

Language and Speech in American Society: Latin@s in the Americas

SAC 4.174 MWF 2 p.m.-3p.m.

AMS 321; ANT 325N; LIN 373; SOC 352M

Fall 2013

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Office: SAC 5.166 Office hours: MW 1 p.m.-1:50 p.m. or by appointment

Final Exam Likely Thursday, Dec. 12, from 9 a.m. to noon.

Course description: In this course, we take as our central concern an exploration of American society through language use by Latin@ populations. We understand that this is a tremendously diverse population as we take “America” in its broad hemispheric sense, and so we seek to understand differences and similarities in the ways Latin@ groups (those tracing some Latin American descent) use language to create and participate in society. We do so by investigating how language is used by individuals from these communities on a daily basis, in a wide variety of contexts. As part of our investigation leads us to consider identity-building processes, which are a product of interaction, we consider also the ways non-Latin@s talk to/about Latin@s. We make use of the existing scholarly literature, as well as more “popular” sources. Students will construct and carry out original research projects.

Course Readings: These will be made available to you through either the ample resources of the UT online library journal database or Blackboard; articles from online library databases will be linked to in Blackboard. Items marked “**provided**” may be found in PDF form on BBd. Items marked “**HHS**” are available online in the volume *Handbook of Hispanic Sociolinguistics* (2011; Wiley-Blackwell); the library has this as an e-book. The readings are required. I will also on occasion provide some suggested readings for your own edification if you would like to pursue topics in more detail. **I reserve the right to adjust the readings as necessary.**

Generally, class will begin with some lecture on historical, theoretical, or other points introduced by the readings. Following this, we’ll talk in detail about the articles. On Fridays, I’d like to dedicate at least half a period to discussion that moves us beyond the readings and into the wider world. Feel free to suggest music, news articles, YouTube clips, or other items you think might contribute to the discussion.

Course Assignments: Points are earned through a variety of assignments that are designed to engage you with course topics in a variety of ways, including the chance to incorporate one’s own experiences and processes of identity formation into assignments. I reserve the right to adjust these as necessary.

The point distribution is as follows:

Discussion	20
Journal entries (5 at 5 pts each)	25
Gustavo Arellano assignment	20
Midterm	75
Bilingualism/Bilingual Education	20
Final Paper	100
Topic 5 pts	
3 scholarly sources 5 pts	
Data Workshop 10 pts	
Actual paper 80 pts	

TOTAL **260**

Discussion: Attendance will be taken but not be used in grade calculation. Your participation in in-class discussion will be used in grade calculation. Earning the maximum number of points results from a combination of quality and quantity – you should comment often, but let your comments and questions be relevant and thoughtful.

Journal entries: You will do 5 of these throughout the semester, at times of your choice. They are to be 2 pgs., double-spaced, 12 pt. Times New Roman, and you should submit them to my email by 2 p.m. Friday afternoon. They should address particular points from articles or lectures (cite these) and in-class discussion. What have you found interesting, useful, not useful, etc.? What else would you like to know?

Arellano: This assignment allows you the opportunity to engage a popular newspaper column published by the *Orange County Register*. Arellano is a columnist who responds to questions from readers about Mexican and Mexican-American behavior, from people who are part of the community, and from people who are not. The questions – and the responses – can be profane and racist. We will also watch a video clip from an Arizona public TV station in which Arellano explains what his goal is. The assignment asks you to read and respond to his columns, and to critically think about what he’s doing, whether he should do it, and what the potential successes and failures of this project are.

Midterm: Exam questions will deal with course material covered up until the exam is given, and require you to draw on what you’ve learned and your own critical thinking processes in your answers. **I reserve the right to shift what material will be on the exam based on the flow of the class.**

Bilingualism/Bilingual education: Here, we explore your own language history and your experiences, if any, with being schooled in a second (or third, or...) language, as well as how

you have understood bilingual education prior to this class. We will talk about myths and realities of bilingual education around the world, and then reflect on what you have learned about the various costs and benefits of the many kinds of bilingual education that exist, even in the U.S.

Final paper: The final paper is your chance to craft a research question into a topic that interests you. The topic should include language use as a significant portion, and should be something for which you can easily gather data, and for which relevant scholarly literature exists. You will have wide latitude in choosing a topic, though I retain right of approval. We will chop up the final project into smaller chunks throughout the semester, and will end with final presentations on your paper.

I will distribute a list of potential/sample topics with ample time for you to make a choice that suits you. You will also turn in a preliminary list of sources, and bring data with you to a workshop period so you can get others' input or try out an analysis you are working your way through. The paper will be turned in on the last day of class after your presentation. Be prepared – your classmates will be allowed to ask questions!

