

Nuestra Comunidad: A Creative Collage and Translation Exploring the Identity and
Growing Influence of the Latino Community in Middle Tennessee

By

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Abstract

Inspired by *The Humans of New York* photography project by Brandon Stanton, this thesis project serves to provide an overview of the Latino community in the Middle Tennessee area through two parts: a research portion over various topics of interest and interviews with individuals who identify themselves as Hispanic and/or Latino that are transcribed in English and translated into Spanish also accompanied by photographs of areas of prominence for the community in the Middle Tennessee area. The goal of the project serves to separate the community from the demographics and give a personalized reflection instead and further the knowledge of the researcher through culture and community. It examines demographics thorough the research, but also acknowledges individual perspective on those topics to promote diversity and showcase the growing influence of the Latino community in the US and the Middle Tennessee area.

Table of Contents:

Research Portion of Thesis:

Introduction	1-2
Demographics	2-4
Art, Literature, and Exploration	4-10
Notable Latino Musicians and Their Cultural Influence	10-15
The Portrayal of Latino Culture in Film and Television	15-21
Business	22-23
Language	24-26
Politics	26-32
In Closure – Ethics and Importance	32-33

Creative Aspect:

Introduction to Interviews	34
Interview Questions and Answers	35-59

Works Cited	60-65
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Appendices:

Prepared Sample Questions for Interviews	66-67
Institutional Review Board Approval Letters	68-69

Nuestra Comunidad: A Creative Collage and Translation Exploring the Identity and Growing Influence of the Latino Community in Middle Tennessee

Introduction:

“Nuestra Comunidad: A Creative Collage and Translation Exploring the Identity and Growing Influence of the Latino Community in Middle Tennessee” is a creative project that serves to highlight the growing importance of the Latino community in this area and in the United States in general. The project is broken down into two separate components: a research portion and interviews with members of the Latino community. This is done in an attempt to recognize the growing academic evidence of how a group of individuals can influence the population through various medias and a personalized reflection of these changes in the community itself.

This thesis project is a creative photojournalism collage project reflecting and promoting the diversity and influence of Hispanic and Latino Americans in the Middle Tennessee area through a collection of photography and English-language interviews that have been translated into Spanish. The intention of the project is to capture a personal reflection of the daily thoughts, feelings, and actions of students, employees, professors, or other members of the community of a Hispanic or Latino background to celebrate and acknowledge the individuals’ experiences within their community. The translations of the interviews serve to further develop an understanding of people, language, and how those two subjects interact with one another. The translations can also serve to expand the project’s audience to any of the participants’ family members who may not be fluent in English. The project also includes a complementary research component to explore the growing influence of the Latino community both nationwide and in the Middle Tennessee

area. This project is of increasing importance as it showcases the Latino community as a diverse group of individuals instead of solely focusing on demographic variables in relation to the growing influence of the group.

Demographics:

Demographic data is a necessary component of the research component in order to have numerical data of the impact that Latinos are making in the Middle Tennessee area and in the United States as a whole. This provides a visualization of how the increasing population directly impacts other areas beyond demographics. According to the United States Census Bureau, as of 2017 the Hispanic population of the United States makes up 17.8 percent of the US's total population with a total of 57.5 million people of Hispanic origin. This makes this group of individuals considered the largest ethnic or racial minority. In correlation with the Spanish language, 40 million of these individuals ages 5 and up spoke Spanish at home according to the 2016 Census. This is a huge increase in percentage from 1990 when it was estimated to be 17.3 million people. More than half of this number are also considered to be bilingual and speak English "very well" according to the survey. Specifically addressing the Hispanic and Latino population in relation to education, 17.4 percent of the total population of students in college are considered to be of Hispanic origin.

Looking at the Middle Tennessee area, one can consider four specific counties close to Middle Tennessee State University, such as Rutherford County, Davidson County, Franklin County, and Williamson County. Rutherford County has a total population of 317,157 people with 8 percent of those individuals being of Hispanic or

Latino origin. It is second compared to Davidson County, which has a total population of 691,243 individuals with 10.3 percent being of Hispanic or Latino origin. Both Franklin and Williamson Counties have a smaller total population and percentage of Hispanic or Latino people. Williamson County has a total population of 226,257 people with 4.8 percent being Hispanic or Latino origin, and Franklin County's numbers are 41,652 with a percentage of 3.5 of Hispanic or Latino origin.

When considering the Latino population at Middle Tennessee State University, the 2019 *MTSU Fact Book* states that in Fall of 2019 the Latino population at the university accounted for 7.2% of undergraduate students, the third largest group defined by ethnicity, and 4.4% of graduate students (2). Relating to the incoming freshman class of 2019, Hispanic individuals accounted for 9.3% of new students in their first year at the university (6). This can be compared to the previous year to showcase an increasing number of Hispanic students entering their studies at MTSU. For example, in the 2018 *MTSU Fact Book* Hispanic students entering their graduate studies at MTSU during the Fall of 2018 comprised 4.0% of the incoming graduate students (11). Combined undergraduate and graduate degrees conferred in 2017-2018 came to a total of 4,903 degrees with 4.1% of those going to Hispanic students (16). It is interesting to note that out of 980 university faculty, only 28 individuals identify as Hispanic (22). Looking at another comparison from the 2000 *MTSU Fact Book*, the Hispanic population of students consisted of only 1.3% of the student body (22). From 2000 to 2018, there is more than a 5% increase. Using these statistics, one can examine the growing importance of the Latino community in relation to the Middle Tennessee area. There is a correlation

between the number of Hispanic individuals in the US, and the growing influence these individuals have.

Art, Literature, and Exploration:

Popular Artists Related to Latino Culture

When considering influential artists in Latin America, one of the most notable artists that comes to mind to many is that of the Mexican artist, Frida Kahlo (1907-1954). Kahlo is remembered for her artworks that consisted of many self-portraits, and images depicting her life and experiences, such as her complicated relationship with fellow artist, Diego Rivera. Frida began painting during her recovery from a bus accident. She suffered polio early on as well, and in the incident, she was left with fractures of her spine, her collarbone and ribs, and more that resulted in her being in a body cast and having to go through 30 operations. Kahlo is notable to mention as she is not considered an artist in relation to the US, but her influence has carried over in the States. She has been notably depicted in movies like Disney's *Coco* and had a makeup collection based on her and her artwork through Ulta Beauty. For these reasons, she is a popular artist in the world that has carried her influence through different medias in the United States.

Another influential figure to showcase in art is Pablo Picasso (1881-1973). According to Pablocicasso.org, a website featuring his biography and works, he was born in Spain in 1881. He is one of the most celebrated artists and considered to be the co-founder of the Cubist movement with fellow artist, Georges Braque. The centers of these artworks are fragmented and broken into pieces. This style of artwork had much influence on Western works through emphasis on colors and textures ("Pablo Picasso and His Paintings").

It can be acknowledged while these artists are not considered to be American Latino artists they are taught throughout American schools and are showcased in multiple medias in the United States adding to the overall perception and knowledge of the community.

Artists of Influence in the United States and the Middle Tennessee Area

As noted, this project serves to help me and other readers to gain an understanding of a community that one is not considered to be a part of, and this idea is not alone as it can be seen throughout many works, including art. Judy Baca, a Chicana artist, once said about “The Great Wall of Los Angeles,” her largest and most notable artistic project, that “Working toward the achievement of a difficult common goal shifted our understandings of each other and most importantly of ourselves,” (Judy Baca). Judith F. Baca was born in Los Angeles, California in 1946 where she went on to become an influential Latino American artist. One of her most notable contributions is “The Great Wall of Los Angeles,” which began in 1974 when Baca was contacted by the Army Corps of Engineers about creating a mural as a part of a beautification initiative being completed in the flood control channel of the city. The mural turned into a massive undertaking that gained the support of the community through the support of government agencies, businesses, individual contributions, and others. The support that it has obtained has made the project successful in being the longest mural ever painted. It was created with the labor of 80 individual young people referred by the criminal justice department that then spread to 185 and then to 400, with contributions from historians, artists, and Baca herself. It is not yet deemed completed, and plans to span close to a mile

in length (Social and Art Public Resource Center). The art itself depicts and represents the history of California and follows Baca's belief that the art is an "interactive relationship among history, people, and place." Baca has not only had great artistic influence with "The Great Wall of Los Angeles," but she has also worked to reflect and acknowledge the concerns of those who may have been disenfranchised such as the LGBT, immigrant, elderly, working poor, and the youth. Her role as an artist has expanded into a public initiative that contributes to the expression of multiple communities and cultures.



Figure 1 and 2: Example of artwork from Judy Baca. Source: "Biography." *Judy Baca*, <http://www.judybaca.com/artist/biography/>.

Another notable figure to acknowledge is Carmen Lomas Garza. Lomas Garza was born in Kingsville, Texas in 1948 and eventually moved to San Francisco, California. In an interview with Paul J. Karlstrom, she discusses instances of influence in her life that led to her beliefs and career in art. In one section, Lomas Garza discusses an occurrence with her father where he was refused service in a restaurant after returning from war (Karlstrom 28). She notes that this has impacted her work as she grew up and noticed

these things that were not correct and had to be fixed through civil action, which led her to become involved with the Chicano movement. The Chicano movement was in protest to unequal treatment of Puerto Ricans and Mexican Americans. Activists associated with the movement promoted several different issues that included discrimination, educational segregation, voting rights, and ethnic stereotyping (Library of Congress). Lomas Garza also reports an incident of gerrymandering occurring where Kingsville wanted to separate the Mexican American and African American students to one school and the white students to another. She discusses the mistrust of white individuals stemming from multiple racially charged instances of discrimination. The interview also highlights her first protest as well as her decision to become an artist. She made the decision at age 13 by watching her mother painting with watercolors and making *Lotería Tablas*, a game comparable to Bingo (Karlstrom 30). She began practicing artwork by using leftover paper from the school year and drew whatever she had in front of her for practice. In college is where she pursued her passion and joined the Chicano movement in order to learn about Chicano Americans' lives such as their history, language, and cultural traditions and work to improve aspects of their lives including such things as discrimination (Karlstrom 30-33).



