

Index

- AAE. *See* African American English
 AAVE. *See* African American Vernacular English
 Abedi, Jamal, 229
 academic literacy practices, 198
Accent on Privilege (Jones), 148–149
 accented pronunciations, 140–141
 acculturation, 239–240, 264–265, 268
 Adams, John, 49
 additive schooling, 236–237
 African American English (AAE), 40–41, 43–44
 African American Vernacular English (AAVE), 42, 44–45, 102, 119, 234. *See also* Cross-Racial AAVE
 Asian American identities and, 132–133
 Chinese American with features of, 128–129, 136–137
 creole-origin theory of, 43
 cultural stereotypes from, 129
 Dominicans use of, 119, 188
 features of, 44
 gangs using, 124
 hybrid variety of, 125–126
 sociocultural use of, 39–40
 African Americans, 39–40, 45, 46–47, 265–266
 cultural expressions of, 45–46, 131–132
 Dominicans distinction from, 101–102
 English dialects of, 42–43
 linguistic structures of, 43
 in New Orleans, 39
 social behaviors of, 125–126
The African Heritage of American English (Holloway and Vass), 46–47
 Ager, Waldemar, 56
Ajrysze, 96
 Alien and Sedition Acts, 49
Alien Nation (Brimelow), 71–72
 alienness, 138–139
 Alim, H. Samy, 39–40, 46, 132–133
All American Girl, 130–131
 Alvarez, Lizette, 196–197, 205, 281–282
 alveolar stops, 173–174
 American Anti-Slavery Society, 61–62
 American Indian Movement, 25–26
 American Indian Pidgin English, 162
 American Republican party (Know Nothings), 62
 Americanization, 54–55
 ethnic identity and, 264
 hyphen and, 114–115
 Irish immigrants and policy of, 63–64
 language ideology in, 2–3
 monolingualism and, 5
 unassimilable culture and, 56
 Americanness, 26, 313–314
 claims to, 15
 foreign accents and, 140
 Japaneseness and, 295–296
 racialized as white, 23
Americans No More (Geyer), 71–72
 Anderson, 18
 Andresen, Julie Tetel, 192–193
 Andrews, Edna, 141–142, 168, 172–173
 Anglicized Spanish dialect, 208
 Anglo-Americans, 36, 196–197
 Anglo-Saxons, 57, 110
 anti-bilingual education, 38
 anti-immigration, 28, 64, 115, 325, 328
 Antin, Mary, 113, 114–115, 321–322
 Anzaldúa, Gloria, 38, 307, 314, 321–322
 borderlands and, 317–319
 Mexican Americans and, 11–12
 Araujo-Dawson, Beverly, 101
 Ardila, Alfredo, 208
 Arizona, 36–37, 38
 Arnaut, Karel, 323, 328
 Asher, Nina, 123
 Asian accent, 161–162, 188–190
 Asian Americans, 83–84, 88–89, 125–126, 154
 AAVE and identities of, 132–133
 CRAAVE reinterpreting, 133
 cultural stereotypes of, 158, 159, 161–162

- ethnicity and, 134–135
 foreign accents of, 9–10
 honorary whiteness for, 87–88
 immigrant life of, 130–131, 136
 model minority, 86–88, 128–129
 as moral threat, 56
 prejudice against, 85–86
 racialization of, 83, 84–85, 142–143
 assessment tools, 233–236
 assimilation, 4–5, 57, 134, 174, 313–314
 Auer, Peter, 180
 Augustana Book Concern, 32–33
 authentic self, 296–297
 Ayala, Jennifer, 304

 Bailey, Benjamin, 183, 187, 188
 Dominicans and, 101–102, 119
 multilingualism and, 177–178
 Spanish dialects and, 39
 Bakanowski, Adolf, 33–34
 Bakhtin, Mikhail, 183
 Baptiste, David, 249–250, 251
 Baquedano-López, Patricia, 100–101
 Barry, John, 109–110
 Bartholdt, Richard, 56
 Bartlett, Lesley, 198, 254–255
 Bayley, Robert, 226–227, 262, 263
 BEA. *See* Bilingual Education Act
 Bean, William G., 61, 63–64
 Becker, Alton, 193–194
 behaviors, disruptive, 234–235
 Bernard, Saint, 15
 Besemeres, Mary, 286–287
Beyond Yellow English (Reyes and Lo), 159
 Bhabha, Homi K., 11–12
 Biard, Pierre, 19–20
 Bigler, Ellen, 3
 Bilingual Education Act (BEA), 234, 240–241
 bilingualism, 38, 115, 200–201, 262, 282–283
 code-switching and, 186–187, 201–202
 detrimental influence of, 112–113
 dynamic, 246
 education, 241, 314–316
 emergent, 13, 236–237
 emotional experiences of, 285–286
 immigrant children and, 227, 236–246
 language blending and, 177
 monolingualism building, 5, 177–178
 nonequivalence, 292–293
 of teachers, 152
 in U.S., 27–28
 Wierzbicka experiences of, 288–289
 biliteracy model, 196–197
 Birdsong, David, 141–142, 177–178
 black-versus-white racial discourse, 166–167

 Blair, Hugh, 21
 Blair, John, Jr., 27
el bloque (the block), 186–187, 205–207,
 268, 303
 children of, 269
 language diversity of, 102
 Blumenbach, Johann Friedrich, 79–80
 Boas, Hans C., 34–35, 222
 Bolonyai (forthcoming), 139–140, 323–324
 Border Patrol, 71
 ‘Border Security and Immigration
 Enforcement Improvements,’ 71
 border wall, 71
 borderlands, 11–12, 207–208, 309, 317–319,
 321–322
 hybridization in, 12
 Native Americans and, 318–319
Borderlands/La Frontera: The New Mestiza
 (Anzaldúa), 307
 Brainerd, David, 19–20
 Brimelow, Peter, 71–72
 Briscola, Circolo della, 180–181
 Britain, 27, 30–31, 269
 British Empire, 11–12
 Broom, Jacob, 27
 Brożek, Andrzej, 34, 221
 Buchanan, Patrick, 71–72
 Bucholtz, Mary, 124–125, 128–129, 275,
 296–297
 Asian American evaluation and, 88–89
 CRAAVE term of, 131
 honorary whiteness and, 87–88
 identity and, 9
 social positioning and, 319
 unmarked identities and, 94
 whiteness and, 92–93
 Burck, Charlotte, 269, 278–279, 294–295,
 298–299
 Bureau of Indian Affairs, 22
 Bureau of Naturalization, 5
 Bush, Jeb, 72–73

 CA. *See* Conversation Analysis
 Cabrera, Alejandrina, 150–151
 California, 38, 70–71
 California Alien Land Bill (1913), 57
 California Chinese Pidgin English (CCPE),
 161–162
 California State Constitution, 37
 California State University (CSU), 235–236
 California Supreme Court, 85
 Callahan-Price, Erin, 172–173, 236
 Canary Islands, 39
 Cannon, Cornelia James, 68
 Cantonese-English code-switching, 181–182

