

SPANISH 697B

SPANISH IN THE UNITED STATES: *Controversias* in Language & Culture

El español en los Estados Unidos: controversias sobre la lengua y la cultura

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Study in Spain Program
SALAMANCA. SPAIN

Cooperating Institutions: University of Massachusetts & the University of Rhode Island

General Course Information and Tentative Course Outline

Class Days, Time, and Location

Assigned Class Schedule: Tuesdays, Wednesdays, and Thursdays, from 10:00 A.M. to 12 Noon

“Clase de recuperación” assigned for July 25, 1700-1900 (5PM to 7 PM)

Campus Location and Classroom Location: TBA (Check with the university)

Required Books

Roca, Ana, ed. *Research on Spanish in the United States: Linguistic Issues and Challenges*.
Somerville: Cascadilla Press, 2000. [Http://www.cascadilla.com](http://www.cascadilla.com)

Roca, Ana and Cecilia Colombi, eds. *Mi lengua: Spanish as a Heritage Language in the United States*. Washington, D.C.: Georgetown University Press, 2003.

Rodriguez, Richard. *Hunger for Memory: The Education of Richard Rodriguez*. New York:

Bantam Books, 1982. (Small paperback/trade book available at major bookstores or via Amazon)

Recommended-Only Books

McKay, Sandra Lee and Sau-Ling Cynthia Wong, eds. *New Immigrants in the United States*. New York: Cambridge University Press, 2000. [NOTE: Selected chapters will be required readings. Book is out of print. Will seek permission to duplicate and have a class packet of readings to include these chapters, or use over internet, if made available by the publisher]

Roca, Ana and John M. Lipski, eds. *Spanish in the United States: Linguistic Contact and Diversity*. Berlin: Mouton de Gruyter, 1993. Selected material to be duplicated and made available.

Class Attendance Policy

Class attendance is required and will be considered part of your class participation grade. If you are ill or must miss class, make sure that you contact me and try to obtain class notes from a classmate as soon as possible. Unexcused absences will count against you (an “F” per day in participation). My e-mail is: Rocaa@fiu.edu

Grading

Your final grade will be based on regular attendance and participation in the class and a final exam, on class oral and written assignments (such as abstract summaries of journal or chapter articles, brief but well prepared oral reports with handouts to facilitate learning), and tentatively, a short term paper on a topic related to the course subject depending on library resources available during limited summer hours in Salamanca). More details in class.

- 10% Regular attendance and active participation ; class readings summary/abstract assignment --two written abstracts of and responses to research journal articles or book chapters (to be selected & approved) and if time allows, oral commentary or responses on these readings; also expected to be prepared to have responses to questions based on reading assignments and have ability to comment in class, when appropriate during discussion or review of assigned material
- 10% Assignment or test on *Hunger of Memory* by Richard Rodriguez, and critical reviews of it
- 10% Oral reports on a research topic related to Spanish in the United States, plus a short typewritten essay on a topic that will be assigned in class
- 20% Two Tests (during weeks 2 & 3 on Thursday, on class lecture/discussion material for the respective week, to help prepare and review for final)
- 50% **Final Examination** (Topics given one week in advance for home study/preparation)
The Final Exam will be comprehensive and cover material from the entire course. This includes required readings, class lecture and discussion, films viewed, and student presentations. I encourage all of you to go beyond the required readings so that you will be better equipped to develop better essay responses in the essay portion of ypur examination. The test will include but not be limited to short answer and objective style questions, and will include a section of essay topics or questions to be selected and developed fully.

Grading Scale for Tests, Assignments and Final Exam

94-100	A	68-69	D+
90-93	A-	60-67	D
87-89	B+	0-59	F
83-86	B		
80-82	B-		
77-79	C+		
73-76	C		
70-72	C-		

Plagiarism

Plagiarism or cheating is not tolerated by the university. Please read about this in your current University of Massachusetts University Catalog.

Tentative Course Lecture Outline and Minimum Assigned Readings

Week 1 (Tuesday, Wednesday and Thursday)

Introduction to the Course. Overview of course topics, objectives, requirements, grading, and review of materials used in the class.

Spanish in the world today. Growth of the Hispanic Population and Growth of the Field of Spanish in the United States. Bibliography (handout)

Read: John Lipski's (chapter 1, pp.1-41) of Roca (Red Book) which is a comprehensive introduction to linguistic research on Spanish in the United States.

Optional reading: Joshua A. Fishman, "Linguistic Heterogeneity, Civil Strife and per Capita Gross National Product in Inter-Polity Perspective," in Roca & Lipski 1993, pages 9-20.

Read: Chapter 1 & Chapter 2 in McKay & Wong, eds. Reynaldo Macías, "The Flowering of America: Linguistic Diversity in the United States" and Calvin Veltman, "The American Linguistic Mosaic: Understanding Language Shift in the United States" Video #10, *Americas* series from the Annenberg and PBS: "The Americans."

