
Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Ethnic Studies
Fiscal Unit/Academic Org Center for Ethnic Studies - D0205
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3311
Course Title Latinx Experience Today: Latinx Youth Culture
Transcript Abbreviation Latinx Youth Cultr
Course Description Given that the Latinx community in the U.S. is culturally, racially, ethnically, linguistically, economically, and politically diverse, this course offers students the opportunity to explore one or more aspects of the Latinx experience in the U.S. in the contemporary world, and to analyze different cultural practices using the intersectional study of race, ethnicity and gender as its cornerstones.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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 None
Exclusions None
Electronically Enforced Yes

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 05.0200
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

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 will be able to critically and analytically discuss ideas of creativity, deviance, folklore, authenticity, identity, gender, performance, embodiment and nationalism
- Students will be able to explain different cultural practices, or folklore genres, performed by the Latinx Youth Community in the US and how they relate to issues of migration, identity, gender, authenticity, and nationalism
- Students will be able to understand how the myriads of practices performed by the Latinx community in the United States are part of the larger cultural fabric of the United States
- Students will be able to understand and respect different cultural practices, especially in cases where the practices are totally foreign, and “reject the idea of the single story”.
- Students will strengthen their reading and writing skills.

Content Topic List

- Latinx Studies
 - Ethnic Studies
 - folklore
 - race, gender, and ethnic diversity
 - youth culture
 - migration
 - creativity
 - deviancy
 - authenticity
 - performance
 - embodiment
 - nationalism
- Yes

Sought Concurrence

Attachments

- ETHNSTD3311-ge-foundations-submission.pdf: GE worksheet
(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)
- Center for Ethnic Studies Concurrence Request - ETHNSTD 3311 - Latinx Experience Today_ Latinx Youth Culture.pdf
(Concurrence. Owner: Spitulski, Nicholas M)
- ETHNSTD 3311 Proposal Syllabus.docx: revised syllabus w/ edited Title IX statement
(Syllabus. Owner: Spitulski, Nicholas M)

Comments

- Please see feedback email sent to department 12-09-2024 RLS
Sent back per unit's request. RLS *(by Steele, Rachel Lea on 12/17/2024 10:21 AM)*
- 12/16/24 - Resubmitted with edited Course Description on the submission form as requested per the Contingency note.

The Title IX recommendation is also now edited in the syllabus but I ask the committees in future cases similar to this, especially where the boilerplate language is not explicitly required and where there is very little difference between the boilerplate and the language in the syllabus, to further explain the rationale for Recommendations, or to consider whether there is truly need for such Recommendations. Here, the only difference was that the name of the current Title IX Coordinator was listed in addition to the boilerplate and left as is in the original submission as a seemingly-helpful addition. To avoid future confusion, it would be useful for rationale to be added as to why such a deviation is seen as problematic.

Concurrence provided by SPPO; also requested from English, Comparative Studies, no replies within 15 days after request so concurrence assumed. *(by Spitulski, Nicholas M on 12/16/2024 11:31 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	10/21/2024 11:41 AM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	10/21/2024 11:46 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/24/2024 01:01 PM	College Approval
Revision Requested	Steele, Rachel Lea	12/09/2024 01:30 PM	ASCCAO Approval
Submitted	Spitulski, Nicholas M	12/16/2024 11:31 AM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	12/16/2024 03:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/16/2024 04:08 PM	College Approval
Revision Requested	Steele, Rachel Lea	12/17/2024 10:21 AM	ASCCAO Approval
Submitted	Spitulski, Nicholas M	12/17/2024 10:34 AM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	12/17/2024 10:49 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/17/2024 11:07 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/17/2024 11:07 AM	ASCCAO Approval



**Latinx Experience Today:
Latinx Youth Culture**

ETHNSTD 3311 – Autumn 2025

3 Credit Hour - Lecture

In-person

Schedule and Location: TTh 9:35am-10:55am

Instructor: Dr. Mintzi Auanda Martínez-Rivera

Contact information: martinez-rivera.2@osu.edu

Office: Denney Hall 506

Office hours: 1:00pm-2pm WF and by appointment

COURSE DESCRIPTION

Latinx Studies is an academic discipline that studies the experience of people of Latin American ancestry in the United States from a myriad of perspectives and approaches. As a field of study, Latinx Studies is interdisciplinary as well as transdisciplinary to analyze and explore the multiple and varied Latinx experiences from a holistic approach. The Latinx community in the United States is culturally, racially, ethnically, linguistically, economically, and politically diverse (among other experiences and ways of being/existing). This course offers students the opportunity to explore one, or multiple, aspects of the Latinx experience in the United States in the contemporary world.

