

Stanford University in Santiago

OSPSANTG88:

Language and Resistance Across the Americas

Autumn 2026

Instructor: Dr. Jonathan Rosa

Course Meetings: Tuesday/Thursday, 12:40-2:00pm

Location: TBD

Office Hours: By appointment

Course Description

From declarations of linguistic rights and multilingual education advocacy to the creation of protest slogans and antiestablishment political narratives, language is both an important focus of and contributor to distinctive social movements. This course considers the role of language in various political struggles in the Americas. It begins by surveying historical and contemporary readings in the humanities and social sciences focused on language and resistance in the Chilean and broader Latin American contexts. It also provides opportunities to ground these readings through visits to key sites in Santiago which serve as workshops for examining language and power in the contemporary urban landscape. Students will gain insight into how language contributes to the reproduction and contestation of dominant power structures, including those linked to civic participation, labor, and education.

Guidelines and Requirements

This course is designed to introduce students to scholarly frameworks and contexts for examining language and political struggles in the Americas. Our work will consist of engagement with readings and other course materials in preparation for our regular meetings, participation in and facilitation of class discussions, field trips to key sites in Santiago and the creation of corresponding field notes, and the design and completion of a research project focused on the role of language in a Latin American social movement.

1. Attendance and participation

You are expected to arrive to our regular class meetings having reviewed the required readings and prepared to engage in dialogue about them. All readings are available on Canvas. You are also expected to attend field trips to designated sites outside of our regular classroom space.

2. Discussion facilitation

Each student will sign up for two class meetings in which to collaboratively facilitate discussion. For the days in which you sign up for this exercise, you will identify key concepts, find relevant media examples, and develop discussion questions. You will also

prepare a handout with your reflections on the reading and your questions. This handout should be no longer than 1-2 single-spaced pages. There is no possible way that you can get to all the issues covered in the reading, so focus on whatever ideas interest you most.

3. Field notes

During our visits to sites outside of class, you are expected to document your experience through the creation of field notes. Your field notes might consist of photos, notes, documents, or other materials to help contextualize your visit and connect it to our class readings, discussions, and concepts. After each visit you will submit your field notes via Canvas. We will discuss the format of the field notes in class. The goal of this exercise is to provide a constructive way in which to connect our field trips to the broader themes of the course.

4. Research project

You will conduct independent research focused on a Latin American social movement and the role of language in it. This can either be a social movement directly focused on language rights, or an analysis of discourses within a broader social movement. You will present a proposal of this research during Week 5. Your proposal should identify the social movement, the relevance of language to it, the key questions that motivate your research, the literatures that you plan to engage to inform your work, and a reflection on whether/how your project might aspire to contribute to a broader movement. Your final project will be 2500 words. You will be required to draft 500 words a week over the last five weeks of class. On the last day of class, each student will present their research project.

Grading Breakdown

Attendance and participation: 20%

Discussion facilitation: 20%

Field notes: 20%

Research project: 40%

Total: 100%

Learning Goals

*Hone skills for examining the reproduction and contestation of societal hierarchies across distinctive historical and contemporary contexts.

*Develop and demonstrate critical, conceptual thinking about the nature of social difference informed by scholarly literatures.

*Discern and identify distinct concepts and theoretical perspectives in the sociocultural analysis of language and social movements.

*Assess and apply theoretical frameworks to diverse social realities through experiential exercises.

*Engage with social theory and cases studies, and learn to discuss and write about them effectively through independent research.

*Take on leadership roles by collaboratively facilitating course discussions and conducting independent research.

Course Schedule

Week 1: Introducing Approaches to Language and Social Justice Across Contexts

Meeting 1 – September 29

1. Global Entanglements of Language and Social Justice, Inmaculada M. García-Sánchez, Kathleen C. Riley, and Bernard C. Perley (p. 1-8; 11-16)
2. Preface and Applied Linguistic Anthropology and Social Justice, Netta Avineri and Patricia Baquedano-López (xii-xvi; p. 1-27)

Meeting 2 – October 1

1. Latin America, Ofelia García, Dina López, Carmina Makar (pp. 353-370)
2. Linguistic Human Rights and Language Revitalization in Latin America and the Caribbean, Marleen Haboud, Rosaleen Howard, Josep Cru, and Jane Freeland (pp. 201-220)