- Cargile, Assron Castelán, 144–145, 149
 Caribbean Latino, 101
 Carnevale, Nancy, 316
 Cashman, Holly, 184–186
 Cass, Lewis, 22
 Catholicism, 62, 93, 95–96, 97
 CCPE. *See* California Chinese Pidgin English
 CCR. *See* consonant cluster reduction
 Centers for Disease Control (CDC), 267
 Central Americans, 99–100
 Cervantes, Miguel de, 203–204
 Chacko, Elizabeth, 118–120
Chan Is Missing (film), 126–130, 134–135
Chas. A. Loder's Hilarity Songster, 160
 Chavez, Leo R., 71–72, 90, 306–307
 Cherokee Indians, 22
 Chicago, 104–105
 Chicano English, 106, 154–155, 169–170
 Chicano Spanish, 318
 child language brokers (CLBs), 247, 255–256
 impact of, 259
 multilayered experiences of, 248–252
 Orellano and, 257
 children, 105, 172–173, 326
 of el bloque, 269
 immigrant, 226–228, 236–246, 255–256, 271
 language brokering, 247, 248–252, 255–256, 257, 259
 parents relationship with, 277–278
 Chile, 270–271
 Chinatown, 65–66
 Chinese, 64, 65–66, 163, 164
 emotion words in, 288
 formal expressions in, 288
 Chinese Americans, 107–108, 155–156
 AAVE and, 128–129, 136–137
 identity, 127–128
 minstrel songs about, 161
 racialized stereotypes of, 163–164
 Chinese Exclusion Act (1882), 57, 85
 Chinese immigrants, 50, 65–66, 83–85, 164
The Chinese Must Go: A Farce in Four Acts, 161–162
 Chinese Pidgin English (CPE), 160–162
 Cho, Margaret, 158, 162–163, 164–166
 in *All American Girl*, 130–131
 Mock Asian and, 136–137
 as perpetual foreigner, 88
 Chomsky, 192–193
 Chow, Kat, 159
 Christian values, 25
 Christianity, 18, 21, 58
 Chun, Elaine, 158–159, 160–161
 AAVE and, 128–129, 136–137
 Mock Asian and, 158
 model minority and, 134
 Church World Service (CWS), 297–298
 Cisneros, Josue, 38
 Civil Rights Act, Title VII of, 144–145
 Civil Rights movement, 45–46, 56, 86–87, 240–241
 civilization, 25
 CLBs. *See* child language brokers
 Clinton, Bill, 143–144
 Cobden glossaries, 195–197
 Coca-Cola, 23
 code-switching, 181–182, 243–244
 bilingualism and, 186–187, 201–202
 conversational, 179
 by family members, 260
 identity-making from, 178–180
 as interactional resource, 185–187
 linguistic forms and, 188–190
 multilingual immigrants and, 190
 social roles negotiated through, 183
 Spanish-English, 183–185
 coherent self, 10
 collective identity, 180–181
 colonial Mexico, 91
 colonialism, 78
 colonizer, cultural identity of, 11
 colorblind society, 86–87
 Combs, Mary, 242–243
 comedy routines, 157
 Coming Out of the Shadows, 312–313
 communications, 151–152, 194
 conditioned response, 283
 Congress, 85
 consonant cluster reduction (CCR), 172–173
 consonant clusters, 156–157
 continua of biliteracy model, 245
 Conversation Analysis (CA), 179
 conversational strategies, 187
 copula deletion, 131–132
 core identity, 296–297
The Cosmic Race (Vasconcelos), 204–205
 counterlanguage, 46
 CPE. *See* Chinese Pidgin English
 CRAAVE. *See* Cross-Racial AAVE
 Creole, 41, 42, 43
 creolization, of language, 168–169
 cross-cultural meetings, 195
 cross-generational language, 275
 Cross-Racial AAVE (CRAAVE), 131, 133
 CSU. *See* California State University
 Cuba, 265–266
 Cubberley, Ellwood, 56–57
 “Culdees & Irland It Mikla: The Irish in America on thousand years before Columbus” (Mulroy), 14

- cultural supermarket, 327
 culture, 11, 56, 129, 188–190
 African Americans and, 45–46, 131–132
 Asian American stereotypes and, 158
 heritage, 262–263
 hip-hop, 123, 131–132
 lesbian/gay, 302, 308
 popular, 133, 153–157
 Cummins, James, 239–240, 241, 244–245
 CWS. *See* Church World Service
 Czestochowa, 34
- Daisy Dawson* (Voake), 167
 D'Angelo, Pascal, 316–317
 Daniels, Roger, 61
 Dannenberg, Clare, 26
 Danon, 196–197
 Davis, James J., 68
 Dawit, 319
 De Fina, Anna, 102, 260–261, 272, 275–277
 ethnicity and, 9, 180–181
 Italian Americans and, 279–280
 linguistic preferences and, 273–274
 Mexican immigrants and, 99–101
 multilingualism and, 272–273, 274–275
 De Jongh, Elena, 207, 208
 De Ment, Terri L., 250–251
Death of the West: How Dying Populations and Immigrant Invasions Imperil Our Country and Civilization (Buchanan), 71–72
 Debes, John L., III, 193–194
 Decena, Carlos Ulises, 303, 304–305, 309
 DeGraff, Michel, 41
 Del Torto, Lisa, 275–277, 279–280
 Delgado-Gaitan, 248–249
 Dewey, John, 193–194
 Díaz-Lázaro, Carlos M., 248–249
diccionario mojado (wetback dictionary), 195, 197
 Dietrich, Lisa C., 105
 discrimination, 7–8, 42–43, 265–266, 267–268.
 See also prejudice
 ethnic and racial, 81, 146
 foreign accent, 141–142, 146–147
 linguistic, 143–144, 150–153
 disruptive behavior, 234–235
 dissonant acculturation, 264–265
 domestic violence, 304–305
 dominant language, 27–28
 Dominicans, 101–102, 119, 200, 295–296
 AAVE use of, 119, 188
 academic literacy practices and, 198
Don Quijote (Cervantes), 203–204
Dora the Explorer, 326
 Doroszewski, Witold, 215–217, 218–219
- Dovidio, John F., 153
The Dragon Tales, 325
 DREAM Act (2010), 70–71, 72–73
 Du Ponceau, 19, 21, 22
 dual-immersion programs, 69
 dual-language programs, 207–208, 243–244
 Dubisz, Stanislaw, 215–217
 dumping ground, 70
 Dunbar-Ortiz, Roxanne, 16–18, 37–38, 169
 Dziembowska, Janina, 95, 96, 97, 98–99
- East Asia, 88–89
 Eastern European, 67, 68
 Ecuadorian LGBTQ, 310–313
 education, 28–29, 38. *See also* teachers
 bilingual, 241, 314–316
 of ESL, 308
 immigrant children and, 226–228, 236–246
 public, 26–27, 50, 70–71
 EEOC. *See* Equal Employment Opportunity Commission
 Elementary and Secondary Education Act (ESEA), 234
 Eliot, John, 19–20
 ELLs. *See* English Language Learners
 embodied words, 282–291
 Emergency Detention Act, 86
 emergent bilinguals, 13, 236–237
 emotion words, 288
 emotional experiences, 263, 285–286
 England. *See* Britain
 English, 27–28, 236, 277–278, 283, 313–314
 African Americans dialects in, 42–43
 American Indian Pidgin, 162
 Asian accent and, 147–148
 Chicano, 106, 154–155, 169–170
 Chinese and, 164
 Chinese Pidgin, 160–162
 code-switching with, 183–185
 fluency in, 4–5
 government-sponsored, 37
 Hispanic, 171–173, 234
 immigrant children education and, 236–246
 immigrants learning, 5–6, 196–197
 learners, 236
 Lumbee, 26
 Mainstream American, 125–126
 Mainstream US, 39–40, 88, 92, 94, 154–155
 monolingualism of, 112–113
 Native Americans and instructions in, 22
 native-speaker, 140
 Polamerican and, 209–210, 212, 213–215, 217–219
 Polish-American, 173–176
 proficiency in, 150–151