Youth is the main group responsible for key social, cultural, economic and political changes in society. Latinx youth, specifically, have played a significant role in shaping mainstream youth culture in the United States. However, Latinx youth, as other minority groups, are heavily criminalized and considered deviant. In this course we will analyze different cultural practices performed by Latinx youth using the concepts of deviancy and creativity as cornerstones. Some of the cultural practices that we will examine are pachuco culture, graffiti, lowriding, gang-life, salsa, hip-hop, among other cultural manifestations; the different case studies will allow us to study Latinx youth's active participation in creating, negotiating, and transforming the culture and community where they live as well as help us unpack the different ways in which race, ethnicity, and gender influence the creation and perception of Latinx youth cultural practices..

COURSE OBJECTIVES

By the end of the semester, the students will be able to:

- *Critically* and *analytically* discuss ideas of creativity, deviance, folklore, authenticity, identity, gender, performance, embodiment and nationalism
- *Explain* different cultural practices, or folklore genres, performed by the Latinx Youth Community in the US and how they relate to issues of migration, identity, gender, authenticity, and nationalism
- *Understand* how the myriads of practices performed by the Latinx community in the United States are part of the larger cultural fabric of the United States
- *Understand* and *respect* different cultural practices, especially in cases where the practices are totally foreign, “reject the idea of the single story”
- Strengthen their reading and writing skills

THIS COURSE FULFILLS THE FOLLOWING REQUIREMENTS

GE Foundation: 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 Outcomes

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.

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.

1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

We meet these outcomes by:

1. Reading and watching significant case studies, theoretical works, and public projects centered on issue of race, ethnicity, and gender
2. Practicing textual, visual, and critical analysis through informal discussions and formal writing assignments such as their Reading Analysis and their Take Home Exams
3. Examining the historical and cultural context of these works and the case studies explored during the semester
4. Applying these skills to works not on the syllabus, specifically through the completion of an independent research project of their choosing, which they will submit by the end of the semester.

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

Expected Learning Outcomes

2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

We meet these outcomes by:

1. Exploring and analyzing different case studies that focus on different ethnic, racial, gender, and national communities to challenge limited representations of the Latinx community and reinforcing what they have learn in their written assignments.
2. Exploring the development and importance of individual, group identity, and performance in relation to cultural expressions through Latinx and cultural studies scholarship and case studies.
3. Identifying systems of power and inequality within group dynamics and formation.
4. Applying the knowledge of group identity, performance, and power gained through studying Latinx and cultural studies scholarship to examining our own identities, communities, and place in power structures. This will specially be practiced and reinforced by/with your final project.

STUDENTS' RESPONSIBILITIES

Each student is responsible for their/her/his own education. The role of the teacher is to serve as a guide for those who want to learn. To ensure that we will have a successful semester, the course will need your full participation and engagement. You need to be ethical and honest. You need to be responsible, complete the work, and come to class ready to participate. In general, and to successfully create a community of learners, we will need to be transparent, patient, honest, kind, supportive of each other, and be willing to work together.

Throughout the semester you will have a series of activities that will strengthen your research, critical thinking skills, and writing skills. Students will be expected to complete the required tasks and readings assigned for each class. Class attendance and participation will have an important impact on your final grade. Students who miss classes, do not participate, or do not complete assignments on time will not pass this course.

Latinx Studies as a critical discipline is also a political intervention. It was formed because of the Civil Rights Movements in order to include the social, political and cultural legacy and perspectives of American Latinx communities in the United States. As a result, Latinx Studies is grounded in studies of colonialism/imperialism, power, racism, gender, nativism, sexism, discrimination, elitism, and homophobia. These topics can be uncomfortable as they force us to reflect on our reality and position. Moreover, OSU seeks to ensure that diversity, in its many forms, is considered in every aspect of campus life by making diversity a factor in, and component of, all decision-making, and resolving to increase and retain the diversity, in its many forms, on campus. As such, students are expected to interact **respectfully** with their peers. Disruptive and disrespectful comments will **not** be tolerated. Moreover, our conversations and topics may be sensitive at times; therefore, we all need to trust each other that what is shared will only be used for the class. I will not tolerate breaks in trust.



