

Term Information

Effective Term Spring 2023
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

REGD GE approval

What is the rationale for the proposed change(s)?

The course has been redesigned from the ground up in order to center the goals and learning outcomes for Foundations: Race, Ethnicity, and Gender Diversity.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We expect ongoing/greater enrollment, especially among students who are searching for REGD courses.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

This course is cross-listed with Comparative Studies, which agrees with the addition of the REGD Foundations distinction.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Spanish
Fiscal Unit/Academic Org	Spanish & Portuguese - D0596
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2242
Course Title	Introduction to Latino Studies
Transcript Abbreviation	Intro Latino St
<i>Previous Value</i>	<i>Intro Latino Studs</i>
Course Description	Introduction to Latino studies; history, politics, and cultural production of Latino/a communities in the U.S. and its borderlands.
<i>Previous Value</i>	<i>Introduction to the cultures, experiences, histories and definitions of Latino peoples in the United States; taught in English.</i>
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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Any GE Foundation: Writing and Information Literacy course, or permission of instructor
Previous Value	Prereq: English 1110 (110) or equiv.
Exclusions	Not open to students with credit for CompStd 2322.
Previous Value	Not open to students with credit for 242 or CompStd 2322 (242).
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed with CompStd 2322.
Previous Value	Cross-listed in CompStd 2322.

Subject/CIP Code

Subject/CIP Code	30.9999
Previous Value	16.0905
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)

[General Education course:](#)

[Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

COURSE CHANGE REQUEST
2242 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
08/22/2022

Course goals or learning objectives/outcomes

- Recognize how historical, cultural and political contexts shape the incorporation and social status of Latino individuals and communities.
- Identify differences in representations and experiences of Latinos/as, and their relationship to socially constructed categories of race, gender and class.
- Think and write critically about the structures of power that shape the representation, status, and lived experience of Latinos/as and Latino communities.
- Understand the historical emergence of Latino/a studies as a liberatory project to transform the production of knowledge and representations of US Latinos/as

[Previous Value](#)

Content Topic List

- Latino/Latina/Latinx communities in the US
- Race
- Gender
- Ethnicity
- Diversity
- Stereotypes
- Cultural identity & Latinidad

[Previous Value](#)

- [Latino culture](#)
- [Latino communities in the U.S.](#)
- [Racism and stereotypes](#)
- [Media](#)
- [Border studies](#)

Sought Concurrence

No

[Previous Value](#)

Attachments

- Martinez, Compst 2322 and Span 2242 Syllabus, GE conversion.pdf: Syllabus
(Syllabus. Owner: Sanabria,Rachel A.)
- Compst 2322 & Span 2242 Martinez GE Conversion.pdf: REGD
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	05/06/2022 10:23 AM	Submitted for Approval
Approved	Sanabria,Rachel A.	05/06/2022 10:27 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/22/2022 12:48 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/22/2022 12:48 PM	ASCCAO Approval

COURSE CHANGE REQUEST
2242 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/22/2022

COURSE SYLLABUS

Intro Latino/a Studies Compst 2322, Span 2242, 3 credit Hours Autumn 2021

Location: *Mendenhall Lab, 129*

Days: Wednesdays, Fridays 12:45-2:05 (IN PERSON CLASS)

Professor: Miranda Martinez

Office: 432 Hagerty Hall

Email: Martinez.475@osu.edu

Office hours (ONLINE) Thursdays, 1-2, AND BY APPOINTMENT

<https://osu.zoom.us/j/mirandajmartinez?pwd=MnNMVmxzL3lWM09CdzFNYmNTdFplZz09>

COURSE DESCRIPTION

This course provides an introduction to Latino/a Studies for those interested in learning more about the national, racial, social, and economic diversity of Latinos/as; key issues facing Latinas/os; and important topics and methods in the study of Latinos/as. We will look at the impact of historical experiences, including patterns of (im)migration, socioeconomic and political incorporation on identity formation of major Latino/a groups: Chicano, Puerto Rican, Cuban, and Dominican. We will draw from the social sciences and humanities to examine the role of race, class, gender, and sexuality in identity construction and cultural expression. We will also discuss questions related to the ambiguities and uncertainties related to U.S. Latinos/as, including: How do Latinos/as understand their individual selves and communities? What and whose histories inform the ways in which Latinos/as come to matter in the U.S. and globally? What has been the impact of urbanization and changing migrations patterns on these identities? To what degree is there a corporate Latino/a identity? What is the cultural significance of racial and cultural hybridization on these identities, and is there such a thing as an “authentic” Latino/a identity? This course is designed with several “keywords” in mind that will act as guides as we traverse the shifting “latinidad-scape” locally, nationally, and globally. Interdisciplinary in nature, the course will draw parallels between the work of writers across traditional humanities and social science disciplines and that of visual artists, filmmakers, and other cultural producers. Classes will combine lecture, discussion, in-class activities, and open dialogue.

