

Term Information

Effective Term Summer 2015

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5389
Course Title US Latino Languages and Communities
Transcript Abbreviation US Lat Lang&Comm
Course Description This course focuses on the languages of Latino communities in the United States. We discuss the diversity of Latino experiences and the central role of language in the development of a "Latino" identity, as well as its role in local understandings of ethnicity, gender, and social class. Theoretical concepts include language ideologies, identity, and critical approaches to race and ethnicity.
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 Spanish 4430 (430) or 4430H (430H) or equivalent, or graduate status, or permission of instructor. Previous coursework in Latino Studies and/or Sociolinguistics is desirable. Spanish 2242 and/or 2389 and/or SPAN 2367 are also suggested for undergraduates before taking this course.

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Doctoral Course
Intended Rank Sophomore, Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students relate the use of language to the development of a Latino identity or identities
- Students discuss and compare case studies using the theoretical concepts of language ideologies, identity, and critical approaches to race and ethnicity

Content Topic List

- Identity and ethnicity
- Code-switching and translanguaging
- Hegemonic discourses; language ideologies
- Symbolic practices and semiotic landscapes
- Style, register, and community
- Bilingual speakers and communities
- Multi-ethnic/multilingual communities

Attachments

- Spanish 5389 Latino Languages.docx: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- WGSST Concurrence.docx: WGSST letter of concurrence
(Concurrence. Owner: Sanabria, Rachel A.)
- Sexuality Studies SPA 5389 Concurrence.docx: SexStds Letter of Concurrence
(Concurrence. Owner: Sanabria, Rachel A.)
- Latino Studies concurrence for 5389.docx: LatStds Letter of Concurrence
(Concurrence. Owner: Sanabria, Rachel A.)
- DISCO Letter of Concurrence for 5389.docx: DISCO Letter of Concurrence
(Concurrence. Owner: Sanabria, Rachel A.)

Comments

- Hello an indication of where the required reading materials is necessary. Also, I would encourage concurrence from Latino/a Studies, DISCO, Sexuality Studies and WGSS given the broad issues discussed in the course. *(by Heysel, Garrett Robert on 06/23/2014 05:57 PM)*

COURSE REQUEST
5389 - Status: PENDING

Last Updated: Heysel,Garett Robert
11/25/2014

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Sanabria,Rachel A. | 06/23/2014 04:40 PM | Submitted for Approval |
| Approved | Sanabria,Rachel A. | 06/23/2014 04:41 PM | Unit Approval |
| Revision Requested | Heysel,Garett Robert | 06/23/2014 05:57 PM | College Approval |
| Submitted | Sanabria,Rachel A. | 11/21/2014 04:52 PM | Submitted for Approval |
| Approved | Sanabria,Rachel A. | 11/21/2014 04:53 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 11/25/2014 06:56 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole | 11/25/2014 06:56 PM | ASCCAO Approval |

Spanish 5389: US Latino Languages and Communities
Days And Time
Location

Prof. Anna Babel
HH 234
Office Hours:

babel.6@osu.edu
292-6179

Course description:

This course focuses on the languages of Latino communities in the United States. We will discuss the diversity of Latino experiences in the US and the central role of language in the development of a “Latino” identity, as well as its role in local understandings of ethnicity, gender, and social class, among other categories. Course material is drawn primarily from ethnographies of language, which provide a richly contextualized approach to the relationship between language(s) and culture(s). In order to understand this scholarship within the context of linguistic and anthropological approaches to language, we focus on the theoretical concepts of language ideologies, identity, and critical approaches to race and ethnicity. While the central portion of this course concerns areas with traditionally large Latino populations (New York, Chicago, Los Angeles, Texas), we will also consider evidence from other types of Latino communities, including the New Latino Diaspora and speakers of indigenous Latin American languages in US. The course structure pairs particular readings with discussions of key theoretical concepts. Students will learn to discuss, compare, and synthesize material from the case studies that we examine.

