Spanglish:
Language and Identities through Contact
(Ling 131)

General Info
INSTRUCTOR: Andrew Hedding
EMAIL: ahedding@ucsc.edu
“OFFICE”: https://ucsc.zoom.us/my/ahedding
OFFICE HOURS: Tuesdays at 3pm or by appointment
COURSE WEBSITE: on CANVAS (https://canvas.ucsc.edu/courses/44496).

TA: Ben Eischens
EMAIL: beischens@ucsc.edu
OFFICE HOURS: Tuesdays at 10 am

Course description
“Spanglish” is a way of speaking which combines aspects of English and Spanish. Though it is commonly used by bilinguals throughout the US, it is often stigmatized. This course will explore Spanglish as a linguistic and cultural phenomenon, and compare it to language mixing in other bilingual communities.

In this course, we will investigate various linguistic phenomena that are sometimes called Spanglish, such as borrowing English words and phrases into Spanish and rapidly switching between the two languages in the same sentence or utterance. In addition, we will explore the ways in which Spanglish is used to establish Latinx identities in the United States, especially among first and second generation immigrants. Finally, we will critically assess the way that linguistic prejudice leads to the stigmatization of Spanglish, as well as the role that linguistics can play in addressing that stigma.

Prerequisites
None. While the course will discuss specific linguistic features of Spanglish, no previous knowledge of linguistics is assumed.

Learning outcomes
By the end of this course, you will have:

1. gained some familiarity with common linguistic features of Spanglish.
2. explored how understanding Spanglish as a linguistic phenomenon can help us critically reflect on why it is stigmatized, and help counteract language prejudice.
3. investigated how Spanglish is used by diverse groups in the US to construct and express their unique cultural identities.

4. compared Spanglish with other instances of language mixing in bilingual contexts across the world.

Readings
Readings will be made available in PDF format on the CANVAS site for the course.

Course requirements
1. Readings:
   Students will be expected to read roughly 40-60 pages of assigned readings per week. The core readings for the course, along with some optional supplemental readings and videos, will be made available on the Canvas site for the class. We’ll give guidance, in class and on Canvas, about what you should be reading for each course meeting.

2. Participation in lectures / Group Tasks (20%):
   This course is designed as a dialogue between material in the readings and your own opinions and experiences. For that reason, a major course requirement is that you attend every class meeting and actively engage in group discussion. Regular attendance and participation is therefore particularly important, and is a requirement for passing the course. If you think that you can’t or won’t attend regularly, you should not take this class. You will not be able to pass merely by doing the reading and turning up occasionally.

   In addition to general participation, you will be expected to complete a group task during each class meeting. These tasks will encourage you to engage with the assigned readings in small groups and will be submitted as part of your grade.

3. Discussion Board Posts (10%):
   In addition to reading each text, you are expected to make at least one contribution to the Canvas discussion board which corresponds to each reading. Your contribution (e.g. a comment or a question about the reading) should demonstrate that you have read and engaged with the text and are thinking about how it relates to the overall content of the course.

4. Discussion Leader (5%):
   Along with a small group, you will be responsible for being a “discussion leader” for 1 class during the quarter. This will creating a short (approx. 10-15 min) presentation which summarizes the main ideas of the reading and connects it to the other content of the course.

5. Assignments (40%):
   4 brief written homeworks will be assigned throughout the quarter. These will be submitted online via Canvas at regular intervals through the quarter—one every
week. You are encouraged to collaborate on these assignments, but each student must write up and submit their own work. List your collaborators at the top of your assignment.

Assignments will be assigned on Fridays and due on the following by class time on Wednesday. We will accept late homework submissions up until Sundays (i.e. a maximum of 4 days late). An automatic 10% penalty will be deducted for each day that it is turned in late. In exceptional circumstances, contact Andrew to request an extension on an assignment.

6. **Final (25%)**: A short paper on an assigned topic related to the course content. **The final will be due on Sunday, July 25th, by 11:59 pm.**

These papers should adopt a CRITICAL PERSPECTIVE on the readings and in-class discussion. Students will likely be asked to react to the ways in which language is used to justify discrimination, define identities, etc. in the context of Spanglish. These issues should be engaged with in some detail, drawing on and synthesizing material from multiple course readings. Students should develop and defend a particular perspective on some issue(s) discussed in the course.