EXPECTED LEARNING OUTCOMES FOR COURSE:

- Course ELO: By the end of the course students should recognize how historical, cultural and political contexts shape the incorporation and social status of Latino individuals and communities.
- Course ELO: By the end of the course students should be successfully able to identify differences in representations and experiences of Latinos/as, and their relationship to socially constructed categories of race, gender and class.
- Course ELO: By the end of the course students should be able to think and write critically about the structures of power that shape the representation, status, and lived experience of Latinos/as and Latino communities.
- Course ELO: By the end of the course students should understand the historical emergence of Latino/a studies as a liberatory project to transform the production of knowledge and representations of US Latinos/as.

GOALS AND ELOs FOR RACE, ETHNICITY AND GENDER FOUNDATION

- Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity and gender, and possibly others, shape perceptions, individual outcomes and broader societal, political, economic and cultural systems.
 - 1.1 Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.
 - 1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
 - 1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.
 - 1.4 Evaluate social and ethical implications of studying race, gender and ethnicity.

- Successful students will recognize and compare a range of lived experiences of race, gender and ethnicity.
 - 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
 - 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors.
 - 2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

Assessment of GE Learning Outcomes:

Student success in realizing the expected learning outcomes will be measured directly from required student written assignments and class participation over the course of the semester. Short paper prompts and questions will explicitly require reflection on matters of diversity presented in the readings, class discussion, films, and other class activities. Similarly, student class participation will be graded in terms of both content (e.g. specific, informed reflection on diversity) and demonstrated respect for fellow classmates and their views (the logical behavioral correlate of understanding diversity). Learning outcomes also will be measured indirectly using questions embedded in student discursive feedback instruments, which will be administered at the outset of the course, midterm, and at the end of the semester. Faculty reflection on the degree to which the course produced GE learning outcomes as well as peer teaching observations will be utilized as well to arrive at a comprehensive assessment of the GE learning outcomes.

INFORMATION ON ASSIGNED READINGS

Primary Texts:

Capó Crucet, Jennine. *Make Your Home Among Strangers*. Picador Paper, 2016

Vargas, Deborah R, Nancy Raquel Mirabal, and Lawrence M La Fountain-Stokes, eds. *Keywords for Latina/o Studies*. New York: New York University Press, 2017.

These books are available for purchase at the bookstore. Most readings for the course will be available on Carmen. Please print them out and bring them to class.

Visual Resources:

American Experience: The Zoot Suit Riots, 2002
Brincando el Charco: Portrait of a Puerto Rican. 1994
Latinos Beyond Reel: Challenging a Media Stereotype, 2014
“Pa'lante: Siempre Palante!” The Young Lords, 2017

Citations for Readings on Carmen:

Abrego, Leisy J. “Economic Well-Being in Salvadoran Transnational Families: How Gender Affects Remittance Practices.” *Journal of Marriage and Family* 71, no. 4 (2009): 1070–85.

Anzaldúa, Gloria. “How to Tame a Wild Tongue”. In *Borderlands/La Frontera*. Aunt Lute Books, 1999.

Capetillo, Luisa. “Women in the Home, In the Family, In Government.” In *A Nation of Women: An Early Feminist Speaks Out*. Penguin Classics, 2022.

Díaz, Junot. “How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie”. In *Drown*. Penguin, 1997.

Falconi, José Luis, and José Antonio Mazzotti, eds. “Introduction.” In *The Other Latinos: Central and South Americans in the United States*, 1–18. Cambridge: Harvard University Press, David Rockefeller Center for Latin American Studies, 2007.

Fernandez, Delia. “Mexican Repatriation, 1930-1935.” *50 Events That Shaped Latino History: An Encyclopedia of the American Mosaic*, edited by Lilia Fernandez, Greenwood, An Imprint of ABC-CLIO, LLC, 2018.

