

WEEK	DATE	SOCIOCULTURAL AND CRITICAL OBJECTIVES	PEDAGOGICAL TASKS AND ASSIGNMENTS
1	1A	<ul style="list-style-type: none"> <li>Analyze power dynamics and representations through discourse.</li> <li>Identify media representations of minority groups to create, shape and manipulate identities.</li> </ul>	<p><b>REQUIREMENT FOR LECTURE:</b>  <b>Power Relations and Representations through Discourse.</b></p> <ul style="list-style-type: none"> <li>Van Dijk, T. A. (1986) 'When Majorities Talk About Minorities', Annals of the International Communication Association, 9(1), pp. 57–82.  <a href="https://doi.org/10.1080/23808985.1986.11678603">doi:10.1080/23808985.1986.11678603</a></li> <li>Achilles, R. (2024, July 26). Betrayed: The Power of the Press. OER Commons. Retrieved February 8, 2025, from <a href="https://oercommons.org/courseware/lesson/118429">https://oercommons.org/courseware/lesson/118429</a></li> </ul>
	1B	<ul style="list-style-type: none"> <li>Create a CDA research toolkit that contains the strategies to carry out an analysis of discourse in the future.</li> <li>Apply CDA tools to texts as a first approach to explore how language is used as a tool for social discrimination</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE:</b>  <b>Creating a toolbox for a Critical Discourse Analysis</b></p> <ul style="list-style-type: none"> <li>Discourse Analysis 101: What Is It &amp; When To Use It (With Examples)  <a href="https://www.youtube.com/watch?v=EKqXWuWcJvI">https://www.youtube.com/watch?v=EKqXWuWcJvI</a></li> <li>Van Dijk, T.A (2010) "Racism, Discourse and Textbooks" in R. de Cillia, H. Gruber, M. Krzyzanowski &amp; F. Menz (Eds.), Discourse, Politics, Identity. Festschrift für Ruth Wodak. (pp. 427-438). Tübingen: Stauffenberg Verlag.</li> </ul>
	2A	<ul style="list-style-type: none"> <li>Explore racial assumptions in Latin America based on history</li> <li>Critically evaluate media's role in erasing black identities in Latin America.</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE:</b>  <b>Exploring Latin American beliefs throughout history</b></p> <ul style="list-style-type: none"> <li>The Whitening of a president <a href="https://contemporaryand.com/fr/america-latina-magazine/texts/colombia-whitening-of-a-president">https://contemporaryand.com/fr/america-latina-magazine/texts/colombia-whitening-of-a-president</a></li> <li>"What Afro-Latinos Want You to Know"  <a href="https://www.youtube.com/watch?v=ZX7EmIYdeKA">https://www.youtube.com/watch?v=ZX7EmIYdeKA</a></li> <li>Gates, H. L. (2011). Introduction. In Black in Latin America (pp. 1–11). NYU Press.  <a href="http://www.jstor.org/stable/j.ctt9qfph.4">http://www.jstor.org/stable/j.ctt9qfph.4</a></li> </ul>

