

MAS 392
Latinx Linguistic Repertoires
Monday 3:00 PM-6:00 PM GWB 1.138

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Office Hours: Wednesday 1:00 PM- 4:00 PM, or by appointment

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Course Description

Latinxs in the United States are not a homogenous group and neither are their language(s) and language experiences. Through processes of colonization, immigration, language contact, as well as policy, the ways in which Latinxs acquire, utilize, and experience language(s) vary. The purpose of this course is to explore existing literature on how Latinxs utilize language(s) as a form of identity and self-expression, but also empowerment. Topics to be discussed and analyzed include, but are not limited to: bilingualism, language acquisition, heritage language learners, language policy, education, humor, code-switching, language brokering, language ideologies, stigmatization, and translanguaging. The goal of this course is to draw upon research from linguistics, linguistic anthropology, sociolinguistics, psycholinguistics, as well as social and cultural studies in order to better understand the complex mechanisms both internal and external that lead to language use and language variation among Latinx populations in the U.S.

Course Format

The course will meet once a week. It will be conducted as a seminar with emphasis on active student involvement in discussion of the readings. I will provide theoretical context for the readings and facilitate discussion in class; however I expect you to have read the assigned readings prior to class so that you will be able to contribute to discussions. Part of your grade is dependent on class participation, which cannot be done in an intelligent way without completing the readings. As part of your class preparation and participation, you are required to lead class discussion at least once this semester as well as to provide the discussion leader, prior to class, with three questions generated by the readings. The questions may be used to facilitate discussion. You are encouraged to contribute to the discussion relevant findings and arguments from your respective research areas in Latinx studies, linguistics, psychology or any related fields.

The readings are meant to provide common ground and be points of departure for the discussion. Other relevant materials (e.g., book reviews, commentaries, media clips) may also be shared with the class if you feel they would enhance the discussion and/or provide useful perspectives.

Learning Objectives

- To overview of how researchers and educators study human language capacity with a particular emphasis on multiple language experience.
- To develop understandings of the relationship between language and Latinx identities.
- To consider interdisciplinary approaches to the analysis of linguistic practices and social structures.
- To explore the complex mechanisms both internal and external that lead to language use and language variation among Latinx populations in the U.S.

Required Texts

Alim, H.S., Rickford, J. R., Ball, A. F. (2016). *Raciolinguistics: How language shapes our ideas about race*. Oxford University Press, New York, NY.

****Other class readings will be posted on CANVAS unless otherwise noted.****

Recommended Texts

Below are a few recommended textbooks for students who wish to further pursue studies. If you have never taken a linguistics course, then I recommend you read some of the following texts. If you require further readings, then please contact me.

De Groot, A. M. (2011). *Language and cognition in bilinguals and multilinguals: An introduction*. Psychology Press, New York, NY.

Holmes, J. & Wilson, N. (2013). *An introduction to sociolinguistics*. Routledge, New York, NY.

Course Requirements and Policy

Attendance is **highly recommended** and will be taken into account.

Course assignments must be turned in by 3:00 PM on their respective due dates. Unless otherwise noted. Your final course grade will be based on the following:

Class Participation (15%)

As noted previously, you are required to turn **in 3-5 discussion questions weekly**, prior to class, to that particular week's discussion leader. I will create a discussion thread with each week's topic on CANVAS. You will need to post your questions no later than **Sunday by 5PM before class** so that week's discussion leader may have ample time to categorize your research questions for that week's discussion.

You will benefit the most from this course by actively reading and participating in class discussion. If you expect to miss more than one class this semester, then please consider taking this course at another time. Since part of your course grade is determined by class participation, by definition your performance will be poor if you are not present.

In Class Article Presentations (15%-2 @ 7.5% each)

You will offer and present a **10-15 minute presentation** on a journal article from an **approved journal**. Be sure to confirm with me that your article is appropriate for that week's topic before submitting the article to me. You will need to email me the article you will be presenting on no later than **Sunday by 5PM before class**. I will then post the article to CANVAS for others to read at their leisure. The article must be related to that particular week's topic. You should integrate the material from the article with the other class readings for that week.

Discussion Leader (20%)

You will be selected to lead the discussion of the readings given on a particular day. You will be in charge of briefly summarizing the content of the readings and posing questions or raising critical issues to the class for discussion. To assist in your discussion, you are highly encouraged to incorporate your classmates weekly discussion questions.

Final Paper (40%)

You will prepare a research paper on a topic relevant to the course. The proposal will identify a research question, briefly review relevant literature, and propose a way of answering the question. Required length is 12-15 pages not including sources/references.

You will develop a research paper that explores in-depth one or more topics related to Latinxs and language repertoires (i.e., raciolinguistics, language & identity, language acquisition, code-switching, language policy, education, bilingualism, humor, etc. etc.). Your paper may be qualitative or quantitative in nature. You must also cite at least one article or chapter read in class this semester. Students must turn in a one-page proposal with potential references on **Monday, March 5, 2018 at 3:00 PM on CANVAS**. After feedback, you will be expected to complete the paper with this feedback in mind. Final Papers are due **April 30, 2018 by 11:59 PM on CANVAS**.

