Se Habla Español: Strategy and Implementation for Bilingual Resources at Museums

Welcome!

The webinar will begin at 2:00 p.m. C.T.

TEXAS HISTORICAL COMMISSION

REAL PLACES TELLING REAL STORIES

THC Museum Services

- The Museum Services Program provides support, resources, and training to museums in Texas.
  - *Consultations*
  - *Webinars and workshops*
  - *Resources*

THC Museum Services

www.thc.texas.gov/museum-services

- On our webpage:
  - *Webinars*
  - *Workshops*
  - *Grants and Fundraising*
  - *Helpful Resources*
  - *Connect and Learn*

THC Museum Services

- **Laura Casey**

  Museum Services Program Coordinator

  laura.casey@thc.texas.gov

  512-463-6427

- **Emily Hermans**

  Museum Services Program Specialist

  emily.hermans@thc.texas.gov

  512-463-5921

Real Places Conference 2020

- January 29-31, 2020 in Austin
- Keynote: Elizabeth Merritt, Center for the Future of Museums
- Sessions on:
  - *Minimizing Impact on Visitors and Staff During Construction Projects*
  - *Fund Development and Successful Storytelling*
  - *Math & History Programming*
  - *Podcasting*
  - *Programs and Exhibits in Response to Current Events*
  - *And many more!*
- Register at www.realplaces.us