Week 2: From Global to Local Contexts of Struggle

Meeting 1 – October 6

1. Centering Language: A Lexicon for Language and Social Justice Issues, Netta Avineri and Patricia Baquedano-López (pp. 28-48)
2. [Universal Declaration of Linguistic Rights; proposed updates](#)
3. [International Work Group for Indigenous Affairs: Chile](#)
4. Review [Chilean governmental site on the promotion of Indigenous languages](#)

Meeting 2 – October 8

1. An Overview of Indigenous Peoples in Chile and Their Struggle to Revitalise Their Native Languages: The Case of Mapudungun, Paulina Moya-Santiago, Javiera Quiroga-Curín (pp. 1-7)
2. Pursuit of Health/Communicative Justice through an Intercultural health Model in Gulumapu (Chile), Jennifer R. Guzmán (pp. 392-411)

Week 3: Connecting Struggles Over Language to Broader Political Struggles

Meeting 1 – October 13

1. *What Is:* Applied Linguistic Anthropological Methods for LSJI Inquiry, Netta Avineri and Patricia Baquedano-López (pp. 49-79)
2. Neoliberal Discourses and the Emergence of An Agentic Field: The Chilean Student Movement, Carlina Guzmán-Valenzuela (pp. 47-58)

Meeting 2 – October 15

*Watch film: No

1. How Chile's Ad Men Ousted Pinochet: The Real Life Story Behind the New Film No, Paul Kendall
2. "No" and *No*: The Campaign of 1988 and Pablo Larraín's Film, Paula T. Cronovich (pp. 165-176)

Week 4: Renarrating Ongoing Pasts, Presents, Futures

*Field Trip: Museo de la Memoria y los Derechos Humanos; Museo de la Solidaridad Salvador Allende

Meeting 1 – October 20

1. *What Has Been*: Deepening the Connections between Past and Present, Netta Avineri and Patricia Baquedano-López (pp. 80-106)

Meeting 2 – October 22

2. Truth processes and decolonial transformation: A comparative view of Guatemala, Peru, Chile and Colombia. Carola Ramos-Cortez and Timothy MacNeill (pp. 208-224)

Week 5: Language and Resistance in Contemporary Protest Part 1

*Present research project proposals

Meeting 1 – October 27

1. *What Could Be*: Relationships, Aspirations, and Actions, Netta Avineri and Patricia Baquedano-López (pp. 107-141)

Meeting 2 – October 29

Visit: Plaza Baquedano/"Plaza de la Dignidad"; former site of the statue of the military war hero General Baquedano; key site of 2019-2021 protests

1. The 2019-2020 Chilean anti-neoliberal uprising: A catalyst for decolonial de-monumentalization, Manuela Badilla and Carolina Aguilera (pp. 1226-1240)
2. [Voices of Conflict: Interview with Camilo, six weeks of resistance on the front line, Rodrigo Yañez.](#)

Week 6: Language and Resistance in Contemporary Protest Part 2

Meeting 1 – November 3

1. *Now What*, Netta Avineri and Patricia Baquedano-López (p. 142-159)

Meeting 2 – November 5

Virtual visit: [Museo del Estallido Social](#)

1. Anthropology and Chile's Estallido Social, Francisca Márquez (pp. 667-675)
2. Street Museum of the Social Uprising in Chile, Fernanda Venegas Adriaola (pp. 387-403)

Week 7 (No Class: Patagonia Trip, November 10-13)

Week 8: Discursive Transformations of Space

Meeting 1 – November 17

1. Evangelists of the Urban Future: A Decolonial Critique of the Smart City Narrative in Santiago de Chile, Paola Jirón, Walter Imilan, and Eduardo Osterling (pp. 664-683)

Meeting 2 – November 19

Visit: Paseo Bandera

Week 9: Discursive Reproduction and Contestation of Normativity

Meeting 1 – November 24

1. Technologies of *Blanquitud* in a Chilean School. A Critical Analysis of *Mestizaje*, Racial Innocence, and Caring Dehumanization, María Eugenia Rojas Concha (pp. 1-19)

Meeting 2 (November 26, No class: Holiday)

Week 10: Language and Resistance in Action

Meeting 1 – December 1

Research Project Presentations