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 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, such as stand-up comedy, video clips, music, magazines, street signs and graffiti, etc. Students will construct and carry out original research projects to be presented to the class.

Course Readings: These will be made available to you through either the ample resources of the UT online library journal database or Canvas. Items marked “provided” may be found in PDF form on Canvas 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. LATE ASSIGNMENTS ARE NOT ACCEPTED.
The point distribution is as follows:

- **Discussion**: 10 points
- **Journal entries (3 at 5 pts each)**: 15 points
- **Midterm**: 75 points
- **Bilingualism/Bilingual Education**: 20 points
- **Final Paper**: 100 points
  - Topic 5 pts
  - 3 scholarly sources 5 pts
  - Data Workshop 10 pts
  - Actual paper 80 pts

**TOTAL**: 220 points

**Discussion**: Attendance will not be used in grade calculation, but your participation in in-class discussion will be. 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 3 of these throughout the semester. They are to be 2 pgs., double-spaced, 12 pt. Times New Roman, and you should submit them to Canvas 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?

**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.

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.

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 5 P.M. Dec. 10, which is the day of our final exam.

Grading:
A: 90.0000-100%
B: 80.0000-89.9999%
C: 70.0000-79.9999%
D: 60-69.9999%
F: 59.9999% and below

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.

NO Extra credit will be given.

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/ssl/providing.php

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.
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.

Week 1: Aug. 27-29
Introduction to the course
Lecture on basics of language ideologies

Week 2-3: Sept. 1-12
NO CLASS MON, SEPT. 1 or Sept. 3
Sept. 3: Potential paper topic due via Canvas by 5 p.m.

Speaking Spanishes
Fuller’s Spanish Speakers in the USA (Multilingual Matters; Ch. 1&3; provided)
Lipski’s 2008 Varieties of Spanish in the United States (Georgetown; Ch. 3&13; Provided)
Stavans and Albin “Language and Empire: A Conversation with Ilan Stavans” Spanish and Empire. Hispanic Issues, Vol. 34. (Vanderbilt; Provided)
Anzaldúa “How to Tame a Wild Tongue” Borderlands/La Frontera: The New Mestiza (Aunt Lute Books; Provided)

Distribution of final paper info

Week 4-5: Sept. 15-26
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 6-7 Sept. 29-Oct. 10: Brazilian Portuguese/Brazil in the Americas
Mock Spanish cntd.,
JOURNAL 1 DUE Monday, Sept. 27 by 5 p.m. via Canvas
3 Scholarly Sources due Oct. 10 by 5 p.m. via Canvas
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
Kulick 1996 “Causing a Commotion: Public Scandal as Resistance Among Brazilian Transgendered Prostitutes” Anthropology Today (provided)
Ramos 2001 “Pulp Fictions of Indigenism” (provided)
Viewings on Amazonian indigeneity and dam protests

Week 8: Oct. 13-17: Midterm prep and Exam
Midterm review
Midterm Friday Oct. 4

Week 9-10: Oct. 20-31
Journal 2 due Mon. Oct. 27 by 5 p.m. via Canvas
Marking Difference among Latin@ populations
Ramos-Zayas 2009 – “Urban erotics and Racial affect in a neoliberal ‘racial democracy’: Brazilian and Puerto Rican youth in Newark, New Jersey” (Provided)
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)
Bedolla 2003 “The identity paradox: Latino language, politics, and selective dissociation” Latino Studies (LS)
Bailey 2001 “The Language of Multiple Identities among Dominican Americans” Journal of Linguistic Anthropology (JLA)
Movie: My American Girls

Week 11: Nov. 3-7
Distribution of Bilingual Ed Assignment
Lectures on Bilingual Education

Week 12: Nov. 10-14
Education readings
Fuller 2007 “Language Choice as a Means of Shaping Identity” JLA
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*

**Week 13: Nov. 17-21**

**More on Non-Indo-European Languages**

**Bilingual education assignment due Mon, Nov. 17, by 5 p.m. via Canvas**

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


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 14: Nov. 24-28  Fun Readings**

**Journal 3 due Mon., Nov. 24 by 5 p.m. via Canvas**

**Thanksgiving Break: NO Class Fri., Nov. 28**

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)


**Week 15: Dec. 1-5 AAA meetings**

No Class Wed or Fri as I will be at the AAA meetings. I will be prepping you on Monday for peer reviews on Wed and Fri

**Week 16:**

No Class Mon., Dec 8

**FINAL PAPERS DUE WED., Dec. 10 by 5 p.m., via Canvas**