TEXAS HISTORICAL COMMISSION
REAL PLACES TELLING REAL STORIES

BEYOND THE ROAD
TxDOT

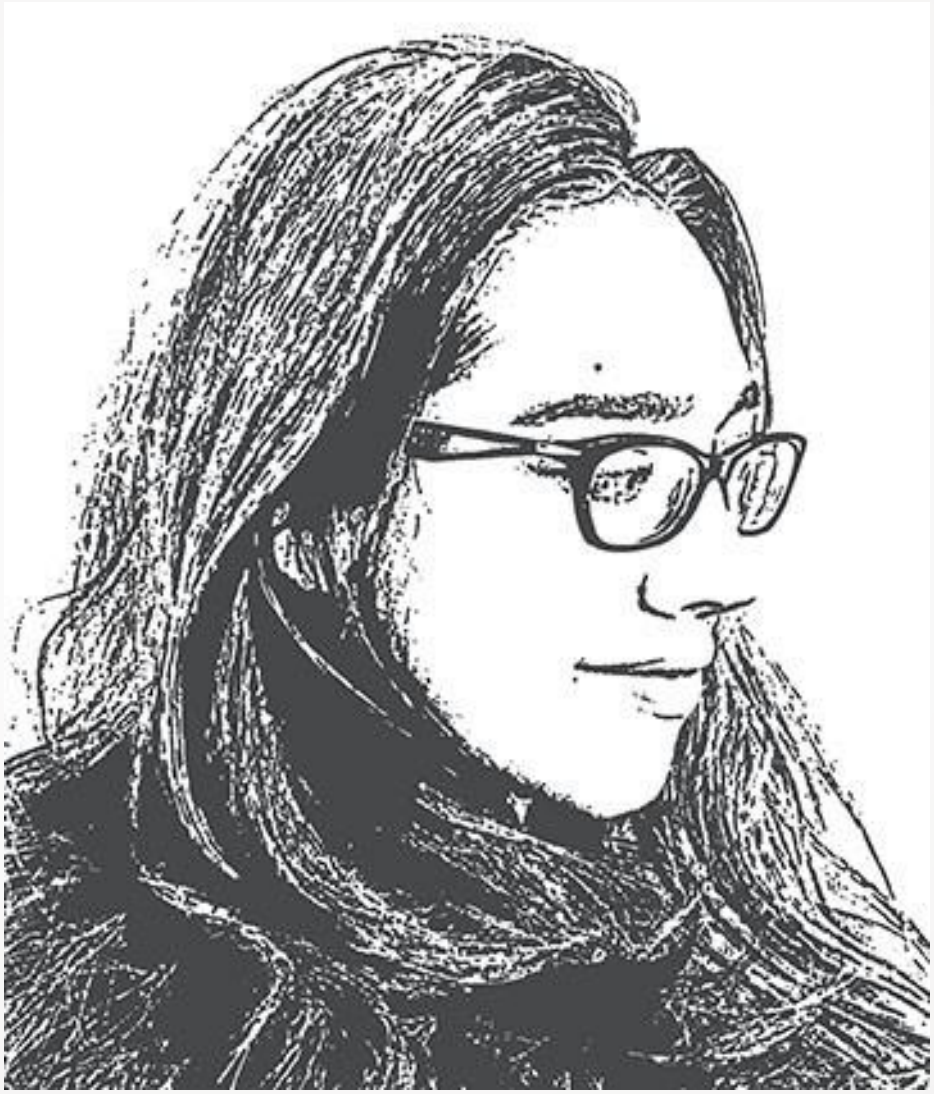
BULLOCK TEXAS STATE HISTORY MUSEUM

TAMU

Upcoming Free Webinar

- **Collections Management Policies 101**
  - ***Wednesday, October 16, 10:00 a.m. CT***

María del Carmen Barrios-Giordano



SE HABLA ESPAÑOL

For the Texas Historical Commission, Museum Services

María del Carmen Barrios-Giordano

October 2nd, 2019

1. Why offer resources in Spanish?
2. Which resources to offer in Spanish
3. Quality of translation and presentation
4. Decisions about language particular to Spanis

A note on terminology:

Latin American, Latinos*, Hispanic

*Latinos, Latinas, Latin@s, Latinx,

Latino American

1. Why offer resources in Spanish?

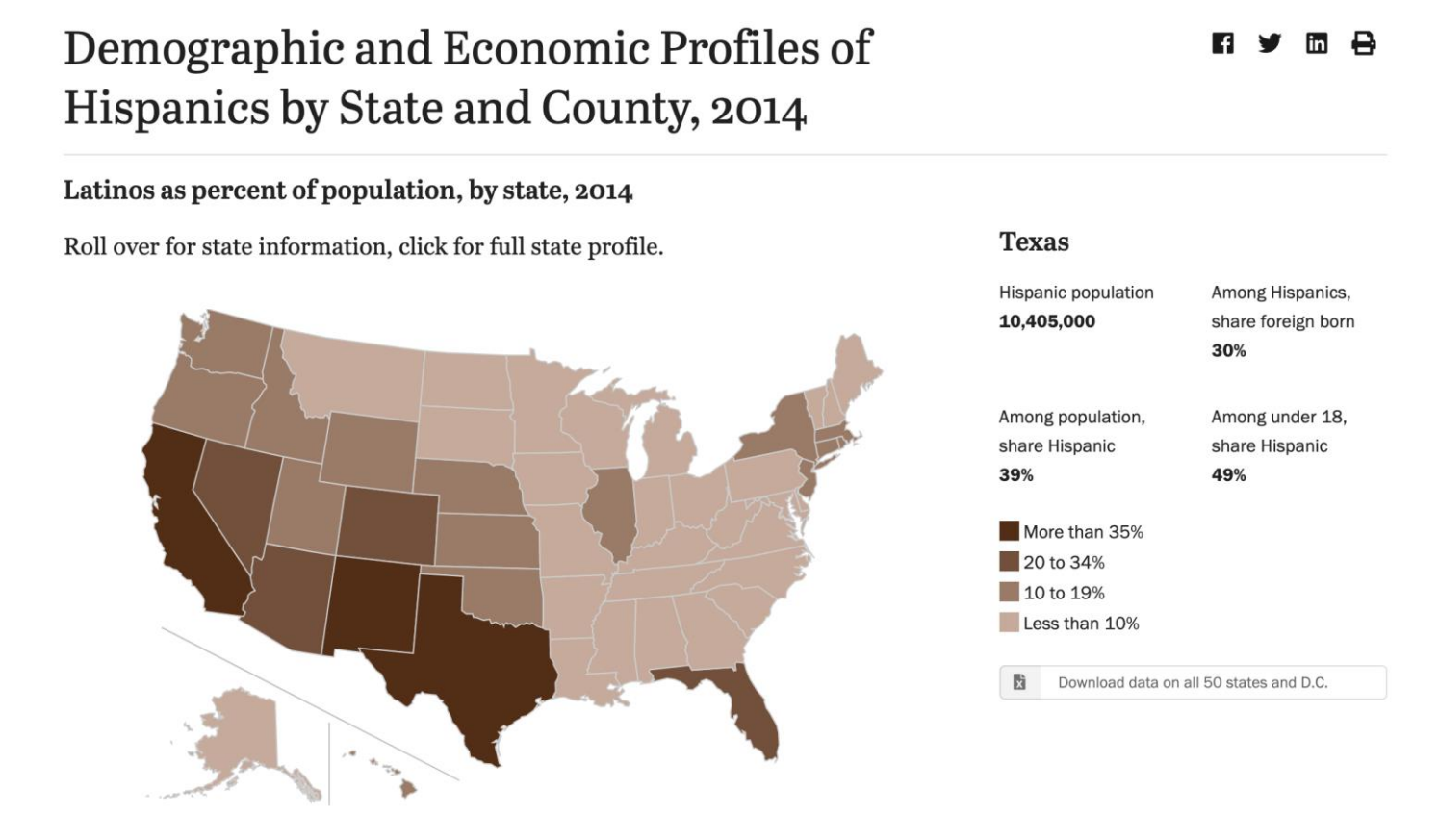
Poll: What is your museum's current commitment to Spanish speakers?

