

Languages of the World and of New York City ELN105.xxxx (xxxxx)

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Fall 2021

Instructor's information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
 Also, please talk to me after class if you have any question about the class.
Class Schedule: xxx 1:00-3:15pm (Room TBD)
 xxx 1:00-2:00pm (Room TBD)

Course goals and objectives

Catalog Course Description: This writing-intensive course allows students with or without bilingual skills to become acquainted with principles of world language families and of language use in an urban context. The central theme of the class is language diversity among immigrants who contribute to the linguistic and cultural identity of New York City. The class discusses linguistic vitality, ethnic enclaves, cultural experiences, sociopolitical engagement among bilingual communities in NYC.

- As an urban studies course, ELN 105 uses the city as a learning laboratory and includes two out-of-classroom learning experiences.
- As a writing intensive course, ELN 105 requires weekly writing assignments, at least one of which will include an urban theme.
- As an e-portfolio course, ELN 105 demonstrates students' learning through the placement of their work in individual portfolios.

Section Description: This course allows students with no knowledge of linguistics to become acquainted with significant principles and attributes of world language families, and of language change and persistence in an urban context. Students will also gain insight into the perspectives of language typology, comparative analysis and the linguistic behavior of the cultures that have shaped and taken root in New York, including American Sign Language. The course enables students to assess the impact of colonization, migration and trade on language shifts, borrowing and the development of specific features of the New York idioms, in phonology, syntax, and vocabulary. It develops analytical categories to allow students to assess the status of language varieties and of language policies and enables students to do field observations of language use in our communities. More specifically, by the end of the semester, students will be able

- to identify examples of dialect continuum, boundaries, language shift, and borrowing
- to describe comparative methods used to recognize language families
- to interpret influences of migration, colonization, and trade on linguistic behavior
- to trace political and geographic influences on the spread of languages and explain the role of language in preservation of ethnic, religious and cultural identities in the form of paper [global learning]
- to identify the roles and classification of minority and dominant languages in context of an urban setting and describe the adaptation of migrants in the urban culture in the form of paper [global learning]
- to compare/contrast theories about the formation of pidgins and creoles and apply the concept of speech communities in the urban context
- to interpret evidence in sub-fields of linguistics, using sociolinguistic and anthropological perspectives to explore current language use and attitudes in New York

- to apply the comparative method of identifying language varieties and families
- to perform a field observation and analyze linguistic behavior in an urban setting

Note. The course bears 3 credits that fulfill LaGuardia's Urban Study graduation requirement.

Textbook, grading, and other class logistics

Textbooks: The textbook is available at the bookstore. Other readings or handouts will be distributed or posted on Blackboard.

Required (available via the Library database)

- Garcia, Ofelia & Fishman, Joshua A. (2011). *The Multilingual Apple: Languages in New York City* (2nd). New York, NY: Walter de Gruyter. .
- Foner, Nancy. (2013). *One Out of Three: Immigrant New York in the Twenty-First Century*. New York, NY: Columbia University Press. ISBN: 9780231159371.
- Pereltsvaig, Asya (2017). *Languages of the World: An Introduction*. Cambridge, Mass.: Cambridge University Press.

Suggested

- See the appendix for suggested resources for research project.

Weekly reading and writing assignments: Due almost every week at the start of class is a brief writing assignment, no more than a page in length. In your writing, be specific, refer to the text, and give examples. There will also be informal class presentations on the readings and quizzes.

Grades: The various course components will be weighted in the following manner to determine each student's course grade:

- Reading journal (2.5% x 12): 30%
- Field observation & report: 20%
- Final exam: 20%
- Final paper: 20%
- Final paper presentation: 10%
- ▶ Grade distributions: **A**: 95-100%, **A⁻**: 90-94%, **B⁺**: 86-89%, **B**: 83-85%, **B⁻**: 80-82%, **C⁺**: 76-79%, **C**: 73-75%, **C⁻**: 70-72%, **D⁺**: 66-69%, **D**: 63-65%, **D⁻**: 60-62%, **F**: -59%, **WU**: Unofficial withdraw (≈ F), **W**: Withdraw

Weekly schedule (subject to change)

Week	Topic
Week 01	<p>⇒ Class Topics</p> <p>Demographics of Bilingual Speakers in New York City UNESCO's language vitality (degree of endangerment) U.S. Census and American Community Survey</p> <p>📖 Readings</p> <p>- Labo, A. P. & Salvo, J. J. (2013). A Portrait of New York's Immigrant Mélange. In N. Foner (Ed.), <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>. (pp. 35-63). New York, NY: Columbia University Press.</p> <p>📝 Assignments</p> <p>Reading Journal</p>
Week 02	<p>⇒ Class Topics</p> <p>Bilingualism, Immigration, and Economic Growth in New York City Introduction to language typology and language families</p> <p>📖 Readings</p> <p>- Kallick, D. D. (2013). Immigration and Economic Growth in New York City. In N. Foner (Ed.), <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>. (pp. 64-89). New York, NY: Columbia University Press.</p>

