

# Language, Culture, and the Texas-German Experience

**Spring 2010**

GRC 327E (38302), AMS 370 (29819), LIN 350 (41128), ANT 324L (30308)

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Class meets: T, Th 11:00 a.m. – 12:30 p.m. BUR 337  
Office Hours: Th 9:00 a.m. – 10:00 a.m. and by appointment

## **Course Description:**

Have you ever wondered why German is spoken in places like New Braunfels and Fredericksburg, Texas? This course explores the relationship between immigrants in the U.S. and their languages and cultures as pertains to the German speaking immigrants who came to Texas starting in the 1840s. Readings, discussions, and assignments will explore the following questions, among others:

- What are the linguistic and cultural consequences of immigration?
- How are immigrant languages changed by contact with the host country's language – and vice versa?
- What generalizations can be made about language choice and functions, language learning, and inter-lingual communication in immigrant settings?
- What effect do national policies have on immigrants and their languages?
- What is the relationship between language and identity?
- What are the advantages and disadvantages of bilingual education?

Discussing topics such as cultural identity, language contact, and both language maintenance and shift, we will focus on immigration in the United States, with particular reference to German speakers in Texas. Linguistic insights are augmented by relevant work from historians, anthropologists, and geographers. This course fulfills the University's requirements for a course with a significant writing component. No knowledge of German is required since the course is taught in English. All texts are in English. This is a writing flag class.

## **Course Readings:**

- Course Packet on electronic reserve (<http://reserves.lib.utexas.edu>)  
Password(s) will be announced in class.

Optional on-line tool: Texas German timeline (beta-stage, not all information is 100% accurate yet):

[http://fasttex-dev.diia.utexas.edu/german\\_timeline/](http://fasttex-dev.diia.utexas.edu/german_timeline/)

## **Course Requirements & Grading:**

Weekly readings: ca. 40-60 pages of articles from the linguistic, anthropological, and historical literature (in course pack) dealing with Texas Germans. The final grade (using plus/minus grading system) will consist of the following components:

1. Class participation and homework: 10%
2. Midterm exam: 10%
3. Four essays (one of which needs to be revised and turned in by the last class day), totaling at least 16 pages: 60%
4. Final exam: 20%

### **Formatting of papers:**

Papers need to be printed (clearly, preferably on a laser printer), in 12 pt. Times New Roman, single spaced, with 1" margins on top, bottom, left and right.

### **CLASS AND CLASSROOMS:**

Cell phones must be turned off in class; computers may be used only for note-taking. If a student uses electronic devices for non-class related activities and creates a disturbance s/he will be asked to leave for the remainder of that class.

### **ACADEMIC ASSISTANCE**

- Academic Assistance is provided by the UT Learning Center, in Jester Center, Room A332A. It offers help with college-level writing, reading, and learning strategies. It is free to all currently enrolled students.
- See: <<http://www.lib.utexas.edu/services/assistive/policy.html>> for requesting help you need in using the main library (PCL) or the Fine Arts Library (for films).

### **STUDENTS WITH DISABILITIES**

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY. Any student with a documented disability who requires academic accommodations should contact the Service for Students with Disabilities as soon as possible to request an official letter outlining authorized accommodations. These letters must be given to your TAs to receive accommodations. See: <<http://www.utexas.edu/diversity/ddce/ssd/index.php>>.

### **SYLLABUS AND ASSIGNMENTS:**

All requirements have been given to you in writing, in the package including this sheet. If you don't read it and miss something, it's not our problem. **NO LATE WORK ACCEPTED**; see the conditions for making up work for medical and other leaves are listed in the next section.

### **RELIGIOUS HOLIDAYS AND OTHER ABSENCES**

- Students can make up work missed because of a religious holiday as long as they provide the instructor with documentation **at least one week before** the holiday occurs.
- The same applies to official university obligations like Club or Varsity sports.
- Documentation from a physician is required for medical absence; arrangements for work to be made up must be made promptly, and in no case should the work be completed more than 2 weeks after the absence.
- Other absences (e.g. family events) must be arranged for at least **TWO WEEKS IN ADVANCE** and missed work must be turned in at the **NEXT CLASS SESSION** upon return.

## CHEATING AND PLAGIARISM

Cheating and other forms of scholastic dishonesty, including plagiarism, will be reported to the Dean of Students. Cheating on tests or plagiarism on papers is an F for the assignment, with no makeup possible. If you engage in any form of scholastic dishonesty more than once, you will receive an automatic F for the course.

If you are unsure about the exact **definition of scholastic dishonesty**, you should consult the information about academic integrity produced by the Dean of Students Office:

<[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)>.

**Plagiarism** means using words or ideas that are not your own without citing your sources and without indicating explicitly what you have taken from those sources. If you are unsure about what constitutes plagiarism, consult:

<<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>>

What does "**citing your sources**" mean? It means providing appropriate footnotes and bibliographic entries. See <<http://www.lib.utexas.edu/services/instruction/learningmodules/citations/>>.

To make correct citations, researchers often use bibliographic software like UT's "Noodlebib"

<<http://www.lib.utexas.edu/noodlebib/>> or Zotero <<http://www.zotero.com>>.