a) My museum offers most visitor resources in Spanish

b) My museum offers some visitor resources in Spanish

c) My museum offers no visitor resources in Spanish

1. Why offer resources in Spanish?



Courtesy Pew Research Center, 2014

1. Why offer resources in Spanish?

Some demographics:

A growing share of Hispanics have gone to college. Almost 40% of Hispanics ages 25 and older had any college experience in 2015, up from 30% in 2000. Among U.S.-born Hispanics, 52% reported they had gone to college, an increase from 41% in 2000. By comparison, 27% of foreign-born Hispanics reported some college experience, up from 22% in 2000.

Courtesy Pew Research Center, 2017

1. Why offer resources in Spanish?

Some demographics:

U.S. Hispanics are the youngest of the nation's largest racial and ethnic groups. But like the rest of the country, the Hispanic population overall has grown older. Hispanics had a median age of 28 in 2015, up from 25 in 2000. Whites had the highest median age – of 43 in 2015 – followed by Asians (36) and blacks (34). Among Hispanics, those born in the U.S. and those born in another country differ widely in age. The median age of U.S.-born Hispanics was 19 in 2015, up from 18 years in 2000. Meanwhile, foreign-born Hispanics have a median age of 42 years, up from 33 in 2000.

Courtesy Pew Research Center, 2017

1. Why offer resources in Spanish?

Some demographics:

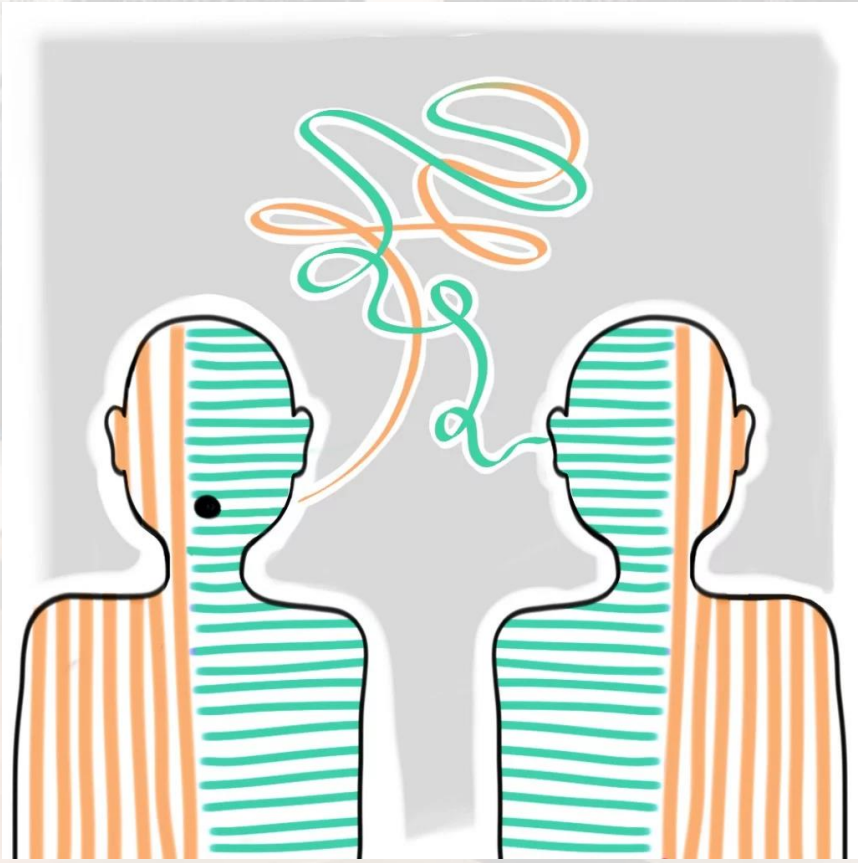
The number of Hispanics who speak Spanish at home is at an all-time high, though growth is slowing. A record 37 million Hispanics ages 5 and older speak Spanish at home, up from 25 million in 2000. However, between 2010 and 2015, this number grew at an annual average of 1.8%, down from an annual average of 3.4% between 2000 and 2010.

Courtesy Pew Research Center, 2017

1. Why offer resources in Spanish?

Sociolinguistics and code switching

Out of need



To belong

1. Why offer resources in Spanish?

Sociolinguistic integration

Q:
“Would you like a Spanish resource?”

A:
“NO.”

A:
“[No, because I *belong*.]”

2. Which resources to offer in Spanish?

Poll: (multiple answer)

Which resources does your museum currently offer in Spanish?

