This course provides an overview of Spanish as it is spoken in the Northeast, Southwest, California and New York, from an anthro-political linguistic perspective. We pay special attention to Mexican, Puerto Rican, Cuban, Dominican, and Central American communities. Topics include issues of maintenance and loss (and what Spanish attrition looks like), contact with English, gender patterns, language attitudes, and implications for identity and inter-ethnic relations.

Requirements:
Attendance, assignments, class participation [Please arrive on time and stay for the entire class] 15%
Midterm exam (Nov 7) 25%
Final exam (TBA Dec 10 or 12, 7-10 pm) 30%
Paper (based on collaborative project) 30%
(Outline due 10/31 [10% of grade], Paper due 12/7 [20%])

TWO Required Texts [available in Groundworks]:
Martinez, Glenn. 2006. Mexican Americans and Language: Del dicho al hecho. U of AZ Press. [MAL in assignments below]

ESSENTIAL REFERENCE TEXTs on Library Reserve:

OTHER COURSE READINGS are available via E Reserves:
You will need to print the 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. 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/project. Please come to class with texts in hand, ready to discuss the day's required readings.

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 from me to you via Student Link: Please check your UCSD email frequently.
TOPICS AND ASSIGNMENTS

Oct 1  Introduction
(1) course requirements, the collaborative project
(2) personal introductions
(3) Anthro-political linguistics
(4) Basic definitions (languages, dialects: Silva-Corvalán. Ejercicio 3, p. 36)
(5) History of Spanish

FILM: Spain, the birthplace [take notes, discuss]

1- Explique tres eventos en el 1492 que afectaron el español de las Américas, y el impacto que tuvieron.
2- Which varieties of Spanish arrived in the Americas [cite historical and linguistic proof].
3- Why is Spanish called a Romance language?

Oct 10  US Spanish, Ideologies, and Socio-demographics:
a) ¿Cuáles variantes del español predominan en las distintas regiones de los EU?
b) ¿Cuáles factores sociales y demográficos ejercen mayor impacto en el español de los EU?
5) MAL: pp. 3-39. Questions 1, 4, 5 on p.18, Qs 2,3,5 on p. 38)
6) TT: 32-35; 81-84

FILM: Spanish in America

Oct 17  Southwest/U.S. Mexican Spanish
Bring in: exs. of US Mexican lexicon, phonology, grammar

   (b) Questionnaire 2, pp. 313-316 [bring to class to fill in]
5) Anzaldúa, G. 1987. *Borderlands/La Frontera: The new mestiza*. Ch. 5, How to tame a wild tongue, pp. 53-64
6) MAL: 61-77, Q. 7, p.77. Also: explain 3 types of discontinuities, with examples.
7) TT: 30-31, 46-47, 205-217. FILM: Spanish Today
Oct 24  Caribbean Spanish: Puerto Ricans and Cubans

HAND IN: A short (max 2pp, double spaced) linguistic autobiography about your “language experiences” (Martínez, p.3) with/knowledge of distinct varieties of Spanish (which, when, why). Include examples of distinct lexicon, phonology, grammar, and incorporate facts and/or theories from readings.

4) TT: 110-119
Discuss [5-6:50 pm]: 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) the principal political and socio-demographic factors that distinguish PR and Cuban Spanish speakers?
d) Are the Spanish of Mexico, of Puerto Rico, Cuba, etc., separate languages? Why?/Why not?—cite historical and linguistic proof.

7-7:50 pm: Meet with collaborator to discuss term paper project and outline

Oct 31  The Spanish of Dominicans and Central Americans

Submit Term Paper Outline [follow format, double spaced, 3 pp MAX (10%):
TITLE = specify topic, which must be related to Spanish in the USA [see list]
OBJECTIVES = one in depth paragraph that explains your topic and your thesis
OUTLINE = major headings and sub-headings
REFERENCES = list all relevant course readings 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.

6) TT: 45, 67-80, 191-194

NOV 7  I  Midterm EXAM  [70 minutes, 25% of term grade, no make-ups]
II Language Maintenance and Loss
What are the principal factors that promote LOSS/ Maintenance? Do they differ in different communities?
REPORT on ONE OF THE FOLLOWING ARTICLES [assigned by last name]
2) Bills, G. 2005. Las comunidades lingüísticas y el mantenimiento del español en los EU. IN Ortiz López & Lacorte, eds. pp. 55-83. [apellidos I-P]
3) MAL: pp. 40-60 [apellidos Q-Z]

NOV 14 Identities, Attitudes, Generational Change
1) Ramirez, Arnulfo. Linguistic Notions of Spanish among Youths from Different Hispanic groups. IN Roca, Ana, ed. 2000. 284-295
2) Zentella, AC. 2007. Dime con quién hablas y te diré quién eres: Linguistic (In)security and Latino Unity. IN Flores and Rosaldo, Eds.
4) Urciuoli, B. in press. Whose Spanish? The tension between linguistic correctness and cultural identity
6) MAL: pp 20-39, Qs 2,3, 5.
7) TT: 1-12, 58-66,120-137.