	<p>📌 Assignments Reading Journal</p>
Week 03	<p>⇒ Class Topics Federal, State, and City Language Access / Limited English Proficiency Policies</p> <ul style="list-style-type: none"> - Title VI of the Civil Rights Act of 1964 - NYC Executive Order 120 (2008) and NYC Local Law 30 (2017) <p>Ten Priority languages in New York City (Arabic, Bengali, Simplified Chinese, Traditional Chinese, French, Haitian Creole, Korean, Polish, Russian, Spanish, and Urdu) Continued discussion on linguistic typology and language families</p> <p>📖 Readings</p> <ul style="list-style-type: none"> - A chapter in Pereltsvaig, Asya (2020). Languages of the World: An Introduction (3rd). Cambridge, Mass.: Cambridge University Press. <p>📌 Assignments Reading Journal</p>
Week 04	<p>⇒ Class Topics Spanish (Cuban, Dominican, and Puerto Rican)</p> <ul style="list-style-type: none"> - Dominicans and Cubans in Washington Heights, Inwood, Corona, and the Bronx - Puerto Ricans and Cubans in Lower East Side, Spanish Harlem, and Williamsburg <p>📖 Readings</p> <ul style="list-style-type: none"> - Dominicans: Community, Culture, and Collective Identity, by Silvio Torres- Saillant and Ramona Hernández - Zentella, A. C. (2011). Spanish in New York. In O. Garcia & J. A. Fishman (Eds.), The Multilingual Apple: Languages in New York City. (pp. 167-201). New York, NY: Walter de Gruyter. - Watch "36 Hours in Latino New York City - The New York Times" <p>📌 Assignments Reading Journal</p>
Week 05	<p>⇒ Class Topics Spanish (Mexican, The Andean states (Argentinian, Chilean, Columbian, Ecuadorian, Peruvian, Venezuelan), and the Caribbean)</p> <ul style="list-style-type: none"> - Colombians in Jackson Heights - Ecuadorian in Parkchester - Mexican in Little Spain, Crown Heights, Bushwick, Sunset Park, Elmhurst, Jackson Heights, Corona and Kew Gardens <p>The Andean states (Argentinian, Chilean, Columbian, Ecuadorian, Peruvian, Venezuelan) Field observation method</p> <p>📖 Readings</p> <ul style="list-style-type: none"> - Mexicans: Civic Engagement, Education, and Progress Achieved and Inhibited, by Robert Courtney Smith - Zentella, A. C. (2011). Spanish in New York. In O. Garcia & J. A. Fishman (Eds.), The Multilingual Apple: Languages in New York City. (pp. 167-201). New York, NY: Walter de Gruyter. <p>📌 Assignments Reading Journal</p>
Week 06	<p>⇒ Class Topics Arabic (MLA and Arabic dialects)</p> <ul style="list-style-type: none"> - Arabic in Bary Ridge/Dyker Heights, Bensonhurst/Bath Beach, Sheepshead Bay/Gerritsen Beach/Homecrest, New Springville/South Beach, and Astoria/Long Island City <p>Linguistic diglossia</p> <p>📖 Readings</p> <p>📌 Assignments Reading Journal</p>
Week 07	<p>⇒ Class Topics Russian and other Slavic languages in New York</p> <ul style="list-style-type: none"> - Russian in Brighton Beach/Coney Island, Sheepshead Bay/Gerritsen Beach/Homecrest, Bensonhurst/Bath Beach, Forest Hills/Rego Park, and Flatbush/Midwood