I will distribute a guide containing the expectations for the paper. Briefly, the paper should be 7-10 pgs, double-spaced, in Times New Roman, 12 pt. font, not including the Works Cited page. You will be required to have a minimum of five scholarly sources; you can have more, and you can include popular sources in addition to the required scholarly sources. Sources should be cited in the body of the paper and with complete bibliographic entries on the Works Cited page. I will also provide you with guidance about my expectations.

The paper is due to my email by the beginning of our final exam period. Final Exam times have not been confirmed yet, but according to the university's guidelines for likely final exam times, it is likely our exam period will be Thursday, Dec. 12, from 9 a.m. to noon.

Grading:

A: 90.0000-100%	(234-260)
B: 80.0000-89.9999%	(208-233.9999)
C: 70.0000-79.9999%	(182-207.9999)
D: 60.0000-69.9999%	(156-181.9999)
F: 59.9999 and below	(155.9999 and below)

Extra credit policy: From time to time, cultural events on campus or in the area will be offered that are ideal for supplementing out in-class work. Attendance at an event should be couple with a 2-pg, double-spaced, 12 pt. Times New Roman paper reflecting on the event and tying it

explicitly to in-class readings and discussions. These will be worth up to 10 points, and you may earn up to 30 points of extra credit over the semester.

Email policy: It is my policy to respond to emails within 24 hours. To facilitate the process, please make sure your emails clearly identify you, and that they clearly and concisely document your thoughts and questions.

Academic Dishonesty/Plagiarism: Academic dishonesty and plagiarism will not be tolerated. Passing off another's work as your own, improper citation, and cheating are the theft of ideas. As we move through the semester I will provide guidance about how to avoid academic dishonesty and plagiarism, especially in your final papers. If you engage in dishonest practices, you will be caught and I will pursue the strongest sanctions that fit the misdeed. You should familiarize yourself with the **Honor Code:** "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." You will be required to put this on your final paper at the end of the body of the paper. It will also be on your midterm.

COURSE OUTLINE

Week 1: Aug. 28-30

Introduction to the course

Lecture on basics of language ideologies

Week 2: Sept. 2-6

NO CLASS MON, SEPT. 2

Speaking Spanishes

Fuller 2013 *Spanish Speakers in the USA* (Multilingual Matters; Ch. 1&3; **provided**)

Lipski 2008 *Varieties of Spanish in the United States* (Georgetown; Ch. 3; **Provided**)

Stavans and Albin 2007 "Language and Empire: A Conversation with Ilan Stavans" *Spanish and Empire. Hispanic Issues, Vol. 34.* (Vanderbilt; **Provided**)

Anzaldúa 1987 "How to Tame a Wild Tongue" *Borderlands/La Frontera: The New Mestiza* (Aunt Lute Books; **Provided**)

Bayley and Bonnicci 2009 "Recent Research on Latinos in the USA and Canada 1: Language Maintenance and Shift and English Varieties" (*Language and Linguistics Compass*; **Provided**)

Schwegler 2011 "Palenque (Colombia): Multilingualism in an Extraordinary Social and Historical Context" **HHS**

Distribution of final paper info

Distribution of Arellano assignment prompt

Week 3: Sept. 9-13

Speaking Spanishes, cntd.

Week 4: Sept. 16-20

Wed., Sept. 18: Arellano due via email

Mock Spanish/Challenging Speech

Hill 1998 “Language, Race, and White Public Space” *American Anthropologist*

Schwartz 2011 “Mockery and Appropriation of Spanish in White Spaces: Perceptions of Latinos in the United States” **HHS**

Barrett 2006 “Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant” *Language in Society*

Callahan 2010 “Speaking with (dis)respect: a study of reactions to Mock Spanish” **(Provided)**

Carris 2011 “*La voz gringa*: Latino stylization of linguistic (in)authenticity as social critique” *Discourse & Society*

Week 5: Sept. 23-27

Mon., Sept. 23: Paper topic DUE

Mock Spanish, cntd.

Brazilian Portuguese/Brazil in the Americas

Roth-Gordon 2007 “Racing and Erasing the *Playboy*: Slang, Transnational Youth Subculture, and Racial Discourse in Brazil” *JLA*

Marrow 2003 “To be or not to be (Hispanic or Latino): Brazilian racial and ethnic identity in the United States” *Ethnicities*

Ramos-Zayas 2009 – “Urban erotics and Racial affect in a neoliberal ‘racial democracy’: Brazilian and Puerto Rican youth in Newark, New Jersey” **(Provided)**

Ramos 2001 “Pulp Fictions of Indigenism” **(provided)**

Week 6: Sept. 30-Oct. 4

Brazilian Portuguese/Brazil in the Americas, cntd.

