

General Information

Course Bulletin Listing/Subject Area	Spanish
Fiscal Unit/Academic Org	Spanish & Portuguese - D0596
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	2389
Course Title	Spanish in the US: Language as Social Action
Transcript Abbreviation	SpaUS Lan Soc Act
Course Description	Spanish in the US teaches students to understand and analyze discourses surrounding language and ethnicity in the media today. We focus on connecting theoretical tools to social patterns, with a strong emphasis on current media and culture.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	n/a
Exclusions	n/a

Cross-Listings

Cross-Listings	n/a
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Subject/CIP Code

Subject/CIP Code	16.0905
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	Familiarize students with issues concerning Spanish speaking populations in the United States. Teaches basic social and linguistic analysis skills.
Sought concurrence from the following Fiscal Units or College	

Requirement/Elective Designation

General Education course:
Individual and Groups; Social Diversity in the United States

Course Details

Course goals or learning objectives/outcomes

- Students will learn to analyze the implicit and explicit links between language use, ethnicity, migration status, and other relevant social categories.
- This topic is highly germane to the ongoing debate over language and migration policy in the political arena of the USA today, and will be directly applicable to a wide variety of fields, including Education, Public Policy, Business, and Law.
- Special emphasis is placed on the ability to perform independent analysis of social and linguistic patterns based on evidence from the current media.

Content Topic List

- Migration
- Language policy
- Bilingualism
- Hispanic/Latino studies
- Sociolinguistics
- Ethnicity, race, and language

Attachments

- SPAN 2389 Spanish in the US.docx: Course syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- GE Rationale.docx: GE Rationale
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)
- 2389 Evaluation Plan.docx: Assessment Plan
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)

Comments

- Please clarify. As far as I can see, all of the required information has been included above for consideration as a GE course. This course is new. *(by Sanabria, Rachel A. on 12/06/2011 09:59 AM)*
- Do you have a rationale as to why this course should be granted GE credit? As far as I know it wasn't before as a new course, *(by Heysel, Garrett Robert on 11/14/2011 09:32 PM)*

COURSE REQUEST
2389 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/27/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	11/14/2011 01:11 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	11/14/2011 01:11 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	11/14/2011 09:32 PM	College Approval
Submitted	Sanabria, Rachel A.	12/06/2011 10:00 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	12/06/2011 10:06 AM	Unit Approval
Approved	Heysel, Garrett Robert	12/08/2011 09:42 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/09/2011 11:13 AM	ASCCAO Approval
Submitted	Sanabria, Rachel A.	01/24/2012 02:33 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	01/24/2012 02:33 PM	Unit Approval
Approved	Heysel, Garrett Robert	01/25/2012 10:30 AM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	01/25/2012 10:30 AM	ASCCAO Approval

SPAN 2389
Spanish in the US: Language as Social Action

Prof. Anna Babel
babel.6@osu.edu
Meeting Days/Times/Location

HH 279
292-6179
Office Hours:

Topics:

- Migration
- Language policy
- Bilingualism
- Hispanic/Latino studies
- Sociolinguistics
- Ethnicity, race, and language

This course meets the requirements for the General Education requirement for **Social Diversity in the United States** (Category 4, Diversity) and for **Individuals and Groups** (Category 2B, Breadth—Social Science).

The goals for Social Diversity in the United States are as follows:

Students' understanding of the pluralistic nature of institutions, society, and culture in the United States is enhanced.

Expected Learning Outcomes (Diversity):

- Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Expected Learning Outcomes (Social Sciences—Breadth):

- Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
- Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
- Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy-making.

Expected Learning Outcomes (Individuals and Groups):

- Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
- Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
- Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy-making.
- For more information, please refer to the following document:
[2009 Revised GEC Expected#C5470](#)

Course-specific Learning Outcomes:

- Students will learn to analyze the implicit and explicit links between language use, ethnicity, migration status, and other relevant social categories.
- This topic is highly germane to the ongoing debate over language and migration policy in the political arena of the USA today, and will be directly applicable to a wide variety of fields, including Education, Public Policy, Business, and Law, as well as to Arts & Sciences in general.
- Special emphasis is placed on the ability to perform independent analysis of social and linguistic patterns based on evidence from the current media.

