

Index

- activism, definition 1–2
 - change in activism strategies 84–85, 102–103, 126, 148, 192, 200–203, 210–211
- Álvaro Obregón 29, 45, 48–49, 96
- art (see music; literature; visual art)
- campaigns promoting language 6, 98, 143
- Casa de la Cultura* 38, 43, 59, 143, 146, 169, 172
- civic/ non-government organizations, role of 42–44, 53–55, 58, 130, 137–138, 142–145, 155, 169–179, 186, 188–191
- coloniality 6, 16, 37–38, 70, 84, 97, 118, 189
 - resisting coloniality 37, 40, 42, 70, 84, 125, 174, 176, 207
- Comitancillo 48, 100
- communication practices
 - digital communication practices 50–52, 54, 60, 115, 131, 178–179
 - purist communication practices 21, 49, 52, 130, 133, 149–150, 180–182, 195, 199, 209
 - syncretic communication practices 8, 21, 52, 129–130, 133, 163, 172–174, 185, 195, 209
- community of practice 15–16, 61, 63, 94, 134, 163, 182, 217
- conviviality 15, 21, 86–87, 90, 102, 107–108, 129, 142, 158–164, 168–169, 177, 182, 197, 204, 209–213
- dialect (see varieties)
- digital communication (see communication practices)
- earthquake 42, 54, 98, 103, 142–143, 161, 173
- economic inequality/ poverty 40, 43, 52, 98, 188–189, 192
- education systems
 - bilingual education 39–41, 73, 76, 91–99, 106, 135, 198
 - community-based education 24, 29–30, 82, 103, 137–161, 168–170, 177, 188–192
 - higher education 23, 60, 78–79, 109–136, 168, 179, 186, 194–196
 - lack of enrollment in classes 118, 124, 134
 - Mexican education policies 39, 41, 88, 94–99, 106
 - public schooling 23, 31, 39–42, 66–67, 86–108, 109–110, 142–143, 165, 188–189, 195, 197, 203–204, 206–207
- emotion/ affect 30, 52, 69, 79, 103, 109–110, 114–115, 127–128, 150, 157–158, 186, 190, 206, 208–209
- English, role of 31, 40, 53, 98, 108–109, 112, 117–118, 120, 124, 134, 171, 189, 206
- Espinal 47, 57, 96
- ethnographic monitoring (see research)
- evangelical groups 37, 50, 58, 61, 67, 143
- Summer Institute of Linguistics 58–61, 67, 143, 145–146
- family language practices 30, 44–47, 97, 113–115, 121–122, 160
- gender 2, 47, 113, 173–174, 176
- government, role of 29, 38–42, 94–98, 106, 143, 210
- hip-hop (see music)
- ideology (see language ideologies)
- identity 8–10, 13, 23–24, 27, 42–43, 53, 68–69, 89, 91–92, 112–119, 131–132, 135–136, 139, 146, 155, 165–169, 178–179, 184–187, 190, 195–196, 211
- imaginaries (see social imaginary)
- insider-outsider dynamics 2, 27, 53–54, 61, 68, 70–74, 81–85, 189–190, 193, 201, 207
- Instituto Nacional de Lenguas Indígenas (INALI) 32, 41–42, 54, 143
- Ixtaltepec 48
- Iztepec 48

Juchitán de Zaragoza 26, 29–30, 36–37, 43, 45–46, 58, 87, 99, 103–104, 114, 122, 137, 145, 148–149, 153, 156, 165, 170, 172–173, 178

La Mata 47, 109

La Ventosa 30, 45, 47, 51, 96, 188, 190

language documentation 37, 57, 59, 154

language ecology 9, 21–22, 53–55, 63, 78, 84, 111, 113, 134, 167, 180, 191–192, 208