FILM: Spanish Speakers and Bilingualism

NOV 21 Spanglish/Codeswitching
Should Spanglish, and/or the use of the term Spanglish, be avoided? Pro and Con.

2) MAL: 94-110.
3) TT: 22, 48, 51, 84-92, 120-137, 138-144.

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

6) TT: 30-31, 32-36, 205-218.

DEC 5 TERM PAPERS DUE and oral presentations [max 6 minutes per group]

FINAL EXAM DURING EXAM WEEk [no make-ups]
Date TBA: either M/T/W Dec 10-12, 7-10 pm
Spanish in the United States: Spanish is the second most common language in the United States after English. It is spoken at home by about 28.1 million people aged 5 or over, 14.3 million of whom reported that they also spoke English "very well". The United States is home to more than 40 million Hispanics, making it the fifth largest Spanish-speaking community in the world, after Mexico, Colombia, Spain and Argentina.

Although Spanish is not the most spoken language in any one U.S. state, it is the second most spoken language in 43 states and in the District of Columbia.

Speakers of Spanish in the United States

1. New Mexico (823,352) 43.27%
2. California (12,442,626) 34.72%
3. Texas (7,781,211) 34.63%
4. Arizona (1,608,698) 28.03%
5. Nevada (531,929) 22.80%
6. Colorado (878,803) 19.10%
7. Florida (3,304,832) 19.01%
8. New York (3,076,697) 15.96%
9. New Jersey (1,294,422) 14.90%
10. Illinois (1,774,551) 13.94%
11. Connecticut (371,818) 10.63%
12. Utah (253,073) 10.45%
13. Rhode Island (111,823) 10.35%
14. Oregon (343,278) 9.56%
15. Idaho (123,900) 8.88%
16. District of Columbia (47,258) 8.53%
17. Washington (526,667) 8.48%
18. Kansas (220,288) 8.06%

ES 145 Term Paper Topics [consulten cualquier otro tema conmigo]
UNA ACLARACION: Es un ensayo individual [cada persona escribe 10 paginas], pero si varias personas estan trabajando sobre el mismo tema, pueden ayudarse con el desarrollo del tema, el enfoque, la bibliografia, etc. NO escriben el ensayo juntos, pero lo discuten para profundizar el tema y mejorar el enfoque y los resultados.

1- Spanish in X City [Miami, NY, LA, SD, Chicago, etc]
2- Spanish on US radio, e.g., a) how does the Spanish of baseball announcers, or music DJs, or X? differ from that of the newscasters?
   b) Who calls to request songs (eg., La Gigante Tropical, 1090 AM), or participate in call-in programs, and how can you tell where they are from?
3- Spanish and/or codeswitching in Myspace vs Facebook
4- Spanish in US newspapers, or in magazines, movies
5- Spanish textbooks for Heritage Speakers OR others
6- Children as Spanish-English translators for their relatives
7- Spanish as a second Official Language for the USA
8- Spanish in one family, three generations [compare w Silva- Corvalan’s findings]
9- Spanish on the UCSD campus (in student meetings, Faculty Concilio, etc)
10- Varieties of Spanish in rap music, or other types of music made in the USA.
11- Attitudes toward Spanish in newspaper articles, or in novels, movies, etc.
12- Spanish influence on African Americans OR Filipinos, Or …
13- Why do some African Americans [or members of X or Y group] learn Spanish, and what kind of Spanish do they learn/speak?
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 five] 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 Colombians who are Black or working class or female or from Cali or Barranquilla, etc. Include statistics, historical data, etc., where relevant. [25%]
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. [25%]

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 bibliograph.

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]
Ethnic Studies 145: Spanish in the USA: Bibliography


Barrett, Rusty. Competing functions of Spanish in an Anglo-owned Mexican restaurant, Language in Society


(1)Ch 13: Mexico, pp. 152-175.
(2) Questionnaire 2, pp. 313-316,
(3) Mexican American lexical items: pp. 345-359


Intro, 13-21; Home life, 101-111.


Guerra, Juan. Close to Home. [Mexicanos in Chicago].


Martinez, Glenn. 2006. Mexican Americans and Language: Del dicho al hecho. U of AZ Press,


_________ Their language, our Spanish: Introducing public discourses of “Gringoism” as racializing linguistic and cultural reapprropriation. Ms. 2007 [by request].