Grading:

Undergraduate

- 25% Final paper (10-12 pp.)
- 25% Four take-home assignments
- 25% Biweekly reading guides and discussion questions on Carmen
- 25% Attendance and participation

Graduate

- 40% Final project (15-20 pp.) and associated activities:
 - 5% proposal
 - 10% rough draft with bibliography
 - 10% 15-minute in-class presentation of final project
 - 15% Final paper
- 20% Four take-home assignments
- 15% Lead one class discussion on a topic of your choice
- 25% Attendance and participation, including reading guides and discussion questions on Carmen

Course Objectives:

1. Students demonstrate an understanding of the diversity of US Latino experience.
 2. Students analyze and compare ethnographic case studies of US Latino populations.
 3. Students develop critical perspectives on concepts such as ethnicity, language, and culture.
 4. Students become familiar with ethnographic styles and methods and their role in constructing theoretical arguments.
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Course Prerequisite:

Spanish 4430: Intro to Hispanic Linguistics. Previous coursework in Latino Studies and/or Sociolinguistics is desirable. Spanish 2242 and/or 2389 and/or SPAN 2367 are also suggested for undergraduates.

Grading Scale: A=92% and above; A-=90-92%; B+=87-89%; B=84-86%; B-=80-83%; C+=77-79%; C=74-76%; C-=70-73%; D+=67-69%; D=60-66%; E=59% or lower

Final paper:

Graduate Students will develop a final research paper, in consultation with the instructor, on a topic that pertains both to their own research program and to course topics. The final paper activities include a written proposal, rough draft with bibliography, 15-minute presentation on your final project to the class, as well as the final paper itself. Students are expected to turn in a well-researched paper that includes both data and theoretical components on the topic of the relationship between language and culture in Latin@ communities in the US.

Undergraduate Students will expand on their take-home assignments to create a final paper for the class. Final papers are expected to draw on material from course readings and class discussions, and to include your own analysis (*not opinion*) of your chosen topic. It is recommended that you discuss your final paper with the instructor to clear your topic ahead of time.

Take-home assignments:

Students will be assigned four activities relating to class concepts and readings over the course of the semester. In these assignments, we will focus on writing and research skills, such as identifying a research topic, building a bibliography, summarizing existing literature, and making an analytical argument. Undergraduate students are encouraged to use these class assignments as an opportunity to develop ideas for their final paper.

Carmen activities:

Students will complete biweekly discussion guides and respond to discussion questions on Carmen. All homework assignments are to be turned in via Carmen as well. Students are responsible for ensuring that their work is posted and received in advance of the

deadline. Technical issues are not a valid excuse for missed work. If Carmen is unavailable, students should turn in their work via email in advance of the deadline.

Leading class discussion (Graduate students only):

Each graduate student will lead one class discussion during the semester. Discussion leaders should distribute discussion questions at least 24 hours before class, and are responsible for posting a reading guide and responding to discussion questions on Carmen for the week of their class discussion.

Attendance and participation:

Regular attendance is required. If something is preventing you from attending regularly, please let me know personally. Please make every effort to be punctual. Participation is more than just coming to class and warming a seat. This part of your grade includes coming to office hours, volunteering in class, contributing to group work, taking responsibility for doing homework and reviewing other class materials, and using Carmen appropriately.

Late Policy: All homework assignments and quizzes must be turned in on Carmen **by the beginning of** class on the day they are due. Late assignments will have 10% deducted beginning 1 minute after the due date and continuing to drop by 10% every subsequent 24 hours (including weekends and holidays). All requests for extensions must be discussed with me at least 24 hours in advance.

Electronic device policy: Students are welcome to use electronic devices, such as laptops, tablets, and smartphones, for class purposes. Please make sure you turn off email notifications, social networking, games, and any other tempting activities that may distract you from making your fullest contribution to the class. These activities are not only distracting to you; they also may be distracting to your classmates and those around you. If you clearly are violating the electronic device policy, you will be counted absent for the day.

Electronic communications policy: I am happy to correspond with you briefly via email. Longer discussions are better served by visiting my office hours or scheduling an appointment. Please allow a minimum of one business day for a response to any message. I make every effort to respond to your messages in a timely manner.

Course Materials:

Texts can be obtained from online providers such as Amazon.com or from the University Book Stores.

Farr, Marcia. 2006. Rancheros in Chicogoacán: Language and Identity in a Transnational Community. University of Texas Press: Austin, TX.

Guevarra, Rudy P. 2012. Becoming Mexipino: Multiethnic Identities and Communities in San Diego. Rutgers University Press: Piscataway, NJ.

Martinez, Glenn. 2006. Mexican Americans and Language: Del dicho al hecho. University of Arizona Press: Tucson, AZ.

Mendoza-Denton, Norma. 2008. Homegirls: Language and Cultural Practices Among Latina Youth Gangs. Blackwell: Malden, MA.