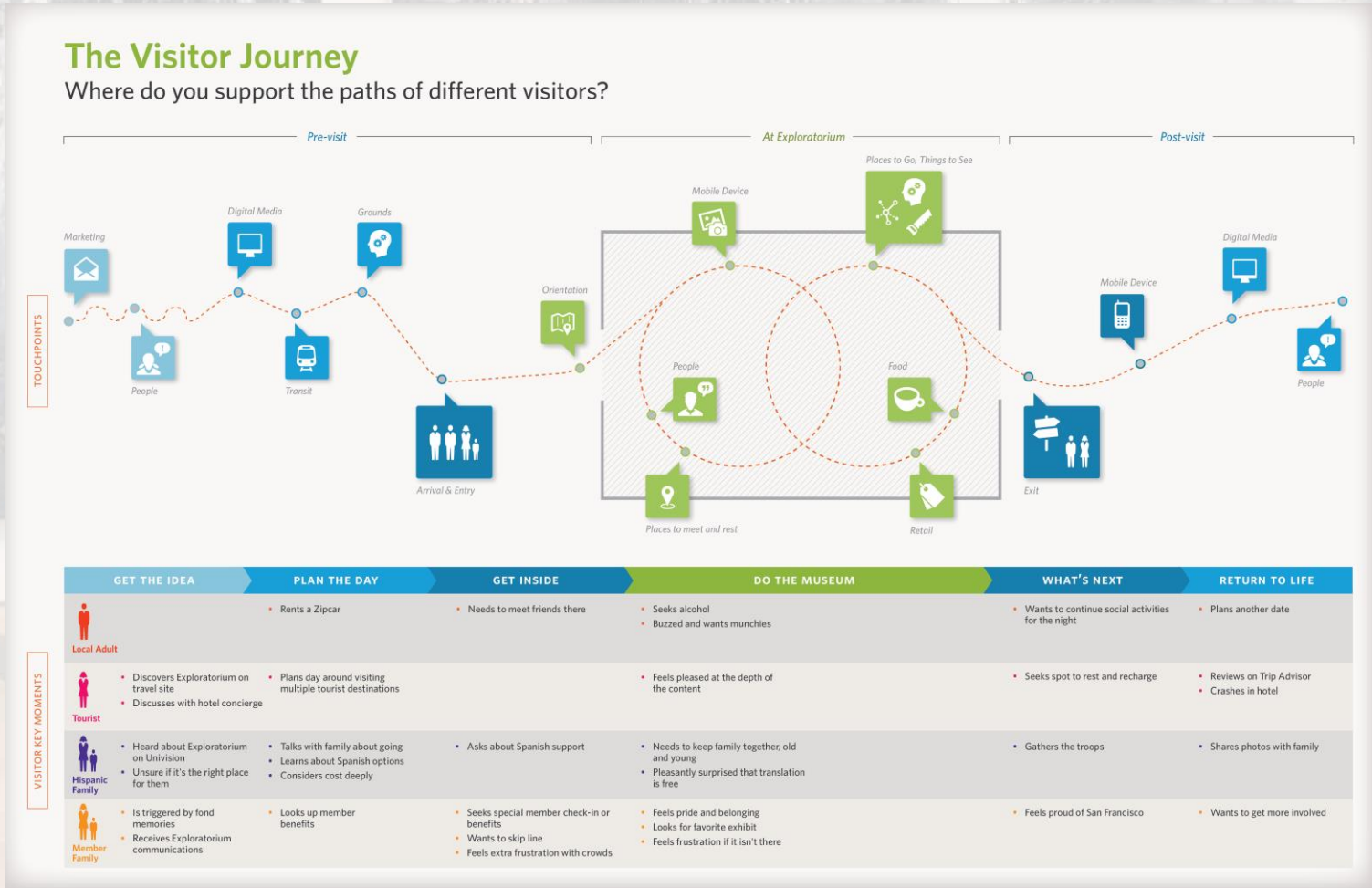
a) Website or marketing material
b) Map or visitor’s guide
c) Signage or labels
d) Fluent frontline staff
e) None or other

2. Which resources to offer in Spanish?

You don’t need to translate everything!