Figure 3: Artwork by Carmen Garza. Source: *Carmen Lomas Garza*, carmenlomasgarza.com/.

Sandra Cisneros is another famous Chicana individual, but her talents lie in writing. She was born in Chicago, Illinois in 1954 where out of 7 children, she remained the only girl. She was bilingual as well as she had learned from her family and her father taking her on trips to Mexico to learn more about the traditional life there. She was highly educated and began her interest in reading and writing early on. She won a scholarship that allowed her to continue her education at Chicago's Loyola University, and then proceeded to enroll in the Master of Fine Arts Program at the University of Iowa. Over the course of her life, she worked in multiple different settings such as the Latino Youth Alternative High School, in Europe, and then in many positions across universities. During this time, she released *The House on Mango Street* in 1984 that went on to win the American Book Award of the Before Columbus Foundation and eventually sell more than 2 million copies. The work was later used in schools and universities to help

highlight the issues of the Chicano community. Her next influential work published in 1991 was *Woman Hollering Creek, and Other Stories* that addressed such issues as the lives of women in a patriarchal society, poverty, crime, racism, and religious faith. The collection went on to be widely successful winning multiple awards, such as PEN Center West Award for Best Fiction of 1991, the Anisfield-Wolf Book Award, and the Lannan Foundation Literary Award (Canfield Reisman).

Another artist to be mentioned is Jean-Michel Basquiat (1960-1988), an American artist of Haitian American and Puerto-Rican descent. He first attracted attention for his graffiti work under the name of "SAMO" in New York City before being recognized for his paintings. In 2017, one of his works broke a record by being purchased for 110.5 million dollars. His type of art can be described as Neo-Expressionism. During his lifetime, he collaborated with other well-known artists such as Andy Warhol. Unfortunately, due to a drug addiction, Basquiat passed away at the young age of 27, but his works continue to be remembered (A&E Television Network Biography).

Exploration

Born in 1870 to an American woman and a Mexican diplomat was the Mexican American botanist and explorer, Ynes Mexia. She struggled during her early personal life, and for this reason, she later moved and worked in San Francisco as a social worker. During her recovery for her mental and emotional health, she joined the Sierra Club where she took long hikes and nature walks and discovered her love of botany. She then went on the complete courses in Natural Sciences and then went on an expedition for two months to Mexico with a Stanford Botanist, Roxana Ferris, and then returned to

California with more than 500 specimens, and it can be noted that some of these had not previously been discovered. One of the specimens would also go on to bear Ynes name. She continued to explore, even alone, and gather new specimens, in such areas like the forest trails in the volcanic mountains. She went on to sell specimens to such places like Chicago's Field Museum, Harvard's Gray Herbarium, and the University of Michigan. Places that she has covered include: Alaska's Mount Mckinley, Argentina, Chile, Peru, Brazil, Ecuador, and more (25 Innovators, Inventors, and Trailblazers Who Changed History: Wonder Women, Sam Maggs).

Notable Latino Musicians and Their Cultural Influence:

Music is a powerful outlet of entertainment that can allude to an individual's tastes and personality. In looking at one's musical choices, one can ask if the individual listening pays more attention to the lyrics, the beat, or the message attributed to the song or singer, and what that means for the individual. As with any culture, music plays a vital role in Latino individuals' lives. Along with the growing Latino population in the United States, there has been a change in mainstream music with more emphasis on combining English and Spanish in various songs, as well as combining cultural norms to produce genre-crossing music for various audiences.

The influence Latinos have comes as no surprise looking at the statistical evidence showing just how many Latino individuals are listening to music and what that means for musical outlets according to a report released in 2018 by Judy Cantor-Navas for *Billboard*. In her article, Cantor-Navas highlights this with the Nielsen report "Descubrimiento Digital, the Online Lives of Latinx Consumers." This report showcased that Latino individuals listen to music for approximately 32 hours a week, and that

individuals 18 and older listen to the radio for an average of 5.1 days a week (Nielson 32). In both the article and report, it acknowledges the importance of this information and how it contributes to the Latino community as a whole, and the music being produced in the US and being put out by various streaming services. This impact through technology and streaming services is interesting to note, as the Nielson report reviews this topic by demonstrating how these services are used in multigenerational households in the Latino community. It offers the statistic that 27 percent of Latino individuals live in a multigenerational household that then contributes to the older generation's understanding and perception of technology, contributing to a 36 percent increase in whether they like to have a lot of electronic gadgets over non-Hispanic whites. Streaming services are recognizing this contribution and expanding their platforms by outputting more options and making more Latin music available for consumers, whether Latino or not. In regard to how one can see this growth in the music itself, one can examine the music produced and considered "mainstream."

To begin with, one can look at the various artists that have contributed to this increase in Latin and bilingual music and how it has begun to rise in the United States. The Nielson report continues the discussion on Latino individuals and music by providing examples of how it has begun to rise in the States. Specific examples mentioned in the report are the fact that in 2017 the Billboard Hot 100 charts held a record for predominately Spanish-language songs with 19 songs. Included in those songs was the biggest song in terms of sales and streaming with Justin Bieber and Daddy Yankee's hit, "Despacito." The report also mentions the success of other popular artists such as Beyoncé with her feature on J. Balvin and Willy William's song "Mi Gente"

(Nielson 33). While there has been a clear rise in Spanish language songs being produced and aired on mainstream radio and streaming services to appeal to a wider audience, this is not a new concept as many other artists can be considered influential to the Latino culture in the United States. One name that may come to mind when thinking of Latin music is none other than the “Queen of Tejano Music,” Selena Quintanilla (1971-1995). Selena was an American artist that pioneered everlasting effects for the Latino community in the United States through her music career. Selena exhibited a bicultural life in which she found success in both Spanish-speaking and English-speaking communities. After her death in 1995, her memory lives on in the Hispanic community and her legacy continues on (A&E Television Network).

Some of the notable impacts Selena had on society can be seen in the creation of *People en Español*, the growth of the Latino consumer market, and the careers of other Latino entertainers such as Jennifer Lopez (1969-) and Selena Gomez (1992-). *People* magazine developed a special edition of the magazine in both English and Spanish to honor the late singer and it obtained so much success that the magazine had to reprint the Spanish-language issue 6 more times. This success led to the development and creation of *People en Español*. Actresses and singers Selena Gomez and Jennifer Lopez have various connections to the late Texas-born singer. Selena Gomez received her name after the Tejano singer. Jennifer Lopez represented the iconic role of Selena in the biopic *Selena*, named after the artist, that attributed to her ongoing success in the entertainment industry.

Selena is not the only female icon to contribute to the popularity of Latin music in the States. Another notable figure is Colombian artist, Shakira (1977-). Both Selena and

Shakira influenced the success of Latin music in America in different ways. Selena was born in the United States and learned Spanish later on in her life to appeal to Latino fans, but Shakira was born in Colombia and learned English as a way to reach international success in her music career (A&E Television Network). Shakira and Jennifer Lopez also both made history in the 2020 Super Bowl Halftime Performance, being the first Latina Duo to take the stage (NBC News).

Each of these legendary figures in Latin music produced iconic sounds, and especially noted for this is Carlos Santana (1947-) with his famous guitar solos. On his website, it describes Santana as being famous for his specific Latin sounds combining rock, Afro-Cuban music, jazz, and blues. He played at Woodstock in 1969, and later went on to win 3 Latin Grammy awards and 10 Grammy awards, including album of the year and song of the year. It is also important to note that in 1998 his group was inducted into the Rock and Roll Hall of Fame (Santana Management).

On a different note, one can mention the figure of Lin-Manuel Miranda. According to a biography through the A&E Network, Miranda was born in 1980 in New York to Puerto Rican parents. His love of music developed through his life and he eventually went on to major in Theatre Studies at Wesleyan University. His success came early during this time as while he was in university he began production of the *In the Heights* musical and it debuted in 2008. It is known for having Latin sounds combined with show tunes. The musical was very successful and won four Tony awards and ran for two years. Warner Brothers Pictures is releasing the movie version in the summer of 2020. The success that the musical has had is impressive, but Miranda is more commonly known for the massive success of his musical *Hamilton*. It debuted in the Public theater

in 2015 and was met with an overwhelmingly positive reaction. The musical is known for its unique features such as music incorporating hip-hop/rap sounds in a musical format with a widely Latino and African American cast. Miranda was also one of the key members of the cast of the production. The work went on to win multiple awards including the Pulitzer Prize for drama, and won 11 Tony awards, nearly breaking the record held by *The Producers*. Included in these were Best Musical and Best Direction. It did set a record for most nominations with 16 nominations. Lin-Manuel Miranda won two Tony awards himself for Original Score and Book. Aside from the Tony awards, Miranda has also won three Grammys, two Emmys, and a MacArthur Foundation Award. He also has continued his career with the movie industry by composing the lyrics and music in the song “How Far I’ll Go” for the Disney production *Moana*, and played a key role of the live-action version of the *Mary Poppins* film (Haynes).

It is important to note these different figures and how they have contributed to the rise of Latin music in the States, but also how a Latino individual can identify with these artists in various ways and develop his or her own perception of oneself and one’s culture using music as a source. Cynthia Moreno addresses this subject in her article, “Music helps shape Latino identity in U.S.” She notes the studies of UCLA professor, Jorge Andrés Herrera, and his thoughts on how music is vital in Latino individuals’ identities. He distinguishes the specific differences between music in Mexico from the music in the United States, stating in the article that “when you cross the border from México to the United States, music becomes more politicized and is usually used as a vehicle to express ideologies about life, about culture, relationships and life in general. But, if you cross the border from the United States to México, it has more of an entertainment, traditional and

regional value.” He also acknowledges that he has noted in his friendships with other Latino individuals in the United States there was a hesitance to say one listens to or likes Latino music, and he wondered if this had to do with being ashamed of one’s identity. He correlates this to the assimilation that occurs growing up in the United States and how Latino music is not the first music Latino individuals associate with compared to the pop, rock, hip-hop, country, and other mainstream music that these individuals grew up listening to. He then addresses his personal experience taking classes learning more about Latino culture in terms of music, and how this helped reconnect his idea of himself and identity and had noted the changes in others as well following the opportunity to learn more about one’s culture in the classroom setting (Moreno).