REQUIRED READINGS

Chappell, Ben. 2012. *Lowrider Space: Aesthetics and Politics of Mexican American Custom Cars*. Austin: University of Texas Press. (E-Book available through OSU Libraries)

Hebdige, Dick, 1979. *Subculture: The Meaning of Style*. New York: Routledge. (E-Book available through OSU Libraries)

Hutchinson, Sydney. 2007. *From Quebradita to Duranguense: Dance in Mexican American Youth Culture*. Tucson: University of Arizona Press

Rivera-Rideau, Petra R. 2015. *Remixing Reggaetón: The Cultural Politics of Race in Puerto Rico*. Durham: Duke University Press. (E-Book available through OSU Libraries)

Thomas, Piri. (1974) 1997. *Down These Mean Streets*. New York City: Vintage Press.

Books can be purchased on the OSU Bookstore. All additional readings will be posted in CARMENCANVAS

DESCRIPTION OF COURSE ASSIGNMENTS

1. **Participation:** Students will evaluate and self-grade their class-participation and performance twice during the semester.
 - a. All students are expected to attend all classes and actively participate by speaking in class during class discussions throughout the semester. This does not mean they have to speak during every class session, but by the end of the semester I should get a sense that they were an active learner and participant that contributed to the class. I know that some of them are introverts and get anxious to speak to the general class, which is why many of the class discussions will be done in small groups so that everybody can feel comfortable participating in small groups.
 - b. During the week of mid-term, as well as the final week of classes, I will share a link with a survey, so that students will self-grade their participation in class. The survey asks students to reflect on their participation and how they feel they have done. In all the years that I have graded participation in this way, I have seen how thoughtful students are, and I have seen how their participation improves after they self-grade during mid-terms. Survey questions are as follows:

Criteria	5 points	4 points	3 points	2 points
Attendance and Promptness	Student is always prompt	Student is late to class once every two weeks and	Student is late to class more than once every two	Student is late to class more than once a week



	and regularly attends classes.	regularly attends classes.	weeks and regularly attends classes.	and/or has poor attendance of classes.
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.
Level of Engagement in Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.

2. **Reading Analysis:** Off all the readings assigned for the semester, each student will submit 5 Reading Analysis of their choosing during the semester (I will pass a sign-up sheet so you can chose which reading analysis you will complete). An analysis is not a summary of the reading but a critical analysis where you will relate the reading to the material discussed in class. The analysis will present the main information of a reading/presentation/book, it provides the reader with a critical snapshot (not a summary and no longer than 300 words) of the contents of the material. In your analysis I want you to answer the following questions:
- Do the readings present a clear point-of-view? What are the main claims/arguments/thesis statement of the reading?
 - What 3 to 4 strong pieces of evidence/examples did the author use to support their main claim? Provide a detailed explanation of the examples/evidence.
 - Are there any aspects of main claim/argument that are left ambiguous at the end? Why?
 - How does this reading relate to the issues and questions discussed in class?
 - What are some questions or doubts that you have regarding the reading?



- f. What ideas or connections does this reading suggest to you? What are your thoughts about the reading?
3. **Mini-Take Home Exams:** Four times during the semester students will have a mini-take home exam. In each exam students will critically analyze the material covered in class until that moment. Questions for the take-home will be provided one week in advance to the submission date. Each exam must include a detailed bibliography and citations. Each exam will be between 750-1000 words.
 - a. Question for Exam 1: In one essay, I want you to answer the following questions: What/Who is Latinx? What is Latinx Youth Culture? What are some of the elements/factors that influence Latinx Youth Culture? How can the ideas of Style and creativity help us understand Latinx Youth Culture?
 - b. Question for Exam 2: Compare and contrast two of the three different cultural practices that we have discussed in this section (Zoot Suit, Lowriding and Graffiti) to discuss how youth culture is monitored and criminalized. In addition, discuss how Style influences Latinx Youth criminalization. Provide examples/evidence to support your points.
 - c. Question for Exam 3: Using Vigil's concept of multiple marginalities, explain what are the different factors that may contribute to the creation of gangs or drive young people towards a criminal life. Include Thomas' work and his experience growing up in the Bronx as part of your discussion. Provide clear and concrete examples from our readings to support your main claim.
 - d. Question for Exam 4: In this last exam I want you to explore issues of creativity. Using salsa, quebradita, hip hop and/or reggaeton (focus at least on two cultural expressions) discuss how youths creatively explore issues of race, class, gender, identity and/or inequality (focus on two of these topics).
4. **Final Project:** Students will have 2 options for their final project: prepare a Research Paper or a Creative Project. Each student will meet with the instructor to discuss their project. Throughout the semester students will submit different assignments relating to their Final Project. In addition, at the end of the semester students will make a small presentation of their final project. Topics for both types of projects must follow the class's themes.
 - a. Research Paper: Write an original research paper on a topic that has been previously discussed in class or based on another topic of your preference. The paper must include an argument, detailed bibliography and citations (10-12 pages and no less than 10 citations—articles or books—of academic sources). The paper must be critical and analytical.
 - b. Creative Project: Students can, for example, write a short story, create a small documentary, make a painting, or a photographic essay of a topic relating to the class. In addition to their project, students must prepare a written critical analysis of their project where they will analyze their creative process and tie it to a topic discussed in the class. The critical analysis must have a bibliography and citations (5 pages).