- definition 31–32

language ideologies

- definition 5–6
- Eurocentric ideologies 6, 9, 16, 37–40, 70, 88, 112, 140, 189–190
- language ideological assemblage 6–7, 9–11, 52, 114
- monolingual ideologies 30, 52, 57, 60, 77, 112, 115–117, 191, 203
- negative ideologies about Indigenous languages 6, 52, 23, 88, 112–114, 119, 135, 179, 192, 206–207
- positive ideologies about Indigenous languages 6, 52, 56, 78, 100, 106, 162, 164, 183
- pluralist ideologies 4, 8–9, 15, 60, 77, 79, 166, 173, 185
- standard ideologies 9, 116–117, 119, 123, 130, 132–133, 140, 149, 163, 181–183

language ontology 7–11, 56–57, 60, 67, 69–70, 84–85, 103–104, 205–208

language policy

- arbiters 106–107, 128, 135
- field of language policy and planning 13, 63, 211
- Mexican Law on the Linguistic Rights of Indigenous Peoples 29, 94

language shift and endangerment 9, 11, 30–31, 45–47, 56, 79–80, 156–157

legitimation of

- Indigenous languages 6, 78–80, 99–105, 117, 123–126, 131–132, 183–184, 198–199
- Isthmus Zapotec identity 103, 117, 145–146, 166, 179, 184–187

- Isthmus Zapotec speakers 104, 106–107, 109–110, 131–132, 135–136, 179, 190, 198–199
- learners 106, 117, 131, 150, 153–154, 162–164, 171, 190, 194

linguistic citizenship 14, 18, 184

linguistic human rights 12–14, 67

linguistic insecurity

- with Isthmus Zapotec 11, 44, 113–116, 131, 206
- with Spanish 30, 115
- with teaching 82, 97, 104, 129–130, 190
- with writing 29, 97, 130, 188, 206

linguistic landscape 49, 100, 103, 189

literacy education 24, 29–31, 37, 39, 43, 52, 59–60, 66–67, 76, 87, 91, 98, 100, 103–106, 129–130, 137–164, 180, 188, 206

literature/ literacy, Isthmus Zapotec 29, 35, 42, 57–58, 104, 125, 130–131, 137, 142–146, 188

- *Neza* 42, 58, 66, 142, 169, 220
- *Guchachi' Reza* 43, 59, 138, 142–143, 169, 219
- poetry 26, 29, 43–44, 58, 106, 125, 143, 145–146, 155, 171, 176, 188
- writing competitions 29, 146, 155, 171–172

minority language, definition of 4

music, role of 9, 52, 104, 129, 142, 147, 153, 165, 201

- hip-hop 26, 147, 155, 165, 170, 177

orthography 43, 52, 60, 76, 143, 148, 163, 180, 182, 207, 209

- polynomic writing norm 149, 163, 207

participation in network/ collective, role of 14, 82, 103, 107, 130, 135, 166, 172, 177, 181, 184, 191, 201, 204, 207, 209–211

pedagogy (see teachers and teaching)

policy (see language policy)

political movements 41, 43–44, 97–98, 172, 177

polynomic writing norm (see orthography)

- radio, use of 165, 178
- research 17, 25–28
 - data collection and analysis 26–28, 73–74
 - ethnographic monitoring 72–74, 85, 193
 - scholar-activist reflection 26–28, 68–70, 73–74, 83–85, 189–190, 193, 205–208
- Salina Cruz 37, 45–46
- San Blas Atempa 47–49, 51, 57, 76, 122–123, 126, 129, 137
- Santa María Xadani 47–49
- scales 14, 31, 53–54, 63, 192, 203
- social imaginary
 - definition 5
 - conflicting imaginaries/ priorities 9–12, 84, 97, 107–108, 134, 203, 207
 - multiple imaginaries 18, 60, 69, 108, 205–207, 210
 - new imaginaries 132, 161, 173–174, 202
- teachers and teaching
 - creating materials and curriculum 82, 86–89, 99–108, 124–126, 129–131, 146–147
 - lack of teachers 126, 134
- pedagogical approaches 76–77, 82, 86–87, 91–94, 100–108, 122–126, 129–131, 148–164, 188–192
- teacher education (and lack thereof) 29, 78–79, 82, 99, 107, 111, 126, 130–136
- teachers as policy arbiters 86–89, 106–108, 117, 128, 132, 135–136
- teachers' union 88–89, 94–95, 97, 99–100
- PTEO 88–89, 94–95, 100, 102–104, 195, 220
- Tehuantepec 36–37, 40, 43, 46–47, 109, 111, 117–118, 120–123, 125, 129, 148
- theories of social change 11–17, 71, 87, 192, 203, 208–211
- Union Hidalgo 47, 103, 170, 180
- varieties or dialects of Isthmus Zapotec 47
 - role in education 122–123, 129–130, 162
- visual arts 43, 87, 105, 153, 166, 171–172, 174
- wind farms 26, 40, 178, 188
- writing (see literacy education; literature; orthography)