The Portrayal of Latino Culture in Film and Television:

It is important to see how one can be represented in the media with the roles individuals play or the part one has in the production of a story. This extends to not only Latino individuals, but can be carried across other demographics as well. Just recently a pay disparity led to the co-writer of the film *Crazy Rich Asians* leaving the sequel project as she was to be paid only 1/10 of what the white male co-screenwriter was offered. The television writer Adele Lim “believes that women and people of color tend to be brought onto projects as ‘soy sauce,’ tasked and credited with adding cultural texture but not with the heavy work of storytelling (Tan).” This perspective leads a voice to a larger multicultural issue of how individuals are credited for the importance of their work and how authentic storytelling can lead to a more accurate representation that produces large gains in the entertainment industry seen with the positive reaction to the film *Crazy Rich Asians*. While that instance in storytelling was met with positive reactions for that

demographic, Latino portrayals in the media have been met with conflicting responses based on the stereotypes and negative representation found in the primetime television and entertainment industry. For example, the 2012 report by the National Hispanic Media Coalition found that Non-Latinos report the portrayal of Latinos in classic negative or less distinguished roles such as the gardener, maid, or criminal. Instances of this can be seen in multiple programs and will be discussed more in length.

Also noted is the amount of portrayal itself with it being said recently in the latest report from the Media, Diversity, & Social Change (MDSC) Initiative at USC's Annenberg School for Communication and Journalism that in 2016, only 3.1% of the roles in film and television showcased the prevalence of characters with Latino race/ethnicity for the year (Smith 21). This is only a minimal increase from the percentages in the 2002 research "Latino Representation on Primetime Television" that puts the numbers at 1-3% of the primetime television numbers and the 5.8% is including film in addition to television, making the number seem even smaller or not having much growth.

Examining the issue noted above about authentic storytelling leading to accurate representation, individuals can look at the topic of acculturation that is brought up in the article "Televised Portrayals of Hispanics: A Comparison of Ethnic Perceptions" by Ronald J. Faber. He describes how the process of acculturation can occur through the host society's media to reflect values and norms of the population. The Merriam Dictionary defines acculturation as a "cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture." This process is separate though from assimilation, as assimilation may not occur through acculturation. Therefore,

the media also lends itself as an instrument for the larger population to expand their knowledge about the minority group (Faber 156). This is an example of how movies such as *Crazy Rich Asians* can be a major player in the perception of the minority group. Movies and televisions shows later addressed will showcase this ideology within the portrayals of Latinos in the media.

Faber also acknowledges how these portrayals affect individuals in their daily lives, as negative images within the entertainment industry can lead to members of one society limiting contact with another minority group. These limited interactions can lead to no further expansion of knowledge about the individual groups (Faber 158-159). Observing the Hispanic population over the course of three seasons of network television from 1975 to 1978, the researchers found that during this time 1.5% of speaking characters in television were Latino (Faber 158).

Comparing this number to the more recent numbers notes that while the percentage has increased, the overall number is considerably small for an almost 50-year gap. The article also discusses and acknowledges the stereotypical portrayals of Hispanic individuals such as being depicted as poor or in blue collar jobs. Faber's own research study results found that when three groups (Anglo-Americans, Blacks, and Hispanics) were asked about the depictions of Hispanic individuals on television and the fairness of the portrayal, they reported that Hispanic individuals were underrepresented on television (Faber 162).

In considering the stereotypes introduced to the larger population through television networks, one can look at specific instances where television characters have held the stereotypical characteristics or been portrayed in a negative manner. Such

instances include the programs *George Lopez*, *Narcos* and characters such as Gloria in *Modern Family*, Fez in *That 70's Show*, and Consuela in *Family Guy*. Individuals that I have discussed with have brought these television depictions to the center of discussion. For example, when I mention that I have watched the show *Narcos*, I am met with concern and the wish that I do not take those shows as representative of the Latino population. I can understand where these individuals are coming from with the stereotypes known by the public. Donald Trump, the 45th president, encouraged this drug dealer persona in his comments during his campaign for president by saying “They are not our friend, believe me. . . . They’re bringing drugs. They’re bringing crime. They’re rapists. And some, I assume, are good people,” as recorded in the 2015 article during the time of the campaign by the Washington Post (Lee). This showcases it is not an ideology that remains in the private eye, but one that has become a public discussion and important to note in popular culture. Other examples include the stereotype of a maid, such as Consuela in *Family Guy* or Jennifer Lopez’s character in *Maid in Manhattan*. Even the depiction of the occupation one holds can influence public image. The 2002 article “Trying to Get Beyond the Role of the Maid: Hispanic Actors are Seen as Underrepresented, with the Exception of One Part” by Mireya Navarro acknowledges this issue and depiction in television. She discusses Lupe Ontiveros and her time as an actress and being typecast in this type of role. Lupe says that she believes she has been cast and played the role of a maid at least 150 times (Navarro).

Furthering the topic of Latino portrayal in television, one can look to telenovelas as an example that is close to the Latino community. In this section I will explore telenovelas and their importance in the community and specifically address two

individual telenovelas, *Ugly Betty* and *Jane the Virgin*. The PBS article “The Power of the Telenovela” notes how popular and profitable telenovelas are considering that they are filled with drama and romance, and have a contained story arc that ends after a few seasons, making them increasingly marketable (PBS). The article mentions the key items that make telenovelas so popular, such as “cultural touchstones” like long lost family stories and religious references, and with the programs usually having a “happy ending” (PBS).

Guillermo Avila-Saavedra argues that the program *Ugly Betty*, which aired between 2006 and 2010, “endorses a new conceptualization of Latino identity in the United States,” and begins the discussion with a general overview of telenovelas in the article “A Fish Out of Water: New Articulations of U.S.-Latino Identity on *Ugly Betty*,” in the academic journal *Communication Quarterly* (Avila-Saavedra 133). This author describes telenovelas as being a television melodrama that is centered on the romantic endeavors of a heterosexual couple concluded in a narrative fashion (Avila-Saavedra 134). In the individual instance of *Ugly Betty*, the program is based on the Colombian telenovela of the name *Yo soy Betty, la fea*. The previous article mentioned above through PBS “The Power of the Telenovela” states that this telenovela in particular has been adapted for a series in 17 other countries (PBS). Avila-Saavedra finds the success of *Ugly Betty* notable as U.S. networks had not been interested in Latin American television in terms of creating a remake or adaption before this specific instance. A difference in how the US television shows are marketed are the running dates of the programs as a typical telenovela would be played throughout the week in a Latin American household, such as 5 days a week, but US programs are aired one time during the week. Details were also

changed between the American version of the program and the Colombian program. It can also be important to note that this program was also executive produced by actress Salma Hayek, who is both known in her native Mexico and in the US (Avila-Saavedra 135-136). The author of the article also explains that the family in the television program has a more central role to the story compared to the original version. This instance can relate back to Faber's research presented above about how television can be used as a source of information for the population majority, as the depictions of this show to an audience in the United States can create a visualization for non-Hispanic individuals to recognize.

Looking at the other telenovela mentioned above, *Jane the Virgin*, which aired between 2014 and 2019, one can also understand the importance of these television programs. In her 2018 article in *The New Yorker*, "'Jane the Virgin' is Not a Guilty Pleasure," Emily Nussbaum describes the significant impact and substance that the show carries. The show follows other genres linked to women such as rom-coms, soap operas, reality television, and romance novels, but the program moves away from following a traditional love triangle, and includes topics such as being a single mom and a widow, continuing education as a parent, immigration, sexuality, and more (Nussbaum). This can also be noted in *The Huffington Post* article "The Impact of 'Jane the Virgin' Cannot be Overstated" by Gwen Aviles, who describes similar references to the importance of the topics of the show overall, and the representation it carries. She states in the article, "Because the series was a balancing act between authentic U.S. Latinx representation and hyper dramatic telenovela-like plot twists, 'Jane' could approach some of the most difficult issues today with nuance and without didacticism" (Aviles). Looking at these

individual shows can reveal how depictions of Latino Americans as well as culturally relevant topics are important as a whole to represent a community of individuals.

Moving forward, one can hope the representation of the Latino community in television and entertainment will expand and portray the community in a positive manner, or give voices to Latino entertainers. This can already be seen in recent instances, such as the programs *One Day at a Time*, *Elena of Avalor* or movies such as *Coco* or *Roma*. These instances explore other areas of culture and showcase representation by such an example of giving audiences a Latino princess with *Elena of Avalor*. The popular children's show also does so by showcasing Latinx Jews in the episode titled "Festival of Lights," according to a news article by writer Sarah Aroesta for *The Jerusalem Post*. The episode introduced a new character and viewers to the origin story of Hanukkah and the religious symbols that accompany it ("Elena of Avalor' Hanukkah Episode a Win for Diversity"). This is a good example of a single episode that can serve a greater overall purpose. Mentioned earlier was the movie *Coco*, and this film provides an interesting example of how a community can impact entertainment as this project broke the norm for Disney, as it included outside cultural sources and consults for the film to monitor and produce new ideas surrounding the film (Ugwu). This was during a time when films were being critiqued for "white-washing" and appropriation of cultures was occurring. Disney itself had an early misstep when it tried to trademark "Día de los Muertos" and was met with swift backlash from the Latino community. The film included small details that helped capture the Hispanic community in various ways, such as Xolo (the article notes as a Mexican breed of hairless dog), papel picado (noted in the article as traditional tissue-paper art), and chanclas (slippers).

