

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Slavic Languages & Literature; Slavic 87
 Course Title Languages of Los Angeles
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis x
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis x

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course is assigned to Foundations of Arts and Humanities, Philosophical and Linguistic Analysis, because the primary target of analysis is the aggregate of languages spoken in Los Angeles; it is assigned to Foundations of Society and Culture, Social Analysis, because it explores the correlation of language and political and social interaction in this urban microcosm.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Vyacheslav V. Ivanov, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes x No _____
 If yes, please indicate the number of TAs 1

4. Indicate when do you anticipate teaching this course over the next three years:

2011-2012	Fall	_____	Winter	_____	Spring	<u>x</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>40</u>
2012-2013	Fall	_____	Winter	_____	Spring	<u>x</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>40</u>
2013-2014	Fall	_____	Winter	_____	Spring	<u>x</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>40</u>

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes x No _____

If yes, provide a brief explanation of what has changed. The course contents were originally presented in a sophomore seminar (Slavic 88; 4 units); it has been revised to include a discussion section and writing assignments compatible with GE requirements.

Present Number of Units: 4 Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

<p>❑ General Knowledge</p>	<p>The course will familiarize students with some of the fundamentals of linguistic typology based on the living example of Los Angeles languages, and will introduce them to major theoretical approaches to sociolinguistic analysis.</p>
<p>❑ Integrative Learning</p>	<p>Two disciplinary perspectives are involved here: linguistics—a comparative structural overview and comparison of major languages co-existing in Los Angeles, and sociology: comparative study of cross-influences, the impact of traditional American monolingualism, geographical and socio-economic mobility and other social factors on language, and vice versa (hence the dual GE Foundation).</p>
<p>❑ Ethical Implications</p>	<p>The exploration of cultural diversity has an inherent, strong ethical component involving exposure to, increased knowledge and appreciation of other ethnic and linguistic groups and the ethical values of pluralism.</p>
<p>❑ Cultural Diversity</p>	<p>The course is maximally concerned with this issue, comparing not only different Los Angeles speech communities, but how ethnic communities share common challenges in preserving their linguistic heritage while interacting with each other in one of the world’s most diverse cities.</p>
<p>❑ Critical Thinking</p>	<p>Students will be gathering evidence from their own linguistic background and comparing these data with those culled from an examination of other linguistic traditions. Conclusions about global and local factors involved in linguistic and cultural adaptation in a major urban environment will be tested against the findings of others in the class.</p>
<p>❑ Rhetorical Effectiveness</p>	<p>Oral presentations in the discussion sections on the collection and analysis of linguistic data should promote this particular skill; a substantial writing assignment consisting of two papers (=15 pp) will also contribute to this sort of training.</p>
<p>❑ Problem-solving</p>	<p>See “Critical thinking” above.</p>
<p>❑ Library & Information Literacy</p>	<p>Information literacy will be enhanced by collective student contributions to the development of a web site, “Languages of Los Angeles,” that will be an add-on to or subset of the course web site and permit data entry on the research conducted by course participants on their heritage language.</p>

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u> </u>	(hours)
5. Field Trips:	<u> </u>	(hours)

(A) TOTAL Student Contact Per Week **4** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>2</u>	(hours)
2. Reading	<u>3</u>	(hours)
3. Group Projects:	<u>1.5</u>	(hours)

- | | | |
|-------------------------------------|----------|---------|
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | <u>1</u> | (hours) |
| 6. Written Assignments: | <u>3</u> | (hours) |
| 7. Research Activity: | <u>1</u> | (hours) |

(B) TOTAL Out-of-class time per week **11** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15.5** **(HOURS)**

