

Term Information

Effective Term Autumn 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 5705
Course Title Senior Seminar in Latino/a Languages, Literatures & Cultures
Transcript Abbreviation SenSemLatino/a LLC
Course Description This seminar takes an interdisciplinary approach to the study of Latino communities within the United States, & how their languages, literatures and cultures generally interface with those in the Americas.
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 Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: A grade of C- or above SPANISH 3450(H) & in any two of: ANTHRO 3419, COMP STDS 3360, 3689, 4658, 4805, ENGLISH 4588 or CS 4804, HCS 3380, HISTORY 3075, 4100, SPANISH 4536, 4537, 4538, 4557.10, 4557.20, 4613, 4610, 5640, WGSST 4560. ADDITIONAL COURSES WITH DEPTAL APPROVAL: ANTHRO 3416, ENGLISH 4578, WGSST 4375, 4404, SPANISH 4580, 4590H, 4595.01, 4595.03

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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

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

- Understand and identify the multifaceted nature of language; analyze the ways language produces social inequality in diverse social institutions.
- Discuss the ways in which gender is established through the frameworks of performance and politics, understand one's own positionality within the continuum of gendered bodies, sexuality, and the societal norms that govern our experience.
- Understand and analyze how definitions of femininity and familial and social roles have varied throughout history and across different cultures.
- Examine the presence (historical, social, political) of Latinos in the U.S. and the Americas generally using a range of methods and approaches.

Content Topic List

- Pros and cons of Latino identity markers
- Language practices
- Immigration, migration, and community formation histories
- Conceptions of gender and sexuality
- Race and racial constructions
- Educational experiences
- Cultural phenomena produced and consumed by and about Latinos
- Demographic trends, citizenship, political participation, mass movements, relations to histories and events in Latin American origin communities, and media representation.

Attachments

- Spanish 5705 Seminar in Latino GM.docx: Sample Syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- Spa 5705 Gender and Power PMC.docx: Sample Syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- Spa 5705- Senior Seminar Latino LLC Methods & Approaches.doc: Sample Syllabus
(Syllabus. Owner: Sanabria, Rachel A.)

Comments

- This seminar proposal is contingent on the approval of the departmental major proposal for the in Concentration in Latino/a LLC.

*Please do not enforce the C- pre-req in the system. *(by Sanabria, Rachel A. on 12/22/2014 01:34 PM)*

COURSE REQUEST
5705 - Status: PENDING

Last Updated: Heysel, Garrett Robert
12/27/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	12/22/2014 01:35 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	12/22/2014 01:36 PM	Unit Approval
Approved	Heysel, Garrett Robert	12/27/2014 05:21 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	12/27/2014 05:21 PM	ASCCAO Approval

SPAN 5705: Senior Seminar in Latino/a LLC
Gender and Power in the Americas
Department of Spanish and Portuguese

Instructor: Paloma Martinez-Cruz, Ph.D.

Contact info

Office hours/location:

Course time/day/location:

Course Description

This seminar taught in Spanish focuses on the interpretation of gender and power in hemispheric Latin American and U.S. Latino/a cultural production that arises out of Spanish- and Portuguese-speaking regions of Latin America as well as the United States. In each unit we will discuss the ways in which gender is established through the frameworks of performance and politics, and glean an understanding of our own positionality within the continuum of gendered bodies, sexuality, and the societal norms that govern our experience of these categories. The weekly organization emphasizes the analysis of texts and cultural artifacts from a critical perspective that locates the examined work within political, economic, and social trajectories.

Objectives

- Write critical essays on gender and power in the cultural context of the Americas
- Demonstrate a basic command of the concept of gender in the Latin American context
- Understand how definitions of femininity and familial and social roles have varied throughout history and across different cultures
- Apply consistent principles to the analysis of cultural artifacts

Course Components and Evaluation

Group Presentation	20%
Critical Essay	25%
Attendance, Preparation, Participation	20%
2 Exams	20%
5 Analysis Assignments	15%

Required Readings

Readings will be available at University Bookstores, amazon.com and other online resources. Selected readings will be available on Carmen (as indicated below).