362 Index

- English (cont.)
 Roosevelt and sole language of, 55
 Standard American, 143–144
 Sudanese women's learning of, 2–3
 translanguaging and, 274
 unifying role of, 115–116
 English as a Second Language (ESL), 227, 297–298
 education of, 308
 high school students programs, 198–199
 teachers for, 151, 152
 English Language Arts, 199–200
 English Language Learners (ELLs), 172–173, 228–236
English with an Accent (Lippi-Green), 140
 Enlightenment subject, 9
 Equal Employment Opportunity Commission (EEOC), 151–152
 Ericson, Leif, 30–31
 ESEA. *See* Elementary and Secondary Education Act
 ESL. *See* English as a Second Language
 Espín, Olivia, 299, 301–303
 essentialist views, 9–10
 Ethiopian immigrants, 118–120, 319
 ethnicity, 9, 180–182, 327
 discrimination of, 81, 146
 fashionable, 327–328
 heritage, 57–58, 111
 hyphenation, 12
 identity and, 134–135, 264
 language, 259–260
 of Norwegian immigrants, 301
 prejudice, 97
 symbolic, 118
 ethnogenesis, 90, 120–121, 128
 ethnolinguistic make-up, 28
 eugenics, 80–81
 European American immigrants, 306–307
 European immigrants, 1, 58–59
 European-American Muslims, 118
 Europeans, 1, 55, 56–57, 58–59, 166–167
 Every Child Achieves Act (2015), 228–229, 233
Expanding Definitions of Giftedness (Valdés), 254
 facial expressions, 291
 false persona, 294, 296–297
 families, 258, 259–261, 272, 277–278
 activities centered around, 183–184
 code-switching by, 260
 immigrant, 269, 270, 272–273, 277
 language choices of, 261–263, 287–288
 multilingualism and, 260–261, 271–280
 Farr, Marcia, 102–105, 169
 fashionable ethnicity, 327–328
 Fellin, Luciana, 327–328
 femininity, 295–296, 301
 Feng, Peter, 126–128
 FEP. *See* Fluent English Proficient
 Fernández, Roberto G., 205–206
 feudal society, 34–35
 FG. *See* Fredericksburg German
 Fine, Michelle, 12, 89, 90, 108–109
 ethnogenesis argument of, 120–121
 hybrid identity from, 134–135
 working the hyphen by, 128
 Firmat, Gustavo Perez, 281–282
 first language, 325
 first-generation speakers, 174
 Fishman, Joshua, 264
 Fixico, Donald L., 26
 Fluent English Proficient (FEP), 234–235
 fluidity, 13
 foreign accents, 144–145, 147
 accented pronunciations of, 140–141
 as alienness marker, 138–139
 Americanness and, 140
 of Asian Americans, 9–10, 147–148
 discrimination of, 141–142, 146–147
 dominant process for, 157
 of ESL teachers, 151
 high-accented guises of, 142
 immigrants with, 153
 job performance and, 150
 linguistic forms in, 162–163
 of native speaker, 167–169
 native-speaking listeners and, 149
 negative social evaluation of, 144
 in popular culture, 153–157
 stereotypes of, 139–140, 155
 foreign concepts, 292–293
 Fought, Carmen, 92, 154–155, 169
 Founding Fathers, 28–29
 Franklin, Benjamin, 27, 67–68, 81–82
 German immigrant criticisms by, 28–29, 59–60
 skin color focus of, 78
 frankness (*franqueza*), 103–104
 Fredericksburg Dialect, 222
 Fredericksburg German (FG), 222–223
 French Canadians, 97
Fresh Off the Boat, 130–137
 Freyere, Gilberto, 204–205

The Gaelic American, 109, 110–111, 113
 Gándara, Patricia, 241–242
 gangs, 105, 106, 124
 García, Eugene, 238, 245, 246, 254–255

- García, Ofelia, 191–192, 198, 232–233, 236–237
 Gardner-Chloros, Penelope, 178
 Garis, Ray, 68
 Garrison, William Lloyd, 61–62
 Geary, Thomas J., 64
 Gee, James Paul, 296–297
 gender, 215–217, 294–295, 301
 assignment choices of, 217
 identity, 306–307
 of immigrants, 309
 role and performance of, 303–307
 sexuality and, 299–300
 Genthe, Arnold, 65–66
 German belt, 34–35
 German immigrants, 34–35, 59–60, 109–110
 German settlements, 221
 German-language schools, 238
 Geyer, Georgia Anne, 71–72
 Gibson, Mel, 159
 Gilbert, Glenn, 222–223
 Gluszek, Agata, 153
The Godfather (film), 133
 Goffman, Erving, 45–46
 Golla, Victor, 24
 González, Danny, 266–267, 268
 González Echevarría, Roberto, 202
 Goodenough, Florence, 112–113
 Gorham, Nathaniel, 27
 Grant, Madison, 79–80
 Grosjean, François, 245
 Gruchmanowa, Monika, 210–212, 217–219
 Guadalupe, Virgen de, 100–101
 Guillén, Nicolás, 204–205
 Gullah (Geechee) creole, 43
 Gutiérrez, Kris D., 12

