

ALA
ODLOS

EXAMINING PRIVILEGE IN CLASSIFICATIONS:

Connecting Critical
Information Literacy
to Conversations on
“Latinx”

1. Context

- How did we arrive at “Latinx”? What are its linguistic implications?

2. Classifications & Critical Information Literacy

- How can we teach students to be critical when approaching information systems, including our own?

3. Strategies for Approaching Discussions

- How can we get students to connect their own processes of self-classification to institutional processes of classification?

OUTLINE

& TODAY'S GUIDING QUESTIONS

Latin@ Graduate Student Association &
Emissaries for Graduate Student Diversity

Presents

Study Circle



Sunday, September 30th

3:30 PM - 6:30 PM
La Casa

Pizza, books & great company



INDIANA UNIVERSITY
THE UNIVERSITY GRADUATE SCHOOL

LGSA

Latin@ Graduate Student Association

INDIANA UNIVERSITY



SONOMA STATE

Día de Lxs Muertxs

Join
MALCS de SSU,
Undocu-Scholars
Coalition, and
NAK



Hosted by
MEChA de SSU

Nov. 1 at 10am-2pm, Salazar Plaza
Nov. 2 at 10am-2pm, Seawolf Plaza

LATINX COMMUNITY & ALLY LUNCHEON

IF YOU ARE A MEMBER OF THE LATINX COMMUNITY, AN ALLY, OR AN
ACCOMPLICE, JOIN US FOR LUNCH.
FIRST COME, FIRST SERVED

FEBRUARY 22 | 12 PM TO 130 PM | STUDENT CENTER 2020

MEChA de Sonoma



Movimiento Estudiantil Chicanx de Aztlán . : . Sonoma State University

POLL

**WHAT TERM IS
PREDOMINANTLY USED
AT YOUR CAMPUS
(OR INSTITUTIONAL
COMMUNITY)?**

BEFORE “LATINX”

LATINO

short for *latinoamericano*, becomes more widely used for its distance from Spanish colonizers and oppressors

LATINO@

gender-neutral term encapsulating the masculine and feminine equally. Mostly denoted only in written form, lacked a common or widely-used pronunciation

1970

HSPANC

first appears in census after La Raza activists advocate in 50s and 60s for a unifying term

1980

1980/90s

LATINA/O

Anti-patriarchal term that places the feminine before the masculine

1990/2000s

LATINX

non-binary, gender-inclusive term that entered the mainstream on U.S. college campuses around 2014

2014



“

Any given classification provides surfaces of resistances (where the real resists its definition), blocks against certain agendas, and smooth roads for others.

Bowker & Leigh Star | *Sorting Things Out* (1999) | pg. 324

”

LATINX:

A non-binary, gender-inclusive alternative to Latino/a. It gained popularity on college campuses around 2014 and has increasingly entered the mainstream since.

PROS

- Inclusive of non-binary/gender-queer folks
- De-centers gender from conversation
- Follows in the tradition of “border spaces”

CONS

- Elitist
- Excludes recent U.S. migrants or Spanish speakers outside U.S.
- Linguistic Imperialism
- Conflicting Use

GOOGLE TRENDS FOR “LATINX” INTEREST OVER TIME

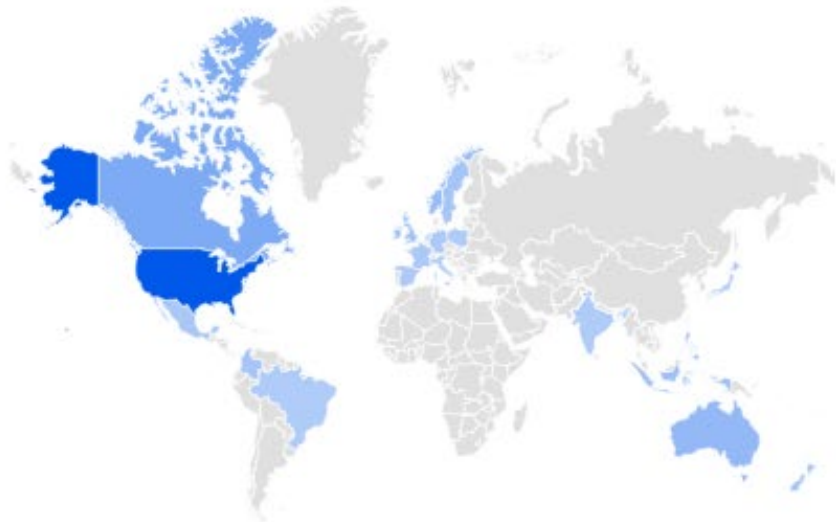
Interest over time 



GOOGLE TRENDS FOR “LATINX” INTEREST BY REGION

Interest by region ?