During the semester students will work on their final research paper and will submit different assignments relating to their final project.



- Initial bibliography
 - Pick a topic to conduct research
 - No less than 10 citations and half of those citations must be serious academic sources (articles, books, etc.)
 - Follow the citation style from your discipline (MLA, APA, Chicago, etc.)
- Abstract and annotated bibliography
 - Tentative title of your paper
 - An abstract is a short summary of your completed research. If done well, it makes the reader want to learn more about your research. These are the basic components of an abstract in any discipline:
 - Motivation/problem statement: Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling?
 - Methods/procedure/approach: What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)
 - Results/findings/product: As a result of completing the above procedure, what did you learn/invent/create?
 - Conclusion/implications: What are the larger implications of your findings, especially for the problem/gap identified in step 1?
 - However, it's important to note that the weight accorded to the different components can vary by discipline. For models, try to find abstracts of research that is similar to your research.
 - Annotated Bibliography
 - Generally, annotations should be no more than 150 words (or 4-6 sentences long). They should be concise and well-written. Depending on your assignment, annotations may include some or all of the following information:
 - Main focus or purpose of the work
 - Intended audience for the work
 - Usefulness or relevance to your research topic (or why it did not meet your expectations)
 - Special features of the work that were unique or helpful
 - Background and credibility of the author
 - Conclusions or observations reached by the author
 - Conclusions or observations reached by you
- Draft
 - The draft must include
 - A clear argument
 - Introduction (basically the abstract)
 - How you plan to develop your argument in your paper
 - The draft must be at least 80% of your final paper/creative project
 - Full bibliography
- Oral Presentation
 - Must have an introduction, argument, development and conclusion

- Present examples to help illustrate
- No more than 10 minutes
- Final Paper
 - Must have a clear argument and development
 - Have the paper proofread for grammatical errors.
 - Full bibliography

****All Assignments are to be submitted through CARMENCANVAS****

GRADE DISTRIBUTION:

Participation	2 x 25 points= 50
Reading Analysis	5 x 25 points= 125
Mini Take Home Exams	4 x 50 points= 200
Final Project	325
Initial bibliography (25 points)	
Abstract and annotative bibliography (50 points)	
Draft (50 points)	
Presentation (100 points)	
Final Version (100 points)	

Total Points	700
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COURSE POLICIES

Attendance Policy: Attendance is mandatory and will be monitored. Lateness will not be tolerated, and every-two late days will turn into an absence. After **more than 8 missed classes** (which is equivalent to a month of classes) during the semester, the student will fail the class.

Exceptions to Attendance Policy: Proof of illness (Health Care verification of visit slip, etc.), or of participating in official OSU events, will be required in order not to count as an absence. If at any point you feel sick (specially with COVID-like symptoms), please **DO NOT** come to class, just let me know as soon as possible so that we can figure out an alternative plan for you.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each

semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Late Submission: Late work will **not** be admitted, except in the event of an excused absence.

Extra Credit: Students may earn extra credit points by attending a lecture or another academic activity approved by the professor. You must present a 1-page summary of the lecture or activity to have the point counted.

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

All written assignments submitted through CARMENCANVAS will be screened by turnitin, an Anti-Plagiarism software, as well as other programs to detect AI created materials.

Given that the learning goals of this class are to help you strengthen your critical writing and thinking skills, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate, are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

If you feel you need to use GenAI for translation, please contact me first. If you have any other questions regarding this course policy, please contact me.