SLAVIC 87: LANGUAGES OF LOS ANGELES

Professor Vyacheslav Ivanov

COURSE SYLLABUS

Introduction

More than two hundred languages are spoken in the Los Angeles area, and an even greater number of cultural and speech communities coexist in this metropolitan area. They are iconic of the extraordinary diversity and cultural richness that characterize the city. This course tackles a comprehensive interdisciplinary linguistic and sociological investigation of a multilingual and multicultural metropolis. It reviews and analyzes features of the major linguistic communities in the Los Angeles area, paying particular attention to social and cultural factors that play a role in the maintenance of the language used in any given ethnic group. Student will familiarize themselves with the discipline and methodology of urban linguistics as a part of urban geographical studies and as a tool for investigating the growing linguistic and cultural diversity of America's large cities, providing a framework for sociolinguistic studies of other cities or of single language group competing with others in a multi-language environment. The course aims not only to provide a sociolinguistic description of individual languages and social dialects within Anglophone, Spanish, Chinese, Armenian and other communities, but – more importantly – their interaction, cross-influences, borrowings, loan translation, and the social implications of the coexistence and competition with each other.

Course Objectives

The course may be seen as a “spin-off” of the highly popular GE Freshman cluster 66A: Los Angeles. It targets different linguistic groups (English, Spanish, Persian/Farsi, Hindi, Armenian, Russian, Japanese, Mandarin and Cantonese Chinese, Vietnamese, Khmer, Tagalog, and others, as well as social dialects of the most common languages) coexisting and interacting with each other in Los Angeles County and surrounding areas. The first objective is to familiarize students with the typology of the languages of LA, examining the distribution of several features: semantic/lexical (borrowings, the spread of certain types of similar semantic structures through loan-translations, standard phrases like greetings, performative expressions, emotional exclamations); morphological categories (e.g., number, gender, evidential), whose features spread across linguistic borders; syntactic structures (for instance, ergativity vers. accusative structure of the sentence); phonological differential features (e.g., aspiration, glottalization, palatalization, supersegmental prosodic types of tone and accent) particularly with reference to cross-linguistic distribution in neighboring languages. Attention will also be paid to the sociolinguistic value of each variable for any given language and its social and local varieties.

The second objective is to study of linguistic interaction, cross-influences, borrowing, and loan translations. The course will examine the study of language use and shift in immigrant-origin communities with specific reference to the participation of these communities in the social and political life of the broader Los Angeles area. The central set of questions from this perspective includes the degree to which immigrant languages are maintained across generations and the

related question of linguistic succession, i.e. the degree to which ethnic languages rise in importance with the rise of their corresponding ethnic groups. A broad range of additional issues relate to the specific characteristics of immigrant groups. For example, many recently-arrived groups (speakers of Vietnamese, Khmer, Tagalog, Russian) have come from backgrounds in which bilingualism and even trilingualism are enduring phenomena. Can these multilingual traditions survive the pressures for English monolingualism that have historically been so strong in the United States? Efforts to consciously maintain and recover languages in the name of ethnic identity constitute yet another rich research area.

Schedule of Weekly Lectures

Week 1:

A survey of the present state of the languages of the world

Readings: see Selected Bibliography, #13.

Week 2:

A survey of the languages of Los Angeles

Readings: see Selected Bibliography, # 1, 12 and relevant entries from 8.

Week 3:

Urban linguistics and its application to the case of Los Angeles

Readings: see Selected Bibliography, #5.

Week 4:

Principles of typological classification:

Readings: Bibliography, #9.

Week 5:

Creole languages. Language interference and linguistic zones (leagues).

Readings: see Selected Bibliography: selected essays from #4.

Week 6:

English in Los Angeles and in the world; comparison to the other analytic languages

Readings; see Selected Bibliography, excerpts from #3.

Week 7:

Varieties of Spanish in Los Angeles and in Latin America; Russian, Farsi and Armenian in Los Angeles; typology and evolution; comparison to the other synthetic languages

Readings see Selected bibliography, #6

Week 8:

Chinese dialects. Vietnamese. Khmer. Structural features of the languages of Eastern Asia; isolating and inflexional languages; prefixes, suffixes, infixes. The role of syntactic structures

Week 9:

Japanese and structurally similar Altaic languages. Altaic and Austronesian elements in

Japanese. Tagalog and other Ausronesian languages (Samoan, Tongan).