Business:

A Notable Figure in Business

When one thinks of being successful in America, the idea of the American Dream may come to mind. An example of this can be found in the designer Manuel Cuevas (1933-), an influential figure for fashion in music and entertainment. Nashville can be considered a home to Manuel as he moved there and opened a store in 1988. He found success early upon moving to the home of country music as he rose to fame in 1952 when influential figures took notice of his art in none other than Hollywood itself. He did not begin his journey in the United States, however, as he is from Michoacán, Mexico. It was there that he began to learn to sew at the age of 7 from his older brother. It did not take long for his sewing skills to improve and he was a popular prom dress designer in Mexico by the early age of 14. When he moved to Hollywood, he was eventually hired as the lead tailor for Nudie Cohn, the designer known for extravagant rhinestone and embroidered suits that garnered the attention of country musicians such as Porter Wagoner. His famous clientele has consisted of Elvis Presley, James Dean, Dolly Parton, Hank Williams Jr, The Beatles, Sonny and Cher, Lady Gaga, The Killers, Chris Stapleton, and many more. As can be seen in his work, his designs and styles were or incorporated Western wear. These designs have authentic roots in Mexican culture along with the idea of the cowboy. He continues designing today and recently his accomplishments were celebrated as he received the National Endowment for the Arts National Heritage Fellowship Medallion in 2018. His works are also on display in the Frist Art Museum, the Johnny Cash Museum, and in an exhibit in the Country Music Hall of Fame (Windsor).

Latinx Influence in Business

While some may garner more success than others, there is no doubt the impact that Latino Americans have had in business and with the economy. The United States Hispanic Chamber of Commerce states that there are 4.37 million Hispanic-owned businesses that contribute \$700 billion dollars to the American economy. The president and CEO of the Nashville Hispanic Chamber of Commerce also notes that immigrants have created or preserved a total of 1.8 million jobs nationally, also combined with the fact that Latinos are opening businesses six times faster than average (Cunza). This can also be showcased by the fact that 40% of Fortune 500 companies were started by immigrants and/or their children. While this reflects a positive aspect of how Latinos are impacting the economy and workplace, there are negative realities along with the positive ones. In the US Chamber of Commerce's 2019 Policy Platform it is acknowledged that Latinos make between 42 and 61 cents for every dollar paid to a white, non-Hispanic male. This gap increases even more so for Latino women, having been paid 80% of what their male colleagues would make. It can also be noted that the benefits a Hispanic individual has can also be impacted, such as the rising costs and limited access of healthcare for those who are small business owners. This may contribute to the fact that Hispanic Americans are more likely to suffer from health conditions such as diabetes and obesity. The report showcases the statistic that 16% of Hispanics are uninsured in the United States compared to only 6% of non-minorities. Therefore, there is shown to be an increasing presence of Hispanic Americans contributing to businesses in America, but that can come with disadvantages to the community as well.

Language:

Bilingualism

Bilingualism is not uncommon, but not necessarily showcased in the United States. It is, however, on the rise. In the *Psychology Today* article by Francois Grosjean, “The Amazing Rise of Bilingualism in the United States,” the author notes the steady increase in the percentage of individuals who are bilingual. He states that in the 1980s there was only 10.68% of the population in the United States that considered themselves to be bilingual. He now observes that number to be 20.14% as reported in the Annual Community survey in 2016. This is a significant increase by any means, but it also is important to note that the US stills holds a lower percentage than other countries that are multilingual such as Switzerland, where he notes 42% of the population use more than two languages in everyday life (Grosjean).

Benefits Associated with Bilingualism

The importance and influences of language in a society cannot be underestimated. In the 2018 article “Beyond Words: The Benefits of Being Bilingual” published in *Psychology Today* by Neel Burton M.D., the author discusses multiple ways that being bilingual can be beneficial as a society and to an individual. He addresses the viewpoint that to know a language is to have a knowledge of the culture associated with that language. Hence, the development and importance of this photojournalism/translation thesis project. He notes individuals’ unwarranted apprehension to learning a new language due to the negative effects they believe it may have on a child’s cognitive abilities. There are two ways he addresses this issue in the article. In terms of anatomical

results from the expansion of language, a bilingual individual has more gray matter in the dorsal anterior cingulate cortex. The cortex is crucial in language control and broader executive control. Executive functions include attention control, cognitive inhibition, and working memory. These areas can be improved by learning another language. Also improved are standardized test scores as it has been noted that individuals do significantly better if they are bilingual, again showcasing the cognitive benefits of learning a second language (Burton). In another study mentioned in the article, “Your Morals Depend on Your Language” by Albert Costa and coauthors, it also contributes to the idea that learning another language helps with moral dilemmas and judgement, offering a neutral channel or different perspective, therefore influencing one’s decision making, stating that “people’s moral judgments and decisions depend on the nativeness of the language in which a dilemma is presented, becoming more utilitarian in a foreign language,” this due to reduced emotional arousal (Albert Costa et al). Aside from these benefits, one can look at other aspects involving health. The article notes three different examples relating to language and healthcare. Dementia and Alzheimer’s were diagnosed later in life in patients who were bilingual according to studies in Toronto and Northern Italy. In a study with stroke patients in India, it was also acknowledged that stroke victims who knew another language had a better outcome, with 40.5 percent of multilingual patients having normal cognition after a stroke compared to 19.6 percent of individuals who only knew one language.

Attitudes About the Spanish Language

While these benefits are well known, there seems to be a stigma that still surrounds the Spanish language in this country. In the 2019 NBC News opinion piece “How the US Taught Me That Spanish Was Shameful” by Amanda Machado, she discusses the misguided shame surrounding the Spanish language and how it impacted her own perspective of her culture. She discusses an instance in her primarily white and upper-class neighborhood where her father had lost his job and she was concerned with the other students categorizing her father into a stereotype. This fear was confirmed within herself when she herself critiqued his English over a conversation at dinner one night during this jobless time. She acknowledges multiple instances where Latinx individuals have been confronted when using Spanish in public with racist or offensive remarks. She is not alone in seeing these comments made by individuals as I, myself, have heard comments like the one she mentions about Hispanic individuals needing to speak English in this country. A notable accomplishment of speaking more than one language has become an act considered shameful to some. Carmen Fought, a professor that Machado acknowledges in the article, asserts that the problem could stem not from the language itself, but that it is more about the people who speak it, acknowledging others’ attitudes towards the group in general.

Politics:

Sometimes politics can feel distant or that the impacts of political decisions will not impact one’s personal livelihood. That being said, the implications of the political decisions in the United States occurring now, specifically for the Latino community, can be felt tremendously. There is one instance in particular that hits literally close to home

with this issue. In East Tennessee, there is a small town called Morristown. This area is home to 29,446 individuals with 20.5% of the individuals being Latino. Compared to the Nashville/Middle Tennessee percentages of 8-10%, given the ratios, the Morristown Latino population seems quite significant. Some individuals who live in this town felt the impact of the immigration policy in this country now when their place of work was subjected to a workplace raid. On Thursday, April 5th, 2018, a slaughterhouse in nearby Grainger County had the largest workplace raid in a decade (Carpenter). In total, 97 people were arrested that day. All of the individuals detained were undocumented. This left one hundred and sixty children that had at least one parent facing deportation throughout this ordeal.

This is only one example, as ICE agents are showing up in multiple places such as factories, apartment complexes, and courthouses. A senior supervising attorney for Southern Poverty Law Center said that “There was no probable cause whatsoever to arrest them, and ICE did it anyway” (Carpenter). The aftermath of the ICE raid left the community shaken and resulted in 500 children missing school the following day and leaving many families spending the night in churches. Families faced poverty or losing what income they had, some children had to change living situations, and overall children had to deal with the emotional and psychological impact of losing a parent.

Author Zoe Carpenter explains that in the 1960s there were no recorded immigrants in the county, but that individuals found work through seasonal jobs in the tomato fields and then more stable jobs such as the construction crews, factory work, and in the meatpacking industry (Carpenter). These types of jobs expanded the amount of immigrant workers. The meatpacking companies specifically recruited workers from

Mexico and Central America during the time in the 1980s when they relocated from urban to rural areas. Carpenter notes that from 2000-2010, the Hispanic population in Tennessee grew 134 percent, an increase she stated that was faster than all but two other states in the United States.

This statement goes along with the information reported in the 2016 article by the Institute for Southern Studies, “The Future of Young Latino Voters in the South,” showcasing that the expansion in the Hispanic population has increasing potential to effect politics in Tennessee and other surrounding southern states. The study estimates that there will be a 126% increase in the voting population in Tennessee from 2014 (Yee 4). While this increase in age eligible voters is a sign of the growing Latino population’s potential to expand in the political playing field, the determining factor in this situation is the amount of voter activity within the Latino community. The article mentions a Pew report overviewing the amount of Latino millennial voters and stated that less than half of all eligible voters voted in 2012 (Yee 6). This was significantly smaller when compared to voter turnout in white and African American populations. It is interesting to note that in the article, it mentions the amount of engagement and outreach that Latino individuals had before the election and found that only 31% of Latinos overall were contacted before the election regarding voting or registering to vote (Yee 6).

It can be noted that voter turnout could be crucial regarding the upcoming election in 2020. Of the candidates running for executive office, it is important to note that one of the individuals identifies as a Latino American. Julian Castro was born in San Antonio, Texas in 1974. He has had a widely successful political career after a prestigious academic career. He received his undergraduate degree from Stanford University, and

then later earned his J.D. from Harvard Law School. His political career has ranged from being on the San Antonio City Council to being the Mayor of San Antonio to being the U.S. Secretary of Housing and Urban Development during the Obama administration (*Ballotpedia*). He was running for the Democratic nomination in 2020. He did drop out from the presidential race on January 2nd, 2020, and has since endorsed Elizabeth Warren as the Democratic nominee. In his time in San Antonio, one notable accomplishment was making universal pre-school for all. He also gave a powerful announcement speech to begin his presidential campaign. It is also important to note that that speech also included Spanish as Julian is bilingual. In fact, the announcement of his campaign was announced by Castro saying “Yo soy candidato para Presidente de los Estados Unidos.” He also mentions a reference to his grandmother and her immigration to the United States as a 7-year old orphan. He notes that she supported herself through multiple jobs such as a maid, a cook, and a babysitter (BNO News). While Castro would not have been the first bilingual president, he would have been the first Latino president.

