

University of Massachusetts Amherst

Department of Anthropology

Anthropology 497LQ

Latin@s and Languages

Spring 2015



...I believe she doesn't come out because she is afraid to speak English, and maybe this is so since she only knows eight words. She knows to say: *He not here* for when the landlord comes, *No speak English* if anybody else comes, and *Holy smokes*. I don't know where she learned this, but I heard her say it one time and it surprised me.

...Home. Home. Home is a house in a photograph, a pink house, pink as hollyhocks with lots of startled light. The man paints the walls of the apartment pink, but it's not the same, you know. She still sighs for her pink house, and then I think she cries. I would.

...¿Cuándo, cuándo, cuándo? she asks.

¡Ay, caray! We are home. This is home. Here I am and here I stay.

Speak English. Speak English. Christ!

¡Ay! Mamacita, who does not belong, every once in a while lets out a cry, hysterical, high, as if he had torn the only skinny thread that kept her alive, the only road out to that country.

And then to break her heart forever, the baby boy, who has begun to talk, starts to sing the Pepsi commercial he heard on T.V.

No speak English, she says to the child who is singing in the language that sounds like tin. No Speak English, no speak English, and bubbles into tears. No, no, no, as if she can't believe her ears.

-Sandra Cisneros, "No Speak English," from *The House on Mango Street*

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Office hours: Tuesdays, 1:30pm-3:30pm

Course Meetings

Mondays from 3:00pm-5:00pm at Holyoke High School 227
Wednesdays at UMass from 2:30pm-3:45pm in Herter 101

Course Description

This community-based research course focuses on the role of language in the construction of Latin@ identities. We will be partnering with students at Holyoke High School in Holyoke, MA to document and analyze linguistic practices in this predominantly Latin@ high school and its surrounding community. In this setting, linguistic diversity is often viewed as a handicap to overcome based on deficit-based perspectives, rather than a resource to be developed based on asset-based perspectives. Students will be trained in sociolinguistic and ethnographic research methods in order to collect data that combats linguistic and cultural stigmatization in this community. We will address issues such as socialization, standardization, symbolic power, linguistic nationalism, stigmatization, bilingualism/bidialectalism, codeswitching/styleshifting, “accent,” enregisterment, and language policy. These areas of concentration will interrogate folk notions about the nature of “Spanglish,” “Ebonics,” indigenous languages, and the “correct” way to “speak Latin@.” The goal is to draw upon tools developed in linguistic anthropology, anthropological linguistics, and sociolinguistics, as well as other approaches to social and cultural analysis, in order to develop understandings of the complex ways in which Latin@ identities shape and are shaped by language in the contemporary moment.

Goals

This course draws on interactive lectures, reading assignments, writing exercises of varying lengths, facilitated discussions, and community activities in order to guide students as they develop understandings of the relationship between language and Latin@ identities. These understandings will build from a consideration of interdisciplinary approaches to the analysis of linguistic practices and social structures. In the spirit of engaged scholarship, we will refine our understandings through *praxis*, the joint consideration of theory and practice. With this approach in mind, we will continually make sense of the theoretical concepts that are central to this course in terms of the ways in which they can be recognized in everyday life. Remember that this effort will require you to *re-analyze* your own and others’ lived experiences through the lens of social and cultural analysis. Additionally, this course seeks to increase your interest in and familiarity with the multiple varieties of language – written, typed, signed, spoken, etc. – that constitute Latinas’/os’ linguistic repertoires.

Evaluation and Assignments

Percentage of Overall Evaluation

* Attendance and Participation	20%
* Language Autobiography/Inventory	10%
* Community Report	20%
* Facilitation/Discussion Questions	10%
* Community Engagement	40%
	100%

1. Attendance and Participation (20%)

Twenty percent of your evaluation will reflect overall class attendance and participation. These points will be based on attendance, involvement in class by raising questions and issues, listening and responding respectfully to others, and participating in group work. Excellent class attendance and participation means not missing class without notice, being on time and staying for the full time (i.e., not packing up before the class ends), and being actively engaged in the class.

2. Language Autobiography/Inventory (10%)

The language autobiography/inventory will be assigned at the beginning of Week 3 and due in class at the beginning of Week 4. This assignment, 3-5 pages in length, will require you to draw on course concepts in order to document the way that your linguistic repertoire has taken shape over time. You will also be required to analyze the specific varieties of language that you utilize during a particular day of your choice. Depending on your linguistic repertoire, this paper might require you to present materials in various languages. This assignment will count toward 10% of your overall evaluation.

3. Community Report (20%)

You will work with your classmates to compose a community report focused on language, literacy, and culture in Holyoke. This report will synthesize the research that you conduct with Holyoke High School students and serve as a resource for community members, educators, and policy makers.

4. Facilitation/Discussion Questions (10%)

You are each required to facilitate an in-depth discussion of the readings at least one time during the semester. You will present key ideas in the reading, lead a discussion based on the reading, and offer examples to illustrate key concepts. Making the discussions successful requires careful preparation; therefore, to be fair to the rest of the class and to me, you may not change your selection or reschedule if you miss class or are unprepared on your designated date.