Morales, Ed. 2002. Living in Spanglish: The search for Latino identity in America. St. Martin's Press: New York, NY.

Urciuoli, Bonnie. 2013(1996). Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class. Waveland: Long Grove, IL.

Zentella, Ana Celia. 1997. Growing Up Bilingual: Puerto Rican Children in New York. Blackwell: Malden, MA.

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://studentlife.osu.edu/csc/>."

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

If I believe you have copied, used unauthorized sources, or otherwise cheated or been dishonest on anything for this class, I am required to send the case to the Committee on Academic Misconduct (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/resource_csc.asp.

Disability services:

"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/>.”

Calendar:

Week 1:

No reading assignment

Topics: Introductions; Syllabus; What does it mean to be Hispanic/Latino? What is ethnography of language?

Please fill out the Introductory Survey on Carmen

Week 2:

Reading assignment: Morales, [Living in Spanglish](#)

Topics: Language and culture; Identity and ethnicity; *mestizaje*

Reading guide 1 due (Morales)

Week 3:

Reading Assignment: Zentella, [Growing Up Bilingual](#), Chapters 1-6

Topics: Code-switching and translanguaging; Spanglish and Spanish-influenced Englishes; identity and language

Assignment 1 Due

Week 4:

Reading Assignment: Zentella, [Growing Up Bilingual](#), Chapters 7-12

Topics: Linguistic repertoires; Latino communities in NY; Puerto Rico and the US; language shift and maintenance

Reading guide 2 due (Zentella)

Week 5:

Reading Assignment: Urciuoli, [Exposing Prejudice](#), Intro – Chapter 3

Topics: Hegemonic discourses; Language ideologies; Racializing and Ethnicizing Discourses

Assignment 2 due

Week 6:

Reading Assignment: Urciuoli, [Exposing Prejudice](#), Chapter 4 – Epilogue

Topics: Race and ethnicity; Markedness and Whiteness; Language and Place

Reading guide 3 due (Urciuoli)

Week 7:

Reading Assignment: Mendoza-Denton, Homegirls, Intro – Chapter 5

Topics: The West Coast; Youth and gang culture; Racialized nationalism and gender

Assignment 3 Due

Week 8:

Reading Assignment: Mendoza-Denton, Homegirls, Chapter 6 – Conclusion

Topics: Symbolic practices and semiotic landscapes; variationism

Reading guide 4 due (Mendoza-Denton)

Week 9:

Reading Assignment: Farr, Rancheros in Chicagoacán, Chapters 1-5

Topics: The Midwest; Race and social class; Migration

Assignment 4 Due

Week 10:

Reading Assignment: Farr, Rancheros in Chicagoacán, Chapters 6-Conclusion

Topics: Style, register, and community

Reading guide 5 due (Farr)

Week 11:

Reading Assignment: Martinez, Mexican Americans and Language (whole book)

Topics: Bilingual speakers and communities; Attitudes and ideologies; Border Spanish

Final Project Proposals Due (Graduate students)

Week 12:

Reading Assignment: Guevarra, Becoming Mexipino, Intro – Chapter 3

Topics: Multi-ethnic / multilingual communities; Cultural contact; Migration and race

Reading guide 6 due (Martinez, Guevarra)

Week 13:

Reading Assignment: Guevarra, Becoming Mexipino, Chapter 4 – Epilogue

Topics: New Latino Diaspora; Civil rights and political activism; Indigenous communities in the US

Rough draft with bibliography due (Graduate students)

Week 14: Final projects and Wrap-Up

No Reading Assignment

Topics: Review, catch-up, and final project presentations

Final project presentations (Graduate students)

Final Paper Due: Exam Day

Monday, September 22, 2014 11:40 AM

Hi Anna,

Our Undergraduate Studies Committee reviewed your request for concurrence and we did not identify any conflicts with our existing courses. We thereby grant concurrence and wish you the best in the delivery of your course. We do see how it extends some of the core issues that are of interest to WGSS students.

Best,
Wendy

Dr. Wendy G. Smooth
Department of Women's Gender & Sexuality Studies
The Ohio State University

President, National Conference of Black Political Scientists

From: Smooth, Wendy
Sent: Friday, September 12, 2014 3:52 PM
To: Bystydzienski, Jill; Babel, Anna M.
Cc: Sanabria, Rachel; Cavins, Andy
Subject: RE: Request for concurrence

Anna,

Our Undergraduate Studies Committee will meet on Sept 18th and we will consider your concurrence then. You will hear something back from me shortly thereafter.