 Haesook Han Chung, 279–280
 Haitians, 267–268
 Hale, Edward Everett, 63–64
 Hall, Stuart, 9, 92–93, 94, 275, 296–297
 Halter, Marilyn, 327
 Hanson, Victor Davis, 71–72
 Harvard Immigration Project, 269–270
 Harvey, Sean P., 21
 Haugen, Einar, 30–31, 32
 Hawai'i Creole (HC), 162, 168–169, 173
 HE. *See* Hispanic English
 Heath, Shirley Brice, 196–197
 “The Heathen Chinese,” 160
 Heckewelder, 19, 21, 22
 Helms, Janet E., 77
 Henry, P. J., 144–145
 heritage culture, 262–263
 heritage languages, 114, 174–176, 275–277

 family interactions with, 277
 heritage culture and, 262–263
 immigrants and, 260, 272–273
 variations in, 219–225
 heteroglossia, 183
 heterosexuals, 128–129, 308
 Hibernian simplicity, 63–64
 high school students, 198–199
 higher education, 28–29
hijab, 120–121
 Hill, Jane, 93, 166–167
 hip-hop culture, 123, 131–132
 Hispanic English (HE), 171–173, 234
 Hispanics, 90, 91–92, 99–100, 105, 202
A History of the American People (Wilson), 58–59
A History of the Irish Settlers in North America, from the Earliest Period to the Census of 1850 (McGee), 15
 Hoban, 97–98
 Hodur, Franciszek, 97–99
 Hoffman, Eva, 283, 286–287, 290–291, 292–294
 bilingualism and, 282–283
 English voice and, 313–314
 L1 connections lost and, 321
 Lost in Translation by, 282
 self-translation of, 294
 Holloway, Joseph, 46–47
 Home Language Survey, 234
 honorary whites, 89
 Hopper, 193–194
 Hornberger, Nancy, 196–197, 198, 245
 Hosoda, Megumi, 152–153
 Howe, Cymene, 311–312
 Huang, Eddie, 130–137, 299–300
 human experiences, 136–137
 Hungarian immigrants, 139–140
Hunger for Memory (Rodriguez), 114, 239–240, 314–316
 Huntington, Samuel, 1–3, 30, 33, 71–72
 Hurston, Zora Neale, 45
 hybrid culture, 123
 hybrid language, 2, 8, 162–163, 164, 219, 268
 hybrid spaces, 12, 120–121, 313–314
 hybrid utterances, 183–184
 hybrid words, 216
 hybridity, 8, 11–13, 119–121, 200–201
 in borderlands, 12
 hyphenated identities and, 108–109
 of identity, 134–135, 209, 212
 hyphen, 107, 109–110, 111
 Americanization and, 114–115
 Ethiopian Americans and, 119–120
 multilingualism and, 116–117

364 Index

- “The Hyphen that Destroyed a Nation”
 (Longstreet), 115–116
 hyphenated Americans, 110–111, 113, 116–117
 hyphenated identities, 108, 114, 118, 126
 hybridization and, 108–109
 language and, 128
 sociocultural interplay of, 134
- I Love Lucy* (television), 136
 ideal bilingual, 200–201
 identity, 3, 4–5, 8–10
 Chinese American, 127–128
 code-switching making, 178–180
 collective, 180–181
 core, 296–297
 essentialist views of, 9–10
 ethnicity and, 134–135, 264
 gender, 306–307
 human experiences in, 136–137
 hybrid, 134–135, 209, 212
 of immigrants, 107, 299–300
 interpretations of, 127
 Latino local, 102
 loss of professional, 297–298
 multilingualism and, 3, 7–8, 298–299
 new hybrid spaces in, 120–121
 social, 77–78
 social construction of, 293–294
 theoretical approaches to, 8
 identity-making practice, 178–180
 illegal aliens, 70–71, 90, 92, 312–313
Illegal Alphabets and Adult Bilingualism: Latino Migrants Crossing the Linguistic Border (Kalmár), 195
 illegal immigrants, 70–71, 267
 Illinois Migrant Council (IMC), 195
 image promotion, 65–66
 IMC. *See* Illinois Migrant Council
 immigrant children, 226–228, 236–246, 255–256, 271
 Immigrant Youth Justice League, 312–313
 immigrants, 66–67, 70–71, 198–200
 assimilation by, 4–5, 57
 English learned by, 5–6, 196–197
 with foreign accents, 153
 gender and sexuality of, 309
 heritage languages and, 260, 272–273
 languages, 29, 220
 linguistic practices of, 106
 literacy test for, 57–58
 multilingual, 179–180
 nation of, 12
 New Orleans attracting, 38
 personal agency and, 320
 public opinion on, 68
 second language and, 321–322
 settlers distinction with, 33
 shapeless identities of, 126–127
 slavery as involuntary, 40–41, 48
 Spanish spoken by, 224
 subtractive acculturation of, 239–240
 unhyphenated naturalized, 114
 U.S. shaped by, 30, 94
 whiteness understanding of, 94–95
 immigration, 16, 28, 115. *See also*
 anti-immigration
 imperfect progressive (IP), 225
 India, 82
 Indian Removal, 22
 Indian-Americans, 123
 indigenous America
 invasion of, 16–18
 language of, 25
 origins of, 21
 population of, 17
 revitalization of, 25–26
 Spain claiming lands of, 19
 indigenous people, 16–17, 25
 inequality, 7–8
 integrated verbs, 214–215
 intelligence test, 80–81
 interactional resource, 186–187
 interdental fricatives, 173–174
 intersectionality, of experiences, 310–313
 intonation patterns, 156–157
 intra-family brokering, 272
 IP. *See* imperfect progressive
 Irish immigrants, 109–110
 prejudice against, 61–62, 63
 in U.S., 14–15, 61–64
 Irish Roman Catholicism, 62
 Irland It Mikla, 14, 15, 30–31
Irlandczycy, 96
 Islam, 73–76
 Italian Americans, 279–280
- Jackson, Samuel L., 166–167
 Jaeger, Nanny Mattson, 301
 James, William, 291
 Japanese experiences, 300
 Japaneseness, 295–296
 Javier, 284
 Jefferson, Thomas, 15–16, 21, 29, 78–79
 Jespersen, Otto, 112–113, 177
Jessie (television), 88–89
 job performance, 150, 152–153
 Johnson, Anjelah, 154, 155, 164–166
 Jones, Katharine W., 148–149, 150–151, 258–259
 Jorae, Wendy, 64, 65–66