## ADDITIONAL INFORMATION ON CHEATING:

The Student Judicial Services Website provides official definitions of plagiarism and cheating:

- Definitions of plagiarism and other forms of scholastic dishonesty, based on Section 11-802d of UT's *Institutional Rules on Student Services and Activities*:

[http://deanofstudents.utexas.edu/sjs/scholdis\\_plagiarism.php](http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php)

- The University's Standard of Academic Integrity and Student Honor Code (from Chapter 11 of the University's *Institutional Rules on Student Services and Activities*):

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

- Consequences of scholastic dishonesty:

[http://deanofstudents.utexas.edu/sjs/scholdis\\_conseq.php](http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php)

- Types of scholastic dishonesty: unauthorized collaboration, plagiarism, and multiple submissions: [http://deanofstudents.utexas.edu/sjs/scholdis\\_whatish.php](http://deanofstudents.utexas.edu/sjs/scholdis_whatish.php)

## Writing Center:

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

## Class Schedule:

(Subject to revision)

NB: It is your responsibility to keep current with the reading. The readings are on electronic reserve. Homework assignments (reaction papers) will be announced in class and on the electronic reserves course page (<http://reserves.lib.utexas.edu>).

Week	Class	Topic	Assignments (due next class)
1: Introduction	1/19	150 years of Texas Germans: Goal and organization of course	Geue (1970): History of Germans in Texas (pp. 22-35)
	1/21	Germany in the 19 <sup>th</sup> Century	Biesele, Ch. 1 (pp. 1-20)
2: Setting the stage	1/26	Reasons for Emigration	Wegge (1998), pp. 30-54
	1/28	German immigrants in Texas before and after 1836	Geue (1970): History of Germans in Texas (pp. 1-21)
3: Organized emigration to Texas	2/2	The “Adelsverein”	Morgenthaler, Ch. 2 (pp. 7-34) <b>Essay 1 due:</b> Immigration to the U.S.
	2/4	Organization by the Adelsverein	Morgenthaler, Ch. 3 (pp. 35-52) Tetzlaff (1978): A guide for German immigrants (pp. 13-19)
4: Language and Culture	2/9	Culture as part of a person’s identity	Agar (1994): Culture (pp. 108–139)
	2/11	The meaning of “Deutsch” in Texas	Stevenson (1997): What “deutsch” means (pp. 4-17) Lich, Ch. 4 (pp. 123-152)
6: Texas-German Settlement Patterns	2/16	New Braunfels	Biesele, Ch. 6 (pp. 111-138) <b>Essay 2 due:</b> Language, culture, and identity.
	2/18	Fredericksburg	Morgenthaler, Ch. 4 (pp. 53-72)
7: “Texas Germans” as a distinct group	2/23	Dialect, language, and identity	Preston (1993): Folk Dialectology (pp. 333-377)
	2/25	Farming, Economic and social life	Jordan, Ch 3 (pp. 31-59), Biesele, Ch. 11 (pp. 208-227)
8: A changing linguistic and cultural identity	3/2	Languages in contact: language contact and language maintenance	Holmes (1992), Ch. 3 (pp. 55-76)
	3/4	German identity in Texas	Lich, Ch. 4 (pp. 159-183)
9: Texas German organizations	3/9	<b>Midterm Exam</b>	
	3/11	Schools; singing, shooting, and dancing clubs	Reading to be announced

10: Spring Break	3/16 3/18	NO CLASS.	
11: Texas Germans in the Civil War	3/23	Texas Germans in conflict	Morgenthaler, Ch. 8, 9 (pp. 129-165) <b>Essay 3 due: topic t.b.a.</b>
	3/25	Death on the Nueces	Stewart (1997), (pp. 16-38)
12: The Texas German Dialect	3/30	Texas German: What is it?	Wilson (1978)
	4/1	English influences on Texas German	Guion (1996)
13: New Braunfels: linguistic and cultural changes	4/6	New Braunfels 1845-1890	Boas (2009), Ch. 3 (pp. 33-54)
	4/8	New Braunfels 1890-2000	Boas (2009), Ch. 3 (pp. 55-75)
14: World War I and anti-German sentiments	4/13	Anti-German sentiments before and during World War I	Tolzmann (2000), The first World War (pp. 268-295) <b>Essay 4 due: topic t.b.a.</b>
	4/15	Texas Germans and The Klan after World War I: "Cultural Assimilation"	Kamphoefner (2008), pp. 52-66 Higham (1992): Crusade for Americanization, pp. 72-84
15: Language Death and its cultural consequences	4/20	Why is Texas German dying?	Boas (2009), Ch. 6, pp. 239-264
	4/22	Why are other languages and cultures dying?	Chrystal (2000), Ch. 3.
16: Saving Texas German	4/27	What happens when Texas German is dead?	Boas (2009), Ch. 6 (pp 264-282)
	4/29	Comparison with other dying cultures and languages	Nettle & Romaine (2000), Ch. 4.
17: One nation, one language?	5/4	English only and multilingualism in Texas	Nettle & Romaine, (2000), Ch. 8.
	5/6	FINAL EXAM	<b>Revised essay due</b>