Course Description

Do children get confused when they hear more than one language in the home before they go to school? Is English the official language of the United States, and if not, why not? Why do people get so upset about “Press one for English”? Do laws that allow racial profiling unfairly target certain communities? Should teachers who have strong accents be allowed to teach the classroom? What’s the difference between Hispanic, Latino, and Chicano? Why is “Hispanic” an ethnicity and not a race? What does it matter whether you say “undocumented” or “illegal”? How do hospitals and courts deal with non-English-speaking clients? Can a person be fired for speaking Spanish on the job? Is Spanglish a real language?

Spanish in the US teaches students to understand and analyze discourses surrounding language and ethnicity in the media today. We focus on connecting theoretical tools to social patterns, with a strong emphasis on current media and culture.

Required Texts:

Gracia, Jorge J.E. and De Greiff, Pablo, eds. 2000. *Hispanics/Latinos in the United States: Ethnicity, Race, and Rights*. Routledge: New York. Available at online retailers.

Lippi-Green, Rosina. 1997. *English with an Accent: Language, ideology, and discrimination in the*

United States. Routledge: New York. Available at online retailers.

Schildkraut, Deborah J. 2005. *Press one for English: Language policy, public opinion, and American identity*. Princeton University Press: Princeton, New Jersey. Available at online retailers.

Supplementary readings available on Carmen

Grading:

- 10% Posting to the class discussion board
- 10% In-class pop quizzes (2% each)
- 20% Four one- to two-page analysis papers (5% each)
- 20% Four reading quizzes (5% each)
- 20% Midterm exam
- 20% Final project/Presentation

Grading scale:

A	93-100	C+	78-79
		C	73-77
A-	90-92	C-	70-72
B+	87-89	D+	68-69
B	83-86	D	65-67
B-	80-82	E	0-64.9

Class Discussion Board

Each student is responsible for participating in the class discussion board on Carmen. This may include posting new topics, responding to prompts from the instructor(s), discussing topics brought up by classmates, etc. Students should post, minimally, on a weekly basis. Posts should be topical but are not graded on content.

In-class quizzes

Six unannounced quizzes will be administered during class time. These will generally require a short answer or definition (one to two sentences). Students may drop their lowest quiz grade; however, quizzes cannot be made up except with a valid, documented excuse (verifiable medical absence, military or jury duty, serious verifiable family illness, official OSU athletic competition).

Short papers

Students will turn in four two-page papers on specified dates in response to prompts given at least one week ahead of time by the instructor(s). Papers are to be turned in on Carmen. All technical issues should be resolved well in advance of the due date; students are responsible for making sure that they leave enough lead time to successfully submit their paper.

Reading quizzes

Five online reading quizzes will be administered during the semester to test students' comprehension of class readings. These quizzes are administered through Carmen and are multiple-choice. All technical issues should be resolved well in advance of the due date; students are responsible for making sure that they leave enough lead time to successfully submit their quizzes. The lowest quiz grade will be dropped.

Midterm Exam

The midterm exam will consist of multiple choice, short answer, and short essay questions. It is to be taken in class.

Final Project/Presentation

Students will work in groups to develop a short presentation on a topic of their choice. This presentation should take the form of a public service message or artifact. These may include posters, pamphlets, flyers, podcasts, performances, social media projects, websites, or any other reasonable proposal (proposals will be due one month before the presentation). All projects will be presented in a "media fair" at the end of the term, which will be open to the public. Students will receive feedback from audience members, their peers, and the professor at this event. Students should use this feedback in order to make final adjustments and improvements to the project, the final version of which they should turn in along with a short (1-2 pp.) reflection on the day of the scheduled exam.

