

# UCLA Voices

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Author, Author

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## Introduction

As interest in the Spanish spoken in the United States grows year after year, the lack of a publication specifically dedicated to examining the complexities, implications and challenges that such a variety presents for linguists and other scholars becomes more and more apparent. This journal, *Voices*, was conceived of by the members of CEEEEUS, the Centro de Estudios del Español de los Estados Unidos, housed at UCLA, to address this need and offer scholars, especially graduate students, a venue in which to publish recent discoveries, works in progress, debates, and observations regarding the Spanish of the United States. Intended as a way to publicize and disseminate the growing store of knowledge about the Spanish spoken in the US and related issues, it is expected that this graduate student publication that will bring more visibility to issues related to the Spanish of the United States and help to demonstrate that that Spanish spoken in this country deserves further study. As the name suggests, *Voices* acknowledges the diversity exhibited by Spanish speakers in the United States, recognizing in particular the presence of groups of different nationalities and exploring the social, linguistic and other implications that such variety can have and have had on this linguistic variety and its study.

This inaugural issue opens with Claudia Parodi's description of the growing Latino population in the United States and the impact such a phenomenon has on the importance of Spanish. It is followed by Covadonga Lamar Prieto's description of the options for bilingual education in Los Angeles, based on an analysis of articles from two 19th century newspapers: *El Clamor Público* and the Los Angeles Times. Moving the discussion of Spanish in Los Angeles to the present day, Belén Villarreal presents a linguistic description of the Spanish that is that is spoken in said metropolis, offering some observations regarding the emergence of a Los Angeles variety that differs from monolingual Mexican Spanish. Chase Raymond's article widens the scope of the discussion presented thus far and addresses the issue of the status that Spanish holds in the public sphere in the United States, focusing specifically on its role as established by the government. In "The *vaivén* of Spanish Heritage Speakers in the United States," Bryan Kirschen introduces readers to the field of heritage linguistics, discussing its relationship

to the bilingual English/Spanish situation in this country and possible implications for the Spanish heritage speaker community. Turning next to the strong presence that Spanish in institutions of higher learning in California, Anamaría Buzatu's article examines the enrollment figures for Spanish courses in 10 public colleges and universities and compares them to those of other Romance languages.

The final articles in this issue pursue lines of inquiry that, although relevant to the issue of Spanish in the United States, extend beyond geographical borders and delve into issues of identity, authenticity and the internationalization of Spanish. Ian Romain's article, "Changing the Way We Look at Race: Why Latinos Matter," shows how Latinos are challenging the idea of racial classification by identifying themselves according to criteria that have nothing to do with skin color. In "Yo quiero Taco Bell: How Hispanic Culture Affects American Taste Buds," Jhonni Carr offers many examples of how Hispanic culture has influenced several aspects of the food industry in the United States.

As the wide variety of topics covered in this issue demonstrates, the editors of *Voices* are dedicated to not only addressing the principal areas of bilingualism, heritage language studies, historical linguistics and sociolinguistics, but also to reaching beyond these to explore the social and cultural implications of living in the multilingual society that comprises the United States. We welcome your future contributions to the dialogue that we hope to create with this publication.