Castro is an important figure for the upcoming election, but he is not alone in being an influential Latino American in politics. One of the most famous Latino political figures is that of Sonya Sotomayor. In her biography from the A&E Television network one can find that she was born in New York City in 1954 to parents of Puerto Rican descent, Juan and Celina Baez Sotomayor, where her mother was a nurse and her father was a tool-and-die worker. Sonya, like Julian, succeeded academically as she attended Princeton University as an undergraduate and then proceeded to attend Yale Law School for her J.D. in 1979. During her time at Princeton, she was involved with the Puerto Rican groups *Acción Puertorriqueña* and *Third World Center*. She also went on to win

the Pyne Prize, which is considered the most prestigious undergraduate academic award for Princeton University. During her time at Yale she was an editor for the *Yale Law Journal*. Her achievements in Law include being appointed the U.S. District Court Judge for the Southern District of New York in 1992 after being nominated by George H.W. Bush, and it can be acknowledged that she was the youngest judge appointed then as well. She later was nominated by Bill Clinton for the position of U.S. Second Circuit Court of Appeals. While these are impressive feats alone, her most prestigious role has been her current role and lifetime position as Supreme Court Justice after being nominated by Barack Obama in 2009. This role made Sotomayor the first Latina Supreme Court Justice in U.S. history. Since then she has been a part of two significant Supreme Court rulings. Both were in 2015 and the first was the upholding of a critical component of the Affordable Care Act, with the second being the legalization of same sex marriage, (A&E Television Network). Both can be considered influential and historic decisions for the country and the premise of the law.

Also, while on the subject of political topics, the proposed citizenship question to the 2020 census can be discussed. The Trump administration had proposed putting a citizenship question on the 2020 census. NBC News reported an article about the subject in June 2019 when the Supreme Court down shut down this idea, acknowledging that it seemed to be more of a political decision than a genuine need for the change (Williams). The debate over this issue is the concern that with the added question, the immigrant communities would be less likely to participate. This would have consequences such as losing funding for government programs, impacting redistricting, and possibly losing seats in congress.

While there are impacts to the Latino community regarding citizenship status and voter turnout, another issue is more unsettling. The prejudice and hate that the community has endured can have all too real consequences. In one instance on August 3rd, 2019, those consequences consisted of the death of 22 individuals and the injury of 26 others after a 21-year-old white man opened fire in an El Paso Walmart according to *Time* magazine. The Department of Justice has considered the shooting an act of domestic terrorism with possible hate crime charges to be brought against him as well. The shooter also confessed to the investigators of the crime that he had planned the massacre and drove the 11 hours from his home with the intent to target Mexican Americans. It was also found that he had earlier posted a racist and anti-immigrant message on a white supremacy website only 20 minutes before the act occurred (Law). While many lives were lost, many others were affected by this horrific ordeal. Survivors of the shooting have to deal with the astounding grief they may carry and there is also the grief carried by the victims' loved ones. In one instance, one can see this in Antonio Basco's life. He lost his wife of 22 years in the shooting and this resulted in his loss of family as she was the only connection he had. This prompted the funeral home to have an open invitation for her funeral that then resulted in thousands of people showing up. One individual also gifted Basco an SUV. While a nice act, the SUV led to more trouble as Basco was arrested later for a DUI charge resulting from his grief (The Associated Press).

Seeing news stories like those can be hard on individuals, but there can also be instances of good to acknowledge. It can be noted that Murfreesboro has held events to promote community diversity and nonviolence. For instance, the Murfreesboro Muslim Youth Association and Cold Patrol have been putting on the "Love Your Neighbor"

event for a few times now and had wide success in the area. It is an event where all individuals are encouraged to attend to promote an understanding of one another and community service. It was thought of in response to Anti-Muslim protests that were going to take place in the community. These issues are of growing relevance in today's climate, but places like Murfreesboro, are showcasing how people can combat these notions through community.

In Closure - Ethics and Importance:

In terms of this project, as an individual, I have found myself having conflicting feelings over how to present this information in the best possible manner to fully present the idea of a community without being a part of that community myself. The heart of this project is within the individuals interviewed and what they say, and I am only a method of conveying the information presented to me. While I may be able to learn the language in the classroom, I have felt like I have been without an understanding of the culture and the individuals who speak the language. I have found that the best way to learn the language and the culture is to surround myself with those who know it best, and simply speak with them on things that matter to them. The questions asked can be lighthearted, seeking information, or they may be uncomfortable in relation to how things are progressing in this country. The individuals interviewed in the research put a personal face on the ideas and thoughts presented in various articles used to summarize the importance of the Latino community in the United States. While I cannot express what these things mean to me, the intention is for those interviewed to express what these things mean to them. As an individual outside of the community, I believe it is important during this process to acknowledge any disparities that exist and create a conversation

among one another that can be used to facilitate a deeper understanding of these issues of national interest.

Interviews

In terms of the overall project, the most rewarding part was getting the opportunity to speak directly to individuals who identified themselves as Hispanic or/and Latino and voluntarily participated in the project.

The interviews were added to the project to add showcase the personality of the Latino community rather than highlight only the demographics. Participants voluntarily agreed to take part in the project, and had the right to refuse an answer for any questions that they may have felt uncomfortable with. The interviewees varied in demographics, giving a diverse look into the community. Some interviews were longer than others, and for this reason, segments were chosen from individual interviews to be highlighted for the project. The interviews below are categorized by question rather than interviewee for clarity. After each interview was completed, the interviews were then transcribed in English and then translations followed in Spanish. The translations were overviewed and corrected for accuracy regarding syntax and grammar by Dr. Pettigrew to ensure the message could be conveyed through both languages with the intent meant behind them.

While the intention was to accompany each interview with a personalized collage, due to creative licensure this was unable to be carried out in the exact manner intended. For this reason, the images were accumulated from various locations in the Middle Tennessee area that represent the Latino community in different manners. While the artwork may not be specific to the individual, it is specific to the community and that follows the intended goal of the project: to represent and showcase the growing importance and influence Latino in the Middle Tennessee area.

Note: Translations will not be categorized by each individual interview, but by question to add clarity and different perspectives for each given question. There are 5 interviews total named A, B, C, D, and E to protect identities of the participants. Questions varied given the interview and segments were chosen from each interview.

Questions and Translations:

Question 1: Is there anything you find to be misunderstood about your Latino identity or culture?

Interview A. –

English:

“Mhm. Yes, sometimes people just think that Latinos are Mexican. That’s not true. There are many countries that speak Spanish, and uh, that’s pretty much about it. Well, other things. “We are ignorant,” you know. It’s like people assume because you come here and you cannot understand English that you are dumb, so that is what I have for people perceive us.”

Spanish:

“Mhm. Sí, a veces la gente sólo piensa que los latinos son mexicanos. Eso no es verdad. Hay muchos países donde se habla español y, pues, eso es todo. Bueno, otras cosas. “Somos ignorantes,” ¿no? Es como que la gente supone que porque vienes aquí y no puedes entender inglés que eres tonto, entonces eso es lo que tengo para cómo la gente nos percibe.”

Interview E.

English:

“Um, not necessarily. I think a lot of people ask a lot of questions. So, I think a lot of people try to like fully understand and not assume things. So, personally I don’t

think we are fully misrepresented. I think other people do, but personally not really.”

Spanish:

“Um, no necesariamente. Pienso que mucha gente hace muchas preguntas. Entonces, pienso que mucha gente trata de entender completamente y no suponer cosas. Entonces, personalmente no pienso que nos representen inadecuadamente. Pienso que otra gente piensa que sí, pero personalmente no.”



Question 2: What does it mean to you to be of the Latino community? In relation to the Middle Tennessee area, what does it mean to you?

Interview B.

English:

“Um, it’s very, it’s fun being Latino, but sometimes it can be a little hard because like they kinda get discriminated sometimes obviously with everything going on, but I mean, I’m still proud to be a Latino. And being able to learn, know two languages because, um, it’s very, it’s a really big asset at my work too because I can speak Spanish and English.”

Spanish:

“Um, es muy, es divertido ser Latina, pero a veces puede ser un poco difícil porque más o menos son discriminados obviamente con todo lo que está pasando, pero quiero decir, todavía estoy orgullosa de ser Latina. Y de poder aprender, saber dos lenguas porque, um, es muy, es una gran ventaja en mi trabajo también porque puedo hablar español e inglés.”

Interview C.

English:

“Um, I believe that the term Latino is a very broad one because what is it like to be Latino? Is it a race? Is Latino a race? Is it an ethnicity? It’s a very broad concept. To me, being Latino is being from South America, from Brazil, where I’m from. I speak Portuguese. And to share with my neighbors from Latin America, from South America, a lot of things in common, which is like we are even though I speak Portuguese and my neighbors speak Spanish but we are from a romance language and, uh, we have a similar colonization process. We were colonized by Portuguese where as my neighbors were colonized by Spanish, but it was like it happened at around same time. And sometimes we share some food.

Cuisine is a little bit . . . can be similar even though in each region it's a little bit different. But we still share some similarities: we eat beans, a lot of potatoes, a lot of meat. We like to dance. I think this is to me to be Latino.”

Spanish:

“Um, creo que la palabra Latino es muy general porque ¿cómo es ser Latino? ¿Es una raza? ¿Es Latino una raza? ¿Es una identidad étnica? Es un concepto muy amplio. Para mí, ser Latino es ser de Sudamérica, de Brasil, de donde yo soy. Hablo portugués. Y compartir con mis vecinos de América Latina, de Sudamérica, muchas cosas en común, lo cual es cómo somos aunque hablo portugués y mis vecinos hablan español, pero hablamos una lengua románica y, uh, tenemos un proceso similar de colonización. Nosotros fuimos colonizados por los portugueses y mis vecinos fueron colonizados por España, pero pasó alrededor del mismo tiempo. Y a veces nosotros compartimos comida. La comida es un poco similar, aunque en cada región es un poco diferente. Pero todavía tenemos unas cosas en común; comemos frijoles, muchas papas, mucha carne. Nos gusta bailar. Pienso que esto es ser Latino para mí.”