Gómez-Peña, "Temple of Confessions" (Carmen)

Sor Juana Inés de la Cruz, *The Answer / La Respuesta* (Trans. Arenal and Powell)

Griselda Gambaro, *Información para extranjeros, Decir sí* (Carmen)

Junot Díaz *This is How You Lose Her*

Teatro Luna, *Machos* (Carmen)

Elizabeth Burgos, *Me llamo Rigoberta Menchú y así me nació la conciencia*

Gloria Anzaldúa *Borderlands/La frontera* (Carmen)
 Josefina Lopez, *Real Women Have Curves*

Grading scale

100 – 93	A
92 – 90	A-
89 – 88	B+
87 – 83	B
82 – 80	B-
79 – 78	C+
77 – 73	C
72 – 70	C-
69 – 68	D+
67 – 65	D
64.9 – 0	E

Grading Criteria

“A” work is well written, without significant flaws in grammar, diction, or spelling, and demonstrates strength, precision, and variety in its vocabulary and syntax. It is capable of expressing sophisticated relationships, such as analogy, antithesis, contradiction, or contingency. It demonstrates a nuanced understanding of the primary text in question, elaborates critical views of it, and extends points made in class or in critical readings to novel perspectives.

“B” work is competently written, without significant flaws in grammar, diction, or spelling. It demonstrates some recognition of sophisticated relationships such as analogy, antithesis, contradiction, or contingency. It reflects an accurate understanding of the primary text and attempts to extend points made in class or in critical readings to novel perspectives.

“C” work demonstrates adequate writing, which manages to communicate basic ideas more or less accurately despite some confusions caused by errors in grammar, diction, or spelling. It characterizes the primary text, and competently rehearses points made in class.

Academic Misconduct

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Disability Services

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Tentative Course Schedule

Week 1	Social Positionality Introductions, goals, methods Gómez-Peña, "Temple of Confessions"
Week 2	The Right to Learn Sor Juana Inés de la Cruz, "La respuesta" (1-37) Sor Juana Inés de la Cruz, "La respuesta" (38-105)

- Week 3** **Absurdity and the Yes**
Griselda Gambaro, *Información para extranjeros, Decir sí*
- Week 4** **The Machos**
Junot Díaz, “The Sun, the Moon, the Stars” (1-26)
Junot Díaz, “Nilda,” “Alma,” “Otravida, Otravez” (29-76)
- Week 5** **Denial**
Junot Díaz, “Flaca,” “The Pura Principle,” “Invierno” (79-145)
Junot Díaz, “Miss Lora,” “The Cheater’s Guide to Love” (149-213)
- Week 6** **Performance and Gender**
Teatro Luna, *Machos*
Helena Solberg, *Bananas is My Business* (video)
- Week 7** **Deep Mesoamerica**
Elizabeth Burgos, *Rigoberta Menchú* (7-38)
Elizabeth Burgos, *Rigoberta Menchú* (39-58)
- Week 8** **Imaginary Mesoamerica**
Elizabeth Burgos, *Rigoberta Menchú* (59-79)
Elizabeth Burgos, *Rigoberta Menchú* (80-104)
- Week 9** **Spring Break**
- Week 10** **The State and the Life**
Elizabeth Burgos, *Rigoberta Menchú* (105-142)
- Week 11** **Mothers**
Elizabeth Burgos, *Rigoberta Menchú* (143-188)
Las madres de la Plaza de Mayo (video)
- Week 12** **The Hidden Woman**
Elizabeth Burgos, *Rigoberta Menchú* (189-225)
Elizabeth Burgos, *Rigoberta Menchú* (226-271)
- Week 13** **The Nepantlera**
Gloria Anzaldúa *Borderlands/La frontera* (23-45)
- Week 14** **Illicit Bodies**
Josefina Lopez, *Real Women Have Curves*
Frida Kahlo: vida, obra, y legado

Week 15**Margins**

Clarice Lispector, *Hora de la estrella*

Susana Amaral, *Hora de la estrella* (video)

Week 16**Critical Essays****Week 17****Conclusions; Leave Takings**

SPANISH 5705

Senior Seminar in Latino LLC: Methods and Approaches

Professor Aldama

Office: TBA

Office Hours: TBA

Contact info: TBA

Meeting Days/Times/Location: TBA

Course Description and Objectives:

Latino LLC is an interdisciplinary approach to the study of Latino (Mexican-American/Chicano, Brazuca, Puerto Rican, Cuban American, Caribbean, and Central/South American) communities within the United States as well as how their histories and cultures interface with those in the Americas generally. We will explore language, social and historical relationships in literature, and negotiate political commonalities as well as differences between these Latino communities and cultures.