Week 10:

Californian American Indian languages; incorporation and polysynthetic languages

Readings: see Selected Bibliography, # 2, 7, 10, 11.

Bibliography

1. Allen, James P. Allen and Eugen Turner. *The Ethnic Quilt. Population Density in Southern California*. California State University, Northridge, 1997.
2. Closs, Michael P. (ed). *Native American Mathematics*, Austin: University of Texas Press, 1996; see in particularly Madison S. Beeler, "Chumash Numerals," 109-129; and M. P. Closs, "Native American Number Systems," 33-35.
3. Crystal, David. *English as a Global Language*. 1997.
4. Escure, Genviève and Armin Schwegler (eds.). *Creoles, Contact and Language Change : Linguistic and Social Implication*. Amsterdam and Philadelphia John Benjamins Publishers, 2004.
5. Labov, William. *Sociolinguistic Patterns*. Philadelphia: Pennsylvania University Press, 1972 and/or Labov, William. *Field Methods Used by the Project on Linguistic Change and Variation*. Austin: South Western Educational Development Library, 1981.
6. Lipski, John Lipski. *Latin American Spanish*. London and New York: Longman, 1998).
7. McCawley, William. *The First Angelinos. The Gabrielino Indians of Los Angeles*. Malki Museum Press/ Ballena Press Cooperative Publication, 1996.
8. Pitt, Leonard and Dale Pitt. *Los Angeles A to Z. An Encyclopedia of the City and County*. Berkeley/Los Angeles/London: University of California Press, 1997.
9. Sapir, Edward. "Typology." In *Language: An Introduction to the Study of Speech*. New York, 1957.
10. Silver, Shirley Silver and Wick R. Miller. *American Indian Languages. Cultural and Social Contexts*. Tucson: The University of Arisoan Press, 1997. 57-59 (Chumashan place-names); 292-293 (Serrano); 42, 278-283 (Luiseco cases, vocabulary).
11. Sollors, Werner (ed.). *Multilingual America. Transnationalism, Ethnicity and the Languages of American Literature*. New York and London: New York University Press, 1998.
12. Waldinger, Roger and Mehdi Bozorgmehr (eds.). *Ethnic Los Angeles*. New York: Russell Sage Foundation, 1996.

13. Wallraff, Barbara and David Graddo. "A Conversation on 'Being Multilingual'". <www.theatlantic.com/issues/2000/11/wallraff-graddo1.htm>; cf. <<http://www.english.co.uk/PoE/contents/cont.htm>>; also <web.info@english.co.uk> Wallraff, Barbara. "What Global Language?"- *The Atlantic Monthly*, November 2000, no. 5, 52-66 (cf. www.theatlantic.com/issues/2000/11/wallraff.htm) 11a; Walraff. Barbara and Anne Soukhanov, Anne. "A Richly Capable Mother Tongue." www.theatlantic.com/issues/2000/11/wallraff-soukhanoff.htm>. cf. "The Voices of the World." *National Geographic*, August 1999. 11c