2. Which resources to offer in Spanish?

Prioritize through journey mapping



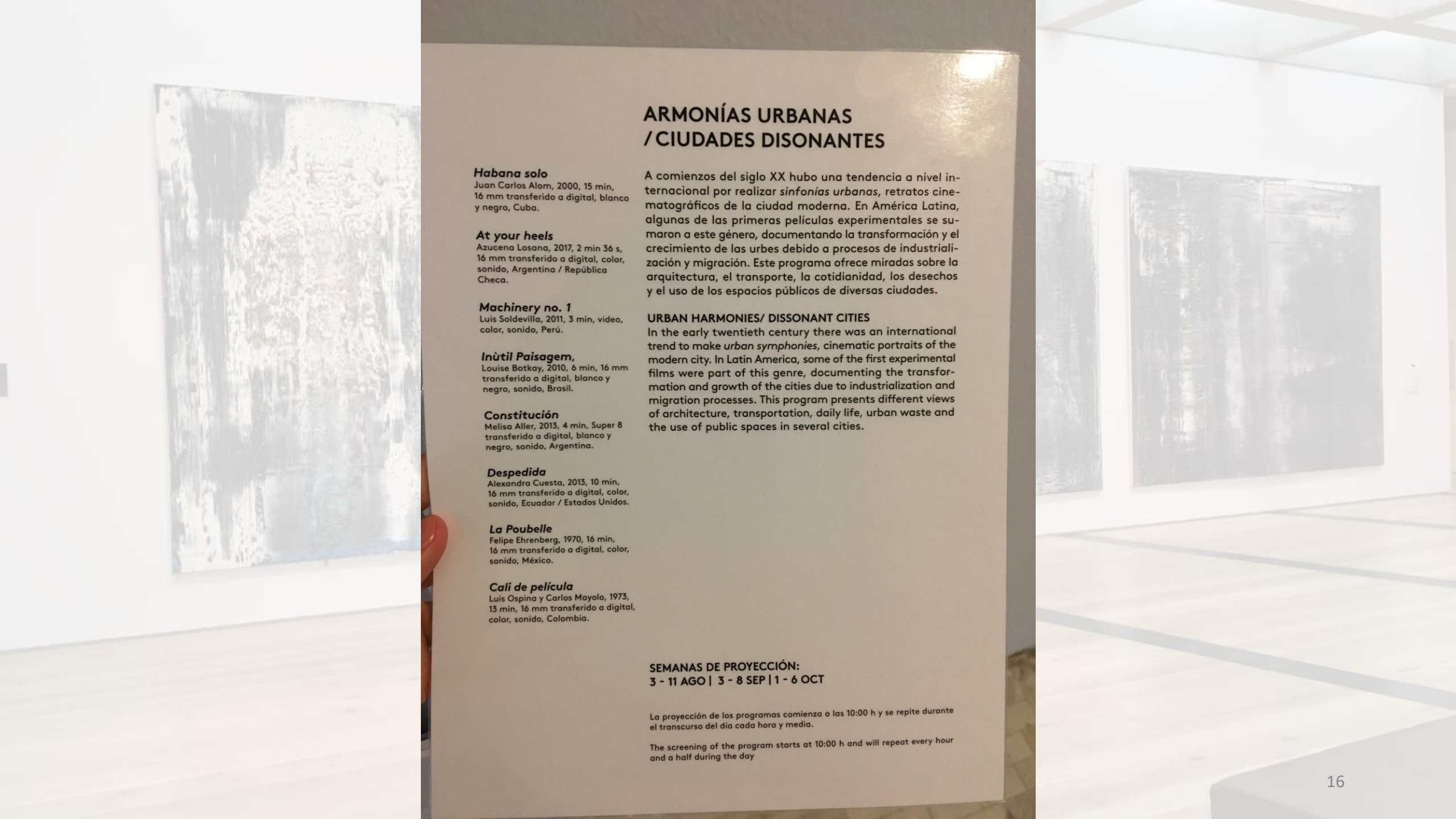
2. Which resources to offer in Spanish?

Prioritize your target audience

3. Quality of translation and its presentation

Case Studies!

Take 1-2 minutes to jot down or discuss amongst colleagues your thoughts and questions about the following bilingual resources.



ARMONÍAS URBANAS / CIUDADES DISONANTES

Habana solo
Juan Carlos Alom, 2000, 15 min, 16 mm transferido a digital, blanco y negro, Cuba.

At your heels
Azucena Losana, 2017, 2 min 36 s, 16 mm transferido a digital, color, sonido, Argentina / República Checa.

Machinery no. 1
Luis Soldevilla, 2011, 3 min, video, color, sonido, Perú.

Inùtil Paisagem,
Louise Botkay, 2010, 6 min, 16 mm transferido a digital, blanco y negro, sonido, Brasil.

Constitución
Melisa Aller, 2013, 4 min, Super 8 transferido a digital, blanco y negro, sonido, Argentina.

Despedida
Alexandra Cuesta, 2013, 10 min, 16 mm transferido a digital, color, sonido, Ecuador / Estados Unidos.

La Poubelle
Felipe Ehrenberg, 1970, 16 min, 16 mm transferido a digital, color, sonido, México.

Cali de película
Luis Ospina y Carlos Mayolo, 1973, 13 min, 16 mm transferido a digital, color, sonido, Colombia.