Attendance policy:

You are expected to attend class and to participate actively. Coming to class means more than just warming a seat—you need to be awake and alert, volunteering, participating verbally, contributing to group work, and making eye contact. In order to earn your participation grade, you should also participate outside of class—by posting on the discussion board, coming to office hours, and attending relevant events in the department. Should an emergency occur, we can discuss possible solutions, but in general missed work (or a lower participation grade) can only be remediated under the following conditions and with valid documentation:

- participation in a scheduled activity of an official University organization
- verifiable confining illness
- serious verifiable family emergencies
- subpoenas, jury duty, and military service

Extra credit:

For up to five points extra credit on their final grade, students may attend a workshop offered by the Digital Union, the library, or another campus organization during the semester that will help obtain or refine skills to be used in the final project. Students earn one point for each hour of workshop that they attend, and they must be able to give evidence of their participation.

Statement on Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disabilities and other needs:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Schedule:

Week 1: Introduction to the course; strategies for reading academic articles and texts; resources and tools; media consultation with librarian/digital union representative
Reading: Garcia & De Grieff p. 23-45

Week 2: A brief history of language and immigration policy in the US; Race, ethnicity, and the census; demographics of Spanish in the US
Reading: Garcia & De Grieff p. 45-75

First reading quiz

Week 3: Varieties of Spanish and Spanish-speaking communities in the US; descriptive/prescriptive grammar; linguistic insecurity; the Linguistic Facts of life
Reading: Lippi-Green p. 3-40

Short Paper #1 due

Week 4: Bilingual communities and bilingual classrooms; Identity
Reading: Schildkraut p. 162-192

Second reading quiz

Week 5: Language policy and Official English/English-Only; Ideology
Reading: Lippi-Green p. 133-151; Schildkraut p. 1-20

Short Paper #2 due

Week 6: Language in the courts; language in the workplace; Speech Acts
Reading: Garcia & De Greiff 125-146; Lippi-Green p. 152-172

Third reading quiz

Week 7: Midterm Review; Midterm Examination

Week 8: Immigration and borders; Press One for English; Naming
Schildkraut p. 86-126

Short Paper #3 due

Week 9: Representations of Spanish and Latinos in the media; Mock Spanish
Reading: Hill, Jane *Mock Spanish* pp. 270-285; Barrett???

Third reading quiz

Week 10: Spanglish; language mixing and language contact
Reading: Morales p. 1-30

Short Paper #4 due

Week 11: Issues in translation and interpretation: services and strategies; Footing
Reading: Angemeyer 2009 p. 3-28

Fourth reading quiz

Week 12: Do You Speak American (movie); Spanish in Ohio
Reading TBD

(Students should be working on their final projects at this point)

Week 13: Spanish in Ohio; review and catch-up
Reading TBD

Fifth reading quiz

Week 14: Final Project Presentations; Media Fair

Exam Day: Final Project Artifact & Reflection due

Spanish 2389

GE Rationale:

Spanish 2389: “Spanish in the US” is a course that is designed to educate the general population of students in the connections between language, ethnic and racial categorization, and political systems of the United States. One of the learning outcomes in the class is that “students will learn to analyze the implicit and explicit links between language use, ethnicity, migration status, and other relevant social categories.”

This course fulfills the GE “Diversity” category because of its specific focus on the role of language in the construction of ethnic difference in the United States today, especially in terms of the political consequences of legislation such as English-Only laws, migration issues, and education policy. Social scientists have shown that the Spanish language is often used as a stand-in for Hispanic/Latino ethnicity in the public discourse on these topics, and that both categorizations are used to index undocumented immigrants. This course encourages students to examine their underlying assumptions with respect to the conflation of language, ethnicity, and migration status. The stated objective of the “Diversity” category includes “significant treatment to the pluralistic nature of institutions, society, and culture in the United States with special attention to issues of race, gender, class, and ethnicity.” This course studies diverse institutions of US society and their covert and overt linkages to ethnicity through language.