Bilingualism–Global Perspectives and Advantages.

Read: "Tapping a National Resource: Heritage Languages in the United States." Nov. 1998. Read for homework: <http://www.cal.org/ericell/digest/brecht01.htm>

Handout: Roca, Ana. "Toward Societal Bilingualism: The Complementary Need for Foreign and Heritage Language Learning Policies." Invited but also refereed response to a long position paper by well-known scholar, June Phillips, also published in "Perspectives" section of the journal, prepared by Heidi Byrnes (Georgetown University). **The Modern Language Journal**. Vol 87, No. 4, 2003, pages 558-589.

The Spanish of the Southwest: A Look at the Spanish of New Mexico and Colorado.

Documentary/Educational Video from the University of New Mexico: “Mapa del corazón”. Drs. Garland Bills and Neddy Vigil’s NEH project about mapping the Spanish of New Mexico and Southern Colorado.

Read: Bernal Enríquez’s “Factores socio-históricos en la pérdida del español en el suroeste de los Estados Unidos...” see pages 121-136, Roca 2000. Also read: Bills & Vigil’s “The Community of Change: Nahuatalisms in New Mexican Spanish” (Roca 2000, pages 137-153). Oral reports on and responses to readings.

Read *Hunger of Memory* by Richard Rodriguez, for next week. Questions to facilitate class discussion will be distributed in advance or discussed.

Week 2

\ *El espejo enterrado*, Carlos Fuentes. Educational video, if time permits. (video #5)

The Language Situation of Mexican Americans

Short Video: The Hispanic Americans—“One or Many Cultures?”

Read Chapter 3, Guadalupe Valdés, “Bilingualism and Language Use Among Mexican Americans,” pages 99-136, in McKay & Wong, 2000. Oral Report.

Read Rebeca Acevedo, “Perspectiva histórica del paradigma verbal en el español de California,” in Roca 2000, pages 110-120.

Read Francisco Zabaleta, “Aspectos morfosintácticos del español como lengua materna entre universitarios californianos,” Roca 2000, pages 360-376.

Read Susana Rivera-Mills, “Intraethnic Attitudes among Hispanics in a Northern California Community,” Roca 2000, 377-389.

Class discussion of *Hunger of Memory*, concentrating on issues of bilingual education, language, identity, stereotypes, attitudes, politics and ethnicity. Tentatively scheduled: Selected portion of PBS program, “Victim of Two Cultures: Richard Rodriguez,” video interview of Richard Rodriguez, with Bill Moyers.

Note: Test on, or assignment due on *Hunger of Memory*, on the last class of this week.

Additional Reading: TBA (course packet or handout)

Optional readings: Margarita Hidalgo’s “The Dialectics of Spanish Language Loyalty and Maintenance on the U.S.-Mexico Border: A Two-Generation Study,” see pages 47-74. (Roca & Lipski, eds. 1993). Also of interest: J. Halvor Clegg, “Morphological Adaptations of Anglicisms into the Spanish of the Southwest,” (see pages 154-161) and Robert N. Smead, “Phrasal Calques in Chicano Spanish,” (see pages 162-172), Roca 2000.

Week 3

The Language Situation of the Puerto Ricans

Read Chapter 4 in McKay & Wong, eds., Ana Celia Zentella's "Puerto Ricans in the United States: Confronting the Linguistic Repercussions of Colonialism," pages 137-164. *Mi Puerto Rico* (Tentatively scheduled video, if time permits)

Read Luis Ortiz-López, "Proyecto para formar un ciudadano bilingüe: política lingüística y el español de Puerto Rico," in Roca 2000, see pages 390-405.

Optional readings: Barbara Avila-Shah, "Discourse Connectedness in Caribbean Speech," pages 238-251, in Roca 2000.

Bilingualism and Codeswitching Phenomena—Controversies

Codeswitching Phenomena, Borrowing, Interference, and other Linguistic Terminology. Short Video: "Spanish Speakers and Bilingualism" (19minutes).

Read Florencia Riegelhaupt, "Codeswitching and Language Use in the Classroom," in Roca 2000, see pages 204-217.

Read: Ricardo Otheguy's encyclopedia essay on "Spanglish" (in course packet or summary handout will be distributed in class). Santillana, 2008. If we can get a copy of her conference presentation at the Spanish in the US Conference 2009, we may also be able to read Ana Celia Zentella's alternative views on the same linguistic phenomena.

Roca, Ana. "Heritage Language and Development: An Agenda for Action." *Heritage Languages in America: Preserving a National Resource*. Edited by Joy Kreeft Peyton, Donald A. Ranard, and Scott McGinnis. Washington, D.C.: Center for Applied Linguistics and Delta Systems Co. 2001, 307-327. ISBN 1-88744-68-1.

The Language Situation of the Cuban Americans

Roca, Ana. "Raising a Bilingual Child in Miami: Reflections on Language and Culture." Ana Celia Zentella, Editor. *Building on Strength: Language and Literacy in Latino Families, and Communities*. New York: Teachers College Press, Columbia University, 2005, p. 110-118.