OSU RESOURCES AND POLICIES

Student Life Disability Services. The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Student Advocacy Center is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://studentlife.osu.edu/advocacy/>

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

Office of Student Life's Counseling and Consultation Service (CCS). 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 24/7 by dialing **988** to reach the **Suicide and Crisis Lifeline**.

Diversity Statement. The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

Research Tutors are available if you need additional help with your research for this class, including finding articles, organizing your research, or citing your sources. You can visit the reference desk on the first floor of Thompson Library. Autumn semester hours are Monday - Thursday, 9 am to 9 pm; Friday, 9 am to 5 pm; and Sunday, 11 am to 9 pm. You can also visit libanswers.osu.edu and use the contact information there to call, email, or chat with a reference team member.

GENERAL POLICIES

Cell phones, laptops and other electronic devices will **only** be permitted during class if they are being used for notetaking, verifying your readings, etc. If I notice that students are using social

media, youtube, or doing something unrelated to the course, electronics will be prohibited immediately.

If during the semester I notice that the students are not completing the readings, and/or participating in class, I will add other assignments.

Students who may require academic accommodations based on a documented disability should make the necessary arrangements as soon as possible—please do not wait till the end of the semester!

Take advantage of my office hours. Please make an appointment. I am more than happy to discuss readings, assignments, and other issues relating to Latinx Studies and academic life in general.

If you have any situation that may affect your performance in class, please inform me as soon as possible so we can make the necessary arrangements.

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's [Weather or Other Short-Term Closing Policy](#). Please [visit this webpage](#) to learn more about preparing for potential closings and planning ahead for winter weather. In the event of class cancellation resulting from the College closing due to weather or other emergencies, or if the instructor is unable to meet a scheduled class session, students will be informed as expeditiously as possible, we will either meet via Zoom, or an alternate assignment will be posted on CARMENCANVAS.

The professor has the right to make changes to the syllabus at any point during the semester. However, any change will be communicated to students via email as soon as possible.

Students have the freedom to decide if they want to mask or not. The professor also has the right to change this policy if there is a surge in COVID cases. If at any point the professor gets sick, we may change to zoom while I leave quarantine.

My pledge for this semester: You will have a clear schedule, and you will always know what is expected of you. This is our class; therefore, any decisions and changes will be discussed as a whole group and will be shared via email. Through CARMENCANVAS you will have access to all course materials, notices, changes to the syllabus, etc. Please know that I will work with you and support you in any way that I can.

CLASS SCHEDULE AND READING ASSIGNMENTS

The first four weeks of the semester provide a theoretical and historical overview of the main themes and areas of the course: Latinx Studies, Youth Studies, and Latinx Youth Cultural Experiences. Starting on week 5 students will explore different case studies that illustrate the experience of Latin Youth in the United States. The case studies are organized based on topics and common themes. From week 5 till week 8, the guiding topics, or themes, are aesthetics, body politics, policing, and autonomy. Weeks 9 and 10 focus on gang and street culture, and growing up in the US, while Weeks 11-13 focus on music expression and creativity as a response to Latinx Youth experiences. On Week 14 we will wrap up class discussions and begin student’s in-class presentations.

Week 1	Topic	Reading(s) & Assignment(s) due:
	Introduction	
	What is Latinx Studies?	Frances Aparicio “Reconstructing Latinidad: The Challenge of Latinx Studies”

We start the semester with Frances Aparicio’s article “Reconstructing Latinidad” where she discusses the challenges of Latinx Studies, specifically the fact that the Latinx community is incredibly diverse, at racial, ethnic, linguistic, national, cultural, among other levels, to explore the creation of the Latinx label, Latinx Studies, and their pitfalls.

Week 2	Topic	Reading(s) & Assignment(s) due:
	The Latinx Population	Suzanne Oboler “The Politics of Labeling”
		Suzanne Oboler, “Disposable Strangers”

This week’s readings provide a historical overview of the creation of the Latinx population in the United States. Oboler’s article “The Politics of Labeling” continues the conversation from Aparicio’s article and furthers the discussion by providing a historical overview of the Latinx community in the US and the creation of labels. Oboler’s second article “Disposable Strangers” specifically focuses on how Latinx communities, mainly Mexican American communities, have been imagined, historically, as “disposable strangers.” Oboler’s work is canonical reading in Latinx Studies.