2			<ul style="list-style-type: none"> <li>● Essay Writing Reflection</li> </ul>
	2B	<ul style="list-style-type: none"> <li>● Identify methodological approaches for the analysis of textbooks through discourse analysis.</li> <li>● Identify possible ideologies in educational materials about Afro-Latinx and Indigeneity at a first glance</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE:</b>  <b>A glance at language textbooks through a critical analysis</b></p> <ul style="list-style-type: none"> <li>● Padilla, L., &amp; Vana, R. (2022). The “Other” Latinx: The (Non) existent Representation of Afro-Latinx in Spanish Language Textbooks. <i>Journal of Language, Identity &amp; Education</i>, 1–15. <a href="https://doi.org/10.1080/15348458.2021.2014845">https://doi.org/10.1080/15348458.2021.2014845</a></li> <li>● Arizpe, V. &amp; Aguirre, B. E. (1987). Mexican, Puerto Rican, and Cuban Ethnic Groups in First-Year College-Level Spanish Textbooks. <i>The Modern Language Journal</i>, 71(2), 125-137. <a href="https://doi.org/10.2307/327196">https://doi.org/10.2307/327196</a></li> <li>● Ducar, C. M. (2006). (Re)Presentations of u. S. Latinos: A critical discourse analysis of spanish heritage language textbooks. <a href="https://repository.arizona.edu/handle/10150/195693">https://repository.arizona.edu/handle/10150/195693</a></li> <li>● Véliz-Campos, M., Roa, F., &amp; Veliz, L. (2024). On the portrayal of indigenous peoples in English language teaching coursebooks used in Chile: A critical visual literacy/socio-semiotic study. <i>Asian-Pacific Journal of Second and Foreign Language Education</i>, 9(1), 45. <a href="https://doi.org/10.1186/s40862-024-00268-y">https://doi.org/10.1186/s40862-024-00268-y</a></li> <li>● Bori, P. (2018). Tourism discourse in language textbooks: A critical approach. <i>Komunikacija i kultura online</i>, 9(9), 1–21. <a href="https://doi.org/10.18485/kkonline.2018.9.9.1">https://doi.org/10.18485/kkonline.2018.9.9.1</a></li> <li>● Zaidi, A. S. (2010). Essentialist Stereotypes in Textbooks on Hispanic Studies. <i>Humanity &amp; Society</i>, 34(2), 157-168. <a href="https://doi.org/10.1177/016059761003400204">https://doi.org/10.1177/016059761003400204</a></li> <li>● Vana, R., &amp; Padilla, L. (2024). Tales of (Under)Representation: Afro-Latinx in Spanish as a Heritage Language Textbooks. <i>Hispania</i> 107(2), 255-272. <a href="https://dx.doi.org/10.1353/hpn.2024.a929127">https://dx.doi.org/10.1353/hpn.2024.a929127</a>.</li> </ul>
	3A	<ul style="list-style-type: none"> <li>● Explore raciolinguistic perspectives associated with a lack of</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE:</b>  <b>Analyzing textbooks from a raciolinguistics perspective</b></p>

3		<p>representation of certain communities in the book.</p> <ul style="list-style-type: none"> <li>● Apply the linguistic toolkit to analyze texts and to compare adjectives and portrayals between them.</li> </ul>	<ul style="list-style-type: none"> <li>● Blanco, J. Tocaimaza-Hatch, C. (2023) <i>Enlaces 3rd, Student's Edition</i>. Vista Higher Learning. (p. 171 &amp; 209)</li> <li>● Mike Mena "Linguistic Profiling" <a href="https://www.youtube.com/watch?v=92Ag3XwhOjI&amp;t=44s">https://www.youtube.com/watch?v=92Ag3XwhOjI&amp;t=44s</a></li> </ul>
	3B	<ul style="list-style-type: none"> <li>● Link the relation between language and a political dimensions to explain the lack of representation of Afrolatinx, and Indigenous populations.</li> <li>● Identify the notion of Hispanofonía to understand the relation between language and politics.</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE:</b> <b>Analyzing critically my Spanish textbook from a political dimension: "Spanish as a global language"</b></p> <ul style="list-style-type: none"> <li>● Blanco, J. Tocaimaza-Hatch, C. (2023) <i>Enlaces 3rd, Student's Edition</i>. Vista Higher Learning. (p. 22 &amp; 66)</li> <li>● "Vocabulario de España y Argentina. Verbos irregulares en imperativo". <a href="https://www.youtube.com/shorts/IAXixMmBhZ8">https://www.youtube.com/shorts/IAXixMmBhZ8</a></li> <li>● "Por qué en algunos países hay voseo y en otros no?" <a href="https://www.youtube.com/watch?v=GpyJ8GP7PWg">https://www.youtube.com/watch?v=GpyJ8GP7PWg</a></li> <li>● Blanco, J. Tocaimaza-Hatch, C. (2023) <i>Enlaces 3rd, Student's Edition</i>. Vista Higher Learning. (p. 12 &amp; 13)</li> <li>● Del Valle, José. "US Latinos, La Hispanofonía, and the Language Ideologies of High Modernity." <i>Globalization and Language in the Spanish-Speaking World: Macro and Micro Perspectives</i>, edited by Clare Mar-Molinero and Miranda Stewart, Palgrave Macmillan UK, 2006, pp. 27–46. <i>Springer Link</i>, <a href="https://doi.org/10.1057/9780230245969_3">https://doi.org/10.1057/9780230245969_3</a>.</li> </ul>
	4A	<ul style="list-style-type: none"> <li>● Synthesize and summarize findings to present orally</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE</b> <b>Working on the first impressions in the analysis, steps to consider.</b></p> <ul style="list-style-type: none"> <li>● Theoretical Framework created in class</li> <li>● Linguistic Toolkit</li> <li>● Enlaces Textbook</li> </ul>