Interview D

English:

“Well, I love being here. Moving here, my family and I have . . . we've been here for 5 years, in Murfreesboro. We were in Hendersonville, but we lived in Tennessee for almost 30 years. It's been interesting to see the changes that I have personally seen, because when got to, we were in Cookeville, where Tennessee Tech is, and I think I was like the only Hispanic person, period. And it was funny because just to help out, you know, I started working at Taco Bell, Mexican Restaurant. And we didn't have in Cookeville any Mexican restaurants, so when people find out I was from Mexico, they were pretty amused. “Are you from Mexico?” “Yeah.” “Do you speak Spanish?” “Uh, yeah.” My boss would say,

“Tell them that this is real Mexican food.” I said, “No, sir, this is not real Mexican food. It’s good, but it’s not.” So you know, from that, and everyone invited me, I had friends who were teachers in elementary schools, and “oh, can you come and give a talk to the class in Spanish and about your culture?” And I loved doing that. I loved my culture, you know, of course so I would go. And now, they don’t need me there cause they have a lot of, you know, kids who are Spanish speaking. I’m telling you this just to let you know how much I have personally witnessed change like from 30 years ago in a small place like Cookeville and now I come here and the population has increased tremendously through the years. So for me it means a lot to just be a part of it, the evolving change that I have witnessed, you know. I am from Mexico City. I did a short career there, like we called it, but I wasn’t given the opportunity... (unclear) My dad didn’t want me to go to college, so that’s what I had to settle with. A short career. So when I came here, my husband, he is from Los Angeles, so he really encouraged me to continue studying and all that, and long story short, I just finished my undergraduate last May and then I got this chance to get my Masters in teaching Spanish. So it’s like “wow,” you know it’s very amazing what I have gained from this community and the changes.”

Spanish:

“Bueno, me encanta estar aquí. Al mudarnos aquí, mi familia y yo... llevamos cinco años aquí, en Murfreesboro. Estuvimos en Hendersonville, pero hemos vivido en Tennessee por casi 30 años. Es interesante ver los cambios que vi personalmente porque cuando llegamos a, estuvimos en Cookeville, donde está Tennessee Tech, y pienso que fui la única persona hispana, punto. Y fue cómico porque solo para ayudar, pues, empecé a trabajar en Taco Bell, un restaurante mexicano. Y no teníamos en Cookeville ningún restaurante mexicano, entonces cuando la gente supo que soy de México, les parecía bastante divertido. “¿Eres de México?” “Sí.” “¿Hablas español?” “Uh, sí.” Mi jefe decía, “Diles que esta es comida mexicana de verdad.” Le decía, “No, señor, esta no es comida mexicana

de verdad. Es buena, pero no lo es.” Entonces, pues, desde ahí, y toda la gente me invitaba, y tenía amigos que eran maestros en las escuelas primarias, y “oh, puedes venir y dar una conferencia a la clase en español sobre tu cultura?” Y me encantaba hacer eso. Me encanta mi cultura, entonces por supuesto iba. Y ahora, ellos no me necesitan allí porque hay muchos niños que hablan español. Te estoy diciendo esto solo para hacerte saber cuántos cambios he visto en estos treinta años en un lugar pequeño como Cookeville. Y ahora vengo aquí y la población ha incrementado muchísimo a lo largo de los años. Entonces, para mí significa mucho ser parte de todos estos cambios que he presenciado, ¿no? Soy de la Ciudad de México. Hice una carrera técnica, como la llamábamos, pero no tenía la oportunidad ... (unclear). Mi padre no quería que asistiera a la universidad, así que tuve que conformarme con eso. Una carrera técnica. Entonces, cuando vine aquí, mi esposo, él es de Los Ángeles, me motivó a seguir estudiando y todo eso, y en pocas palabras, acabo de terminar mi licenciatura el mayo pasado y luego tuve la oportunidad de hacer mi maestría en la enseñanza del español. Entonces, es como ¡guau!, ¿sabes?, es muy increíble lo que he obtenido de esta comunidad y los cambios.”

Interview E.

English:

“To me, just keeping my culture and being aware that it is still there and you know, even though I am surrounded by so many US like culture things, you know, I try to keep, I try to stay true to my roots. So just staying true to myself and remembering where I am from. Just doing that.”

Spanish:

“Para mí, simplemente conservar mi cultura y ser consciente de que todavía está allí y, sabes, aunque estoy rodeada de tantas cosas de la cultura estadounidense, sabes, trato de mantenerme fiel a mis raíces. Entonces, solo siendo fiel a mí mismo y recordando de dónde soy. Solo haciendo eso.”

Question 3: Thinking of your Latino culture, what is your favorite cultural celebration/difference and why?

Interview C:

English:

“For instances, like in Brazil, we celebrate Carnival. It usually happens in February or March, 40 days before Easter. And uh, it’s a week where everybody just celebrates life, their culture. We dance, we eat, we drink. People don’t work. And it’s one of the things, one of the events, that brings people together regardless of social class, of race. This is the time that people forget a little bit about their problems, and they go to the streets to dance and be happy.”

Spanish:

“Por ejemplo, como en Brasil, celebramos el Carnaval. Normalmente es en febrero o marzo, cuarenta días antes de la Pascua. Y uh, es una semana en que todas las personas celebran la vida, su cultura. Bailamos, comemos, bebemos. La gente no trabaja. Y es una cosa, un evento, que une a toda la gente independientemente de la clase social o de raza. Este es un tiempo en que la gente se olvida un poco de sus problemas, y van a las calles para bailar y estar felices.”

Interview E:

English:

“Christmas! We have, in Mexico, I don’t know if this is other countries, but we have posadas which is pretty much like parties leading up to Christmas and you basically, I don’t know how many days I think it’s like 7 days before Christmas, you start up at the church and you, they have a baby Jesus statue, and then they walk it to someone’s house and they sing, um, then there’s a nativity scene there and they put the baby Jesus in the nativity scene in whichever house they are

going to and then they sing, they pray and then they have tea and food and piñatas for the kids. And then they do the same thing a few more days up leading up to, so it's just parties up until, it's like parties in the village up until Christmas and then it's a huge celebration.”

Spanish:

“¡La Navidad! Tenemos, en México, no sé si es así en otros países, pero tenemos posadas, las cuales son como fiestas antes de la Navidad, y básicamente, no sé cuántos días, pienso que son siete días antes de la Navidad, empiezan en la iglesia y tienen una estatua del bebé Jesús, y entonces lo llevan caminando a la casa de alguien y cantan, um, entonces hay una escena del Nacimiento y ponen al bebé Jesús en el nacimiento en la casa a la que van, y entonces cantan y rezan y entonces tienen té y comida y piñatas para los niños. Y hacen lo mismo unos días más, y hay unas fiestas hasta la Navidad, es como una serie de fiestas en la aldea antes de la Navidad y es una gran celebración.”



Question 4: What is the correct terminology when speaking about Latino individuals? Latino? Hispanic? Latinx? How does one determine what identifier to use?

Interview A:

English:

“People use Latino or Hispanic. I normally will use Hispanic just because I speak Spanish and understand I am from a culture that speaks Spanish. But you can use either one. I guess people get confused if you use Latino, you are including Brazil and Brazil doesn’t speak Spanish. But yeah, either one.”

Spanish:

“La gente usa *Latino* o *Hispanic*. Normalmente uso *Hispanic* porque hablo español y entiendo que vengo de una cultura que habla español. Pero puedes usar cualquiera de los dos. Supongo que la gente se confunde si usas *Latino*, estás incluyendo Brasil y en Brasil no se habla español. Pero, sí, los dos.”

Interview E:

English:

“Um, I think it’s like a personal thing. Cause to me, I always say I’m Mexican, or I mainly say I’m Mexican but just because that’s where I’m from. You know, but if people say Latino or Hispanic I think that’s totally fine too. Cause we’re, I’m Hispanic, I speak Spanish, Latino, I’m from Latin America. I think it’s good to have a good variety and get more specific if you want to. So, I don’t think there’s anything, I don’t think there’s something too specific.”

Spanish:

“Um, pienso que es una cosa personal. Porque para mí, siempre digo que soy mexicana o principalmente digo que soy mexicana, pero solo porque soy de ahí.”

Pues, pero si la gente dice Latino o Hispanic, pienso que está bien también. Porque nosotros somos, soy hispano, hablo español, Latino, soy de América Latina. Pienso que es bueno tener una variedad y ser más exacto si quieres. Entonces, no pienso que haya nada demasiado específico.”



Question 5: Have you ever experienced racism or prejudice? What are your feelings about the occurrence?

Interview A.

English:

“Yes, after I graduated from school I went to see how this doctor runs his practice. He is a dermatologist, I was not working for him, I was there to see how he runs his practice. There was a nurse and she was working in the practice, and in came in a representative who sells drugs and he was speaking to her and she told him, “I don’t know what she is doing here. He should hire her to take care of her kid.” Referring to me while I was there observing how the practice was running because I want to know if I want to work in a Doctor’s office. I am a nurse like her and found that comment very disrespectful and I did not say nothing and looking back, I wish I say something, you know. I have gone to school and my English may not be great but if I pass the test that you did, that means I am qualified to be here, but I did not say anything, and many times we don’t express our opinions because what’s the point. It’s not going to change. Someone like that, if I confront her, it’s not going to change. So I just let it go.”