Midterm review

Midterm Friday Oct. 4

Week 7: Oct. 7-11

Marking Difference among Latin@ populations

Bailey 2001 “The Language of Multiple Identities among Dominican Americans” *Journal of Linguistic Anthropology (JLA)*

Wirtz 2011 “Cuban Performances of Blackness as the Timeless Past Still Among Us” *JLA*

Bedolla 2003 “The identity paradox: Latino language, politics, and selective dissociation” *Latino Studies (LS)*

Zentella 2009 “*Dime con quién hablas y te diré quién eres*: Linguistic (In)security and Latina/o

Unity” *A Companion to Latina/o studies* (**Blackwell; provided**)
Ocampo 2012 “Making masculinity: Negotiations of gender presentation among Latino gay men” *LS*
Estrada 2013 “*Ka Tzij*: The Maya diasporic voices from *Contacto Ancestral*” *LS*
Fabricant and Postero 2013 “Contested Bodies, Contested States: Performance, Emotions, and New Forms of Regional Governance in Santa Cruz, Bolivia” *Journal of Latin American and Caribbean Anthropology (JLACA)*
Wroblewski 2012 “Amazonian Kichwa Proper: Ethnolinguistic Domain in Pan-Indian Ecuador” *JLA*

Week 8: Oct. 14-18

Marking Difference cntd.

Distribution of Bilingual Ed Assignment

Lectures on Bilingual Education

Week 9: Oct. 21-25

Wed., Oct. 23: Three Scholarly Sources DUE

Education readings

Fuller 2007 “Language Choice as a Means of Shaping Identity” *JLA*

Potowski 2004 “Student Spanish Use and Investment in a Dual Immersion Classroom: Implications for Second Language Acquisition and Heritage Language Maintenance” *The Modern Language Journal*

Palmer 2011 “The Discourse of Transition: Teachers’ Language Ideologies Within Transitional Bilingual Education Programs” *International Multilingual Research Journal*

Leeman and Martínez 2007 “From Identity to Commodity: Ideologies of Spanish in Heritage Language Textbooks” *Critical Inquiry in Language Studies*

Urciuoli 2009 “Talking/Not Talking about Race: The Enregisterments of *Culture* in Higher Education Discourses” *JLA*

Hornberger 2000 “Bilingual Education Policy and Education in the Andes: Ideological Paradox and Intercultural Possibility” *Anthropology & Education Quarterly*

Week 10: Oct. 28-Nov. 1

Wed., Oct. 30: Bilingual Education assignment DUE via email

Education Cntd.

More on Non-Indo-European Languages and Creole

Aceto 2002 “Ethnic personal names and multiple identities in Anglophone Caribbean speech communities in Latin America” *LiS*

Staats 1996 “Fighting in a Different Way: Indigenous Resistance through the Alleluia Religion of Guyana” *History, Power, and Identity: Ethnogenesis in the Americas 1492-1992* (Iowa; **Provided**)

Muehlmann 2008 “‘Spread Your Ass Cheeks’: and other things that should not be said in Indigenous languages” *American Ethnologist*

French 2001 “The Symbolic Capital of Social Identities: The Genre of bargaining in an Urban Guatemalan Market” *JLA*

Hosemann 2013 “Women’s Song Exchanges in the NW Amazon: Contacts between Groups, Languages, and Individuals” *Upper Rio Negro: Cultural and linguistic interaction in the northwest Amazon*. Rio de Janeiro: Museu do Índio-FUNAI. Available online

Week 11: Nov. 4-Nov. 8

More on Other Lgs., ctd.

Week 12: Nov. 18-Nov. 22

Mon., Nov. 18: DATA WORKSHOP

AAA meetings, NO CLASS Wed. & Fri.

Week 13: Nov. 25-29

Thanksgiving Break: NO CLASS Fri., Nov. 29

Fun Readings!

McFarland 2001 “Here is Something You Can’t Understand: Chicano Rap and the Critique of Globalization” National Association for Chicana and Chicano Studies Annual Conference. 28th Annual Conference Proceedings (**Provided**)

Cepeda 2000 “*Mucho loco* for Ricky Martin: or the Politics of Chronology, Crossover, and Language within the Latina(o) Music ‘Boom’” *Popular Music and Society* (**Provided**)

Rojas 2004 “The Gender of Latinidad: Latinas Speak about Hispanic Television” *The Communication Review*

Briedenbach 2012 “Pocho Politics: Language, Identity, and Discourse in Lalo Alcaraz’s *La Cucaracha*” *Linguistics and the Study of Comics* (Palgrave Macmillan; **Provided**)

Pardue 2002 “Jogada Linguística: Discursive Play and the Hegemonic Force of Soccer in Brazil” *Journal of Sport and Social Issues*

Sherzer 1991 “The Brazilian Thumbs-Up Gesture” *JLA*

Week 14: Dec. 2-6

Friday: Last day of class

Fun readings!

Week 15: Dec. 9-13

No Class Mon., Dec. 9

Special Needs: Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the

Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to me at the beginning of the semester and accommodations needed should be discussed at that time. See following website for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building.

Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.