4	4B	<ul style="list-style-type: none"> <li>Express main key concepts and patterns based on their analysis</li> <li>Receive feedback of impressions and possible interpretations.</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE:</b>  <b>Presentations of first impressions</b></p> <ul style="list-style-type: none"> <li>Present their findings and their impressions to discuss with peers and see if they found something similar based on activities prepared by the professor to guide them.</li> </ul>
5	5A	<ul style="list-style-type: none"> <li>Express main key concepts and patterns based on their analysis</li> <li>Receive feedback of impressions and possible interpretations.</li> </ul>	<p><b>LECTURE REQUIREMENT</b>  <b>Presentations of first impressions</b></p> <ul style="list-style-type: none"> <li>Present their findings and their impressions to discuss with peers and see if they found something similar based on activities prepared by the professor to guide them.</li> </ul>
	5B	<ul style="list-style-type: none"> <li>Reflect about language as a commodity and the conservative position to sell Spanish content.</li> <li>Identify the market logic to sell specific language content and the power structures involved.</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE:</b>  <b>Analyzing the Power Structures Beyond the Textbook</b></p> <ul style="list-style-type: none"> <li>VHL official site  <a href="https://vistahigherlearning.com/">https://vistahigherlearning.com/</a></li> <li>Moro, A.B. (2016). El capital cultural del español y su enseñanza como lengua extranjera en Estados Unidos. <i>Hispania 99</i>(1), 5-16.  <a href="https://dx.doi.org/10.1353/hpn.2016.0007">https://dx.doi.org/10.1353/hpn.2016.0007</a>.</li> </ul>
	6A	<ul style="list-style-type: none"> <li>Identify notions of hegemony and ideology linked to education.</li> <li>Explore and discuss the link between textbooks and AI, and biased content in language.</li> </ul>	<p><b>REQUIREMENT FOR THE LECTURE:</b>  <b>Questioning the Curriculum and the Role of Education from a Critical Perspective</b></p> <ul style="list-style-type: none"> <li>Cultural Power and Cultural Hegemony  <a href="https://www.youtube.com/watch?v=7mBj4ZOVGOY">https://www.youtube.com/watch?v=7mBj4ZOVGOY</a></li> <li>Hegemony- 10 Minute Philosophy  <a href="https://www.youtube.com/watch?v=js8E6C3ZnJ0">https://www.youtube.com/watch?v=js8E6C3ZnJ0</a></li> </ul>

6			<ul style="list-style-type: none"> <li>• Libro “Ideología y Currículum” de Michael Apple. <a href="https://sociohistoria.lamula.pe/2015/09/02/libro-ideologia-y-curriculo-de-michael-apple/eddy/">https://sociohistoria.lamula.pe/2015/09/02/libro-ideologia-y-curriculo-de-michael-apple/eddy/</a></li> <li>• Bjork, Collin. “ChatGPT Threatens Language Diversity. More Needs to Be Done to Protect Our Differences in the Age of AI.” <i>The Conversation</i>, 9 Feb. 2023, <a href="https://doi.org/10.64628/AA.3t4pw9djg">https://doi.org/10.64628/AA.3t4pw9djg</a>.</li> </ul>
	6B	<ul style="list-style-type: none"> <li>• Write a report in the form of an argumentative essay to present their findings about Afro-Latinidad and Indigeneity</li> </ul>	<p><b>LECTURE REQUIREMENT</b> <b>Drafting your written essay</b></p> <ul style="list-style-type: none"> <li>• Template to write your essay</li> <li>• Video with specific instructions about the content of the essay</li> </ul>
7	7A	<ul style="list-style-type: none"> <li>- Provide feedback to peers regarding their reports and promote discussion based on them.</li> </ul>	<p><b>SUBMISSION OF WRITTEN ESSAYS</b></p> <ul style="list-style-type: none"> <li>• Students hand in their written reports</li> </ul>