Spanish:

“Sí, después de graduarme de la universidad fui a ver cómo un doctor administra su consultorio. Es un dermatólogo. No trabajaba para él, estaba allí para observar cómo administra su consultorio. Había una enfermera que estaba trabajando en el consultorio, y llegó un representante de ventas que vende medicamentos y él estaba hablando con la enfermera y ella le dijo, “No sé qué hace ella aquí. Él debería contratarla para cuidar a su hijo.” Estaba refiriéndose a mí mientras estaba allí observando cómo funcionaba el consultorio porque quería saber si quería trabajar en un consultorio médico. Soy enfermera como ella y me pareció ese comentario muy irrespetuoso y no dije nada, y espero que hubiera dicho algo, ¿no? He asistido a la escuela y puede que mi inglés no sea excelente, pero si yo apruebo el mismo examen que tú, eso significa que estoy cualificada para estar aquí, pero no dije nada, y muchas veces no expresamos nuestras opiniones porque

¿cuál es el punto? No va a cambiar. Alguien así, si te enfrentas a ella, no va a cambiar. Entonces simplemente lo dejo así.”



Question 6: Do you worry about today's political climate, and why? What does the idea of "America" mean to you?

Interview A.

English:

“Yes, I am concerned. Especially because I have seen in social media many videos when, you know, people in grocery stores confront people because they speak in a different language. But my husband and I speak Spanglish and speak in English or Spanish, and many times when we are in public I will notice that and I don't want him to have a confrontation with someone because of that reason, so I can avoid speaking Spanish in public, which is sad because I shouldn't. I should speak however I feel more comfortable and many times when speaking in English with him I will say words in Spanish because I don't know the word and that will make it easy for me. I try to avoid it in public now and not before. It has been a couple years and I am aware, maybe I should not say this. I don't think that before the presidential election in 2018, 2018 yes, no 2016, it was that, I guess people has always had that idea but they did not express in public like they do now, which it really kinda concern me especially because I don't know how I would react, you know. I could react like I did with the nurse and say nothing, or I can get really angry because no one has a right to say anything because you are different. I guess people doesn't put themselves in your shoes because how would you feel in other country and how will that make you feel? I guess you don't have to think about that because you have not been in that position, but I have seen how people look at my husband in Mexico and I don't like it either. I guess that is the reason I am aware and why I speak what I do outside of my household.”

“People don't change their hearts. People follow the law.”

Spanish:

“Sí, estoy preocupada. Especialmente porque he visto en las redes sociales muchos videos en que, sabes, hay gente en un supermercado que se enfrenta a otras personas porque hablan otra lengua. Pero mi esposo y yo hablamos “Spanglish” y hablamos en inglés o español, y muchas veces cuando estamos en público yo noto que no quiero que él tenga un enfrentamiento con alguien por esa razón, así que puedo evitar hablar español en público, lo cual es triste porque no debería hacerlo. Debería hablar de la manera en que me siento cómoda y muchas veces cuando hablo inglés le digo palabras en español porque no sé la palabra y eso me lo facilita. Trato de evitarlo en público y quizás no debería decir esto. No creo que antes de las elecciones presidenciales en 2018, sí en 2018, no, fue en 2016, supongo que la gente siempre tenía esa idea, pero no la expresaban en público como lo hacen ahora, lo cual realmente me preocupa, especialmente porque no sé cómo yo reaccionaría, ¿no? Podría reaccionar como con la enfermera y no decir nada, o podría enojarme muchísimo porque nadie tiene el derecho de decirte nada porque eres diferente. Supongo que la gente no se pone en tu lugar porque ¿cómo te sentirías en otro país y cómo te haría sentir eso? Supongo que no tienes que pensar en eso porque no has estado en esa situación, pero he visto cómo la gente mira a mi esposo en México y eso no me gusta tampoco. Supongo que esa es la razón por la que soy consciente de eso y por qué hablo como hablo fuera de mi casa.”

“La gente no cambia sus corazones. La gente sigue la ley.”

Interview C.

English:

“Political climate? Yes, I am very concerned especially because like, for instance, me: I have been living here 16 years and I never worried about walking in the street and having somebody looking at me in a weird way, like a funny or different way, or you know like in an unwelcoming way. Ever since we have this

new president, we started this political climate, you know, this negativity, towards the Latino community towards other minorities. I feel sometimes uncomfortable going other places because I feel like I am being judged and I just feel like it has been . . . it has caused a negative impact into our communities. So . . .”

Spanish:

“¿El clima político? Sí, estoy muy preocupada especialmente porque, por ejemplo, yo; hace 16 años que vivo aquí y antes nunca me preocupaba caminar por la calle y que alguien me mirara en una forma extraña, como en una manera rara o diferente, o en una manera hostil. Desde que tenemos este nuevo presidente, empezamos este clima político, pues, esta negatividad, hacia la comunidad Latina, hacia otras minorías. A veces me siento incómoda yendo a otros lugares porque siento que la gente me está juzgando y siento que ha sido... que ha causado un impacto negativo en nuestras comunidades. Entonces...”



Question 7: Do you speak Spanish? If so, did you grow up in a household where Spanish was the predominant language used? If so, could you describe your experience navigating between Spanish and English in your life?

Interview B.

English:

“I do speak Spanish at home and I’ve always spoke Spanish at home and whenever I was growing up, it was a little hard for me trying to go from Spanish to English because I would get words mixed up a lot.”

Spanish:

“Hablo español en mi casa y siempre he hablado español en mi casa, y cuando crecía, era un poco difícil para mí tratar de pasar del español al inglés porque confundía las palabras a menudo.”

Interview D.

English:

“So, like I said, I grew up in Mexico City. And none of my family spoke any other languages, however, when I was younger, I started liking English because John Lennon got killed and I started learning about the Beatles, so that’s what inspired me to learn English. And I loved their songs, about all, and back then the cassettes and the records and all that, and I thought that I want to sing along with them. So when it was time for me to choose what I was going to study, I did the short career, it was in, like, in secretarial executive business. And along with that, it was bilingual so I didn’t feel like I knew enough English, so my parents sent me to a school, intensive English school, but all my teachers were British, so that’s the English that I started learning. And after that, I got the chance to go and study bible in Lubbock, Texas, so can you imagine from British accent to the drawl in

Texas? It's like, "whoa," very big culture shock. So I met my husband in school there and he was very sweet and helped me with translating, personal interests."

"I left Mexico when I was 19 years old so I grew up there, right? But for most of my life, I'm 51, I lived here most of my life so it was very easy to assimilate to this culture because like I said here having influence in Cookeville, it was only me, "the crazy Mexican." So it was, you didn't see any advertising in Spanish, no radio station, no TV so it was like okay, I started losing my culture, my roots. And then When we had children, I homeschooled them, I tried to do a little bit of Spanish but when you don't have the support its very hard when its only on you. And my husband, he does speak some Spanish, but it was not strong enough to really bring them up bilingual."

Spanish:

"Entonces, como dije, crecí en la Ciudad de México. Y nadie en mi familia hablaba otras lenguas, sin embargo, cuando era más joven, empezó a gustarme el inglés porque mataron a John Lennon y empecé a aprender sobre los Beatles, entonces eso es lo que me inspiró a aprender inglés. Y me encantaban sus canciones, sobre todo, y en ese entonces tenía los casetes y los discos y todo eso, y pensaba que quería cantar con ellos. Entones, cuando tuve que escoger lo que iba a estudiar, hice la carrera técnica, de secretaria ejecutiva. Y con todo eso, fue bilingüe, así que no sentía que no sabía suficiente inglés, así que mis padres me enviaron a una escuela, una escuela intensiva de inglés, pero todos mis maestros eran británicos, entonces ese es el inglés que aprendía. Después de eso, tuve la oportunidad de ir y estudiar la Biblia en Lubbock, Texas, entonces ¿puedes imaginar ir desde al acento británico al acento de Texas? Es como ¡guau!, un gran choque cultural. Entonces conocí a mi esposo en la escuela allí y él era muy dulce y me ayudó a traducir y con mis intereses personales."

"Salí de México cuando tenía 19 años, así que crecí allí, ¿no? Pero durante la mayor parte de mi vida, tengo 51 años, he vivido aquí la mayor parte de mi vida,

así que fue muy fácil asimilarme a esta cultura porque, como dije, en Cookeville, solo estuve yo, “la mexicana loca.” Así era, no veías publicidad en español, ninguna estación de radio, nada de televisión, entonces pensaba que empezaba a perder mi cultura, mis raíces. Y luego, cuando tuvimos hijos, los eduqué en el hogar, traté de hacer un poco de español, pero cuando no tienes el apoyo es muy difícil cuando solo estás tú. Y mi esposo, él habla un poco de español, pero no fue suficiente para criarlos como bilingües.”



Question 8: Who is a role model to you?

Interview B.

English:

“I feel like a role model would be my mom because she is very hardworking, she knows her values, and she doesn’t care about what other people think about her and she is overall a, well, great person.”

Spanish:

“Siento que un modelo a seguir sería mi madre porque ella es muy trabajadora, ella sabe cuáles son sus valores, y no le preocupa lo que la gente piense de ella, y ella es en general, pues, una excelente persona.”

Interview C.

English:

“Michelle Obama. Why? Because she... I just read her biography, I read it during the summer. To me, she speaks for so many people, she speaks for women, she speaks for women of color, she speaks for people who are oppressed. And she brings some hope, she brings you the possibility of “you can do you,” you can do better, you can be somebody successful. And I like the way she instills the importance of education and this is something that is very important to me. That is why I think that she is a role model.”

Spanish:

“Michelle Obama. ¿Por qué? Porque ella . . . acabo de leer su biografía, la leí durante el verano. Para mí, ella habla por mucha gente, habla por las mujeres, habla por las mujeres de color, habla por la gente oprimida. Y trae algo de esperanza, te trae la posibilidad de ser tú mismo, “puedes hacer mejor,” “puedes ser exitoso.” Y me gusta la manera en que ella inculca la importancia de la

educación y esto es algo muy importante para mí. Es la razón por la que pienso que ella es un modelo a seguir.”

Interview E.