- Jørgensen, 192–193, 194
 Juan de Oñate, Don, 19
 Juan Li, 164
 Judaism, 93
- Kalmar, Tomás Mario, 195
 Kayyal, Mary H., 291
 Kennedy, John F., 1–2
 Kersten, Holger, 163–164
 Kim, Ronald I., 161–162
 Kingston, Maxine Hong, 162–163, 164, 299–300, 305–306
 Kleifgen, Jo Anne, 198–199, 232–233, 236–237, 246, 254–255
 Klein, Wendy L., 12
 Knights of Columbus speech, 111–112, 115–116
 Know Nothings, 62–63, 239
 Korean accents, 144, 188–190
 Korean American, 131–132
 Korean War, 86
 Kosciuszko, Tadeusz (Thaddeus), 15–16
 Kosinski, Jerzy, 283, 284, 305–306
 Kozlowski, Anton, 97–98
 Krauss, M., 25
 Kruska, Waław, 98–99, 209, 215–217, 238–239
 borrowings and hybrids by, 213
 Polish Americans and, 95
 Kumpiene, Gerda, 252
 Kyratzis, Amy, 183–185, 186–187
- L1, 141, 259–260, 282–283, 289–290, 321
 L2, 141, 171–172, 259–260, 282–283
 frustrations, 290–291
 proficiency in, 297–298
 in psychotherapy, 289–290
 La Florida, 19
 Lamanna, Scott, 225
 Lanehart, Sonja, 43–44
 Language Assessment Scales (LAS), 241–242
 language brokering, 246–248, 253
 child, 247, 248–252, 255–256, 257, 259
 family bonding and, 258
 linguistic problems in, 275–277
 skills and assets of, 253–259
language-as-physical-attribute, 141
 languages, 46, 282, 284. *See also* bilingualism;
 multilingualism; *specific languages*
 acquisition, 141
 central role of, 21
 concept of, 202
 embodiment, 282–283
 endangered, 25–26
 ideology of, 2–3, 202
 mixing different, 41, 200–201
 subordination process of, 143–144
 U.S. with no official, 28–29
Languages in Contact (Weinreich), 177
 languaging, 193–194
languaging living being, 192–193
 Lantolf, James P., 10, 281, 299, 320
 LAS. *See* Language Assessment Scales
 Latino, 90, 101, 105
 communities, 224–225
 immigrant language issue of, 72–73
 immigrants, 71–72
 local identities of, 102
 in North Carolina, 171–173
 as racialized group, 91
 Spanish used by, 106
 in U.S., 99–100
 Latin Americans, 100–101
Lau v. Nichols, 240–241
 Lee, Robert G., 83–85, 97, 160–161
 Lee, Stacey J., 87, 108–109
 Leeman, Jennifer, 7
 Leland, Charles Godfrey, 163
 LEP. *See* Limited English Proficient
 LES. *See* Limited English Speaking
 lesbian/gay culture, 302, 308
Lethal Weapon 4 (film), 159, 161
Letters from an American Farmer (St. John Crèvecoeur), 51
 LGBTQ, 310–313
 Li Wei, 191–192
 Limited English Proficient (LEP), 170, 234–235
 Limited English Speaking (LES), 172–173
 Lindemann, Stephanie, 144, 149
Linguistic Atlas of Texas German (Gilbert), 222–223
 linguistic border crossings, 320
 linguistics, 284, 305–306, 323
 African Americans, 43
 Chicago practices of, 104–105
 code-switching and, 188–190
 discrimination, 143–144, 150–153
 in foreign accents, 162–163
 immigrants and, 106, 271
 language brokering and, 275–277
 language diversity and, 130
 Native Americans and, 19–20
 New Orleans heritage of, 39
 pluralism, 5–6
 practices, 124
 preferences, 273–274
 race reinforced by, 103–104
 slavery and, 41, 47–48
 of Southeast Asian Americans, 125–126
 U.S. history of, 30

366 Index

- Lingxin Hao, 264–265
 Link, Holly, 245
 Lippi-Green, Rosina, 140–142, 144–145, 152
 Asian stereotypes and, 159
 communication effectiveness and, 151–152
 European immigrants mocked, 166–167
 language subordination process of, 143–144
 linguistic discrimination analysis of, 143–144
 metaphors of, 141
 Lipski, John M., 36–37, 201–203, 209, 224
 LISA. *See* Longitudinal Immigrant Student Adaptation Study
 literacy events, 196–197
 literacy tests, 57–58
 Liu, Eric, 107–108
 Lo, Adrienne, 159
 Lodge, Henry Cabot, 57
 Longitudinal Immigrant Student Adaptation Study (LISA), 269–270
 Longstreet, J. D., 115–116
 Lopez, Tom, 74–75
Lost in Translation (Hoffman), 282
 Lost Tribes of Israel, 21
 Louisiana Purchase, 38–39
 Love, Julia A., 248–249
 Lucht, Felecia A., 238
 Lumbee English, 26
 Luna-Firebaugh, Eileen M., 37–38
 Luperón High School, 198, 199–200

MADtv, 154
 Mainstream American English (MAE), 125–126
 Mainstream US English (MUSE), 39–40, 88, 92, 94, 154–155
 Maira, S., 121–122
 Makoni, Siffree, 323–325
 MALLP. *See* Master-Apprentice Language Learning Program
 Mangione, Jerre, 316
 Marcos, 284
Married with Children (television), 133
 Martínez-Echazábal, Lourdes, 204–205
 Master-Apprentice Language Learning Program (MALLP), 25–26
 matched guise, 149
 Mathews, Gordon, 327
 Maturana, Humberto, 193–194
 Maulucci, Maria S. Rivera, 295–297
 McCarran-Walter Act, 85
 McCarty, Teresa L., 25
 McGee, Thomas D'Arcy, 15
 McQuillan, Jeff, 251–252
 McRobbie, Angela, 11

 Medvedeva, Maria, 271
 melting pot, 50–58, 69–70, 111
The Melting Pot: The Great American Drama (play), 52
 Mendoza-Denton, Norma, 105, 170, 173–174, 234–235, 236
Mestizaje, 204–205
 Mexican Americans, 11–12
 Mexican immigrants, 36, 100–101, 102, 262
 Anglo-Americans meeting with, 196–197
 Hispanic identification of, 99–100
 as illegal aliens, 90
 indigenous people and, 16–17
 in U.S. Southwest, 11–12
 whiteness of, 90
 Mexican Spanish speakers, 225
 Mexican War, 62
 Mexico, 19, 36–38, 91
Mexifornia (Hanson), 71–72
 Michoacán, 103
 Milroy, James, 143–144
 Mingfong Ho, 284
 minstrel songs, 161
 Miodunka, Władysław, 217
 Mock Asian, 136–137, 158–159, 160
 Mock Spanish, 6–7, 155, 166–167, 202
 Moczygemba, Leopold, 33–34
 model minority, 88–89, 134
 Asian American, 86–88, 128–129
 Indian-Americans, 123
 Southeast Asian Americans, 124
Modern Family (television), 167
 monolingualism, 5, 112–113, 177–178
 Montes-Alcalá, Cecilia, 201–202
 Mora, G. Cristina, 90
 moral threat, 56
 Morales, Ed, 90, 205
 Morgan, Marcyliena, 44–46
 Mori, Kyoko, 294–296, 299–300, 305–306
 Morton, Samuel, 79–80
Mount Allegro (Mangione), 316
 Mufwene, John, 41, 42
mui tsai (servant girls), 65
 Mujica, Mauro E., 115–116
 Mulroy, Martin John, 14
 multiculturalism, 51, 115–116
 multilingualism, 73–74, 177–178, 191–192, 326
 code-switching and, 190
 De Fina and, 272–273, 274–275
 detriment to society, 6–7
 families and, 260–261, 271–280
 hyphen and, 116–117
 identity and, 3, 7–8, 298–299
 of immigrants, 179–180
 in New Orleans, 39

