

Northwestern University

**Topics in Latino Studies:
Language Ideologies, Linguistic Practices, and Latin@ Identities**

Latin American and Caribbean Studies 351

**Tuesday/Thursday, 2:00-3:20pm
Kresge 4-435**

...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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Course Description

This course seeks to shed light on the history, creation, experience, and implications of Latin@ identities by focusing on language as a starting point for analysis. Such an approach positions language ideologies and linguistic practices as lenses through which to investigate aspects of identity formation that too often escape both popular and scholarly attention. 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,” 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, and facilitated discussions 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* lived experiences through the lens of social and cultural analysis.

Guidelines and Requirements

Due to the interactive nature of this course and the sensitive topics that it covers, it is imperative to maintain a high degree of mutual respect and maturity. Give one another the benefit of the doubt in class discussions, and analyze one another’s ideas without waging personal attacks. Do not eat, sleep, or carry on private conversations during class – cellular phone calls are particularly egregious. Electronic devices may be used for note-taking purposes only; again, text messaging is a no. Disruptive students will be asked to leave. If there are particular learning issues that might exempt you from these regulations, please inform me at the beginning of the academic term. It goes without saying that all written assignments submitted MUST be original work for this course.

Grading and Assignments

	Percentage of Overall Grade
* Attendance and Participation	20%
* Critical Analysis Papers	50%
* Blackboard Discussions	15%
* Facilitation/Discussion Questions	15%
	100%

1. Attendance and Participation (20%)

Twenty percent of your grade 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.

One of the best ways to learn something is to hang out with people who already know how to do what you need or want to learn. They can be role models and give you feedback. You can benefit from observing and working with others who are also learning. They, too, can be role models and provide support. To be prepared for the class you should do the assigned reading and assignments prior to the class, understand the major themes in the reading and/or ask questions related to your lack of understanding, raise questions and issues for discussion, and share materials with others in the class.

2. Critical Analysis Papers (50%)

You will compose two 6-8 page critical analysis papers on topics to be announced. The first paper will be assigned at the beginning of Week 5 (4/28) and due in class at the beginning of Week 6 (5/5); the second paper will be assigned on the final day of class (5/28) and due via email by 5pm on the first day of final examinations (6/8). Each paper is worth 25% of your final grade.

Papers must be typed in 12pt. times new roman font and double-spaced. They must contain a title and page numbers. They must list a word count at the end. Papers will lose a letter grade for each day that they are late. Papers that are more than two days late will not be accepted. No excuses.

3. Blackboard Discussions (15%)

In order to encourage discussion of the reading, I will post questions on Blackboard prior to each week's meetings. You can access the discussion question by logging onto Blackboard, then clicking Communication, and then Discussion Board. I will demonstrate this in class. You will have until Monday at 10pm to post an initial response to each week's question. Your initial response must range from 150-250 words. You will then have until Wednesday at 10pm to post a follow-up response to your classmates' initial response. These follow-up responses must be no more than 100 words. In class I will often draw on your postings to prompt discussion.

Your participation in these online discussions will count for 15% of your grade. Points will be based on clarity, level of engagement with the reading, and the maturity demonstrated in your responses to your classmates' ideas. Late postings will receive half-credit. Everyone is entitled to skip up to two responses during the quarter (either two initial responses, two follow-up responses, or one of each).

4. Facilitation/Discussion Questions (15%)

You are each required to facilitate an in-depth discussion of a reading one time during the quarter. 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 15% of your final grade. Points will be based on your preparation, relevant examples, and classroom presentation.

Course Schedule

*Note on readings:

All readings are available on the Blackboard site for this course in the "Course Documents" section (<http://courses.northwestern.edu/>). Please contact me if you have any problem accessing these readings. Students are expected to complete ALL required readings for this course.

Week 1: Reframing "Language," "Culture," and "Latin@s"

3/31: Introductions

No readings

4/2: "Language" in "Culture": An Overview

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.

Recommended:

Silverstein, Michael. 2004. "Cultural" Concepts and the Language-Culture Nexus. *Current Anthropology* 45(5): 621-652; Duranti, Alessandro, ed. 2001. *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell; Duranti, Alessandro, ed. 2004. *A Companion to Linguistic Anthropology*. Malden, MA: Blackwell.