Supplementary (optional) readings

1. Corder, Stephen Pit. *Introducing Applied Linguistics*. Harmondsworth: Penguin, 1973.
2. Dorian, Nancy. "Defining the Speech Community to Include its Working Margins." In *Sociolinguistic Variation in Speech Communities*. Ed. Suzanne Romaine. London: Edward Arnold, 1982. 25-34.
3. Duranti, Alessandro. *The Samoan Fono: A Sociolinguistic Study*. Canberra: Dept. of Linguistics, Research School of Pacific Studies, Australian National University, 1981.
4. Duranti, Alessandro. *From Grammar to Politics: Linguistic Anthropology in a Western Samoan Village*. Berkeley: University of California Press, 1994.
5. Duranti, Alessandro. *Linguistic Anthropology*. Cambridge: Cambridge University Press, 1997.
6. Duranti, Alessandro and Elinor Ochs. "Syncretic Literacy in a Samoan American Family." *Discourse, Tools, and Reasoning: Essays on Situated Cognition*. Eds. Lauren B. Resnick, Roger Saljo and Clotilde Pontecorvo. Berlin, New York: Springer, 1997.
7. Fishman, Joshua. "The Status and Prospects of Bilingualism in the United States." *Modern Language Journal*. 49 (1965): 143-55.
9. Fishman, Joshua A. *Advances in the Sociology of Language*. Vol. 1. The Hague: Mouton, 1971.
10. Fishman, Joshua. "The Sociology of Language." *Advances in the Sociology of Language*. Ed. Joshua A. Fishman. The Hague: Mouton, 1971. 217-404. Vol. 1.
11. Fishman, Joshua A. *Sociolinguistics*. Rowley, MA: Newbury House Publishers, 1972.
12. Fishman, Joshua A. *Language Loyalty in the United States*. New York: Arno Press, 1978.
13. Gumperz, John. "Linguistic and Social Interaction in Two Communities." *American Anthropologist* 6.66 (1964): 137-53.
14. Gumperz, John. "The Speech Community." *Language in Social Groups: Essays by John J.*

- Gumperz. Ed. Anwar S. Dill. Stanford: Stanford University Press, 1971. 113-118.
15. Hymes, Dell. *Foundations in Sociolinguistics*. Philadelphia: University of Pennsylvania Press, 1974.
16. Linguistic Minorities Project. *The Other Languages of England*. Ed Michael W. Stubbs. London, Boston: Routledge & K. Paul, 1985.
17. Lopez, David E. "Language: Diversity and Assimilation." *Ethnic Los Angeles*. Eds. Roger Waldinger and Mehdi Bozorgmehr. New York: Russell Sage Foundation, 1996.
Joshua Fishman and R. L. Cooper and Roxana Ma, eds. *Bilingualism in the Barrio*. New York: Yeshiva University Press, 1968.
18. Milroy, Lesley. *Observing and Analyzing Natural Language*. Ed Peter Trudgill. Vol. 12. Oxford: Blackwell, 1987.
19. Romaine, Suzanne, ed. *Sociolinguistic Variation in Speech Communities*. London: Edward Arnold, 1982.
20. Romaine, Suzanne. "What is a Speech Community?" *Sociolinguistic Variation in Speech Communities*. Ed. Suzanne Romaine. London: Edward Arnold, 1982. 13-24.
21. Romaine, Suzanne. *Bilingualism*. Ed Peter Trudgill. Vol. 13. Oxford: Blackwell, 1989.
22. Silva-Corvalan, Carmen. *Language Contact and Change: Spanish in Los Angeles*. Oxford: Clarendon Press, 1996.
23. Stubbs, Michael W., ed. *The Other Languages of England*. London: Routledge & Kegan Paul, 1985.
24. Trudgill, Peter. *The Dialects of England*. First ed. Cambridge: Blackwell, 1990.

Class requirements

1. Completing all assigned readings
2. Two papers
 - a) a 5-page linguistic autobiography, including, where relevant, a the description of languages of other family members, relatives and friends), 5 pages in length, due ten by the end of the third week.
 - b) a 10-page analysis if the student's native language or another s/he knows, involving the application of the sociolinguistic methodology covered in the first weeks of class; due at the end of the ninth week.

3. A midterm-examination
4. A final examination

Grading policy

Short paper (linguistic autobiography): 20%.

Second paper: 30%.

Mid-term examination: 10%.

Final examination: 40%.

APPENDIX I: Computer Data Base

The CCLE course web site for “Languages of Los Angeles” will include:

1. A general introduction to the course, its syllabus and a time schedule with selective reading list and supplementary bibliography for further reading.
2. A standard interview form for composing a linguistic biography, along with other types of linguistic interviews and a linguistic questionnaire (a list of pertinent linguistic questions to be answered by the speakers of a particular language).
3. A list of languages according to their genealogical classification. For some of these languages it should be possible, in principle, to compile information on:
 - the population speaking it in LA with a map of geographical distribution the city
 - history of this ethnic group
 - a brief sketch of the language with information on selective typological features (in a standard form)
 - degree of bilingualism/ cross-influences of the other languages, borrowings
 - relation to writing and other types of communication (for deaf-mutes etc.)
 - use in media (TV, radio, newspapers, journals)
 - use in school education/ universities/ churches.