	<p>- Polish in Ridgewood/Glendale/Middle Village and Greenpoint/Williamsburg</p> <p>Readings</p> <p>- Orleck, A. (2013). Soviet Jews: The Continuing Russification Of Jewish New York. In N. Foner (Ed.), One Out of Three: Immigrant New York in the Twenty-First Century. (pp. 90-119). New York, NY: Columbia University Press.</p> <p>Assignments</p> <p>Reading Journal Field observation due</p>
Week 08	<p>⇒ Class Topics</p> <p>Mandarin and other Chinese languages</p> <p>- Chinese languages in Flushing/Murray Hill/Whitestone, Chinatown/Lower East Side, Bensonhurst/Bath Beach, and Sunset Park/Windsor Terrace</p> <p>Readings</p> <p>- Pan, S. (2011). Chinese in New York. In O. Garcia & J. A. Fishman (Eds.), The Multilingual Apple: Languages in New York City. (pp. 231-255). New York, NY: Walter de Gruyter.</p> <p>- Zhou, M. (2013). Chinese: Diverse Origins and Destinies. In N. Foner (Ed.), One Out of Three: Immigrant New York in the Twenty-First Century. (pp. 120-147). New York, NY: Columbia University Press.</p> <p>Assignments</p> <p>Reading Journal</p>
Week 09	<p>⇒ Class Topics</p> <p>Korean and other languages in South-East Asia (e.g., Thai, Vietnamese, and Tagalog)</p> <p>- Korean in Flushing/Murray Hill/Whitestone, Bayside/Douglaston/Little Neck, and Sunnyside/Woodside</p> <p>- Japanese in Upper East Side, Sunnyside/Woodside, and Chelsea/Clinton/Midtown Business District</p> <p>- Filipino and Tagalog in Elmhurst/South Corona, Sunnyside/Woodside, and Briarwood/Fresh Meadows/Hillcrest</p> <p>Readings</p> <p>- Min, P. G. (2013). Koreans: Changes In New York in The Twenty-First Century. In N. Foner (Ed.), One Out of Three: Immigrant New York in the Twenty-First Century. (pp. 148-175). New York, NY: Columbia University Press.</p> <p>Assignments</p> <p>Reading Journal</p>
Week 10	<p>⇒ Class Topics</p> <p>Creole Languages (Jamaican Patois/Creole, Haitian Creole)</p> <p>- Haitian Creole in Canarsie/Flatlands, Queens Village/Cambria Heights/Rosedale, East Flatbush/Farragut/Rugby, and Flatbush/Midwood</p> <p>- Jamaican Creole in Wakefield, Williamsbridge/Woodlawn, Co-op City/Pelham Bay/Schuylerville, and Pelham Parkway/Morris Park/Laonia</p> <p>Deaf community (ASL signers) in New York City</p> <p>Language contact and language mixing</p> <p>Readings</p> <p>- Berotte Joseph, C. M. (2011). Haitian Creole in New York. In O. Garcia & J. A. Fishman (Eds.), The Multilingual Apple: Languages in New York City. (pp. 281-299). New York, NY: Walter de Gruyter.</p> <p>- Winer, L. & Jack, L. (2011). Caribbean English Creole in New York. In O. Garcia & J. A. Fishman (Eds.), The Multilingual Apple: Languages in New York City. (pp. 301-353). New York, NY: Walter de Gruyter.</p> <p>- Vickerman, M. (2013). Jamaicans: Balancing Race and Ethnicity. In N. Foner (Ed.), One Out of Three: Immigrant New York in the Twenty-First Century. (pp. 176-199). New York, NY: Columbia University Press.</p> <p>Assignments</p> <p>Reading Journal</p>
Week 11	<p>⇒ Class Topics</p>

	<p>South Asian languages (e.g., Bengali, Urdu/Hindi, and Nepali) and Other Languages with Historically Significant Connection with New York City (Hebrew, Italian, Polish, and Dutch)</p> <p>- Bengali in Jamaica/Hollis/St. Albans, Briarwood/Fresh Meadows/Hillcrest, Castle Hill/Clason Point/Parkchester, and Jackson Heights/North Corona</p> <p>Readings</p> <p>- Sridhar, K. K. (2011). The languages of India in New York. In O. Garcia & J. A. Fishman (Eds.), <i>The Multilingual Apple: Languages in New York City</i>. (pp. 257-279). New York, NY: Walter de Gruyter.</p> <p>- Haller, H. W. (2011). Italian in New York. In O. Garcia & J. A. Fishman (Eds.), <i>The Multilingual Apple: Languages in New York City</i>. (pp. 119-142). New York, NY: Walter de Gruyter.</p> <p>Assignments</p> <p>Reading Journal</p>
Week 12	<p>Class Topics</p> <p>Linguistic diversity in New York City in the 21st century</p> <p>Readings</p> <p>- Kasinitz, P., Mollenkopf, J. H., & Waters, M. C. (2013). The Next Generation Emerges. In N. Foner (Ed.), <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>. (pp. 267-282). New York, NY: Columbia University Press.</p> <p>- Fishman, J. A. (2011). Do ethnics have culture? And what's so special about New York anyway?. In O. Garcia & J. A. Fishman (Eds.), <i>The Multilingual Apple: Languages in New York City</i>. (pp. 341-353). New York, NY: Walter de Gruyter.</p> <p>Assignments</p> <p>Reading Journal</p> <p>Video-taped presentations of the final research project</p>
Final Week	<p>Final exam</p> <p>Final paper due</p>

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with the College's Declaration of Pluralism, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded."(120).

DRAFT April 19, 2021 12:42 Noon