Week 2: Language Ideologies as Analytical Lenses

4/7: Language Ideologies in the Latin@ Context

Martínez, Glenn A. 2006. "Language Ideologies," in *Mexican Americans and Language: Del Dicho al Hecho*. Tucson, AZ: University of Arizona Press. (Pp. 3-18)

4/9: Competing Ideologies

1. Dávila, Arlene. 2001. "Language and Culture in the Media Battle Zone," in *Latinos Inc.: The Marketing and Making of a People*. Berkeley, CA: University of California Press. (Pp. 153-180)
2. 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)

Recommended:

Kroskrity, Paul V. 2004. "Language Ideologies," in *A Companion to Linguistic Anthropology*, edited by Alessandro Duranti. Malden, MA: Blackwell Publishing. (Pp. 496-517); Woolard, K.A. and B. Schieffelin. 1994. Language Ideology.

Annual Review of Anthropology 23:55-82; Schieffelin, Bambi B., Kathryn A. Woolard, and Paul V. Kroskrity, eds. 1998. *Language Ideologies: Practice and Theory*. New York, NY: Oxford University Press; Irvine, Judith T. and Susan Gal. 2000. "Language Ideology and Linguistic Differentiation," in *Regimes of Language: Ideologies, Politics, and Identities*. Santa Fe, NM: School of American Research Press. (Pp. 35-83); Silverstein, Michael. 1981. "The Limits of Awareness." *Working Papers in Sociolinguistics*, No. 84. Austin: Southwest Educational Development Library.

Week 3: Constructing Latin@ Identities and Languages

4/14: Contradictory Projections of Latinidad

1. Chavez, Leo. 2008. "Chapter 1: The Latino Threat Narrative," in *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford, CA: Stanford University Press. (Pp. 21-43)
2. Davila, Arlene. 2008. "Introduction," in *Latino Spin: Public Image and the Whitewashing of Race*. New York, NY: New York University Press. (Pp. 1-21)

4/16: Latin@ Heteroglossia

Zentella, Ana Celia. 2009[2002]. "Latin@ Languages and Identities," in *Latinos: Remaking America*. Berkeley, CA: University of California Press. (Pp. 21-35)

Recommended:

Delgado, Richard and Jean Stefancic. 1998. *The Latino/a Condition: A Critical Reader*. New York, NY: New York University Press; Gonzalez, Juan. 2001. *Harvest of Empire: A History of Latinos in America*. New York, NY: Penguin Books; Flores, Juan and George Yúdice. 1990. Living Borders/Buscando America: Languages of Latino Self-Formation. *Social Text* 24:57-84; Mendoza-Denton, Norma. 1999. Sociolinguistics and Linguistic Anthropology of US Latinos. *Annual Review of Anthropology* 28:375-95.

Week 4: Code(switching), Style(shifting), and (En)Register(ment)

4/21: Styling Self and Other

Irvine, Judith T. 2001. "'Style' as distinctiveness: the culture and ideology of linguistic differentiation," in *Style and Sociolinguistic Variation*, edited by Penelope Eckert and John R. Rickford. New York, NY: Cambridge University Press. (Pp. 21-43)

4/23: Switching and Shifting

1. Woolard, Kathryn A. 2004. "Codeswitching," in *A Companion to Linguistic Anthropology*, edited by Alessandro Duranti. Malden, MA: Blackwell. (Pp. 73-95)
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)

Recommended:

Agha, Asif. 2007. *Language and social relations*. New York: Cambridge University Press; Gal, Susan. 1988. "The political economy of code choice," in *Codeswitching: linguistic and anthropological perspectives*. Edited by M. Heller. Mouton: The Hague; Irvine, Judith T. 1985. Status and style in language. *Annual Review of Anthropology*. 14:557-81; Blom, Jan-Petter, and John J. Gumperz. 1972. "Social Meaning in Linguistic Structure: Codeswitching in Norway." In *Directions in Sociolinguistics*. J.J. Gumperz and D.H. Hymes, eds. Pp. 407-34. New York: Holt; Auer, Peter. 1998. "Introduction: Bilingual Conversation Revisited." In *Code-Switching in Conversation: Language, Interaction, and Identity*, edited by Peter Auer. London: Routledge. Woolard, Kathryn A. 1998. "Simultaneity and Bivalency as Strategies in Bilingualism." *Journal of Linguistic Anthropology*. 8(1): 3-29; Goffman, Erving. 1981. "Footing." In *Forms of Talk*. Philadelphia, PA: University of Pennsylvania Press.