Week 3	Topic	Reading(s) & Assignment(s) due:
	Conceptualizing Youth Cultures	Kellner, “Toward a Critical Theory of Youth” Documentary “Teenage” (watch before class) Encyclopedia entry: Youth Culture
		Dick Hebdige <i>Subculture: The Meaning of Style</i> (pages 1-19)

The readings for this third week focus on foundational and groundbreaking readings in Youth studies and Youth cultural studies. While the documentary “Teenage” focuses on the historical creation of the concept of youth (which is a creation from the 1920s), Kellner’s reading provides an updated and critical theory of Youth studies. Hebdige’s book “Subculture” is a foundational reading in Youth cultural studies, as his concept of “style” is still heavily used—and many of the scholars that we will read during the semester reference Hebdige’s work.

Week 4	Topic	Reading(s) & Assignment(s) due:
	Latinx Youth Cultures	Cynthia L. Bejarano <i>¿Qué onda? Urban Youth Culture and Border Identity</i> (Chapter 2)
		Cynthia L. Bejarano <i>¿Qué onda? Urban Youth Culture and Border Identity</i> (Chapter 5) ❖ Mini-Take Home Exam 1

The last week of theoretical and historical foundations focuses on Bejarano's work "¿Qué onda?" one of the first, and few books, focusing on Latinx Youth cultural practices. The chapters that the students will read are her theoretical chapters, where she explains and theorizes what does she mean by Latinx youth cultures and identities. Many of the concepts and ideas discussed in the previous weeks will come together during our discussions on Bejarano's work.

Week 5	Topic	Reading(s) & Assignment(s) due:
	The Pachuco	Luis Alvarez <i>The Power of the Zoot</i> (Chapter 3)
	The Pachuca	Catherine S. Ramirez <i>The Woman in the Zoot Suit</i> (Chapter 1) ❖ Initial Bibliography

Starting with this week, the rest of the semester will focus on case studies that illustrate different aspects of the Latinx Youth Experience in the United States. This first case study, the Zoot Suiters, goes back to the 1940s, as the Zoot Suiters are considered the first Latinx Youth subculture in the US (significantly, because they saw themselves as Chicana/Hispanic and not Mexican). Additionally, both readings engage with issues of racialization, body politics, and gender dynamics, and how Latinx bodies were criminalized in the 1940s.

Week 6	Topic	Reading(s) & Assignment(s) due:
	Lowriders	Ben Chappell <i>Lowrider Space</i> (Introduction, Chapter 1)
		Ben Chappell <i>Lowrider Space</i> (Chapter 5, Conclusion)

Chappell's seminal work is one of the first ethnographies on Lowrider culture. By theorizing lowriders as "moving canvas," he explores how the Latinx community in Austin, TX, is racialized, criminalized, and policed. Chappell's work, additionally, builds on last week's conversation, as he also highlights dynamics of creativity, agency, and self-determination as ways of contesting the different ways that Latinx cultural practices are discriminated and policed.

Week 7	Topic	Reading(s) & Assignment(s) due:
	Graffiti as Deviance and Art	Gregory Snyder, <i>Graffiti Lives</i> (Introduction and Chapter 2) Juan Flores, "Rappin', Writin' & Breakin'" Encyclopedia Entry: Graffiti
		Guisela Latorre, "Graffiti and Murals: Urban Culture and Indigenist Glyphs." Chaz Bojorquez "Graffiti is Art" ❖ Mini-Take Home Exam 2

This week's theme further expands previous conversations on "canvas" to include walls and the art of graffiti and murals. Ideas already explored, such as style, body politics, aesthetic, and space, are interwoven with ideas of art and artistic expressions. Moreover, the assigned readings also explore the historical context that inspired the creation of murals and graffiti.

Week 8	Topic	Reading(s) & Assignment(s) due:
	Chicana Tattooing	Xuan Santos, "The Chicana Canvas"
	Homegirls	Norma Mendoza-Denton, <i>Homegirls</i> (Chapter 5)

Building upon ideas of canvas, art, and aesthetics, this week's readings will focus on the (gender/female) body as a canvas to explore female tattooing, as well as female Hip Hop performers. The readings explore issues of patriarchy, body autonomy, machismo, as well as female empowerment, and creativity.