For the day that you sign up to facilitate discussion, you are expected to develop a set of discussion questions and a creative way in which to guide the discussion. You will prepare a handout with your reflections on the readings and your discussion questions. This handout should be approximately one single-spaced page. Feel free to bring in any visual media to supplement your handout.

Your Discussion Question and Facilitation assignment will be worth 10% of your evaluation. Points will be based on your preparation, relevant examples, and classroom presentation.

5. Community Engagement (40%)

We will meet weekly in Holyoke with students at Holyoke High School. This is the central component of this course. You will help to plan and facilitate each of these community meetings. You will also participate in community activities such as Holyoke Bound and other events that we will schedule as a class. You will keep an observation journal and create at least a two-page entry for each of our meetings in Holyoke. Journal entries will consist of observations and preliminary analyses.

Course Texts

All required readings are available on the Moodle site for this course. Please contact me if you have any problem accessing these readings. Students are expected to complete ALL required readings for this course.

Course Schedule

Week 1 (January 21): Introductions and Overview

Week 2 (January 26/28): Reframing “Language,” “Culture,” and “Latin@s”

1/26: Holyoke High School

1/28: UMass

1. Lippi-Green, Rosina. 1997. “The linguistic facts of life,” in *English with an Accent: Language, ideology, and discrimination in the United States*. New York, NY: Routledge. (Pp. 7-40)

2. Anzaldúa, Gloria. 1987. "How to Tame a Wild Tongue," in *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books. (Pp. 75-86)
3. LaFountain-Stokes, Lawrence. 2005. The Queer Politics of Spanglish. *Critical Moment* 9.

Week 3 (February 2/4): Language Ideologies in the Latin@ Context Pt.1

2/2: Holyoke High School

2/4: UMass

1. Martínez, Glenn A. 2006. "Language Ideologies," in *Mexican Americans and Language: Del Dicho al Hecho*. Tucson, AZ: University of Arizona Press. (Pp. 3-18)
2. Haviland, John. 2003. "Ideologies of Language: Some Reflections on Language and U.S. Law." *American Anthropologist*. 105(4):764-774.
3. Hill, Jane. "Language, Race, and White Public Space." *American Anthropologist*. 100(3):680-689.

Week 4 (February 9/11): Language Ideologies in the Latin@ Context Pt. 2

2/9: Holyoke High School

2/11: UMass

1. Urciuoli, Bonnie. 1998. "Good English as Symbolic Capital," in *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*. Boulder, CO: Westview Press. (Pp. 107-135)
2. Aparicio, Frances. 2000. "Of Spanish Dispossessed," in *Language Ideologies: Critical Perspectives on the Official English Movement*, edited by Roseann Dueñas González and Ildikó Melis. Urbana, IL: NCTE. (Pp. 248-275)

Week 5 (February 16/18): Latin@ Heteroglossia: Code(switching), Style(shifting), and (En)Register(ment)

2/16: No Class, Presidents' Day

2/18: UMass

1. Zentella, Ana Celia. 2009[2002]. "Latin@ Languages and Identities," in *Latinos: Remaking America*. Berkeley, CA: University of California Press. (Pp. 21-35)
2. Martínez, Glenn A. 2006. "Mexican American Code Switching" in *Mexican Americans and Language: Del Dicho al Hecho*. Tucson, AZ: University of Arizona Press. (Pp. 94-108)
3. Rosa, Jonathan. 2014. "Nuevo Chicago: Language, Diaspora, and Latina/o Panethnic Formations," in *A Sociolinguistics of Diaspora: Latino Practices, Identities, and Ideologies*, edited by Rosina Marquez and Luisa Martín Rojo. New York: Routledge. (Pp. 31-47)

Week 6 (February 23/25): Bilingual Education Pt. 1

2/23: Holyoke High School

2/25: UMass

1. Santa Ana, Otto. 2002. "American Discourse on NATION and LANGUAGE: The 'English for the Children' Referendum," in *Brown Tide Rising: Metaphors of Latinos in Cotemporary American Public Discourse*. (Pp. 197-249)
2. García, Ofelia, and Rosario Torres-Guevara. 2010. "Monoglossic Ideologies and Language Policies in the Education of U.S. Latinas/os," in *Handbook of Latinos and Education: Theory, research, and practices*, edited by Enrique G. Murillo, Jr., Sofía A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez, and Margarita Machado-Casas. New York: Routledge. (Pp. 182-194)

Week 7 (March 2/4): Bilingual Education Pt. 2

3/2: Holyoke High School

3/4: UMass

1. García, Ofelia. (2014). "Countering the Dual: Transglossia, Dynamic Bilingualism and Translanguaging in Education," in *The Global-Local Interface, Language Choice and Hybridity*, edited by R. Rubdy & L. Alsagoff. Bristol, United Kingdom: Multilingual Matters. (Pp. 100-118)
2. Flores, Nelson. 2013. "Silencing the Subaltern: Nation-State/Colonial Governmentality and Bilingual Education in the United States." *Critical Inquiry in Education*. 10(4):263-287.