Fernandez, Lilia. “The Mexican Revolution, 1910-1921.” *50 Events That Shaped Latino History: An Encyclopedia of the American Mosaic*, edited by Lilia Fernandez, Greenwood, An Imprint of ABC-CLIO, LLC, 2018.

Flores, Juan. “Islands and Enclaves: Caribbean Latinos in Historical Perspective.” *Latinos: Remaking America*, edited by Marcelo M. Suárez-Orozco et al., University of California Press, 2002.

Gay Shame, Latina-and Latino-Style: A Critique of White Queer Performativity, Duke University Press, 2011, pp. 55–80. www-degruyter-com.proxy.lib.ohio-state.edu, <https://doi.org/10.1515/9780822393856-005>.

Gonzalez, Juan. “The Spanish Borderlands and the Making of an Empire (1810-1898).” In *Harvest of Empire: A History of Latinos in America*, Penguin, 2011.

Gonzalez, Juan. “Conquerors and Victims: The Image of America Forms (1500-1800).” *Harvest of Empire: A History of Latinos in America*, Penguin, 2011.

Hoppenjans, Lisa, and Ted Richardson. "Mexican Ways, African Roots." In *The Afro-Latin@ Reader: History and Culture in the United States*, edited by Miriam Jimenez and Juan Flores, Duke University Press, 2010.

La Fountain-Stokes, Lawrence. "Gay Shame, Latina-and Latino-Style: A Critique of White Queer Performativity."

Laviera, Tato. "'Spanglish' by Tato Laviera." Poetry Foundation, <https://www.poetryfoundation.org/poems/58198/spanglish>. <https://www.poetryfoundation.org/>.

Lopez, William D. "Un Día Común y Corriente." In *Separated: Family and Community in the Aftermath of an Immigration Raid*, Johns Hopkins University Press, 2019.

Lopez, William D. "The Last Night He Ever Nursed." In *Separated: Family and Community in the Aftermath of an Immigration Raid*, Johns Hopkins University Press, 2019.

Martinez-Cruz, Paloma. "On Cinco de Drinko and Jimmiechangas: Culinary Brownface in the Rust Belt Midwest." In *Food Fight!: Millennial Mestizaje Meets the Culinary Marketplace*. University of Arizona Press, 2019.

Modestin, Yvette. "An Afro-Latina's Quest for Inclusion." In *The Afro-Latin@ Reader: History and Culture in the United States*, edited by Miriam Jimenez and Juan Flores, Duke University Press, 2010..

Oboler, Suzanne. "The Politics of Labeling: Latino/a Cultural Identities of Self and Others." *Latin American Perspectives* 19, no. 4 (1992): 18–36.

Suárez-Orozco, Marcelo M., et al., editors. "The Research Agenda." *Latinos: Remaking America*, University of California Press, 2002.

Quintana, Maria L. "The Bracero Program, 1942-1964." *50 Events That Shaped Latino History: An Encyclopedia of the American Mosaic*, edited by Lilia Fernandez, Greenwood, An Imprint of ABC-CLIO, LLC, 2018.

Ramírez Berg, Charles. "A Crash Course on Hollywood's Latino Imagery", *Latino Images in Film: Stereotypes, Subversion, and Resistance*. University of Texas Press, 2002.

Rosales, Oliver A. "The Chicano Movement, 1960s-1970s." *50 Events That Shaped Latino History: An Encyclopedia of the American Mosaic*, edited by Lilia Fernandez, Greenwood, An Imprint of ABC-CLIO, LLC, 2018.

Wiggins, Leticia Rose. "Chicana Feminist Movements, 1960s-1970s." In *50 Events That Shaped Latino History: An Encyclopedia of the American Mosaic*, edited by Lilia Fernandez, Greenwood, An Imprint of ABC-CLIO, LLC, 2018.

COURSE REQUIREMENTS:

Class Attendance and Participation Policy:

Active classroom participation is expected and required. To participate in this or any course, you must be present. Read the assigned work before class and bring your questions and comments to class for all of us to discuss. Respond to your classmates' questions and comments. Share the load in group activities and

class discussion. Learn something new in every class and share it. You will earn one point for each week of class -- half for attendance and half for informed participation.