Week 5: Regimes of Standardization

***First critical analysis paper assigned**

4/28: Language, Latin@s, and Educational Policy

1. Santa Ana, Otto. 2004. "Chronology of Events, Court Decisions, and Legislation Affecting Language Minority Children in American Public Education," in *Tongue Tied: The Lives of Multilingual Children in Public Education*. Lanham, MD: Rowman & Littlefield Publishers, Inc. (Pp. 87-105)
2. 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)

4/30: The Ebonics Debate

1. The Oakland Unified School District Ebonics Resolution.
2. Wolfram, Walt. 1998. Language Ideology and Dialect: Understanding the Oakland Ebonics Controversy. *Journal of English Linguistics* 26(2):108-121.

Recommended:

Crawford, James. 2007. "Hard Sell: Why is Bilingual Education So Unpopular with the American Public?" in *Bilingual Education: An Introductory Reader*, edited by Ofelia García and Colin Baker. Tonawanda, NY: Multilingual Matters. (Pp. 145-164); Wiley, Terrence G. 2007. "Accessing Language Rights in Education: A Brief History of the U.S. Context," in *Bilingual Education: An Introductory Reader*. Tonawanda, NY: Multilingual Matters. (Pp. 89-107); Alim, H. S., & Baugh, J. (Eds.). 2007. *Talkin black talk: Language, education, and social change*. New York: Teachers College Press. Baugh, J. 2000. *Beyond Ebonics: Linguistic pride and racial prejudice*. New York: Oxford University Press.; Perry, T., & Delpit, L. (Eds.) 1997. *The real Ebonics debate: Power, language, and the education of African American children*. Boston: Beacon Press; Richardson, Elaine. 1998. *The Anti-Ebonics Movement: "Standard" English Only*. *Journal of English Linguistics*. 26(2):156-169; Rickford, J. R., & Rickford,

R. J. (2000). *Spoken soul: The story of Black English*. New York, NY: John Wiley & Sons, Inc; Smitherman, G. (Ed.). 2000. *Talkin that talk: Language, culture and education in African American*. London, UK: Routledge; Kroskrity, Paul V. 2000. *Regimes of Language: Ideologies, Politics, and Identities*. Santa Fe, NM: School of American Research Press. Bonfiglio, Thomas Paul. 2002. *Race and the rise of standard American*. Berlin: Mouton de Gruyter.

Week 6: Language Socialization

***First critical analysis paper due in class**

5/5: Language Socialization in Theory and Practice

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)

5/7: Learning Languages and Selves

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*. Lanham, MD: Rowman & Littlefield. (Pp. 66-69)
3. Rodriguez, Richard. 1983. "Aria" (excerpt) in *Hunger of Memory*. New York, NY: Bantam. (Reprinted in *Tongue-Tied*, Pp. 34-39)

Recommended:

Kulick, Don and Bambi B. Schieffelin. 2004. "Language Socialization," in *A Companion to Linguistic Anthropology*, edited by Alessandro Duranti. Malden, MA: Blackwell Publishing. (Pp. 349-368); Valdés, G. 1996. *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools: An Ethnographic Portrait*. New York, NY: Teachers College Press; Schieffelin, Bambi B. and Elinor Ochs. Language Socialization. *Annual Review of Anthropology*. 15:163-191; Zentella, Ana Celia 1997. *Growing up bilingual*. Malden, MA: Blackwell; González, Norma. 2001. *I Am My Language: Discourses of Women and Children in the Borderlands*. Tucson, AZ: University of Arizona Press; Garrett, Paul B. and Patricia Baquedano-López. 2002. "Language Socialization: Reproduction and Continuity, Transformation and Change." *Annual Review of Anthropology*. 31: 339-361; Heath, Shirley Brice. 1983. *Ways with Words*. Cambridge: Cambridge University Press.