- Roosevelt attacking, 111–112
U.S. and, 3, 7–8
multisexual spaces, 307–310
MUSE. *See* Mainstream US English
Muslim Americans, 12, 89
 ethnogenesis of, 120–121
 integration of, 121–122
 sentiments against, 75
 Trump's rhetoric against, 76
 working the hyphen of, 121
Muslims, 118, 328
My Big Fat Greek Wedding (film), 117
- nail salons, 155–156, 157, 164–166
narrative of self, 10
Nash, Rose, 207
nation of immigrants, 2
National Education Association (NEA), 228
National Foreign Language Week, 73
National Origin Minority (NOM), 234
Native Americans, 3–4. *See also* indigenous America
 borderlands and, 318–319
 Christian civilization assimilation of, 21
 Christian colonizers vanquishing, 18
 English-only instructions to, 22
 indigenous, 17
 linguistics of, 19–20
 in U.S., 17, 18
native languages, 19–20, 25, 26–27, 259–260
native-speaker, 13, 140, 149, 167–169
nativism, 61–64
Naturalization Act of 1790, 3–4, 78–79, 82, 83–84, 89
naturalization process, 239
Navajo (Diné), 25
NCLB. *See* No Child Left Behind
NEA. *See* National Education Association
Nelson, Cynthia, 308
NES. *See* Non-English Speaking
New England, 67
new hybrid spaces, 120–121
New Mexico, 36–37
New Orleans, 38, 39
New Sweden, 32
New York City, 173–176
Newlin-Lukowicz, Luiza, 173–175
Ni Hao Kai Lan, 325
Nicholas, Sheila E., 26
Niehaus, Kate, 252
Niklewicz, Franciszek, 220
NINA. *See* No Irish Need Apply
No Child Left Behind (NCLB), 228–233
“No Entangling Alliances,” 109
No Irish Need Apply (NINA), 61–62
NOM. *See* National Origin Minority
Nomlaki Indians, 24, 25
Non-English Speaking (NES), 234
non-indigenous, *rancheros as*, 105
non-Polish New Yorkers, 174–176
nonverbal expressions, 158–159
non-whiteness, 81–82
Norteña gangs, 105–106
North Carolina, 171–173, 225, 297–298
North Carolina Language and Life Project, 171
Norwegian immigrants, 30–31, 32, 301
Notes on the State of Virginia (Jefferson), 78–79
Nuevo Mexico, 19
- Obama, Barack, 1–2, 39–40, 51, 76
O'Connell, Daniel, 61–62
Ogulnick, Karen, 305–306
O'Hara, 97–98
Olesch, Reinhold, 218–219, 220–221
‘one language, one country, one flag,’ 5
one-drop rule, 79–80
Opotow, 121
Orellana, Marjorie Faulstich, 248, 249–251, 252
 CLBs and, 257
 immigrant children and, 255–256
 language brokering and, 253
 transculturation and, 254
Oriental: Asian Americans in Popular Culture (Lee, R.), 83–84
Ortiz, Fernando, 191–192, 204–205
Osofsky, Gilbert, 62–63
Otheguy, Ricardo, 224–225
Ozawa, Takao, 85–86
- Page, Jake, 19
Page Act (1875), 66
The Painted Bird (Kosinski), 283
Palmer, Deborah, 243–244, 245
Pan, Barbara, 261
Panek, P., 95–96, 97–98, 238–239
Panna Maria, 33–34
Panunzio, Constantine, 316–317
parent-child relationships, 277–278
parents, 278–279
Park, Randall, 135
The Passing of the Great Race (Grant), 79–80
Pata, Cody, 23–24
pauperism, 63–64
Pavlenko, 112–113, 238, 281, 299
 American identity and, 3, 4–5
 dominant language and, 27–28
 European American immigrants and, 306–307

368 Index

- Pavlenko (cont.)
 immigrants shaping U.S., 30
 on linguistics, 284, 305–306, 320
 psychotherapy and, 290
 taboo words and, 284–285
- Paz, Octavio, 202
- Peerson, Cleng, 31
- Pennycook, Alastair, 193–194
- The People of the State of California v. Ah Jake, Defendant*, 161–162
- Perfect Strangers* (television), 117, 133
- perpetual foreigners, 138–139, 166–167
- personal agency, 320
- personal narratives, 10
- Phelan, James Duval, 57
- Phillipson, 146
- Pidgen English Sing-Song* (Leland), 163, 164
- Pidgin: The Voice of Hawai'i*, 173
- Pidgin-English, 163
- plantation system, 41, 42, 45–46
- Platt, Warren C., 95–96
- playful speaking, 104
- Pledge of Allegiance, 73–74
- PNCC. *See* Polish National Catholic Church
- Polamerican, 209–219
 English and, 209–210, 212, 213–215, 217–219
 hybrid word comparisons in, 216
 integrated verbs in, 214–215
 words in poem, 210–212
- Poland, as feudal society, 34–35
- Polish Americans, 15–16, 95, 220, 313–314
 Catholicism and, 95–96
 dialect of, 209–219
 dual stake of, 34–35
 earliest settlement of, 33–34
 expressions and, 286
 grammar of, 215–217
 non-Polish New Yorkers and, 174–176
 in Roman Catholic Church, 97–98
- Polish immigrants, 95, 174, 238–239
- Polish Immigrants in the United States of North America* (Panek), 95
- Polish National Catholic Church (PNCC), 97–99
- Polish Nationalism, 98–99
- Polish Roman Catholic Union of America, 98–99
- Polish-American English, 173–176
- Polite Lies: On Being a Woman Caught between Two Cultures* (Mori), 294–295, 299–300
- Poltitzer, 239–240
- Poplack, Shana, 206–207
- popular culture, 133, 153–157
- Portes, Alejandro, 116–117, 264–267
 post-traumatic stress disorder (PTSD), 270–271
- Powell, Frederick York, 163
- prejudice, 61–62, 63, 85–86, 97, 144
- primary language, 284–285
- private heritage language, 114
- private lives, 314–317
- promised land, 113
- The Promised Land* (Antin), 113, 321
- Proposition 203 (2000), 151, 184–185, 241, 242–243
- prostitution, 65
- Protestantism, 93
- psychotherapy, 289–290
- PTSD. *See* post-traumatic stress disorder
- public education, 26–27, 50, 70–71
- public language, 114
- public lives, 314–317
- Puerto Ricans, 102, 303
- Pulp Fiction* (film), 166–167
- Purchas, Samuel, 18
- quasi-biological race, 77
- Queer Undocumented Immigrant Project (QUIP), 312–313
- Quetzal, 325
- QUIP. *See* Queer Undocumented Immigrant Project
- race, 7–8, 64, 92–94, 124
 as alienness marker, 138–139
 Asian Americans distinctions of, 83, 84–85, 142–143
 colonialism and, 78
 discrimination and, 81, 146
 inferiority of, 3–4, 71–72
 Latino and, 91
 linguistics reinforcing, 103–104
 microaggressions against, 51
 quasi-biological, 77
 social identity and, 77–78
 superiority of, 36
 in U.S., 76–78, 83, 91–92
 whiteness and, 79–80, 91–92, 158–159
- racial categories, 91–92, 100–101, 103, 188
 of Sikh Americans, 122
 whiteness and, 158–159
- racialization, 84–85, 142–143
- Radhakrishnan, R., 12
- Raining Backwards* (Fernández), 205–206
- Ramirez, 239–240
- Rampton, Ben, 325
- rancheros*, 102–105
- Rastafarianism, 119