Discussion Questions/Responses to Week's Readings:

By 11:59 PM on Tuesday of each week beginning week two (2), you will be expected to make electronic posts to a designated discussion page. Virtual discussions are an important secondary space of interaction, one in which I will not intervene but from which I will draw questions and concerns for our classroom discussions. While writing a certain number of words is not the point of this assignment, each of your responses must total at least 200 words, but may be more if you wish. One recommended strategy for creating a strong analytic discussion board contribution is to use the assigned "Keyword" essay (at least one is assigned for most weeks) to contextualize and expand upon some aspect of the other readings for this week. You should feel free to include links to relevant websites or videos in your posts. Additionally, you are expected to engage your peers' contributions by responding to each other. Our goal is to create a space for serious dialogue and response that is an extension of our physical classroom space. Students are expected to make thoughtful *and respectful* contributions to open discussions that are both connected and appropriately tangential to the conversations we have during our regular class meetings, and to read and consider their classmates' posts as they formulate their own. You may make as many posts as you like, and depending on the degree to which you keep up with the weekly online discussions, you may find yourself inspired to write several.

Short Reflection Response Papers (2 Total, 750 words each):

Response papers will be on a topic derived from assigned readings. You must focus your writing on analyses rather than summaries of the text(s). You must also provide specific and adequately cited supporting material from the readings. These will not be research papers, so you are not required to venture outside of the class readings to complete them. You will, however, be expected to draw connections among the various texts, theoretical perspectives, objects of study, and your own knowledge/experience/values/assumptions. We will be doing some writing in class, and this should provide significant material for these papers. Details and guidance for the response papers are on Carmen. You must title your essay, number each page, and use double-spacing, standard margins, and 12-point Times font. Be certain to proofread for typographical, spelling and grammatical errors.

Campus/Community Event:

Over the course of the fall semester, there are several lectures, symposia, and cultural events on campus that are relevant to this course. There may also be events in the local Columbus community that are relevant. You will attend at least one campus/community event this fall and write 500-750 word essay that explains how the chosen event added to your growing knowledge of Latina/o Studies or of the Latina/o population, what you found most valuable, what questions were sparked by and at the event, and what you wanted to learn more about after attending.

Final Keyword Assignment:

Students will complete a "keyword" entry on a topic related to the themes, ideas, and issues covered over the course of the semester. The research topic should focus on an aspect directly related to Latino/a Studies and its intersections with history (especially stories of national origin), ethnicity, race, sexuality, gender, disability, and economics. Although there is a final keyword entry due at the end of the course, there are several smaller components due throughout the semester, including half a page research topic/questions, annotated bibliography, and regular check-ins. Students will prepare a short presentation

of their keyword during the final week of the course. Due dates and guidance for these components are on Carmen.

GRADE BREAKDOWN:

Attendance/Participation:	15 points
Reading Questions/Response to Carmen:	10 points
2 Short Response Papers:	20 points (10each)
Campus/Community Event	15 point
Final Keyword Assignment (Total):	40 points

- Research Topic/Questions/Keywords 0 points (3 points off final if not done)
- Annotated Bibliography (3 sources) 5 points
- Draft of Keyword, 10 points
- Presentation 5 points
- Final Draft of Keyword (1250 words, 5 pages) 20 points

Total: 100 points

Assignment Grading:

20 Point assignment: 19---20 A, 17---18 B, 15---16 C, 13---14 D
15 point assignment: 14---15 A, 12---13 B, 10---11 C, 8---10 D
10 point assignment: 9---10 A, 8 B, 7 C, 6 D
5 Point assignment: 5 A, 4 B, 3 C, 2 D, 1 F

Final Grade:

94---100 A, 90---93 A-, 87---89 B+, 83---86 B, 80---82 B-, 77---79 C+, 73---76 C, 70---72 C-, 67---69 D+, 63---66 D, 62---60 D-

STATEMENT ON TECHNOLOGY IN THE CLASSROOM

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. If you feel your life circumstances warrant an exception to this policy, please speak with me as soon as possible. Computers, tablets, and other reading devices may be used strictly for classroom purposes and do not distract from the classroom environment. However, I may ask you to shut down and close these devices for certain in-class activities. Students are responsible for bringing downloaded copies of the readings to class. On the days where I prohibit technology, students are also responsible for making sure their notes, annotations, and texts are available through another medium, not their tablets, computers, etc.

Students who elect to access the readings electronically may use laptops, tablets, and other reading devices but accessing readings on smart phones is unacceptable. Failure to follow these expectations will negatively affect your Attendance and Participation grade.