Themes we will explore include: 1) Latino language 2) Pros and cons of Latino identity markers; 3) immigration, migration, and community formation histories; 4) conceptions of gender and sexuality; 5) race and racial constructions; and 6) labor markets; 7) educational experiences; 8) cultural phenomena produced and consumed by and about Latinos. Other topics to be explored include demographic trends, citizenship, political participation, mass movements, relations to histories and events in Latin American origin communities, and media representation.

Course Requirements:

You will be required to read seminal texts in the area of Latino/a Studies that address Latino Languages, Literatures and Cultures as well as to view and analyze cultural, historical, social, educational documents. The goal is to provide you with a range of methods and approaches to understanding the presence (historical, social, political) of Latinos in the U.S. and the Americas generally.

- Complete film viewing prior to first day of discussion. They are available for streaming at the Streaming Media Library at: <https://drm.osu.edu/media/Media/List>
- Complete reading assignments to discuss on specified days. These are available via www.carmen.osu.edu
- Borrow from the library or purchase new or used copies: Aldama's *Dancing with Ghosts: A Critical Biography of Arturo Islas* and *The Routledge Concise History of Latino/a Literature*
- Articles will be available for download via Carmen and the class "Content" page: www.carmen.osu.edu
- Attend LASER Events—schedule permitting. The events are tailored to this class. See below and also <http://www.laser.osu.edu>
- Credit from this course can be used toward completing the Latino Studies Minor or major: <http://latino-astudies.osu.edu/graduate-specialization>

• **Formal writing assignment: 70%**

Option 1) write three short papers (5 pages each). Option 2) write one final research paper (12-15 pages). Papers should be double-spaced with 1" left/right margins and Times font. You will need to let me know your choice by the 4th week of the semester. Research areas and paper prompts will be provided. Late papers will not be accepted.

• **Attendance and participation in class: 30%**

Regular attendance is required for successful progress in this course. More than two unexcused absences will result in the loss of a grade point. Acceptable grounds for excused absences are strictly limited to: a) pre-arranged, university sponsored activities; b) your own illness; c) death or grave illness in your immediate family; d) jury duty or required legal appearances. All instances require written validation. Request excuse by phone or e-mail before class. No make-up will be allowed without a medical/legal written excuse. You are expected to do the assigned reading, take appropriate notes, and come prepared to class to discuss issues posed in class and raised by the readings. Be aware that this course will require extensive weekly reading and discussion beyond merely attending class and taking notes.

• **Extra credit:** Attend LASER Event write up one-page response on a LASER event. For event listings go to: <http://www.laser.osu.edu>

Grading scale

100 – 93	A
92 – 90	A-
89 – 88	B+
87 – 83	B
82 – 80	B-
79 – 78	C+
77 – 73	C
72 – 70	C-
69 – 68	D+
67 – 65	D
64.9 – 0	E

ACADEMIC INTEGRITY AND STUDENT MISCONDUCT

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<http://studentlife.osu.edu/pdfs/csc12-31-07.pdf>

STUDENTS WITH DISABILITIES

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Neil Avenue; telephone: 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>
Weekly Syllabus

Week 1: Latinidad: Culture, Society, and Geography

Book: *Dancing with Ghosts* Chapters: "Introduction"; Ch. 1 "Sonny".

Week 2: Prismatic Reflections on a Chicano Self

Book: *Dancing with Ghosts* Chapters: Ch. 2 "Bio-Graphe"; Ch. 5 "Being Chicano."

Week 3: Chicano Disability and Sexuality

Book: *Dancing with Ghosts* Ch. 3 "Sexuality"; Ch. 4 "Death and Rebirth".

Week 4: Transnationalism and Border Culture

Articles: Corona's "Ideology, Flux. . ."; Kun's "The Sun Never Sets on MTV";

Week 5: Bordercrossing Sounds

Articles: Kun interview with G.Peña's "Musica fronteriza/Border music"; Villalobos's "Mapping Border Music: Sonic Representations of la frontera."

