic aspects of African American, Native American, and Latino bilingual communities reveal about how diversity works, how it comes into being, and the impact of public discourse about it?

“Race has been remapped from biology onto language”; discuss how and why

- 1) Fromkin, V., & Rodman, R. 1993: What is language?, pp. 3-24;
Dialects, pp. 275-282; The “Standard”, pp. 283-294.
- 2) Urciuoli, B. 2001. The complex diversity of language in the U.S, 190-205.
- 3) Wolfram, W. Ch 4, *LUSA*, 58-75 [when LUSA becomes available]

OPTIONAL: Fought, "Ethnicity" ; Mendoza-Denton, N. - "Language and Identity"

Tues April 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) Rubin, on undergraduate judgments of non-native teaching assistants
- (2) Massey & Lundy, on housing discrimination against AAVE speakers
- (3) 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)

Thurs April 13: U.S. Language History

When, how, and why did English-only become synonymous with American identity?

- 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) Schmidt, 2002., Racialization and language policy: The case of the U.S.A

Optional: Bailey, R. ch. 1, *LUSA*. Pp. 3-18.

Tues April 18 The Census: Linguistic Diversity in the USA Today

Is the USA a monolingual or multilingual nation today? Compare the 20th century with the data for 2000. How does the US gov't collect language data? What are the limitations and implications of the Census questions and the process? Define "linguistic isolation", and discuss its implications.

- 1) Download and read the Census 2000 Report-- Language Use and English-Speaking Ability: 2000 (C2KBR-29), available at
http://www.census.gov/population/www/socdemo/lang_use.html
- 2) How linguistically diverse is your neighborhood? Look up your zipcode at www.mla.org and compare the leading languages with those of CA and the USA.
- 3) 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.

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 April 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.; Oboler

Tues April 25: Ebonics/Black English/AAVE: Language or dialect?

Specify the linguistic, historic, cultural, and political proofs for each side 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?

- (1) Fasold, 1999. Ebonic need not be English:
<http://www.cal.org/ericcll/digest/ebonic-issue.html>
- 2) Rickford & Rickford, *Spoken Soul*, 3-10, 89-160.

OPTIONAL:

Green, ch. 5, *LUSA*, pp. 76-91.
 Bourdieu, P. (1991). The production and reproduction of legitimate language.
 Sidnell, Outline of AAVE grammar.
 C:\WINDOWS\Favorites\CAL Ebonics Information Page.url

Thurs April 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 signifyin 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 May 2: 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? What is the proof for/against its effectiveness?

- (1) *Spoken Soul*, pp, 163-202, 221-229.
- (2) McWhorter, on African-American self-sabotage in action

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

Thurs May 4: IN CLASS MIDTERM EXAM [25% of term grade]

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

Tues May 9: 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 May 11: CHICANO AND NUYORICAN 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 the language ideologies of the community members and of outsiders?

- (1) Zentella, *Growing up Bilingual*, Ch 3, pp. 41-55., Ch7, pp. 137-159.
- (2) Fought, *Chicano English*, pp. 1-8 and pp. 193-225.

OPTIONAL: Anzaldúa, Excerpt from *Borderlands/La Frontera*
 Hidalgo, on language along the US-MEX border (2 articles).
 Santa Ana, O., *Chicano English...*

Tues May 16: Gender, Language, and Ethnicity

How is gender socially constructed through language in specific ethnic contexts?
 Explain the ‘difference’ and dominance “debate, and the significance of indexicality,
 performance, and agency.

- 1) Bucholtz, ch. 22 in *LUSA*.
- 2) Mendoza- Denton, “Fightin words...”

Optional: Manalansan, M. “Performing” Filipino gay experiences
 Bucholtz, M. From Mulatta to Mestiza...
 Zentella, Language and female identity...

HAND IN TERM PAPER OUTLINE . Include:

TITLE (1 pt)= specify topic and language or ethnic group (see list of topics)
 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%)

Thurs May 18 Native Americans & Dominicans: Language and Identity

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

(2) Toribio (2000) on linguistic enactment of identity among Dominicans.
 Are Dominicans likely to maintain Spanish and/or learn English more than other
 Latin@s? Why or why not [address language, race, transnationalism]?

Optional : Bailey (2000) on ethnic/racial identity among Dominican Americans

Tues May 23: LANGUAGE AND 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 Uyechi, L. , Ch 13, *L in USA*. "Asian American Voices: ...
- 2) Kingston, M.H. (1998). ‘Finding a Voice.’
- 3) Hanna, D. (1997). Do I sound “Asian” to you?: Linguistic markers of Asian American
 identity. In A. Dimitriadis, L. Siegel, C. Surek-Clark and A. Williams (Eds.),
Working Papers in Linguistics. Philadelphia: University of Pennsylvania
 Department of Linguistics.

