



Spanglish: Language and Identities through Contact (Ling 131)

MWF 1:00pm- 3:30pm, PhysSciences 136
Summer Session 1, 2024
Instructor: Maya Wax Cavallaro



Table of Contents

1. [Course Overview](#)
2. [Learning Outcomes](#)
3. [Instructor and Office Hours](#)
4. [Course requirements](#)
5. [Expected Workload](#)
6. [Instructor Feedback](#)
7. [Student Feedback](#)
8. [Course Schedule \(subject to change\)](#)
9. [Academic Integrity](#)
10. [Generative AI](#)
11. [Difficult Content and Community Guidelines](#)
12. [Accessibility](#)
13. [Undocumented Students](#)
14. [Title IX/CARE Advisory](#)
15. [All-Gender Restrooms](#)
16. [Additional Student Services](#)
 - o [Counseling and Psychological Services](#)
 - o [Student Success and Engagement Hub](#)
 - o [Tutoring and Learning Support](#)
 - o [Slug Support Program](#)
 - o [Slug Help/Technology](#)
 - o [On-Campus Emergency Contacts](#)
17. [References](#)

Course Overview

Welcome to Ling 131! In this synchronous, in-person course, we will explore “Spanglish” as a **linguistic** and **cultural** phenomenon and compare it to language mixing in other **bilingual communities**. We will investigate ways of speaking that combine aspects of English and Spanish, such as borrowing English words and phrases into Spanish and rapidly switching between the two languages in the same sentence or utterance.

Though Spanglish is commonly used by bilingual speakers and communities throughout the US, it is often **stigmatized**. We will look at how Spanglish is used to establish **identities** in the United States, especially among first- and second-generation immigrants. We will also **critically assess** how linguistic prejudice leads to the stigmatization of Spanglish, as well as the **role that linguistics can play** in addressing that stigma.

Course Website

on Canvas: <https://canvas.ucsc.edu/courses/74364>

Prerequisites

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

Readings

Readings will be made available in PDF format on the CANVAS site for the course. You do not need to purchase any books.

Learning Outcomes

By the end of this course, you will be able to:

1. **Recognize** common linguistic features of Spanglish, and **describe** them using linguistic terminology.
2. **Discuss** how Spanglish is used by diverse groups in the US to construct and express their unique cultural identities.
3. **Critically examine** the stigmatization of Spanglish and **explain** how and why linguistics can help counteract language prejudice.
4. **Engage with** and **question** your own attitudes and biases around language.
5. **Reflect** on how this course content is relevant to your life and experiences.
6. **Compare** Spanglish with other instances of language mixing in bilingual contexts across the world.

Instructor and Office Hours

How to Contact Me

My preferred method of contact is through my email at mwaxcava@ucsc.edu

Office Hours

Mondays
11:00AM-12:00PM
Stevenson 237 or [Zoom](#)

Other meeting times available by appointment!

My name is Maya Wax Cavallaro, and I am a PhD candidate in the linguistics department. You can call me Maya!

Office Hours and Appointments

I encourage you to take advantage of office hours! These are a great opportunity to:

- Ask questions in a one-on-one or small-group setting
- Check your understanding of concepts, readings, and/or assignments
- Discuss class subjects in more detail
- Get to know your instructor
- Let the instructor get to know you
- Ask questions about college, grad school, linguistics, and more

I will be available *in person* as well as *on Zoom* for office hours.

If the Monday morning time does not work for your schedule, I am happy to set up a different time to meet. **Please email me to set up an appointment.** *In your email, please indicate 3 dates and times that work with your schedule.*

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. I will 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 attending 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 / Hypothesis (10%):

In addition to reading each text, you are expected to make at least one contribution to the Canvas discussion board or collaborative annotation 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 involve 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 by class time on the following Wednesday. It is important to stay on top of assignments during this fast-paced, 5-week course. An automatic 10% penalty will be deducted for each day late. In exceptional circumstances, please contact Maya 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 Thursday, July 25, 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 150-minute in-person 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

Instructor Feedback

I will provide direct comments and feedback on your assignments. [Learn how to access my comments in Canvas.](#) For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Learn how to access grading rubrics for assignments.](#) Make sure you look over the rubric before beginning the assignment and again before submitting.

Student Feedback

Throughout this course, you will be invited to collaborate on setting [goals](#) and [community guidelines](#) and to provide feedback on the course. I am always open to questions and comments during office hours or via email. I may not be able to incorporate all student suggestions this quarter, but I will listen/read and consider all feedback.