Week 8 (March 9/11): Language Socialization Pt. 1

3/9: Holyoke High School

3/11: UMass

1. Zentella, Ana Celia. 2005. "Premises, Promises, and Pitfalls of Language Socialization Research in Latino Families and Communities," in *Building on Strength: Language and Literacy in Latino Families and Communities*. New York, NY: Teachers College Press, edited by Ana Celia Zentella. (Pp. 13-30)
2. González, Norma. 2005. "Children in the Eye of the Storm: Language Socialization and Language Ideologies in a Dual-Language School," in *Building on Strength: Language and Literacy in Latino Families and Communities*. New York, NY: Teachers College Press, edited by Ana Celia Zentella. (Pp. 162-174)

Week 9 (March 16/18): No Class, Spring Break

Week 10 (March 23/25): Language Socialization Pt. 2

3/23: Holyoke High School

3/25: UMass

1. Baquedano-López, Patricia. 1997. "Creating Social Identities through *Doctrina* Narratives," *Issues in Applied Linguistics*. 8(1): 27-45. (Reprinted in *Linguistic Anthropology: A Reader*, Pp. 343-358)
2. Castañeda, Antonia I. 2004. "¿Qué dice? ¿Qué dice?: Child Translators and the Power of Language," in *Tongue-Tied: The Lives of Multilingual Children in Public Education*, edited by Otto Santa Ana. Lanham, MD: Rowman & Littlefield. (Pp. 66-69)
3. Reynolds, Jennifer and Marjorie Faulstich Orellana. 2009. "New Immigrant Youth Interpreting in White Public Space." *American Anthropologist*. 111(2):211-223.

Week 11 (March 30/April 1): Making Race, Ethnicity, Class, and Nation through Language Pt. 1

3/30: Holyoke High School

4/1: UMass

1. Urciuoli, Bonnie. 1998. "Racialization and Language" in *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*. Boulder, CO: Westview Press. (Pp. 15-40)
2. Mendoza-Denton, Norma. 2008. "Hemispheric Localism: Language, Racialized Nationalism, and the Politicization of Youth," in *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. Malden, MA: Blackwell. (Pp. 101-147)

Week 12 (April 6/8): Making Race, Ethnicity, Class, and Nation through Language Pt. 2

4/6: Holyoke High School

1. Lavadenz, Magaly. 2005. "Como Hablar en Silencio (Like Speaking in Silence): Issues of Language, Culture, and Identity of Central Americans in Los Angeles," in *Building on Strength: Language and Literacy in Latino Families and Communities*. New York, NY: Teachers College Press, edited by Ana Celia Zentella. (Pp. 93-109)
2. Rosa, Jonathan. 2014. "Learning Ethnolinguistic Borders: Language and Diaspora in the Socialization of U.S. Latinas/os," in *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational Communities*, edited by Rosalie Rolón-Dow and Jason G. Irizarry. New York, NY: Peter Lang Publishing. (Pp. 39-60)
3. Bailey, Benjamin. 2000. "The Language of Multiple Identities among Dominican Americans." *Journal of Linguistic Anthropology*. 10(2):190-223.

Week 13 (April 13/15): Authenticity and Appropriation

4/13: Holyoke High School

4/15: UMass

1. Hill, Jane H. 2009. "Covert Racist Discourse: Metaphors, Mocking, and the Racialization of Historically Spanish-Speaking Populations in the United States" and, in *The Everyday Language of White Racism*. Malden, MA: Wiley-Blackwell. (Pp. 119-157).
2. Mason Carris. 2011. "La Voz Gringa: Latino Stylization of Linguistic (In)Authenticity as Social Critique." *Discourse & Society*. 22(4):474-490.
3. Zentella, Ana Celia. 2003. "José, Can You See?" Latin@ Responses to Racist Discourse," in *Bilingual Aesthetics*, edited by Doris Sommer. Durham: Duke University Press. (Pp. 51-66)

Week 14 (April 20/22): Debating Spanglish

4/20: Holyoke High School

4/22: UMass

1. Martínez, Glenn A. 2006. "Language Maintenance and Shift," in *Mexican Americans and Language: Del Dicho al Hecho*. Tucson, AZ: University of Arizona Press. (Pp. 40-59)
2. Otheguy, Ricardo and Nancy Stern. 2010. "On So-Called Spanglish." *International Journal of Bilingualism*. 15(1):85-100.
3. Zentella, Ana Celia. Forthcoming. "Spanglish: Language Politics vs. El Habla del Pueblo."

Week 15 (April 27/29): Latin@ Languages and Identities Beyond Borders

4/27: Holyoke High School

4/29: UMass

1. Martínez, Ramón and P. Zitlali Morales. 2014. "¿Puras Gorserías?: Rethinking the Role of Profanity and Graphic Humor in Latin@ Students' Bilingual Wordplay." *Anthropology & Education Quarterly*. 45(4):337-354.
2. Martínez, Ramón. 2013. "Reading the World in Spanglish: Hybrid Language Practices and Ideological Contestation in a Sixth-Grade English Language Arts Classroom." *Linguistics and Education*. 24:276-288.