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

STATEMENT ON DISABILITY SERVICES

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

STATEMENT ON MENTAL HEALTH

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when

CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

STATEMENT ON SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

STATEMENT ON DIVERSITY

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

LAND ACKNOWLEDGEMENT

Ohio State University has begun to acknowledge the land that we occupy is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. In this course we will reflect on what it means to benefit from historic and ongoing harm done to others and what repair and amends might look like. This article offers more information about the special role that land grant institutions like Ohio State played in the forcible expulsion of people from the land they currently sit on: <https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>

COURSE SCHEDULE

Week 1 Aug 25 & 27 Introduction to Course Themes

Suarez Orozco, "The Research Agenda"

Oboler, "The Politics of Labeling: Latino/a Cultural Identities of Self and Others."

Pew Trust, "Facts on Latinos in America"

Pew Trust: "Hispanics have accounted for more than half of the total US population growth since 2010"

Week 2 Sep 1 & 3 Latin American History, US-Latin American Relations

Keyword: "Decolonial", "Empire"

Gonzalez, "Conquerors and Victims: The Image of America Forms (1500-1800)"

Gonzalez, "The Spanish Borderlands and the Making of an Empire (1810-1898)"

Sections of related film "Harvest of Empire" will be viewed in class

Week 3 Sep 8 & 10 Mexican American Migration and the Border

Keyword: "Chicano, Chicana, Chican@, Chicanx", "Borderlands", "White"

Fernandez, "The Mexican Revolution, 1910-1921" (excerpts)

Fernandez, "Mexican Repatriation, 1930-1935" (excerpts)

Quintana, "The Bracero Program, 1942-1964" (excerpts)

Video: "The Zoot Suit Riots"

Week 4 Sep 15 & 17 Caribbean Incorporation

Keyword: "Diaspora", "Exile", "Brown"

Flores, "Islands and Enclaves: Caribbean Latinos in Historical Perspective"

Diaz, "How To Date a Brown Girl"

Capetillo, “Women in the Home, In the Family, In Government” (excerpt)

Week 5 Sep 22 & 24 The “Other Latinos”: Central and South Americans

Falconi & Mazzotti, “Introduction: General Aspects of the Other Latino Immigration”

Abrego, Leisy J. “Economic Well-Being in Salvadoran Transnational Families: How Gender Affects Remittance Practices.”

Week 6 Sep 29 & Oct 1 Immigration

Keyword: "Citizenship", "Illegality", "Law"

Lopez, “Un Día Común y Corriente” and “The Last Night He Ever Nursed” from *Separated: Family and Community in the Aftermath of an Immigration Raid*

Week 7 Oct 6, 8 Coming of Age

Keyword: “Barrio”, “Assimilation”

Capó Crucet, "Make Your Home Among Strangers"

Week 8 Oct 13 Coming of Age

Capó Crucet, “Make Your Home Among Strangers"

Week 9 Oct 20 & 22 Afro Latinidades

Keywords: "Afro-Latinas/os", "Mestizaje", "Indigeneity",

Hoppenjans & Richardson, "Mexican Ways, African Roots"

Modestin, “An Afro-Latina’s Quest for Inclusion”

Week 10 Oct 27 & 29 Queer Latinidad

Keywords: “Sexuality”, “Family”, “Feminisms”

La Fountain-Stokes, Lawrence. “Gay Shame, Latina-and Latino-Style: A Critique of White Queer Performativity.”

Negrón Montañer, “Brincando el Charco” (film in class)

Week 11 Nov 3 & 5 Language

Keywords: "Language", "Spanglish"

Laviera, "Spanglish"

Anzaldúa, "How to Tame a Wild Tongue"

Week 12 Nov 10, 12 Social Movements

Keywords: "Social Movements", "Nationalism"

Rosales, "The Chicano Movement, 1960-1970s" (excerpts)

Wiggins, "Chicana Feminist Movement, 1960s-1970s" (excerpts)

Video: “Pa'lante: Siempre Palante! The Young Lords” (excerpts in class)

Week 13 Nov 17 & 19 Cultural Citizenship and Appropriation

Keywords: “Culture”, “Popular Culture”

Martinez-Cruz, “On Cinco de Drinko and Jimmiechangas: Culinary Brownface in the Rust Belt Midwest. In *Food Fight: Millennial Mestizaje Meets the Culinary Marketplace*” (excerpt)

Ramirez-Berg, “A Crash Course on Hollywood’s Latino Imagery”

Week 14, 15 Dec 1, 3, 8 In class keyword essay presentations

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)