Sound: Nortec Collective. <http://www.myspace.com/nortec>

Option I: Paper I Due

Week 6: Latinos in COMICS

Book (excerpts): *Routledge Concise History to Latino/a Literature*: Introduction; Ch. 1; Chapter 5.

Week 7: Spandexed Latinos

Book (excerpts): *Your Brain on Latino Comics*

Week 8: Latinos And Urbanism

Articles: Lara "Building Responsive and Adaptive Physical Environments"; Rios "Claiming Latino Space"; Diaz "Barrio Urbanism."

Week 9: Latinos and Visual Culture

Articles: Latorre and Sandoval's "Chicana Artivism"; Latorre "Border Consciousness and Artist Aesthetics."

Week 10: Latinos and History

Articles: Fernandez chapter from forthcoming book; Gutiérrez “Preface” & “Introduction” to *Columbia History of Latinos*; Rodriguez and Ruiz “At Loose Ends.”

Option I: Paper II Due

Week 11: Masculinity in Latino Culture

Book (excerpts): Richard T. Rodriguez *Next of Kin*

Week 12: Latinos and Literature

Book (excerpts): *Routledge Concise History of Latino/a Literature*

Story: Junot Díaz “Alma”

Week 13: Latinos and Film

Articles: Christopher Gonzalez’s “Intertextploitation and Post Post-Latinidad in *Planet Terror*”;

Films: Robert Rodriguez’s *Planet Terror* and *Machete*.

Week 14: Latinos and Multimedia

Articles: *Multimediated Latinos*: Aldama “Introduction”; Theresa Rojas’s “Illuminated Bodies: Kat Von D and the Borderlands of Tattoo Culture”;

Week 15: Latinos and Education

Articles: Fernandez “Telling Stories About School”; González and Moll “*Cruzando el Puente*.”

Optional module: Latinos and Theatre

Articles: “Poor Enrique and Poor María.”

Film (Screening at the MCC TBA): *Which Way Home*.

FINAL Paper Due!
Option 1: Paper III
or
Option II: Research Paper

Spanish 5705 Seminar in Latino/a Languages, Literatures and Cultures

Language Policy and Planning in Latino USA

Instructor

Glenn Martínez, PhD MPH
Professor of Hispanic Linguistics

Office Location

Hagerty Hall 298G

Office Hours

Monday 10-11am
Wednesday 1-2pm

Contact Information

Martinez.474@osu.edu
(614) 292-4958

Course Meeting Days/Times

TBD

Course Location

TBD

Course Description

This course examines the social engineering of language practices and interactional styles through the formulation of language policy and the implementation of language planning. We study the ways in which overt and covert language policy and planning inter-animate ideologies of language and structures of social exclusion and cultural

marginalization in the Spanish-speaking world. At the same time, we focus on the specific roles and functions of the actors and managers who shape this manipulation and on the role of domains in the formulation of language policy and the implementation of language plans. While the course will draw on empirical evidence of language management from across the Spanish-speaking world, specific attention will be given to language policy and planning initiatives that regulate the promotion and use of the Spanish language and the participation of Spanish speakers in a variety of civic institutions in the United States.

Course Goals

Students who successfully complete the requirements of this course will:

- Possess an understanding of the multi-faceted nature of language
- Possess the ability to identify the overt and covert mechanisms used to manage language practices
- Understand the motivations that lie behind efforts to socially engineer language use
- Possess the ability to evaluate language policy and identify the ways in which it can produce social inequality in diverse social institutions
- Possess skills to develop innovative language plans that promote social equity within diverse social institutions

Course Format

The course will be delivered in lecture format and will make extensive use of online instructional technologies. Lecture sessions will cover general readings on language policy and planning. Class readings, lecture notes, and announcements will be posted

regularly on the course Carmen site. Students will be required to take a quiz on the readings each week.

Course Policies

Attendance

Attendance and participation are mandatory. You must come to class **every week** and you must be ready to participate actively in class discussion as well as small group activities. Attendance factors into your participation points grade, and you must turn-in a log of time spent at the clinic developing your intervention.

