

## Term Information

Effective Term Spring 2022

## 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 5203  
Course Title Sociolinguistics and Latino Health  
Transcript Abbreviation Socio&LatinoHealth  
Course Description This seminar examines the relationship between language, health care, and health among Spanish speakers in the US through the dual lens of sociolinguistics and public health. We consider the effect of limited English proficiency on access to health information and we examine some of the measures currently in place to improve the transmission of health information across language boundaries.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
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 Pre-req: Spanish 5201 or permission of instructor  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

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## **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 in linguistics courses demonstrate an understanding of processes inherent to distinct subdomains of language.
- Students develop theoretical knowledge and practical application of the impact of language diversity on the health status of Spanish speaking minorities in the US.
- Students engage in interdisciplinary approaches to the study of diverse literatures, cultures and languages.
- Students will apply perspectives from public health and health services research to humanities-based understanding of language and culture.
- Students gain in-depth knowledge of languages, linguistics and cultural practices through research and study of diverse cultural productions, literature and language.
- Students analyze the existence and patterning of structural inequality and violence in Spanish speaking communities.
- Students will articulate a broad understanding of Latino health within the syndemic framework and apply this framework to specific health conditions and threats
- Students will understand the interrelation of language, health and labor policies and analyze policy options for language access
- Evaluate health communication practices in Latino health and analyze the role of the interpreter in these practices
- Students will understand the importance of interprofessional teams and continua of care in Latino health.
- Create a language access research protocol: evaluating multiple problems in Latino health in a way that is inclusive of a well-formulated research question, appropriate selection of study design, and articulation of hypotheses.

### **Content Topic List**

- Language ideology
- Language access
- Social epidemiology
- Language discrimination
- Structural violence

### **Sought Concurrence**

No

## **Attachments**

- RS Spanish 5203[3].pdf: Syllabus  
*(Syllabus. Owner: Sanabria, Rachel A.)*
- 2-22-21 Spanish Major Curriculum Map.xlsx: Curriculum Map  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*
- LP SPAN 5203-Chairs letter-FINAL.pdf: Chair letter  
*(Cover Letter. Owner: Sanabria, Rachel A.)*

**Comments**

**Workflow Information**

| Status           | User(s)                                                                                                                           | Date/Time           | Step                   |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|
| Submitted        | Sanabria, Rachel A.                                                                                                               | 02/22/2021 11:27 AM | Submitted for Approval |
| Approved         | Podalsky, Laura                                                                                                                   | 03/01/2021 01:00 PM | Unit Approval          |
| Approved         | Vankeerbergen, Bernadette Chantal                                                                                                 | 03/02/2021 05:05 PM | College Approval       |
| Pending Approval | Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Oldroyd, Shelby Quinn<br>Hilty, Michael<br>Vankeerbergen, Bernadette Chantal | 03/02/2021 05:05 PM | ASCCAO Approval        |



March 1, 2021

Dear Sir or Madam:

As chair of the Department of Spanish and Portuguese, I am writing in support of SPAN 5203, "Sociolinguistics and Latino Health," developed by Dr. Glenn Martínez. The course builds on our existing offerings and will serve the needs of students within and outside our department who wish to pursue careers in health and human services that involve engagement with diverse communities.

SPAN 5203 complements our existing curriculum in the same area, namely SPAN 5201 and SPAN 5202 (Spanish in Health Professions I and II). SPAN 5201 offers students an introduction to how language and language policy shape health-care services and patient outcomes in the US and Latin America; and serves as a pre-requisite for the proposed SPAN 5203. SPAN 5202 focuses on a specific sub-topic –namely, the theoretical, ethical and sociological dimensions of interviewing Spanish-speaking populations within the US and provides students with targeted skills for doing so in health and human services. For its part, SPAN 5203 provides students with a more in-depth examination of language, health communication, and health policy, by, among other things, analyzing the role of interpreters and interprofessional teams in health care practices involving Latino populations. The course also will equip students with the ability to use that knowledge to develop inclusive research protocols in health care fields.

While helping students to meet the goals of our Spanish major, SPAN 5203 (along with SPAN 5201 and 5202) also will serve as the curricular "spine" of the certificate that we are developing in Spanish in Health Care and Human Services that will be available to both graduate and undergraduate students.

Please feel free to let me know if you have any questions.