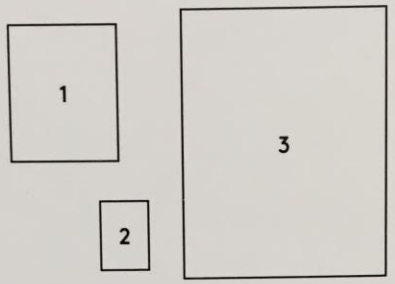
A comienzos del siglo XX hubo una tendencia a nivel internacional por realizar *sinfonías urbanas*, retratos cinematográficos de la ciudad moderna. En América Latina, algunas de las primeras películas experimentales se sumaron a este género, documentando la transformación y el crecimiento de las urbes debido a procesos de industrialización y migración. Este programa ofrece miradas sobre la arquitectura, el transporte, la cotidianidad, los desechos y el uso de los espacios públicos de diversas ciudades.

URBAN HARMONIES/ DISSONANT CITIES
In the early twentieth century there was an international trend to make *urban symphonies*, cinematic portraits of the modern city. In Latin America, some of the first experimental films were part of this genre, documenting the transformation and growth of the cities due to industrialization and migration processes. This program presents different views of architecture, transportation, daily life, urban waste and the use of public spaces in several cities.

SEMANAS DE PROYECCIÓN:
3 - 11 AGO | 3 - 8 SEP | 1 - 6 OCT

La proyección de los programas comienza a las 10:00 h y se repite durante el transcurso del día cada hora y media.

The screening of the program starts at 10:00 h and will repeat every hour and a half during the day