Technology Use

Because this is a discussion-based service-learning course, the use of laptops, tablets and cell phones are not allowed. Please turn off and put away these devices during class lectures, discussions and exams. These devices can be distracting to you and others in the class and can prevent you from focusing on course content and participating in class discussions. Technology use is also discouraged when volunteering and observing at the clinics or interacting with patients to do message testing.

Assignment Due Dates

Due dates for this course are firm. Work is due at the *beginning* of each class period (unless specified otherwise) and late work will not be accepted. **If you do not turn an assignment in on time, you will receive zero points for the assignment.** We will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification, but we ask that you inform us at least 24 hours in advance. *When you turn in assignments, please bring a hard copy of the assignment (stapled) to class and place a copy of the assignment in the drop box on Carmen.*

Make-up Exams and Presentations

As with assignments, **if you are not in class on the scheduled day to take an exam or to participate in the poster presentation you will receive a score of zero.** Make-up exams and presentations will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform us of these types of situations at least 24 hours in advance.

Carmen/E-mail

There is a Carmen site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check Carmen regularly for announcements and updates. You are also responsible for all information that is sent to your OSU email account regarding the course, and you should check this

information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

Classroom Environment

We seek to create a classroom climate where students feel comfortable participating in class activities and discussions, and sharing their thoughts and opinions. To this end, we ask that you be tolerant and respectful towards each other and towards others' points of view.

Academic Misconduct

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Reasonable Accommodation

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Course Materials

Shohamy, Elana. (2006). *Language Policy: Hidden Agendas and New Approaches*. New York: Routledge.

Additional articles, book chapters, other texts, and media to be distributed on-line.

Course Evaluation

Midterm Exam	15 points
Online Quizzes	20 points
Caucus Position Paper	10 points
Caucus Discussion Board Postings	10 points
Discussion Board Posting Response	10 points
Final Policy Analysis Project	20 points
Final Policy Analysis Presentation	10 points
Attendance and Participation	5 points
TOTAL	100 points

Midterm Exam – A take-home mid-term examination will consist of three to four questions to be answered in extended essay format. Students will be required to articulate and apply theories and principles learned in the class.

Online Quizzes – Each week students will be required to complete a brief, five to ten question quiz on the readings.

Caucuses – Based on interests and professional aspirations students will form caucuses of 3 to 5 students focused on a particular interest within language policy. The caucuses will include: **health and human services, education, immigration, and media**. Other topics, such as **food security and production** and **environmental policy and protection**, may also be proposed if there is sufficient student interest. Caucuses will work together throughout the semester and produce the following:

Caucus Position Paper – The caucus position paper is a three to five page paper written collaboratively among the caucus members. The position paper will clearly define the scope of each caucus' contributions over the course of the semester. A caucus position paper will address the following questions:

1. What impact does language have on the focal area identified by the caucus? For example, if your topic is education you might discuss issues related to language as medium of instruction as well as issues related to the instruction of languages.
2. What kinds of language policies have been proposed in your focal area? For example, if your topic is immigration you might discuss language requirements for citizenship.
3. What positive or negative impact have these policies had within your focal area? For example, if your topic is health and human services you might discuss the growing body of research on the health benefits of interpreters, *promotoras de salud*, and language concordant health care providers.
4. What issues and challenges are on the horizon for language policy in your focal area? For example, if your topic is media you might discuss the issue of “net neutrality” and its potential impact on dissemination of information in languages other than English.

Caucus Discussion Board Postings – Each caucus will submit a discussion board posting every two weeks. The posting should be about a paragraph in length. It may consist of:

1. A description of a current issue or debate within the focal area related to language policy and planning. For example, you might share a news story or op-ed related to language in your focal area.
2. An insight on how a theoretical concept or issue discussed in class relates to the focal area. For example, you might discuss the issue of language testing and how it is operationalized in healthcare.

3. An opinion on a recent language policy or planning effort in the Spanish-speaking world. For example, you might offer a critical reflection on a recent news story or op-ed piece.

The discussion board postings should be made a different caucus member each week.

Caucus Discussion Board Responses – Caucus members will provide a substantive response to a minimum of five (5) posts throughout the semester. Responses may be within or outside of your respective caucus. All responses must be respectful and constructive contributions to the discussion of issues related to language policy and planning.