A preliminary web site, to be integrated with that of CCLE site or remain as a stand-alone resource, has already been created for an incipient “Languages of Los Angeles” research project (see website: <http://www.humnet.ucla.edu/languagesofla>). Its goal is to map speech communities in Los Angeles County, focusing on the results of linguistic contact and interference. No comprehensive sociolinguistic study of a complex multilingual and multicultural city, such as we propose here, has ever been undertaken. The final results of the project should include linguistic maps of the city and its various parts that might help to create an overall general map showing the distribution of languages spoken in LA; see preliminary maps at <http://www.humnet.ucla.edu/flr/media/LAmap/LAmap.htm>

Future “dynamic” maps could document the spread of a separate language and of its varieties; combination of maps might make possible a future linguistic atlas of the city.



New Course Proposal

Slavic 87

Languages of Los Angeles

Course Number Slavic 87

Title Languages of Los Angeles

Short Title LANGUAGES OF LA

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites None

Course Description A comprehensive, interdisciplinary investigation of Los Angeles as a multilingual and multicultural metropolis. The course reviews and analyzes features of the major linguistic communities in the Los Angeles area (Armenian, Cantonese, Japanese, Korean, Mandarin, Russian, Spanish, and others) paying particular attention to social and cultural factors that play a role in the maintenance of the language used in any given ethnic group. Student will familiarize themselves with the discipline and methodology of urban linguistics as a part of urban geographical studies and as a tool for investigating the growing linguistic and cultural diversity of America's large cities.

Justification More than two hundred languages are spoken in the Los Angeles area, A knowledge of its linguistic workings would be invaluable for anyone living and working in an ethnically and culturally diverse community. The first objective of the course is to familiarize students with the typology of the languages of LA. The second is to study linguistic interaction, cross-influences, borrowing, and loan translations. The third is to examine language use and shift in immigrant-origin communities with specific reference to their participation in the social and political life of the broader Los Angeles area. The teaching of this course will have no effect on others taught in the Department. It could prepare students for additional work in any of the foreign languages taught at UCLA, as well as Linguistics and ethnic studies departments. Among those consulted about the course are Prof. Ed Keenan, when he was chair of Linguistics, and Brent Vine, when he was chair of the IDP in Indo-European studies. Faculty of these units and Slavic Languages & Literatures were also consulted.

Syllabus File [Slavic 87 Languages of LA OS ANGELES Syllabus.doc](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Course requirements:

1. Completing all assigned readings
2. Two papers
 - a) a 5-page linguistic autobiography, including, where relevant, a the description of languages of other family members, relatives and friends, 5 pages in length, due ten by the end of the third week.
 - b) a 10-page analysis if the student's native language or another s/he knows, involving the application of the sociolinguistic methodology

covered in the first weeks of class; due at the end of the ninth week.

3. A midterm-examination

4. A final examination

Grading policy

Short paper (linguistic autobiography): 20%.

Second paper: 30%.

Mid-term examination: 10%.

Final examination: 40%.

Effective Date Spring 2012

Instructor

Name

Title

Vyacheslav Ivanov

Professor

Quarters Taught

Fall

Winter

Spring

Summer

Department Slavic Languages & Literatures

Contact

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Routing Help

ROUTING STATUS

Role: Dean College/School or Designee - Stowell, Tim (tstowell@college.ucla.edu) - 54856

Status: Pending Action

Role: L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040

Status: Returned for Additional Info on 4/22/2011 4:11:36 PM

Changes: Course Number

Comments: Routing to Dean Stowell for approval

Role: Initiator/Submitter - Vroon, Ronald W (vroon@humnet.ucla.edu) - 58724

Status: Submitted on 4/21/2011 2:35:28 PM

Comments: Initiated a New Course Proposal

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