- Ravage, Marcus Eli, 68
 Red Power Movement, 25–26
relajo (playful speaking), 104
 Rell, Amy, 204–205
 Removal Act (1830), 22
 Reyes, Angela, 86–87, 125–126, 128–129, 159
 Reynolds, Jennifer F., 248, 253
 Rice, Condoleezza, 199–200
 Richman, Julia, 5
 Rickford, John, 43–44, 45
 Rickford, Russell, 43–44, 45
The Rising Tide of Color (Stoddard), 79–80
 ritualized Othering, 139–140
 Roberts, Kenneth, 56–57, 68, 69–70, 80–81
 Rodriguez, Richard, 305–306, 321–322
 Hunger of Memory by, 114–115, 239–240, 314–316
 language with emotion and, 282–283
 Romaine, 112–113, 116–117
 Roman Catholic Church, 97–98
 Roman Catholics, 63
 Romglish, 218–219
 Roosevelt, Theodore, 52, 54, 110–111, 115–116
 English as sole language from, 55
 multilingualism attacked by, 111–112
 Rubin, Donald L., 142–143
 Rubinstein-Avila, Eliane, 243–244
 Rumbaut, Rubén G., 116–117, 264, 265–267
 Rush, Benjamin, 29
 Russell, James A., 291

 Sacks, Karen, 80–81
 Safire, William, 110–111
Safire's Political Dictionary (Safire), 110–111
 Salmons, Joseph C., 238
 Sanjek, Roger, 78
 Sankoff, Gillian, 41, 42, 206–207
 Sapir-Whorf hypothesis, 20
 savages, 20
 Sayer, Peter, 207–208
 Schechter, Sandra R., 262, 263
 Schilling, Natalie, 40–41, 44
 Schmid, Carol L., 27–28, 29
 Schmidt, Ronald, Sr., 6–7
 Schoolcraft, Henry R., 22
 Schoolcraft, Luke, 160
 SCR. *See* skin conductance response
 Seals, Corinne A., 261, 262
 Searle, 291
 Sears, David O., 144–145
 secondary language, 284–285, 294–295, 320, 321–322
 segregation, 42–43
 SEI. *See* Structured (or Sheltered) English
 Immersion

 Seif, 312–313
 selective acculturation, 264–265
 self-assessments, 296–298
 self-identification, 116–117, 310–311
 self-reliance, 304
 self-translation, 294
 semantic shifts, 209
 Serbian Americans, 117–118
 servant girls (*mui tsai*), 65
 Sessions, Gene, 62
 Sessions, Jeff, 70–71
 settler-colonial society, 16–17, 25
 settlers, 33
 sexuality, 128–129, 308, 309
 equality, 309
 gender and, 299–300
 language and experiences of, 301–303
 orientation, 302, 311–312
 slavery, 65–66
 Shannon, Sheila M., 254
 Shuck, Gail, 147–148, 149, 157
 Sikh Americans, 122
 Silesian Polish, 220–221
 Simić, Andrei, 117, 118
 Simon, Rita, 68
 Sirin, Selcuk R., 12, 89, 90, 108–109
 ethnogenesis argument of, 120–121
 hybrid identity from, 134–135
 working the hyphen by, 128
Sixteen Candles, 159, 161
 Skilton-Sylvester, E., 243, 245
 skin color, 78, 79
 skin conductance response (SCR), 284
 Skrzynecki, Peter, 286–287
 slang terms, 125–126
 slavery, 15–16, 78
 as involuntary immigrants, 40–41, 48
 linguistic situation of, 41, 47–48
 plantation societies and, 42, 45–46
 sexual, 65–66
 Smedley, Audrey, 76–78, 83, 91
 Smedley, Brian, 76–78, 83, 91
 Smith, K. A., 142–143, 240–241
 Smitherman, Geneva, 39–40, 45–46, 132–133
 social behaviors, 125–126
 social categories, 9
 social construction, 293–294
 social evaluations, 144
 social identity, 77–78
 social inequality, 327–328
 social language, 207–208
 social positioning, 319
 social roles, 183
 socioculture practices, 8–10, 13, 39–40, 134
 sociolinguistics, 323

370 Index

- sociopolitical power, 327
 Sorbian settlements, 221
 Sound House, 140–141
 South Asia, 88–89, 123
South Park, 161
 Southeast Asian Americans, 87, 89, 124, 125–126, 128–129
 Southern Europe, 68
 Spain, 19, 36
 Spanglish, 186–187, 200–209
 as Anglicized Spanish dialect, 208
 De Jongh examples of, 208
 dictionary, 203–204
 Lipski and, 209
 as social language, 207–208
 as two language dance, 205–206
 Zentella analysis of, 203–204, 206–207
 Spanish, 39, 188, 208
 Chicano, 318
 code-switching with, 183–185
 Dominicans using, 101–102
 as emotional language, 284
 exams on, 198–199
 as first language, 325
 immigrants speaking, 224
 Latino using, 106
 Mock, 6–7, 155, 166–167, 202
 speaker isolation and, 224
 teachers translating material in, 199–200
 in U.S., 92, 93, 223
 white Americans speaking, 93
 word and phrases of, 166–167
 Spanish Days, 263
 Spanish-English language, 169–170, 183, 184–185, 199–200
 speaking personality, 305–306
 speech markers, 104
 Spotti, Massimiliano, 323, 328
 St. John Crèvecoeur, J. Hector, 51
 Standard American English, 143–144
 standard language myth, 140, 143–144
 Stasiewicz-Bienkowska, Agnieszka, 32–33, 238–239
State of Emergency: The Third World Invasion and the Conquest of America (Buchanan), 71–72
 Stavans, Ilan, 203–204
 Stave, Bruce M., 80–81, 97
 Stepick, A. C., 267–268
 stereotypes, 129
 of Asians, 158, 159, 161–162
 of Chinese American, 163–164
 of foreign accents, 139–140, 155
 of Mock Asian, 160
 of Vietnamese accents, 157
 Stoddard, Lothrop, 79–80
 Stone-Romero, Eugene F., 152–153
 Structured (or Sheltered) English Immersion (SEI), 241, 247
 Su Casa Grocery Store, 196–197
 Suárez-Orozco, Carola, 56–57, 67, 71–72, 269–270
 Suárez-Orozco, Marcelo M., 56–57, 67, 71–72, 269–270
 subtractive acculturation, 239–240
 Sudanese women refugees, 2–3
 Sue, Derald Wing, 51
 superdiversity, 323–324
 Supreme Court, 82, 85–86, 240–241
 Sureña gangs, 105–106
svengelska, 32–33
 Swedish immigrants, 32, 238–239
 Swedish language, 32–33
 syllable-final consonants, 157
 symbolic ethnicity, 118
 taboo words, 284–285
 Takagi, 88–89
Takao Ozawa v. U.S., 85–86
 TAKS. *See* Texas Assessment of Knowledge and Skills
 Tang, 156–157
 Tape, Mamie, 50, 85–86
 TAs. *See* teaching assistants
 teachers, 152, 199–200
 teaching assistants (TAs), 147–148
 Terrio, Susan, 256–257
 terrorism, 75, 122
 Teuton, Sean, 22
 Texas Assessment of Knowledge and Skills (TAKS), 230–231
 Texas German, 34–35, 222, 223
 Tex-Mex, 318
 Thao, 156–157
 Thomspon, Robert J., 55
 TH-stopping, 173–176
 Title VII of Civil Rights Act, 144–145
 Toland, Hugh H., 65–66
 Tollefson, James, 297–298
 transculturation, 254, 269, 270
 translanguaging, 191–192, 245. *See also* languaging
 dynamic bilingualism and, 246
 English lexicon and, 274
 immigrant students and, 198–200
 Luperón using, 200
 Treaty of Guadalupe-Hidalgo, 36–37, 38, 90
 Trickett, Edison J., 258–259