English:

“I guess when I think about people I admire a lot, I think about my high school teachers. They impacted my life a lot. Um, from like different teachers. From theater teacher my freshmen year, um, my sophomore year it was my English teacher, my junior year it was my English teacher too, you know. I would just say like teachers from high school, they really helped and mold who I am. I learned a lot from them.”

Spanish:

“Supongo que cuando pienso en la gente que admiro mucho, pienso en mis maestros de la secundaria. Tuvieron un gran impacto en mi vida. Um, desde diferentes maestros. Desde mi maestro de teatro mi primer año, um, en mi segundo año fue mi maestro de inglés, en mi tercer año fue mi maestro de inglés también, sabes. Diría que mis maestros de la secundaria. Ellos ayudaron y moldaron quién soy. Aprendí mucho de ellos.”



Question 9: What is the most heartwarming thing you have ever seen?

Interview E.

English:

“Well I get pretty emotional quick, so I think everything is super nice.”

“Oh, I guess Tuesday, um I met up with a friend I already knew, and this girl I just met in class and we all went to eat lunch and she said let’s sit with someone who is sitting on their own and we’ll either scare them away or we’ll make a friend and we ended up sitting with this guy who was sitting by himself and there was conversation, conversation was started and it was really good and then we ended up meeting two other random people and then it was a full table of people that didn’t really know each other but got along really well so that was really nice . . . I guess just building community out of nothing was really nice to see.”

Spanish:

“Bueno, me pongo bastante emocional rápido, entonces pienso que todo es muy genial.”

“Oh, supongo el martes, um, me encontré con un amigo que ya conocía, y una chica que acabo de conocer en clase y nosotros fuimos a almorzar y ella dijo que nos sentáramos con alguien que está sentado solo y que íbamos a espantarlo o hacer un nuevo amigo. Terminamos sentados con este chico que estaba sentado solo y hubo una conversación, comenzamos una conversación y fue muy buena y entonces conocimos a dos otras personas y entonces fue una mesa llena de personas que realmente no se conocían pero que se llevaban muy bien, entonces eso fue genial . . . Supongo que construir una comunidad de la nada fue muy bueno de ver.”

Question 10: What are your goals for the future; in your personal life, career, hobbies, etc.?

Interview C.

English:

“I want to keep teaching. I love teaching. It’s like one of my biggest passions. I want to work as an interpreter, keep working as an interpreter, because I love doing that. You’re shortening linguistic barriers. But what I would like to do, maybe work with somebody else, and have a nonprofit that I could empower girls in a way through education. Help them, like especially Latino girls, who don’t have, like, a lot of resources, like financial in terms of information, help them, lead them through the path to go to college, help try to find them ways to get a scholarship, and get the resources that they need to be successful and go to college. That’s what I would like to do in the future.”

Spanish:

“Quiero seguir enseñando. Me encanta enseñar. Es una de mis mayores pasiones. Quiero trabajar como intérprete, seguir trabajando como intérprete, porque me encanta hacer eso. Estás reduciendo las barreras lingüísticas. Pero lo que me gustaría hacer es, quizás trabajar con alguien, y tener una organización sin fines de lucro para poder empoderar a las jóvenes por medio de la educación. Ayudarles, especialmente a las jóvenes Latinas, que no tienen muchos recursos económicos, en términos de información, ayudarles, y guiarlas en camino hacia la universidad, ayudarles a encontrar maneras de conseguir una beca, y conseguir los recursos que necesitan para tener éxito y asistir a la universidad. Eso es lo que me gustaría hacer en el futuro.”

Interview E.

English:

“Recently I decided to become a Spanish teacher. So I want to teach high school. I love that age group . . .”

“I want to help them, not just with Spanish, but just to be there for them too. I think that’s something that some teachers lack and I want to fill that, so that’s a huge goal of mine.”

Spanish:

“Recientemente, decidí ser una maestra de español. Entonces, quiero enseñar en la secundaria. Me encanta ese grupo de edad.”

“Quiero ayudarles, no solo con el español, sino también estar ahí para ellos también. Pienso que es algo que les falta a algunos maestros, y quiero cumplir con eso, entonces eso es una gran meta para mí.”



Question 11: How do you define art?

Interview E.

English:

“Sometimes I define art as something I can’t do.”

Spanish:

“A veces defino el arte como algo que yo no puedo hacer.”



Question 12: What is love and friendship to you and how important is it as human beings?

Interview A:

English:

It is very important. You need to love someone and you need to be loved by someone too.

Spanish:

Es muy importante. Necesitas amar a alguien y necesitas que alguien te ame también.



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Appendices:

Prepared Sample Questions for Interviews:

Community/Culture:

1. What does it mean to you to be of the Latino community? In relation to the Middle Tennessee area, what does it mean to you?
2. Is there anything that you find to be misunderstood about your Latino identity or culture?
3. Do you speak Spanish? If so, did you grow up in a household where Spanish was the predominant language used? If so, could you describe your experience navigating between Spanish and English in your life?
4. Do you have any advice for those who do wish to learn Spanish or another language?
5. Thinking of your Latino culture, what is your favorite cultural celebration/difference and why?
6. Do you worry about today's political climate, and why? What does the idea of "America" mean to you?
7. Have you traveled to a Spanish speaking country, and if so, what did you like or dislike?
8. What would you like people to know about your experience as a member of the Latino community in Middle Tennessee?
9. Could you describe your vision of the future of the Latino community in Middle Tennessee or the US as a whole?
10. What is the correct terminology when speaking about Latino individuals? Latino? Hispanic? Latinx? How does one determine what identifier to use?

Personal/Lifestyle:

11. What are your goals for the future; in your personal life, career, hobbies, etc.?
12. Are you close to your family? Why or why not?
13. Do you plan on getting married or having a family? Why or why not?

14. Are you religious or spiritual? If not, does religion play a part in your culture or family dynamic?
15. What is the most heartwarming thing you have ever seen?
16. When was the last time you changed your belief/opinion about something major?
17. As you get older, what are you becoming more and more afraid of?
18. Are you in a relationship or have people (friends) that you consider special to you?
19. What is love and friendship to you and how important is it as human beings?
20. What is your favorite book/movie/song and why did it speak to you? (Can name multiple, past or present).
21. How do you define art?
22. What do you think is humankind's greatest invention?
23. Who is a role model to you?
24. Have you ever experienced racism or prejudice? What are your feelings about the occurrence?
25. What are you interested in that most people have not heard of?
26. What city or place would you most like to live in?
27. In what situation or place would you feel most out of place in?
28. If you could be remembered for one thing, what would it be?

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd
 Murfreesboro, TN 37129



IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Tuesday, May 28, 2019

Principal Investigator **Emily Rouse** (Student)
 Faculty Advisor Jason Pettigrew
 Co-Investigators NONE
 Investigator Email(s) *eer3b@mtmail.mtsu.edu; jason.pettigrew@mtsu.edu*
 Department Health & Human Performance/Word Languages, Literature & Culture

Protocol Title ***Nuestra Comunidad: A creative collage and translation exploring the identity and growing influence of the Latino community in Middle Tennessee***

Protocol ID **19-2241**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category (7) *Research on individual or group characteristics or behavior*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated below:

IRB Action	APPROVED for ONE YEAR	
Date of Expiration	5/31/2020	Date of Approval 4/28/19
Sample Size	50 (FIFTY)	
Participant Pool	Primary Classification: Healthy Adults - 18 years or older Specific Classification: Self identified Latino	
Exceptions	1. Approved for multiple modes of interaction during data collection: verbal and online (Qualtrics) means 2. Voice recording permitted as proposed in the protocol	
Restrictions	1. Mandatory signed informed consent; the participants must have access to an official copy of the informed consent document signed by the PI. 2. Mandatory active informed consent for online data collection 3. The Data must be deidentified once processed. 4. All identifiable data/artifacts that include audio/vdeo data, photographs, handwriting samples, and etc., must be used only for research purpose and they must be destroyed after data processing. 5. Identifiable information must be destroyed as described in the protocol	
Comments	NONE	

This protocol can be continued for up to THREE years (**5/31/2022**) by obtaining a continuation approval prior to **5/31/2020**. Refer to the following schedule to plan your annual project reports and be aware that you may not receive a separate reminder to complete your continuing reviews.

Failure in obtaining an approval for continuation will automatically result in cancellation of this protocol. Moreover, the completion of this study MUST be notified to the Office of Compliance by filing a final report in order to close-out the protocol.

Post-approval Actions

The investigator(s) indicated in this notification should read and abide by all of the post-approval conditions imposed with this approval. [Refer to the post-approval guidelines posted in the MTSU IRB's website.](#) Any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918 within 48 hours of the incident. Amendments to this protocol must be approved by the IRB. Inclusion of new researchers must also be approved by the Office of Compliance before they begin to work on the project.

Continuing Review (Follow the Schedule Below):

Submit an annual report to request continuing review by the deadline indicated below and please be aware that **REMINDERS WILL NOT BE SENT.**

Reporting Period	Requisition Deadline	IRB Comments
First year report	4/30/2020	NOT COMPLETED
Second year report	4/30/2021	NOT COMPLETED
Final report	4/30/2022	NOT COMPLETED

Post-approval Protocol Amendments:

Only two procedural amendment requests will be entertained per year. In addition, the researchers can request amendments during continuing review. This amendment restriction does not apply to minor changes such as language usage and addition/removal of research personnel. .

Date	Amendment(s)	IRB Comments
NONE	NONE.	NONE

Other Post-approval Actions:

Date	IRB Action(s)	IRB Comments
NONE	NONE.	NONE

Mandatory Data Storage Requirement: All of the research-related records, which include signed consent forms, investigator information and other documents related to the study, must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data storage must be maintained for at least three (3) years after study has been closed. Subsequent to closing the protocol, the researcher may destroy the data in a manner that maintains confidentiality and anonymity.

IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University

Quick Links:

[Click here](#) for a detailed list of the post-approval responsibilities.
More information on expedited procedures can be found [here](#).