Sincerely,

Laura Podalsky  
Chair

## Spanish 5203

### Sociolinguistics and Latino Health

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#### Instructor

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 Professor, Spanish & Portuguese  
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 (614) 688-2655

OFFICE HOURS: W and F 11-12pm or  
 by appointment. (Please contact  
 Pattie Strobe at [strobe.1@osu.edu](mailto:strobe.1@osu.edu) for  
 an appointment.

#### **COURSE MEETING DAYS/TIMES**

Wednesday 5:30-8:15pm

#### **COURSE LOCATION**

Hagerty Hall 351

**Prerequisite:** Spanish 5201 or permission of the instructor

#### **COURSE DESCRIPTION**

Language barriers compromise the quality of health care for millions of Spanish speaking patients each year. Spanish speaking patients, for example, have disease, mortality, and pain burdens at least twice as high as English speaking patients. At the same time, they have been disproportionately affected by infectious disease outbreaks from the tuberculosis outbreaks of the 1920's to the COVID-19 pandemic of this century. These facts make language a crucial concern for the improvement of health among Latinos in the US. Students in this seminar examine the relationship between language, health care, and health among Spanish speakers in the US through the dual lens of sociolinguistics and public health. We consider the effect of limited English proficiency on access to health information and we examine some of the measures currently in place to improve the transmission of health information across language boundaries. Students who successfully complete the requirements of this course will gain a broad understanding of the health conditions affecting Latino populations in the US and a comprehensive understanding of the language issues that intersect with these conditions.

#### **COURSE GOALS**

Spanish 5203 meets the following goals of the BA program in Spanish:

**Goal C** Students in linguistics courses demonstrate an understanding of processes inherent to distinct subdomains of language. In Spanish 5203, students develop theoretical knowledge and practical application of the impact of language diversity on the health status of Spanish speaking minorities in the US.

**Goal E** Students engage in interdisciplinary approaches to the study of diverse literatures, cultures and languages. In Spanish 5203, students will apply perspectives from public health and health services research to humanities-based understanding of language and culture.

**Goal F** Students gain in-depth knowledge of languages, linguistics and cultural practices through research and study of diverse cultural productions, literature and language. In Spanish 5203, students analyze the existence and patterning of structural inequality and violence in Spanish speaking communities.

#### **EXPECTED LEARNING OUTCOMES**

Students who successfully complete the requirements of this course will:

1. *Articulate* a broad understanding of Latino health within the syndemic framework and *apply* this framework to specific health conditions and threats
  - a. Students understand different approaches to *Latinidad* and their role in Latino health
  - b. Students apply the syndemic perspective to Latino health and distinguish it from a social determinants of health perspective
2. *Understand* the interrelation of language, health and labor policies and *analyze* policy options for language access
  - a. Students remember various specific language-in-healthcare policies
  - b. Students analyze the interactions between language policies and health and labor policies
3. *Evaluate* health communication practices in Latino health and *analyze* the role of the interpreter in these practices
  - a. Students understand language and cultural practice in Latino health
  - b. Students evaluate the role of the interpreter
4. *Understand* the importance of interprofessional teams and continua of care in Latino health
  - a. Students understand the nature of interprofessional teams and the role of communication
  - b. Students apply language pedagogy approaches to interprofessional perspectives in Latino health
5. *Create* a language access research protocol
  - a. Students evaluate multiple problems in Latino health
  - b. Students create a research protocol inclusive of a well-formulated research question, appropriate selection of study design, and articulation of hypotheses

### TEXTBOOKS AND LEARNING RESOURCES

We will draw on multiple and varied source materials to develop the skills targeted in this course. Many of the readings and cultural artifacts will be available to you online via the Carmen course site. Other useful materials include:

#### Required Textbooks:

Holmes, Seth. (2013). *Fresh Fruit, Broken Bodies: Migrant farmworkers in the United States*. Berkeley: University of California Press.

Hsieh, Elaine. (2016). *Bilingual Health Communication: Working with interpreters in cross-cultural care*. New York: Routledge.

Martinez, Glenn. (2020). *Spanish in Health Care: Policy, Practice and Pedagogy in Latino Health*. New York: Routledge.

Mendenhall, Emily. (2012). *Syndemic Suffering: Social distress, depression, and diabetes among Mexican immigrant women*. New York: Routledge.

### GRADING

The final mark for this course will be made up of coursework, examinations, and reflection papers.