At the end of the quarter, you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an important opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

Course Schedule (subject to change)		
	Reading and Activities	Assignments Due
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: Poplack (1980)	
	Wed: Heredia and Altarriba (2001)	Homework 1 due by 1:00 PM
	Fri: 4th of July - Asynchronous activity*	
Week 3: Spanglish and Identities	Mon: Bustamante-López (2008)	
	Wed: Anzaldúa (1987)	Homework 2 due by 1:00 11:59 PM
	Fri: Rodríguez-Ordóñez, McCrocklin & Tiburcio (2023)	
Week 4: Attitudes toward Spanglish	Mon: Zentella (2016)	
	Wed: Urciuoli (2008)	Homework 3 due by 1:00 PM
	Fri: Hidalgo (1986)	
Week 5: Language Ideologies and Language in Use	Mon: Hill (1998) and Hernández-Chávez (1995)	Homework 4 due by 1:00PM
	Wed: Achugar (2008)	
		Final due Thursday at 11:59PM

Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Plagiarism is not permitted. If you are unclear about what constitutes plagiarism, or how to avoid it, please check out <http://library.ucsc.edu/help/research/what-is-plagiarism> and <http://guides.library.ucsc.edu/citesources/plagiarism>.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

Generative AI

Generative AI (like ChatGPT, Gemini, etc.) can be really exciting, helpful technology for some things, but it can also be complicated in the context of academic work. In class, we will discuss some ways AI might be used for brainstorming or studying, but for the most part, **I ask that you complete your work without the use of AI to augment, think through, or write your assignments.** Directly copying text from an AI into your work is considered a type of plagiarism and is not allowed. Any approved use of AI must be cited/acknowledged.

It is OK to submit work that is not perfect. My goal as the instructor of this class is for you to meet the [learning outcomes](#) stated above. I hope to help you develop the ability to understand the course concepts and apply them to real-world situations, including your own experiences. Thinking through assignments is an important part of developing these skills. I recognize that English is not everyone's first language and that all of you are learning and developing your college writing skills. Mistakes are OK, but having Google Translate or an AI model write your work for you is not.

Please reach out if you have any questions about AI use!

Difficult Content and Community Guidelines

This class deals with topics related to identity, ethnicity, race, stigma, discrimination, power, and oppression. You are invited and encouraged to relate course content to your own lived experiences. This can be meaningful and effective, but it can also be challenging. We will work together to construct [community guidelines](#) for safe, respectful, and effective engagement and discussion.

I will do my best to provide individual warnings for course materials that contain strong racist or discriminatory language. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please contact me individually to discuss the situation.

Accessibility

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

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 undocumented students at UCSC, see https://eop.ucsc.edu/undocumented_student_services/index.html and <http://undoc.universityofcalifornia.edu/>.

Title IX/CARE Advisory

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University’s [Title IX Office](#) by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

All-Gender Restrooms

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

Additional Student Services

[Counseling and Psychological Services](#)

Many students at UC Santa Cruz face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings.

[Campus Mobile Crisis Team](#)

If you are concerned about yourself or someone around you and feel they may be having a behavioral health crisis, do not hesitate to call our team. Behavioral Health concerns can include mental health or substance use related situations where you or someone around you may be a danger to self or others. Dial [831-502-9988](tel:831-502-9988) to reach the team.

[Reporting and Support Services](#)

A resource to help students, faculty, staff and others report acts of bias as well as discrimination and harassment.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring and Learning Support](#)

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

[Slug Help/Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

[On-Campus Emergency Contacts](#)

For all other help and support, including the health center and emergency services, Click here to go to UCSC's [Emergency Services](#) page. **Always dial 9-1-1 in the case of an emergency.**

References

- Achugar, M. (2008). Counter-hegemonic language practices and ideologies: Creating a new space and value for Spanish in Southwest Texas. *Spanish in Context*, 5(1):1–19.
- Anzaldúa, G. (1987). *Borderlands/La Frontera: The New Mestiza*. Aunt Lute Books.
- Bustamante-López, I. (2008). Constructing linguistic identity in Southern California. In Niño-Murcia, M. and Rothman, J., editors, *Bilingualism and Identity: Spanish at the crossroads with other languages*, pages 279–300. John Benjamins Publishing Company.
- Casielles-Suárez, E. (2017). Spanglish: The hybrid voice of Latinos in the United States. *Atlantis*, 39(2):147–168.
- Heredia, R. R. and Altarriba, J. (2001). Bilingual language mixing: Why do bilinguals code switch? *Current Directions in Psychological Science*, 10(5):164–168.
- Hernández-Chávez, E. (1995). Language policy in the United States: A history of cultural genocide. In Skutnabb-Kangas, T. and Phillipson, R., editors, *Linguistic Human Rights: Overcoming Linguistic Discrimination*, pages 141–158. Mouton de Gruyter.
- Hidalgo, M. (1986). Language contact, language loyalty, and language prejudice on the Mexican border. *Language in Society*, 15(2):193–220.
- Hill, J. H. (1998). Language, race, and white public space. *American Anthropologist*, 100(3):680–689.
- Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español. *Linguistics*, 18(7/8):581–618.
- Urciuoli, B. (2008). Whose Spanish?: The tension between linguistic correctness and cultural identity. In Niño-Murcia, M. and Rothman, J., editors, *Bilingualism and Identity: Spanish at the crossroads with other languages*, pages 257–278. John Benjamins Publishing Company.
- Zentella, A. C. (1997). *Growing Up Bilingual: Puerto Rican Children in New York*. Blackwell Publishers.
- Zentella, A. C. (2016). Spanglish: Language politics versus *el habla del pueblo*. In *Spanish-English Codeswitching in the Caribbean and the US*, chapter 1, pages 11– 36. John Benjamins Publishing Company.
- Images from <https://www.klcc.org/education/2016-02-16/u-of-o-class-embraces-spanglish> (billboard) and <https://www.houseoflocos.com/> (“keep tranquilo”) <https://projectpulso.org/2019/12/16/spanglish/> (word bubbles)