Week 9	Topic	Reading(s) & Assignment(s) due:
	Barrio Gangs	James Diego Vigil, <i>Barrio Gangs</i> (Introduction, Chapter 2)
		James Diego Vigil, <i>Barrio Gangs</i> (Chapters 3, 5, 6) ❖ Abstract and Annotated Bibliography

This week we begin another of the themes in the course, gang and street culture, as well as growing up in the United States. The readings for both weeks are canonical and were groundbreaking when they were originally published. Vigil's work is the first work focusing on Latinx Gang culture in the United States. He provides a deep and critical analysis of possible reasons for the creation of gangs, their function, and what needs do they fill.

Week 10	Topic	Reading(s) & Assignment(s) due:
	Growing Up Latinx	Piri Thomas <i>Down These Mean Streets</i> (Page 1-94)
		Piri Thomas <i>Down These Mean Streets</i> (Page 95-331) ❖ Mini-Take Home Exam 3

Thomas' memoir is a must read in Latinx Literature studies, as its one of the first works published focusing on the Latinx experience from the point of view of a Latinx person. Moreover, Thomas, as an Afro-Puerto Rican growing up in the Bronx in the 1930s-1940s, provides another layer of complexity to our discussions on race and ethnicity, and how those categories are created, transformed, and challenged by the Afro-Latinx experience in the US.

Week 11	Topic	Reading(s) & Assignment(s) due:
	Quebradita	Sydney Hutchinson <i>From Quebradita to Duranguense</i> (Chapters 1-3)
		Sydney Hutchinson <i>From Quebradita to Duranguense</i> (Chapters 4-7)

Moving into our last section of the semester, we will pivot to discuss music, specifically music that was/is created in the United States, but that is seen as foreign. We start the discussion with Hutchinson's work on Quebradita, a music genre created along the US-Mexico border, that while yes, is part of the general music category called Regional Mexican Music, it was created

and popular along the border, more so than in Mexico. Through her deep archival and ethnographic research on the music and the dance, she explores how young people along the border used Quebradita to ascertain their cultural identities.

Week 12	Topic	Reading(s) & Assignment(s) due:
	Chicano Hip Hop	Pancho McFarland <i>The Chicana@ Hip Hop Nation</i> (Chapters 1 and 2)
	Salsa and the New York Sound	Documentary “Latin Music USA: The Salsa Revolution” ❖ Draft

This week we will explore two musical genres. The first one, the Chicana Hip Hop Nation, focuses on both the contributions of Chicana hip hop artists to the creation of hip hop, but also focuses on the specific contribution that helped create a distinct Chicana hip hop sound. Moreover, McFarland also includes discussions on masculinity, ethnicity, and race, and how those ideas are expressed/performed in Chicana Hip Hop. The second topic for the week focuses on Salsa, a musical genre that is heavily associated with the Caribbean, but that was born in New York City among the Caribbean diasporas. The documentary “The Salsa Revolution” focuses on the Latinx experience in NYC and how NYC provided the perfect space for all the ingredients to come together to create Salsa, a new musical genre, in the 1970s.

Week 13	Topic	Reading(s) & Assignment(s) due:
	Reggaeton, Race, and the Female Body	Petra R. Rivera-Rideau <i>Remixing Reggaetón</i> (Introduction, Chapter 1-2)
		Petra R. Rivera-Rideau <i>Remixing Reggaetón</i> (Chapter 3-Conclusion)

We finish the semester with a discussion on reggaeton, one of the most recent musical creations by Latinx youth. In her in-depth analysis of reggaeton, Rivera-Rideau explores the history of the creation of reggaeton, but pays special attention to the confluence of race, ethnicity, gender, and cultural identities, as well as the heavy criminalization of Afro-Puerto Rican bodies, that set the stage for the creation of reggaeton. Most of the concepts discussed during the semester will come together to help students unpack this last case study.

Week 14	Topic	Reading(s) & Assignment(s) due:
	What is Latinx Youth Culture, Remixed?	Luis Alvarez “From Zoot Suit to Hip Hop” Ben Chappell “What Youth Culture?” ❖ Mini-Take Home Exam 4
	Student Presentations	

The final readings for the semester take us back to the beginning to question what we mean, and what is considered, Latinx youth cultural practices. Chappell’s exploration, and heavy criticism, on how particular youth cultures are racialized will serve to answer, as well as pose more, questions to the students. With this final discussion, students will start their final presentation of the research they conducted all semester.

Week 15	Topic	Reading(s) & Assignment(s) due:
April 25	Student Presentations	
April 27	Student Presentations	

Week 16
Submit Final Project on XXXX

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.