Discussion Board Postings (4): 20%

Reflection essays (3): 30%

Language Access Research Protocol (1): 20%

Exams (2): 30%

### Discussion Board Postings

#### *Undergraduate*

All students will be required to engage with the course material and with each other outside of class. Students will complete four (4) discussion board postings on Carmen in reaction to course readings prior to classroom discussion. Discussion board postings must be a minimum of 100 words and engage critically and creatively with the reading. Students may relate the material discussed in the reading to personal experience, other class readings, or classroom discussion. All discussion board postings will be written in Spanish.

#### *Graduate*

All students will be required to engage with the course material and with each other outside of class. Students will complete four (4) discussion board postings on Carmen in reaction to course readings prior to classroom discussion. Discussion board postings must be a minimum of 300 words and engage critically and creatively with the reading. Students may relate the material discussed in the reading to personal experience, other class readings, classroom discussion and/or issues of relevance in the student's field of practice. All discussion board postings will be written in Spanish.

### Reflection Essays

#### *Undergraduate*

Students will write three (3) two-page reflection papers in Spanish over the course of the semester. The reflection paper is your opportunity to relate the topics and issues discussed in class to your own experience. Reflection papers will be submitted via Carmen.

#### *Graduate*

Students will write three (3) four-page reflection papers in Spanish over the course of the semester. The reflection paper provides graduate students an opportunity to relate topics and issues discussed in class to broader issues in the field of Global Health. All papers should include engagement with previous literature on the topic conducted in Spanish-speaking environments. Reflections will be submitted via Carmen.

### Language Access Research Protocol

#### *Undergraduate and Graduate*

Students will develop a formal research protocol on a language access issue. The protocol will propose and justify a specific research question, indicate a hypothesis, describe an appropriate study design, and indicate method of data analysis.

Exams*Undergraduate*

Students will take two (2) exams over the course of the semester. Each exam will cover the material presented in the previous unit and will require students to engage creatively with the material using appropriate concepts and linguistic structures.

*Graduate*

Students will take one mid-term exam and complete a comprehensive take-home final exam over the course of the semester. The mid-term exam will cover the material presented in the previous unit and will require students to engage creatively with the material using appropriate concepts and linguistic structures. The final exam will require the student to engage with all the material presented in the course and relate it to bilingual practice in their own professional field.

**ACADEMIC INTEGRITY AND STUDENT 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/>.

**HEALTH AND SAFETY REQUIREMENTS**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

**STUDENTS WITH DISABILITIES**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

**CLASS SCHEDULE AND ASSIGNMENT DUE DATES**



| <b>Week</b> | <b>Dates</b> | <b>Topic</b>                                           | <b>Readings</b>        | <b>Graded Activities</b>                 |
|-------------|--------------|--------------------------------------------------------|------------------------|------------------------------------------|
| 1           |              | Course Introduction; Language and Latino Health        | Martinez Chapter 1     | <b>Discussion Board Posting 1</b>        |
| 2           |              | The syndemic framework                                 | Mendenhall             |                                          |
| 3           |              | Language policy and health policy for Spanish-speakers | Martinez Chapter 2     | <b>Reflection Essay 1</b>                |
| 4           |              | Language and culture in health communication           | Martinez Chapter 3     | <b>Discussion Board Posting 2</b>        |
| 5           |              | Intepreters in bilingual health                        | Hsieh Chapter 4        |                                          |
| 6           |              | Models and goals of bilingual health communication     | Hsieh Chapters 5 and 8 | <b>Reflection Essay 2</b>                |
| 7           |              | Language and cultural practice in Latino health        | Martinez Chapter 4     | <b>Exam 1</b>                            |
| 8           |              | Language access and the interprofessional team         | Hsieh Chapter 7        | <b>Discussion Board Posting 3</b>        |
| 9           |              | Language pedagogy and Latino health                    | Martinez Chapter 5     | <b>Discussion Board Posting 4</b>        |
| 10          |              | Research in Latino Health                              | Hsieh Chapters 1-2     |                                          |
| 11          |              | Research in Latino Health                              | Hsieh Chapter 3        | <b>Language Access Research Protocol</b> |
| 12          |              | Latino health and the farmworker experience            | Holmes Chapters 1-3    |                                          |
| 13          |              | Poverty, policy and social suffering                   | Holmes Chapters 4-7    | <b>Reflection Essay 3</b>                |
| 14          |              | A sociolinguistics of hope?                            |                        |                                          |
| 15          |              |                                                        |                        | <b>Exam 2</b>                            |