Best,
Wendy

Dr. Wendy G. Smooth
Department of Women's Gender & Sexuality Studies
The Ohio State University

President, National Conference of Black Political Scientists

From: Bystydzienski, Jill

Sent: Thursday, September 11, 2014 1:04 PM
To: Babel, Anna M.
Cc: Sanabria, Rachel; Smooth, Wendy; Cavins, Andy
Subject: RE: Request for concurrence

Dear Anna,

I am forwarding your request for concurrence to WGSS Undergraduate Studies Committee. That committee reviews all such requests for undergraduate courses.

Prof. Wendy Smooth, Chair of the committee or Andy Cavins, our Program Coordinator, will let you know about the concurrence once the committee is able to review your request.

Best wishes,
Jill

Jill Bystydzienski
Professor and Chair
Department of Women's, Gender
and Sexuality Studies
The Ohio State University

From: Babel, Anna M. **Sent:** Thursday, September 11, 2014 12:46 PM **To:** Winnubst, Shannon; Bystydzienski, Jill **Cc:** Sanabria, Rachel **Subject:** Request for concurrence

Dear Shannon and Jill,

I am writing to request concurrence from WGSS and Sexuality Studies for a proposed course on Latino Languages and Communities in the department of Spanish and Portuguese. This course focuses on ethnographies of language in Latino communities in the US. It is designed for advanced undergraduates and beginning graduate students who have a background in sociolinguistics and/or Latino studies and who are ready to be introduced

to more complex applications of foundational theoretical concepts. The syllabus is attached to this message.

Because of the broad nature of the theoretical concepts that are covered, I have been asked to check with you regarding any possible overlap with your courses. However, given that the course material is centered on ethnography of language and Latino Studies, I hope that you will see any overlap as contributing to students' formation as scholars rather than competing with your course offerings.

Thank you for your thoughts and comments. Please advise me of any questions you have regarding the course. I am cc-ing Rachel Sanabria, our academic program manager, on this message.

Anna Babel

Assistant Professor
Hispanic Linguistics Program
Department of Spanish and Portuguese
The Ohio State University

Monday, September 22, 2014 4:15 PM

Dear Anna,

I am happy to report that Sexuality Studies offers a concurrence on this course, which looks like a terrific addition to the curriculum.

Please let me know if you need anything further.

all best,
Shannon

Shannon Winnubst
Associate Professor
Department of Women's, Gender
& Sexuality Studies
Ohio State University
Co-Editor of PhiloSophia: A Journal
of Continental Feminism

On Sep 11, 2014, at 12:46 PM, Babel, Anna M. <babel.6@osu.edu> wrote:
Dear Shannon and Jill,

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Anna Babel

Assistant Professor
Hispanic Linguistics Program
Department of Spanish and Portuguese
The Ohio State University
<Spanish 5389 Latino Languages.docx>

In response to the message from Babel, Anna M., 9/11/2014

To:

Babel, Anna M.; Allen, Chadwick

Cc:

Sanabria, Rachel

Sent Items

Thursday, October 09, 2014 9:22 AM

Anna,

Very sorry for the long delay in responding to your email. This looks like a good, new course, though I think the course goals should be more specific to training students in linguistic and anthro-linguistic methods and bodies of scholarship. The general aims usually associated with GECs might be productively enhanced for this upper division course to focus on training in new methodologies and specific fields of thought.

Are you planning to have it count for a GEC? if so, which one?

In general, it would be great if we could move toward keeping our upper division courses not GECs -- as we grow our faculty and course offerings.

The reading list looks excellent. I hope you will add some readings on Latin Americans indigenous language speaking communities in the US.

Thanks,
Theresa

Theresa Delgadillo
Coordinator, Latina/o Studies Program at OSU
Editor and Moderator of [Mujeres Talk](#)

Associate Professor
Department of Comparative Studies
The Ohio State University
451 Hagerty Hall
1775 College Road
Columbus OH 43210
[614-292-2559](tel:614-292-2559)

Book: [Spiritual Mestizaje: Religion, Gender, Race and Nation in Contemporary Chicana Narrative](#)

Dear Anna, I'm sorry it took so long to get the concurrence agreements. Everyone has agreed now, so please go ahead with the support of DISCO.

best wishes, Amy

Amy Shuman, Professor

Director, Disability Studies

Director, Diversity and Identity Studies Collective at OSU