This course also fulfills the GE “Individuals and Groups” category in Social Sciences. The course focuses on the linkage between individual actions and social conditioning on the one hand, and the political and ideological structure of the contemporary United States on the other. For example, one topic in the class will examine the laws governing freedom of speech, while comparing them with the laws governing Spanish use in public and private arenas. Can someone be fired for speaking Spanish at her job? Is a law enforcement official justified in checking immigration status if he hears an individual speaking Spanish during a routine traffic stop? Can a teacher be barred from promotion on the basis of her accent in English? These concrete examples serve to illustrate the ties between language and discrimination that is tied to other categories, such as ethnicity or migration status. Similar approaches will be employed in discussing language and discrimination in other contexts, such as schools and workplaces. The analysis of these issues is fundamentally historical as well as culturally situated, and is such is a perfect instantiation of the linkage between individuals and societal patterns.

This course is highly germane to current political debates surrounding language, and it is a central goal of the course to reach as broad a group of students as possible. This course is expected to give the students tools for analysis of their own culture, which will help them to take analytical and well-reasoned positions vis-à-vis these pressing issues in contemporary US society.

Spanish 2389 Assessment Plan

GE Learning Objective	Direct Methods	Indirect Methods
Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States. (Diversity)	Discussion board posts; analysis papers	Questions included in course evaluation by CTL; SEIs; before/after surveys. Evaluated by Director of Undergraduate Studies.
Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others. (Diversity)	Discussion board posts; analysis papers	Questions included in course evaluation by CTL; SEIs; before/after surveys. Evaluated by Director of Undergraduate Studies.
Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups. (Individuals & Groups)	Project design (final project/presentation)	Questions included in course evaluation by CTL; SEIs; before/after surveys. Evaluated by Director of Undergraduate Studies.
Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function. (Individuals & Groups)	Reading quizzes; midterm exam questions	Questions included in course evaluation by CTL; SEIs; before/after surveys. Evaluated by Director of Undergraduate Studies.
Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy-making. (Individuals & Groups)	Project content (final project/presentation)—included in grading rubric	Questions included in course evaluation by CTL; SEIs; before/after surveys. Evaluated by Director of Undergraduate Studies.

This course includes an array of methods for the students to practice, reflect on, and put into practice the concepts that they learn about the connections between language, ethnicity, and societal structures and institutions in class.

Reading quizzes and in-class pop quizzes are administered in order to test objective knowledge of content. Likewise, the midterm exam will include content questions.

Beyond objective knowledge, students are expected to demonstrate an active understanding and ability to apply course concepts. The first step in this direction is the class discussion board on Carmen. Students are required to post questions and outside material to the class discussion board, and to respond to other students' posts. At this point, the instructor has the opportunity to assess their level of comfort with and understanding of concepts in a low-pressure, low-stakes medium (posts are not graded for content, though the instructor may respond directly to them). At a second level, students are required to produce four one- to two-page analysis papers, in which they demonstrate their ability to apply their understanding of course concepts to a particular situation or question. At this stage, they are directly graded on their understanding and use of course concepts, as well as receiving qualitative feedback. The third level of incorporation of material is the final project, in which students must design a media project with a public service message. The design and execution of this project must demonstrate understanding of GE learning objectives, and it culminates in a public presentation of the project. . Since the presentation of media projects is open to the public, attendees will also be invited to comment on the projects that they saw, and this material will be used to evaluate student progress towards the GE goals. Students will have the opportunity to incorporate comments and suggestions made during their public presentation of their project before turning in a final version.

Indirect evaluations will be carried out through evaluations by the staff of the Center for Learning & Teaching and through questions on the students' SEIs. The information taught in this course is often challenging and new to undergraduate students. Therefore, it may take several weeks or months for them to come to a full understanding, and each student advances at their own pace. For this reason, rather than a concrete, quantitative goal, an attitudes survey will be administered at the beginning and end of the course, and the information in that survey will be used to interpret the success of the methods employed in the course. Assessment will be carried out by the instructor, the Director of Undergraduate Studies, and the staff of the Center for Learning and Teaching.