Region ▼ ↓ <> ↻



1	United States	100	<div><div style="width: 100%;"></div></div>
2	Puerto Rico	30	<div><div style="width: 30%;"></div></div>
3	Canada	29	<div><div style="width: 29%;"></div></div>
4	Australia	17	<div><div style="width: 17%;"></div></div>
5	Singapore	15	<div><div style="width: 15%;"></div></div>

Include low search volume regions

< Showing 1-5 of 23 regions >

Spanish is a GENDERED language, but not always a GENDERING language

Describing inanimate objects

- la mesa (table, f.)
- el auto (car, m.)
- la corbata (necktie, f.)
- el libro (book, m.)

Nouns that reverse category

- la radio (radio, f.)
- el planeta (planet, m.)
- la mano (hand, f.)
- el mapa (map, m.)

Marking human gender

- el abogado/la abogada (lawyer, m./f.)

Common gender

- el dentista / la dentista (dentist, m./f.)

Groups of people

- nosotros (“we”: group of men or mixed group)
- nosotras (“we”: group of women)

LATINX

A LINGUISTIC CRASH COURSE

“El hombre Mexicanoo es
The Mexican man is

una persona a indígena.”
an indigenous person

Since biological sex does not necessarily correspond with gendered nouns or adjectives, is Spanish already gender fluid?

6 Asian-Latinx Women Share What They Wish You Knew About Their Identity

By JANEL MARTINEZ | Sept 19 2018 | f

FORTUNE

npr music Tiny Desk All Songs Considered Music News Features New Music

REVIEW

The Spotify Playlist: Latinx Women Defy Categorization

September 18, 2018 · 8:02 AM ET

Latinx Female Founders Receive Only 0.4% of Venture Capital Funding

f t in

NBCBLK

OpEd: A Reflection on Afro Latinx Women's Day



The materials themselves are linguistically controlled, corralled in classification structures that fix items in place, and they are described using controlled vocabularies that reduce and universalize language, remarkably resistant to change

Emily Drabinski | Queering the Catalog (2013) | pg. 94





All information technologies favor some content or users over others. One cannot design a neutral system.

Siva Vaidhyanathan | The Googlization of Everything (2012) | pg. 62



L A T I N X
A
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A ROUNDTABLE

On October 11th the SSU Library hosted a brownbag roundtable entitled “To Be or Not To Be Latinx?” which was attended by faculty, undergraduates, graduate students, and staff.

Conversation Prompts:

- What is to be gained by the use of “Latinx” and what might be lost?
- Who does the term include? Who might the term exclude?
- What hegemonies does the term “Latinx” transgress? What power structures could it recreate?
- How does “Latinx” connect to your own experience and identity?





BOOK

Identity, social activism, and the pursuit of higher education: the journey stories of undocumented and unafraid community activists

Susana M. Muñoz 1972-
2015

Details

TOP

FIND IN LIBRARY

LINKS

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DETAILS

SEND TO

Title

Identity, social activism, and the pursuit of higher education: the journey stories of undocumented and unafraid community activists