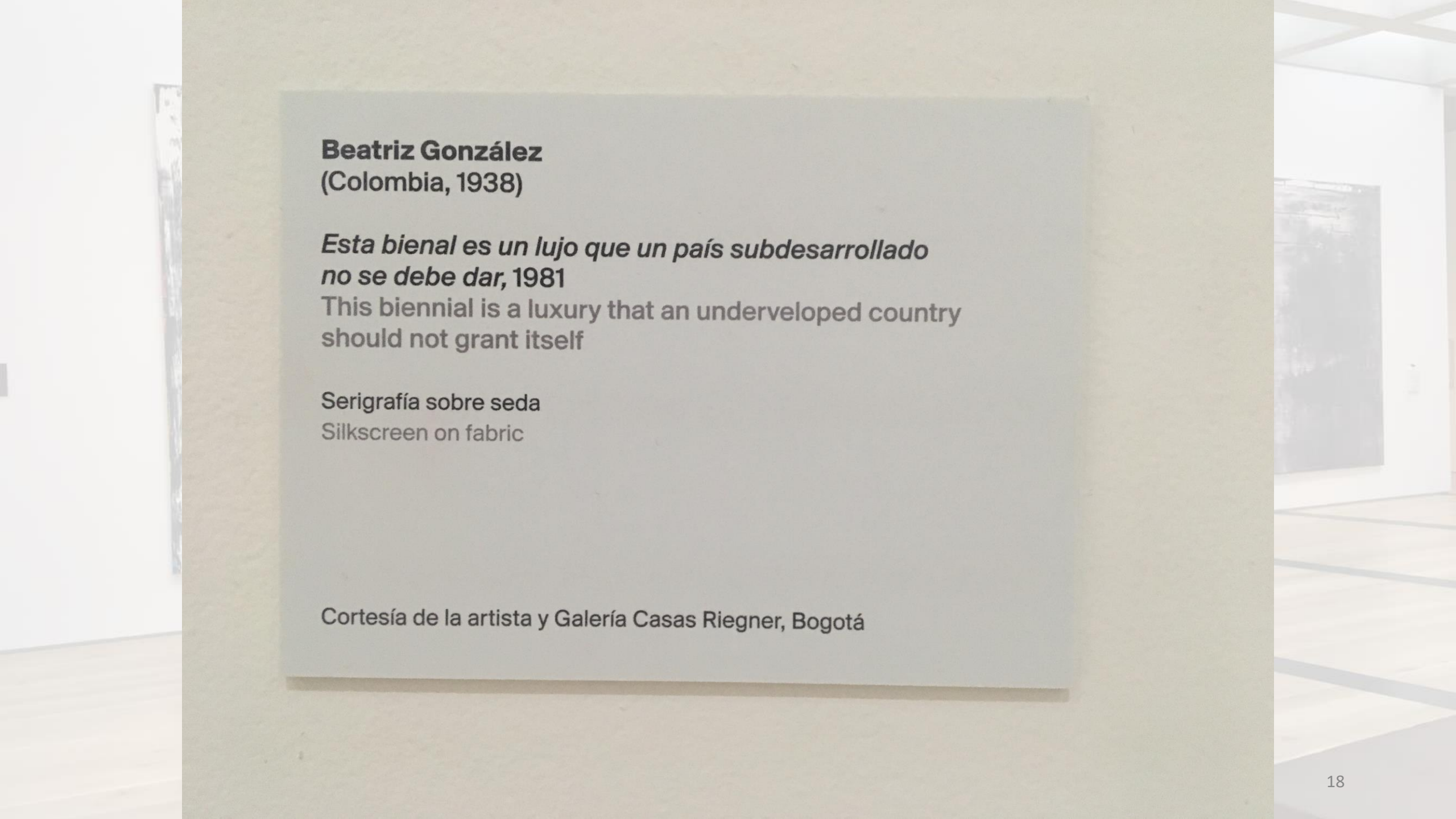


1. *Untitled Broken Men*, 2018
   Sin título hombres rotos
   Azulejos de cerámica, azulejos de espejo, esmalte en aerosol, barra de aceite, jabón negro y cera
   Ceramic tile, mirror tile, spray enamel, oil stick, black soap, wax

2. *Anxious Slop*, 2012
   Derrame ansioso
   Jabón negro, cera
   Black soap, wax

3. *The Body Builder*, 2014
   El fisicoculturista
   Azulejos de cerámica, jabón negro y cera
   Ceramic tile, black soap, wax

Cortesía del artista, y Hauser & Wirth
Courtesy of the artist and Hauser & Wirth


Beatriz González
(Colombia, 1938)
Esta bienal es un lujo que un país subdesarrollado no se debe dar, 1981
This biennial is a luxury that an underveloped country should not grant itself
Serigrafía sobre seda
Silkscreen on fabric
Cortesía de la artista y Galería Casas Riegner, Bogotá

3. Quality of translation and its presentation

1. Develop a relationship with a translator/editor
2. Make sure there are 2 pairs of eyes on the text
3. Create a procedure for layout and review

4. Decisions regarding Spanish translations

1. Choose a Spanish variant and a dictionary
2. Being inclusive: gender endings
3. Being consistent: second person conjugations
4. Proper names and credit lines

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Thank you!

María del Carmen Barrios Giordano

mcbgbarrios@gmail.com

Notes and Resources

- Slide 4: Quoted resource: AAM Latino Network, Latino Inclusion Guidelines, forthcoming: https://www.aam-us.org/professional-networks/latino-network/
- Slide 5: Pew Research Center, *Demographic and Economic Profiles of Hispanics by State and County,* 2014: https://www.pewresearch.org/hispanic/states/
- Slide 5: Quoted resources:
  - National Center for Education Statistics: https://nces.ed.gov/
  - Department of Education Civil Right Data Collection: https://ocrdata.ed.gov/Home
- Slides 6-8: Pew Research Center, *How the U.S. Hispanic Population is Changing,* 2017 https://www.pewresearch.org/fact-tank/2017/09/18/how-the-u-s-hispanic-population-is-changing/
- Slide 13: Journey mapping image from the Exploratorium, https://blog.museunacional.cat/wp-content/uploads/exploratorium_journeymap_v2-02.png
- Slide 19: Quoted resource: Freelancer: https://www.freelancer.com/jobs/translation/
- Slide 20: Quoted resources:
  - Diccionario del español de México: https://dem.colmex.mx/
  - Diccionario de la lengua española: https://dle.rae.es/?id=DgIqVCc
  - Diccionario del español dominicano (not available as a digital resource)
  - Digital.gov Bilingual Resources listing: https://digital.gov/resources/bilingual-glossaries-dictionaries-style-guides/