- Tripmaster Monkey: His Fake Book* (Li), 164–166
- Trudgill, Peter, 171–172
- “True Americanism,” 54–55
- Trueba, 248–249
- Trump, Donald, 69–70, 71, 72–73, 76
- Tse, Lucy, 251–252, 257
- Tuan, 88
- Turner, Mia, 296–297
- Two Ring Circus Songster*, 160
- UM. *See* uncensored mode
- unassimilable culture, 56
- uncensored mode (UM), 132–133
- underlying stops, 173–174
- unhyphenated naturalized immigrants, 114
- United States (U.S.), 16–17, 70, 111, 140.
- See also* Americanization
- African language in, 39–40
- bilingualism in, 27–28
- British in, 27–28
- Catholicism in, 97
- Founding Fathers of, 28
- German settlements in, 34–35
- immigrants shaping, 30, 94, 220
- indigenous people in, 17, 25
- Irish immigrants and, 14–15, 61–64
- Latino in, 99–100
- LGBTQ migrants to, 311–313
- linguistic history of, 30
- melting pot of, 50–58
- Mexican immigrants in Southwest, 11–12
- Mexican War with, 90, 91–92
- multilingualism and identity in, 3, 7–8
- nation of immigrants in, 2
- Native Americans in, 17, 18
- no official language of, 28–29
- Norwegians in, 30–31, 32
- Polish settlement in, 33–34
- race in, 76–78, 83, 91–92
- Spain colonized by, 36
- Spanish speaking in, 92, 93, 223
- westward expansion of, 33
- whiteness in, 78–82, 92–93
- women immigrants in, 301–303
- University of California, 51
- University of Wisconsin, 51
- unmarked identities, 93
- unmarked language, 93, 94
- Urciuoli, Bonnie, 6–7, 138
- U.S. v. Bhagat Singh Thind*, 82, 83, 85–86
- U.S.-Mexican War, 90, 91–92
- Valdés, Guadalupe, 252, 254–256
- Valdez, Leonardo, 196–197
- Valera, Francesco, 193–194
- Vasconcelos, José, 204–205
- Vass, Winifred K., 46–47
- verbal guises, 144–146, 147, 149
- Vergara, Sofia, 167
- Vertovec, Steven, 323–324
- Vietnamese accents, 154–157, 299
- Villegas, Mariana, 262–263
- violence, domestic, 304–305
- Viteri, Maria Amelia, 310–313
- Voake, Steve, 167
- voice language, 174–176
- voice onset time (VOT), 174–176
- Vought, Hans P., 54, 55
- wage-earning capacity, 304
- Walker, Francis, 69
- Walter, William David, 222
- Wang, Wayne, 126
- Warriner, Doris S., 2–3, 307–308
- Washington, George, 83–84, 109
- Watson, Richard, 305–306
- WAYF?. *See* Where are you from?
- Weber, David, 36
- Weinreich, Uriel, 177, 200–201
- Weisgerber, 177
- Weldeyesus, Weldu Michael, 319
- West African language, 46–47
- Western Ojibwe, 25
- wetback dictionary (*diccionario mojado*), 195, 197
- Where are you from? (WAYF?), 139–140
- white nationalism, 76
- white society, 42–43, 54, 58, 78, 83–84
- white-black dichotomy, 118–120
- whiteness, 81, 92, 134, 167
- Asian Americans as honorary, 87–88
- disalignment from, 131–132
- immigrant understanding of, 94–95
- of Mexican immigrants, 90
- non-whiteness and, 81–82
- public spaces of, 93
- race and, 79–80, 91–92, 158–159
- in U.S., 78–82, 92–93
- Who We Are: The Challenges to America's National Identity* (Huntington), 1, 71–72
- Wierzbicka, Anna, 277–278, 285–286, 292, 296–297
- bilingual experiences and, 288–289
- L2 frustrations and, 290–291
- Polish expressions and, 286
- Wiese, Ann-Marie, 238
- Willey, Dan Allen, 67–68, 83
- Williams, Ashley, 181–183, 277
- Wilson, 222

372 Index

- Wilson, Woodrow, 57, 58–59, 109, 110, 111
 Winthrop, John, 18
 Witcomb, Andrea, 287–288
 Wolfram, Walt, 41, 44, 171–172
 AAE and, 40–41
 Lumbee English and, 26
The Woman Warrior (Kingston), 299–300
 women, 301–303, 304
 Wong, Jock, 288
 Wood, Peter H., 47–48, 78
 working the hyphen, 108–109, 121, 123, 128
 Works Project Administration (WPA), 42–43
 Wright, Russell, 40–41, 59
 Wright, Wayne E., 230–231, 232
 Wu, Constance, 135
 Wytrwal, Joseph, 15–16
 Xiaoshi Li, 230–231, 232
 yellow race, 64
 Yerkes, Robert, 80–81
Yick Wo v. Hopkins, 136–137
 Zangwill, Israel, 52–55, 58, 111
 Zapf, Harald, 205–206
 Zentella, Ana Celia, 182–183, 186–187,
 224–225, 268
 conversational strategies and, 187
 language diversity and, 102
 Mock Spanish and, 167
 Puerto Rican study of, 303
 Spanglish and, 203–204, 206–207
 Zhengdao Ye, 288