Attendance and Participation – Students are expected to attend each session and to be prepared to contribute meaningfully to the class discussion.

Final Policy Analysis Project – The policy analysis project is an exercise designed to help students think through critical language policy decisions and their impact within speech communities. The project must focus on a single policy or set of related policies, effectively summarize the literature on the policy, demonstrate the impact of the policy, and offer recommendations. The project can take many forms. You may want to create a video, a poster, a brochure, or a 5-8 page academic paper. Whatever format you choose, you will be required to present it to the class during the week before finals. I will expect you to provide a rationale for the format you choose.

Course Schedule

Date	Discussion Topic	Readings (to be completed by the indicated date)	Caucus Activities	Project Activities
8/27	Course Introduction Language Policy and Planning in Everyday Life		Students form caucuses	
9/1	Labor Day No Class			
9/3	What is language? Introduction to language ideology and language orientations	Shohamy pp 5-21 Sapir pp 9-31		
9/8	Language policy and linguistic management	Bourdieu pp. 17-31		
9/10	National language policies	Shohamy pp. 22-44 Leon Portilla “El Destino de las lenguas indígenas”		
9/15	Motivations for language planning	Ruiz “Orientations in language planning”		

9/17	Types of language planning	Shohamy pp. 45-56	Caucus Position Paper Due	
9/22	Language Laws: Legal foundation and types of language laws in the US	Shohamy pp. 59-61		Identify project topic
9/24	Official languages and processes of officialization	Shohamy pp. 61-63 Crawford “Anatomy of the English Only Movement”	Caucus discussion board posting 1	
9/29	Standardization and de-standardization	Shohamy pp. 63-65 Martinez “Language Wars on the Texas Frontier”		Meet with professor to discuss topic
10/1	Language Academies	Shohamy pp. 65-66 Jose Del Valle “Política del lenguaje y geopolítica”		Meet with professor to discuss topic
10/6	Language, citizenship and political participation	Shohamy pp. 66-70 Sandra Del Valle “Fulfilling the promise of citizenship”		Meet with professor to discuss topic
10/8	Language in Education Policy (K-12)	Shohamy pp. 76-92 Kendall King “Spanish language education policy in the US”	Caucus discussion board posting 2	Meet with professor to discuss topic
10/13	Language in Education Policy (Higher Education)	Martinez “Spanish as a heritage language policy and planning”		
10/15	Language Testing (Overview)	Shohamy pp 93-109		
10/20	Language Testing (Language testing in the accountability framework)	Ruiz de Velasco “Performance based school reforms”		
10/22	Language Testing (Testing and the oral proficiency movement)	Valdes “Teaching Spanish to Hispanic Bilinguals	Caucus discussion board posting 3	
10/27	Language in the Public Sphere (Linguistic Landscape)	Shohamy pp 110-133 Leeman and Modan		

		“Commodified language in Chinatown”		
10/29	Language in the Public Sphere (Language in the Workplace)	Sandra del Valle “Language Rights in the Workplace” Ruiz Cameron “How the García cousins lost their accents”		
11/3	Language, culture and health	Santiago-Irizarry “Culture as cure”		Meet with professor to plan presentation
11/5	Language in healthcare policy in the US	Martínez “Política del lenguaje y atención sanitaria”	Caucus discussion board posting 4	Meet with professor to plan presentation
11/10	Language in healthcare policy in the US	Martínez “Language in healthcare policy, interaction patterns and unequal treatment”		Meet with professor to plan presentation
11/12	Language in the media	Celia Roberts “Language socialization in the workplace”		Meet with professor to plan presentation
11/17	Language in the media	Arlene Davila Latinos, Inc		
11/19	Language policy and immigration	Leeman “Illegal accents”	Caucus discussion board posting 5	
11/24	Language policy and illegality	DeGenova “Working the boundaries”		
11/26	Thanksgiving	No Class		
12/1				Project Presentations
12/3				Project Presentations
12/8	Wrap Up			

Course Bibliography

- Ager, D. (2001). *Motivation in Language Planning and Language Policy*. Clevedon: Multilingual Matters.
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