OPTIONAL:

Cordova, on Filipinos, McKay & Wong, 333-351.

Pyong Gap Min, on Korean Americans, McKay & Wong, 306-332

Thurs May 25: Codeswitching: Spanglish, Taglish, Kringlish, et al

What is code switching, and what ethnic and linguistic functions does it serve?

1) Zentella, AC. , (1997) Ch. 5 in Growing up Bilingual , 80-114

2) BRING IN TWO EXAMPLES of code switching from literature, music, TV, etc.

Optional: Rafael, V., on Filipino Taglish.
Lo, A. (1999). Codeswitching [Korean]

Tues May 30: Language and Ethnicity in the 2nd, 3rd...generations

“Retention of the native language by children of the second and third generations reflects rejection of the ethnic group. “ Discuss this statement.

1) Tan, A. (1995). Mother tongue.

2) Tse, L. (1998.) Ethnic identity formation and its implications for heritage language

3) Jo, H. (2001). ‘Heritage’ language learning and ethnic identity: Korean Americans

OPTIONAL:

Mendoza-Denton, N. and M. Iwai (1994). “They Speak More Caucasian

Luo, S. and R. Wiseman (2000). Language maintenance among Chinese

Hinton, L. (1999). *Involuntary language loss among immigrants: Asian-American linguistic autobiographies*: <http://www.cal.org/ericcll/digest/involuntary.html>

Li, W. (1982). The language shift of Chinese Americans

Portes and Rumbaut, Lost in Translation

Thurs June 1: 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? Does Korean/Asian adoption of AAVE represent a loosening or strengthening of stereotypes?

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

(2) Chun, E. (2001) White, Black, and Korean American identities through AAVE

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

Tues June 6: 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, Language, race, and white public space
- 2) Lippi-Green, Ch. 15, *LUSA*.

OPTIONAL: <http://www.aclunc.org/language/lang-report.html> (ACLU Language Rights Project)

Thurs June 8: 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."

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 June 8 TERM PAPER DUE [NO late papers] **FINAL EXAM DURING EXAM WEEK/ no make-up exams**

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
- ❑ Asian Pacific American Legal Center <http://apalc.org/>

RE Bilingual Education:

[www.NABE.org](http://www.nabe.org) [National Assn for Bilingual Education]

<http://www.lmri.ucsb.ucsb.edu/prop227>

<http://coe.sdsu.edu/people/jmora/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 , e.g, 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] compared with the labels in the African American community,
- 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/comedians
- 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/accent (e.g., local housing groups)
- Attitudes toward Bilingual Education in ethnic group X
- Impact of Bilingual Education on 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.
- Ethnic Labels, LANGUAGE, and Ethnicity,, e.g., HISPANIC v LATINO, Chicano, Mexican American, HAPA, FLIP, ABC, FOBs, etc

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/ incomplete 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 if 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]

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 University Press, 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.

REFERENCES: ES 140 Language and American Ethnicity

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- _____. (2000). Language and negotiation of ethnic/racial identity among Dominican Americans. *Language in Society*. 29:555-582.
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- _____. 2003. Linguistic profiling, IN *Black Linguistics: Language, Society, and Politics in Africa and the Americas*, S. Makoni, G. Smitherman, A. Ball, A. Spears (eds). Routledge. pp. 155-168.
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- Cordova, J. M. (200). The language situation of Filipina/os, in McKay & Wong, 333-351.
- Chun, E. (2001). The construction of White, Black, and Korean American identities through African American Vernacular English. *Journal of Linguistic Anthropology*, 11(1), 52-64.
- Espiritu, Y. (2003). *Homes Across Borders: Community, Family, and Identity among Filipino Americans*, University of California Press. Ch 8. What of the children?: Emerging homes and identities.
- Fasold, R. - "Ebonic need not be English" www.cal.org
- Feliciano, Cynthia. The benefits of biculturalism: Exposure to immigrant culture and dropping out of school among Asian and Latino Youths. . *Social Science Quarterly*. Vol 82. No. 4, Dec. 2001. 865-80.
- Fishman, Joshua. (1989). Language, ethnicity and racism. In *Sociolinguistics: A reader*. N. Coupland and A. Jaworski, eds. NY: St. Martin's, 1997. pp. 329-340.
- Fought, Carmen, (2000). Ethnicity. *The Handbook of Language Variation and Change*, ed. J. Chambers, P. Trudgill, N. Schilling-Estes. Blackwell Publishers, 444-472.
- _____. (2003). *Chicano English in Context*. New York: Palgrave Macmillan. Intro, Pp. 1-8; Ch. 8, Language Attitudes, pp. 193-225.
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