Week 7: Making Race, Ethnicity, Class, and Nation through Language

5/12: Looking like a Language and Sounding like a Race

Urciuoli, Bonnie. 1998. "Racialization and Language" in *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*. Boulder, CO: Westview Press. (Pp. 15-40)

5/14: Defining Borders

1. 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)
2. 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)

Recommended:

Bucholtz, Mary and Kira Hall. 2004. "Language and Identity," in *A Companion to Linguistic Anthropology*, edited by Alessandro Duranti. Malden, MA: Blackwell Publishing. (Pp. 369-394); Fanon, Frantz. 1967. "The Negro and Language," in *Black Skin, White Masks*. New York, NY: Grove Press. (Pp. 17-40); Silverstein, Michael. 2000. "Whorfianism and the linguistic imagination of nationality," in *Regimes of language*, edited by Paul V. Kroskrity. Santa Fe: School of American Research Press; Silverstein, Michael. 2003. The whens and wheres – as well as hows – of ethnolinguistic recognition. *Public Culture* 15(3):531-57; Bourdieu, Pierre. 1991. *Language and Symbolic Power*, trans. By G. Raymond and M. Adamson. Cambridge, MA: Harvard University Press; Eckert, Penelope. 2000. *Linguistic variation as social practice*. Oxford: Blackwell. Urciuoli, Bonnie. 1995. Language and Borders. *Annual Review of Anthropology*. 24:525-46.

Week 8: Authenticity and Appropriation

5/19: Negotiating Voices and Identities

Bailey, Benjamin. 2000. "The Language of Multiple Identities among Dominican Americans." *Journal of Linguistic Anthropology*. 10(2):190-223.

5/21: Simultaneous Stigmatizations and Valorizations of Race and Language

Hill, Jane H. 2009. "Covert Racist Discourse: Metaphors, Mocking, and the Racialization of Historically Spanish-Speaking Populations in the United States," in *The Everyday Language of White Racism*. Malden, MA: Wiley-Blackwell. (Pp. 119-157)

Recommended:

Hill, Jane H. 2009. "Linguistic Appropriation: The History of White Racism is Embedded in American English," in *The Everyday Language of White Racism*. Malden, MA: Wiley-Blackwell. (Pp. 158-174); Bailey, Benjamin. 2002. *Language, race, and negotiation of identity: A study of Dominican Americans*. New York: LFB Scholarly Publishing; Inoue, Miyako. 2003. Speech without a speaking body: "Japanese women's language" in translation. *Language and Communication*. 23:315-330; Rampton, B. 1998. "Language crossing and the redefinition of reality," in *Codeswitching in conversation*. Edited by P. Auer. London: Routledge; Kiesling, Scott. 2001. Stances of whiteness and hegemony in fraternity men's discourse. *Journal of Linguistic Anthropology* 11(1):101-115; Bucholtz, Mary. 1999. "You Da Man: Narrating the Racial Other in the Production of White Masculinity." *Journal of Sociolinguistics*. 3: 443-460; Bakhtin, Mikhail M. 1981a. *The Dialogic Imagination: Four Essays*. Caryl Emerson and Michael Holquist, trans., Michael Holquist, ed. Austin: University of Texas Press.

Week 9 (5/26 and 5/28): Spanglish-Only?

***Second critical analysis paper assigned**

5/26: Debating Spanglish

1. Lipski, John M. 2008. "Spanish, English, or Spanglish?" in *Varieties of Spanish in the United States*. Washington, D.C.: Georgetown University Press. (Pp. 38-75)
2. Morales, Ed. 2002. "Introduction: What I'm Talking About When I Speak in Spanglish, or the Spanglish Manifesto," in *Living in Spanglish: The Search for Latino Identity in America*. New York, NY: St. Martin's Press. (Pp. 1-29)

5/28: Language Shift and Linguistic Fashionings of Latinidad

1. De Genova, Nicholas and Ana Yolanda Ramos-Zayas. 2003. "Latino Languages, Mixed Signals," in *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. New York, NY: Routledge. (Pp. 145-174)
2. 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)

Recommended

Stavans, Ilan. 2003. *Spanglish: The Making of a New American Language*. New York, NY: Harper-Collins; Zentella, Ana Celia. 1990. Lexical leveling in four New York City Spanish dialects: Linguistic and Social factors. *HISPANIA*. 73(4):1094-1105. Zentella, Ana Celia. 2007. "'Dime con quién hablas, y te dire quién eres': Linguistic (In)security and Latina/o Identity," in *A Companion to Latina/o Studies*, edited by Juan Flores and Renato Rosaldo. Malden, MA: Blackwell. (Pp. 25-38).

Week 10 (6/2 and 6/4): Reading Week – No Class

***Second critical analysis paper due via email by 5pm on 6/8**