Tentatively scheduled, if time permits: *Adiós Patria*, a documentary film that will offer historical, social, and political background about Cuba and Cuban Americans.

Read Chapter 5 in McKay & Wong, eds., "Speaking in Cuban: The Language of Cuban Americans," by Ricardo Otheguy, Ofelia Garcia, and Ana Roca, pages 165-188.

Read Thomas D. Boswell, "Demographic Changes in Florida and Their Importance for Effective Educational Policies and Practices," pages 406-431, Roca 2000.

Read Andrew Lynch, "Spanish-Speaking Miami in Sociolinguistic Perspective: Bilingualism, Re-contact, and Language Maintenance among the Cuban-Origin Population," pages 271-283. Report: Work in progress—Roca and Lynch on Bilingualism

in Miami.

Read Beatriz Varela, "El español cubanoamericano," pages 173-176, Roca 2000.

Week 4

The Central Americans in the United States and Other Spanish-Speaking Immigrants, Exiles, and Visitors from South America and Spain

Read John M. Lipski, "The Linguistic Situation of Central Americans," in McKay & Wong 2000, pages 189-215.

Issues in Bilingualism, Spanish in Public Settings, and Language Education

Lecture and class topic: Bilingualism and the Preparation of Court Interpreters in the United States: What do Court Interpreters Need to Know?

Read Guadalupe Valdés, et al, "The Case of Young Interpreters from Immigrant Communities," Roca 2000, see pages 42-81.

Read Virginia Benmaman, "The Spanish Speaker + Interpreter Services = Access to the Judicial System: Is the Equation Accurate?" Roca 2000, see pages 82-94.

Lecture and class topics: **Bilingual Education, the Official English Movement, and English Plus**

Read Stephen Krashen, "Bilingual Education, the Acquisition of English, and the Retention and Loss of Spanish," in Roca 2000, pages 406-431.

Read: "Forstnering Second Language Development in Young Children." ERIC Digest from the National Center for Research on Cultural Diversity and Second Language Learning. October 1995. <http://cal.org/ericcll/digest/ncrds04.html>.

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>

Lecture and class topic: **The Teaching of Spanish as a Heritage Language**

See electronic Resource Guide Online on *Teaching Spanish to Spanish Speakers*, by Ana Roca, Kathleen Marcos, and Paula Winke, Center for Applied Linguistics. Specific readings to be assigned. <http://www.cal.org/ericcll/faqs/rgos/sns.html>

Read : Cecilia Colombi. *En vías del desarrollo del lenguaje académico en español en hablantes nativos de español en los Estados Unidos*, Roca 2000, pp. 296-309.

Selected recommended optional readings: John M. Lipski, "Creoloid Phenomena in the Spanish of Transitional Bilinguals," Roca & Lipski 1993, see pages 155-182. Also read

article by Frances R. Aparicio, “Diversification and Pan-Latinity: Projections for the Teaching of Spanish to Bilinguals,” Roca and Lipski 1993, see pages 183-198.

Lecture and class topic: **Bilingualism and Foreign Language Policy and Planning in the United States—The Case of the State of Florida**

Read: Ana Roca and Cecilia Colombi. “Insights from Research and Practice in Spanish as a Heritage Language.” *Spanish as a Heritage Language in the United States*. In *Mi lengua. Spanish as a Heritage Language in the United States: Research and Practice*, co-edited by Ana Roca and M. Cecilia Colombi. Washington, D.C.: Georgetown University Press Refereed chapter. Washington, D.C.: Georgetown University Press, 2003, pages 1-21.

Read: Roca, Ana and Colombi, Cecilia. “Why Start and Maintain an SNS Program?” Washington, D.C. ERIC Clearinghouse on Languages and Linguistics (ERIC CLL), Center for Applied Linguistics, in cooperation with the American Association of Teachers of Spanish and Portuguese (AATSP). This is a nationally distributed hard copy brochure commissioned by CAL and the AATSP, published in spring 2003 and also available online via <http://cal.org>.

Roca, Ana. “Language Variation and Culture in the SNS Classroom: Strategies for Developing Literacies.” Class lecture based on ETS essay for AP workshop and presentation at ACTFL (Nov. 2009).

Final Exam will be on **July 29, 1700-1900** (5PM to 7PM)

Selected Recommended Internet Resources

(to be updated)

Center for Applied Linguistics

<http://www.cal.org>

National Bilingual Education Association

<http://www.nabe.org>

American Association of Teachers of Spanish and Portuguese

<http://www.aatsp.org> (see SNS Special Interest Group/SIG)

James Crawford’s Web Page on Language Policy

The National Foreign Language Center (University of Maryland, College Park)

<http://nflc.org>

Instituto Cervantes

Spanish in the United States Conference

<http://spanishintheus.org>