Other Titles

Journey stories of undocumented and unafraid community activists

Author

Susana M. Muñoz 1972- >

Subjects

Illegal aliens -- Education (Higher) -- United States >

Illegal alien children -- Government policy -- United States >

Illegal aliens -- United States >

Identity (Psychology) -- United States >

Youth -- Political activity -- United States >

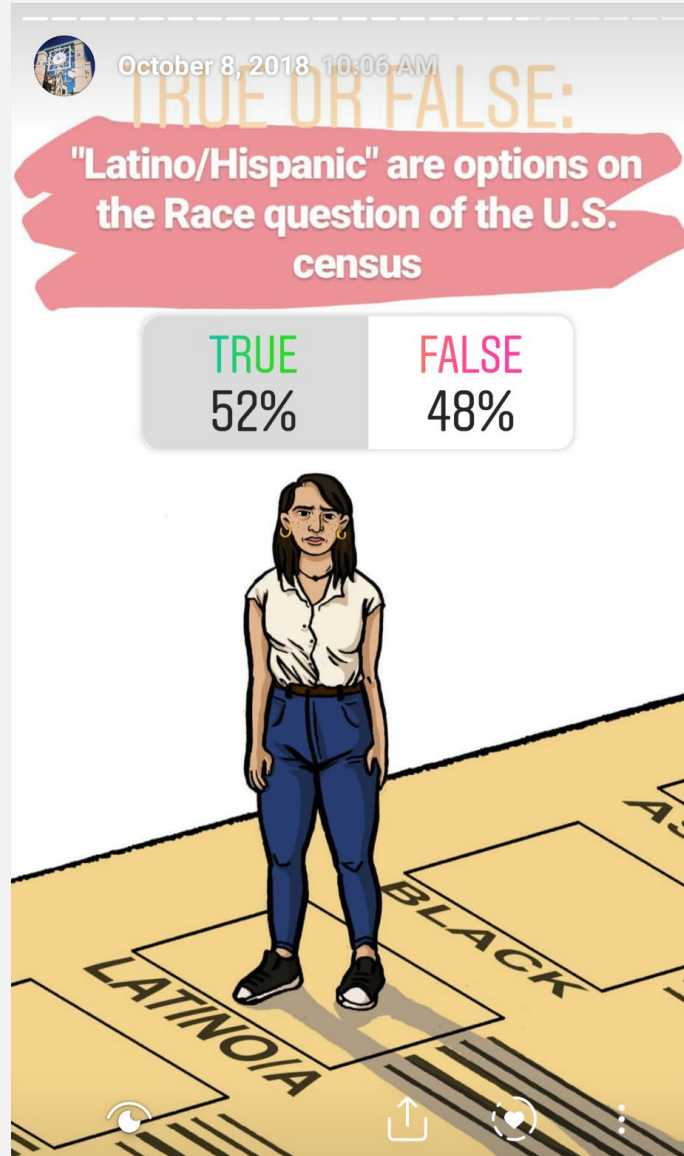
Students -- Political activity -- United States >

Social action -- United States >

Youth movements -- United States >

Educational equalization -- United States >

What happens when people don't recognize themselves in a classification assigned to them?



October 8, 2018 10:14 AM

FALSE!

NEITHER TERM APPEARS IN THE RACE CATEGORY... ONLY IN A FOLLOW-UP ETHNICITY QUESTION ASKING IF RESPONDENTS ARE OF HISPANIC ORIGIN

This leads 51% of Latinos to identify their race as "Some Other Race" or volunteer "Hispanic/Latino".

Meanwhile 36% identify as "white" and 3% say their race is "black"

The figure is a social media post from October 8, 2018, at 10:14 AM. It has a purple-to-red gradient background. At the top, it says "FALSE!". Below that, it explains that neither "Latino/Hispanic" nor "Some Other Race" appear in the race category, but only in a follow-up ethnicity question. It then states that 51% of Latinos identify their race as "Some Other Race" or volunteer "Hispanic/Latino", while 36% identify as "white" and 3% say their race is "black". At the bottom, there are icons for a camera, share, heart, and a vertical ellipsis.



FUTURISTIC ANTHROPOLOGISTS

AROLE-PLAYINGACTIVITY



The world we see is not the world as it is, but the world as we have learned to see it, oriented in large part by an inherited language with its already established obsessions and webs of associations.

Brent Davis | Inventions of Teaching (2004) | pg. 100



QUESTIONS?

Examining Privilege in Classifications:
Connecting Critical Information Literacy to Conversations on “Latinx”

REFERENCES

Bowker, Geoffrey C., and Susan Leigh Star. *Sorting things out: Classification and its consequences*. MIT press, 2000.

Davis, Brent. *Inventions of teaching: A genealogy*. Routledge, 2004.

Drabinski, Emily. "Queering the catalog: Queer theory and the politics of correction." *The Library Quarterly* 83, no. 2 (2013): 94-111.

Vaidhyathan, Siva. *The Googlization of everything: (and why we should worry)*. Univ of California Press, 2012.

FURTHER READING

Downey, Annie. *Critical information literacy: Foundations, inspiration, and ideas*. Sacramento, CA: Library Juice Press, 2016.

Drabinski, Emily. "Teaching the radical catalog." *Radical cataloging: Essays at the front* (2008): 198-205.

Hernández, Daniel. "The case against 'Latinx.'." *Los Angeles Times*. Retrieved from <https://www.latimes.com/opinion/op-ed/la-oe-hernandez-the-case-against-latinx-20171217-story.html> (2017).

Tewell, E. (2016). Toward the resistant reading of information: Google, resistant spectatorship, and critical information literacy. *portal: Libraries and the Academy*, 16(2), 289-310.

Vidal-Ortiz, Salvador, and Juliana Martínez. "Latinx Thoughts: Latinidad with an X." *Latino Studies* 16, no. 3 (2018): 384-95.