

Decisions behind terminology, naming, and word use are clearly political gestures. In these pages, I avoid the government-issued term “Hispanic” unless an engagement with a particular source prevents me. I prefer the more pan-friendly use of “Latino” to encompass the larger Latin American diaspora living in the United States. As this is a study situated on the West Coast, the term “Latino” connotes Mexican and Central American-origin communities. The use of “Chicana/o” honors the politicized meaning of Mexican Americans and gains made during the Chicano civil rights movement. The adjective “undocumented” refers to immigrants who have yet to secure their legal status in the United States. This book uses Immigration and Naturalization Service (INS) when discussing immigration and border enforcement to refer to this agency before its rechristening as Immigration and Customs Enforcement (ICE) in 2002. The more colloquial phrase of “la migra” denotes immigration officials, INS/ICE staff, as well as border agents.

Last, as this is a bilingual project, the sources used and many quoted here are in both English and Spanish. I have chosen not to signal to the reader by way of italics when Spanish is written, since, in my opinion, this supports U.S.-based class, racial, and linguistic hierarchies, particularly in regard to Spanish. The visually marked difference to reflect the shift from English to Spanish interrupts the flow of the text. It assumes that readers are monolingual in English. It differentiates the Spanish while affirming English as the norm. I privilege the bilingual reader by refusing to italicize the Spanish.

For insightful discussions of language politics, and in order to understand the gravity of marginalizing Spanish in print and in public, see Gloria Anzaldúa, “How to Tame a Wild Tongue”; Frances R. Aparicio, “Whose Spanish? Whose Language? Whose Power? Testifying to Differential Bilingualism”; Bonnie Urciuoli, *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*; Aída Hurtado and Paul

Rodriguez, “Language as a Social Problem: The Repression of Spanish in South Texas”; and Jane Hill, “Covert Racist Discourse: Metaphors, Mocking, and the Racialization of Historically Spanish-Speaking Populations in the United States.”