From: [Romero, Eugenia](#)
To: [Spitulski, Nick](#)
Cc: [Kunimoto, Namiko](#); [Sanabria, Rachel](#)
Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 3311 -Latinx Experience Today: Latinx Youth Culture
Date: Monday, September 30, 2024 3:36:48 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Hello Nick,

Thank you so much for sending this syllabus. We in SPPO give concurrence for the course. We believe it is an important topic and are glad that it would be included in the Race, Ethnicity and Gender Foundation.

Best,

Eugenia



Dr. Eugenia R. Romero, PhD

Vice-Chair & Director of Undergraduate Studies
Associate Professor of Iberian Studies
Department of Spanish and Portuguese
244 Hagerty Hall, 1775 College Rd., Columbus, OH 43210
614-247-6179 Office / 614 292-7726 Fax
romero.25@osu.edu
Website: <https://u.osu.edu/romero.25/>

Pronouns: she/her/hers

PRIDE LIVES HERE



From: Spitulski, Nick <spitulski.1@osu.edu>
Date: Friday, September 27, 2024 at 4:54 PM
To: Romero, Eugenia <romero.25@osu.edu>
Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>, Sanabria, Rachel <sanabria.3@osu.edu>
Subject: Center for Ethnic Studies Concurrence Request - ETHNSTD 3311 -Latinx Experience Today: Latinx Youth Culture

Hi Eugenia,

I hope this message finds you well!

Mintzi Martinez-Rivera, one of last year's new faculty split between CES and English, has submitted the attached course proposal on Latinx Youth Culture for GE consideration. Given the obvious connections to SPPO, would you please review the attached syllabus and let us know if concurrence

is provided, or whether you have any concerns or other items that would need to be addressed first? In line with the typical concurrence timeline, if you could get back in touch by Monday, October 7, with either confirmation or follow-up concerns, that would be great; otherwise, we will assume concurrence is given.

Thanks!

Nick

--



Nick Spitulski

Administrative Coordinator

[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

Phone: 614-688-0277

From: [Spitulski, Nick](#)
To: [Perez, Ashley](#)
Cc: [Kunimoto, Namiko](#); [Arceno, Mark Anthony](#)
Subject: Center for Ethnic Studies Concurrency Request - ETHNSTD 3311 -Latinx Experience Today: Latinx Youth Culture
Date: Friday, September 27, 2024 5:07:00 PM
Attachments: [ETHNSTD 3311 Proposal Syllabus.docx](#)
[image001.png](#)
[ETHNSTD3311-ge-foundations-submission.pdf](#)

Hi Ashley,

I hope this message finds you well!

Mintzi Martinez-Rivera, one of last year's new faculty split between CES and English (though I'm sure you knew that already), has submitted the attached course proposal on Latinx Youth Culture for GE consideration. Given the connections to [Comp Studies](#), would you please review the attached syllabus and let us know if concurrence is provided, or whether you have any concerns or other items that would need to be addressed first? In line with the typical concurrence timeline, if you could get back in touch by Monday, October 7, with either confirmation or follow-up concerns, that would be great; otherwise, we will assume concurrence is given.

Thanks!

Nick

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Nick Spitulski

Administrative Coordinator

[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

Phone: 614-688-0277

From: [Spitulski, Nick](#)
To: [Higginbotham, Jennifer](#)
Cc: [Kunimoto, Namiko](#); [Falter, Elizabeth](#)
Subject: Center for Ethnic Studies Concurrence Request - ETHNSTD 3311 - Latinx Experience Today: Latinx Youth Culture
Date: Friday, September 27, 2024 5:15:00 PM
Attachments: [image001.png](#)

Hi Professor Higginbotham,

I hope you've been doing well! I write this evening in a somewhat different vein from our past exchanges through CMRS.

Mintzi Martinez-Rivera, one of last year's new faculty split between CES and English (though I'm sure you knew that already), has submitted the attached course proposal on Latinx Youth Culture for GE consideration within the new curriculum CES has been working on building. Given her TIU being in English, it seemed appropriate to ask for concurrence, so would you please review the attached syllabus and let us know if concurrence is provided, or whether you have any concerns or other items that would need to be addressed first? In line with the typical concurrence timeline, if you could get back in touch by Monday, October 7, with either confirmation or follow-up concerns, that would be great; otherwise, we will assume concurrence is given.

Thanks!

Nick

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Nick Spitulski

Administrative Coordinator

[Humanities Institute](#)

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