Research presentation (10%)

As part of your graduate training, you must also become comfortable with presenting your own research and ideas to different audiences (e.g., conference presentation, symposia, job talks, etc.). You will prepare a 15-20 oral presentation on your final paper; during which time you will briefly introduce your research topic with relevant literature, discuss your research method, results, and discussion/conclusion. You will have the opportunity to choose on which of the last two class meetings, **April 23 or April 30**, you wish to give your talk. You are welcome to employ whatever electronic resources or none to help you communicate your thoughts better including: PowerPoint, Prezi, Google Slides, etc., or other multimedia software, Internet resources, video or soundtracks. The goal here is to have you present your work in a safe and supportive environment that will assist your professional development. After your presentation, other students will have the opportunity to ask questions about your work.

Course Assignments and Grade Totals

Class Participation	15%
2 In Class Article Presentations	15%
Discussion Leader	20%
Final Paper	40%
Final Paper Research Presentation	10%
Total	100%

Grade Breakdown

A	95.00-100
A -	90.00 - 94.49
B +	87.00 - 89.49
B	83.00 -86.49
B -	80.00 - 82.49
C +	77.00 - 79.49
C	73.00 - 76.49
C -	70.00 – 72.49
D +	67.00 - 69.49
D	63.00 - 66.49
D-	60.00 – 62.49
F	Below 60

Late Policy

As a rule, **no extensions will be given**. No late work will be accepted. Under extreme circumstances requests for extensions will be entertained if requested well in advance of the due date. If granted, a penalty might be assessed for every calendar day the assignment is extended.

Classroom Environment

- Be on time; late-comers are frowned upon.
- Don't pack up your belongings early; I promise to end class promptly at 5:45 PM. If you anticipate having to leave class early, as a courtesy to me and your fellow classmates, please let me know *before* class begins.
- Unless you are expecting an emergency phone call, **please turn off cell phones and other devices that might disturb class.**
- Unless you have a SSD-approved disability accommodation, then please refrain from using electronic devices during class. ****A recent *Psychological Science* article found that taking notes by hand allows for deeper processing of information than by using a keyboard. **** Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological science*, 25(6), 1159-1168

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. If you believe you have a disability requiring an accommodation, please contact Services for Students with Disabilities at 512-471-6259, or visit the website <http://www.utexas.edu/diversity/ddce/ssd/>

Respect for Diversity

It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe

zone of respect, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, etc. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.

A note on plagiarism

You are encouraged to work with your peers—however, plagiarism of your peers (or other sources) will not be tolerated. Any violations may result in a failing grade for the course. If you actually read the syllabus, then send me a picture of your favorite Llama (animal) by the second class date. **ONLINE WRITING RESOURCES:** NOTE- plagiarism can be intentional or unintentional; you are responsible for understanding both so that you can avoid this serious academic offense.

Plagiarism tutorials: <http://plagiarism.org/plagiarism-101/overview/> short video explanation

Paraphrasing skills: <http://www.youtube.com/watch?v=sgMJ16WUEPg> short video explanation

If you think that you will need help to avoid plagiarism when writing a paper, please check with the Undergraduate Writing Center: <http://uwc.utexas.edu/>

Tentative Lecture Schedule and Readings

****changes to the syllabus will be made at instructor's discretion and will be announced in class, through email, or CANVAS****

Date	Topic	Readings * Assignments
January 22	Syllabus, Course Introductions, and Discussion/Article sign ups	
January 29	Language, Culture, & Latinx	Raciolinguistics (RL) Chapter 1 (p.33-50) "The Queer Politics of Spanglish" Rosa (2017) Anzaldúa (1987) Salinas & Lozano (2017)
February 5	Racialization	Rosa & Flores (2017) Mendoza-Denton, N. (2008) –Need Scan De Genova & Ramos-Zayas (2003) Zentella (2002)
February 12	Language Ideologies	RL Chapter 3 (p. 65-80) Martinez (2006) –Need Scan Martinez (2013)
February 19	Language Socialization & Latinidad	Valdés (2016) Bayley (2017) Negrón (2014) Rosa (2014)
February 26	Code-switching & Translanguaging	Beatty-Martinez & Dussias (2017) Velasco & Garcia (2014) Martinez-Roldan (2015)
March 5	Bilingualism & Latinxs	RL Chapter 14 (p. 255-272) Vaid & Meuter (2017) Ramirez et al. (2006) 1-page proposal with references due on CANVAS.
March 12	**University Holiday**	
March 19	Regimes of Standardization of Latinx Language Use	RL Chapter 18 (p.327-337) Flores (2017) (p. 62-80) Zentella (2017) Callahan (2014)
March 26	Language & Health	Martinez (2008) De Onís (2015)

		Rainey et al. (2014) Kam & Lazarevic (2014)
April 2	Stigmatization of Latinx Language	Raciolinguistics Chapter 15 (p.273-289) Schwartz (2008) Hill (1995)
April 9	Humor & Performance	RL Chapter 7 (p.135-152) Limón (1982) Santa Ana (2009) La Fountain-Stokes (2008) Haugen (1986)
April 16	Open Topic Class Wrap-up	TBA
April 23	** Final Paper Presentations**	
April 30	** Final Paper Presentations**	
	Final Research Paper Due on CANVAS	