**Expected workload**

*Class time*
Approximately 7.5 hours (three synchronous 150 minute online class meetings per week)

*Outside of class time (Weeks 1–4)*
5 hours: readings
1.5 hours: Canvas Responses
5 hours: Assignment

*Outside of class time (Week 5)*
5 hours: readings
10 hours: short paper

**Course Schedule (Subject to Change)**

- **Week 1**: Introduction to linguistics and Spanglish
  - Mon: What is Spanglish?
  - Wed: Casielles-Suárez (2017)
  - Fri: Chapter 5 of Zentella (1997)

- **Week 2**: The “Rules” of Spanglish
  - Mon: Juneteenth Holiday
– Fri: Heredia and Altarriba (2001)

• Week 3: Spanglish and Identities
  – Mon: 4th of July Holiday
  – Fri: Anzaldúa (1987)

• Week 4: Attitudes toward Spanglish
  – Mon: Zentella (2016)
  – Fri: Hidalgo (1986)

• Week 5: Language Ideologies and Language in Use
  – Mon: Achugar (2008)

Academic honesty
UCSC does not tolerate plagiarism. People found to have plagiarized will be reported to the administration, with failure of the course, academic suspension, or even dismissal from the university as possible consequences. If you’re unclear about what constitutes plagiarism, or how to avoid it, check out http://library.ucsc.edu/help/research/what-is-plagiarism and http://guides.library.ucsc.edu/citesources/plagiarism. Some potential consequences of plagiarism for undergraduate students can be found at https://www.ue.ucsc.edu/academic_misconduct.

Student resources

Slug Support
Slug Support provides services for students who are experiencing psychological distress or otherwise going through periods of difficulty. Slug Support can refer students to a range of campus resources, and can even provide financial support for students facing shortages of food or housing. See https://deanofstudents.ucsc.edu/slug-support/program/ for more information.

Tutoring and writing help
Tutoring services for undergraduates, including advice on how to write assignments and longer papers, are available through Learning Support Services at UC Santa Cruz (https://lss.ucsc.edu/).
Disabilities
UC Santa Cruz is committed to creating an academic environment that supports its di-
verse student body. If you are a student with a disability who requires accommodations
to achieve equal access in this course, please submit your Accommodation Letter from
the Disability Resource Center (DRC) to me privately during my office hours or by
appointment, preferably within the first two weeks of the quarter. At that time, I would
also like us to discuss ways we can ensure your full participation in the course.

I encourage all students who may benefit from learning more about DRC services
to contact the DRC by phone at (831) 459-2089 or by email at drc@ucsc.edu.

Title IX
Title IX prohibits gender discrimination, including sexual harassment, domestic and
dating violence, sexual assault, and stalking. If you have have experienced sexual ha-
rassment or sexual violence, you can receive confidential support and advocacy at the
Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273.
In addition, Counseling & Psychological Services (CAPS) can provide confidential,
counseling support, (831) 459-2628. You can also report gender discrimination directly
to the University’s Title IX Office, (831) 459-2462. Reports to law enforcement can be
made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Faculty and Teaching Assistants are required under the UC Policy on Sexual Vio-
ence and Sexual Harassment to inform the Title IX Office should they become aware
that you or any other student has experienced sexual violence or sexual harassment.

Undocumented students
The UC system is committed to providing undocumented students with a safe and
supportive learning environment. To learn about the resources available to undocu-
mented students at UCSC, see https://eop.ucsc.edu/undocumented_student_services/
index.html and http://undoc.universityofcalifornia.edu/, or contact Valeria Chavez-Ayala,
the UCSC Undocumented Student Services Coordinator (vchaveza@ucsc.edu, 831-
459-2296).

Students at immediate risk of deportation should contact Anna Campos (alcam-
pos@ucsc.edu, 831-459-3048), or Pablo Reguerin (831-428-2839).

Requesting library materials
UCSC requires active input to build its library collections. The Library adds books to
its stacks on the basis of purchase recommendations that can come from any member
of the campus community including students. Please visit https://library.ucsc.edu/
recommend-a-purchase to make requests for the purchase of library materials impor-
tant to your success at UCSC.

References


