

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department/School School of International Letters and Cultures

Prefix: SPA Number: 419 Title: Language Variations of Spanish Units: 3

Course description: Spanish dialectology and variationist/quantitative sociolinguistics

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Cultural Diversity in the United States-C **Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Alvaro Cerron-Palomino E-mail acerropa@asu.edu Phone (480)727-0238

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9.30.2017

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus

Course Prefix	Number	Title	General Studies Designation
SPA	419	Language Variations of Spanish	C

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 1. It compares US Spanish varieties with other Spanish dialects.	It compares the varieties of Spanish spoken by bilingual Latin@s in the United States with Spanish dialects spoken by monolinguals in Spain and Hispanic America.	See Syllabus, Pg. 4, weeks 3, 4, 13 and 14.
See 2a. The course studies the history of the Spanish, its arrival in America and its use by different groups.	It shows how Spanish evolved from Latin, how it expanded through Spain and into America. Its also shows how different groups (ethnic, gender, generational) use Spanish in America.	See Syllabus, Pg. 4, weeks 1-5.
See 2c. The course addresses linguistic differences between ethnic and gender groups.	It shows how, within the same community, ethnicity and gender play a role in the linguistic choices individuals make.	See Syllabus, Pg. 4, weeks 6, 13 and 14

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SPA 419 - Language Variations of Spanish

Course description: Spanish dialectology and variationist/quantitative sociolinguistics.

Enrollment requirements: Pre- or corequisite(s): SPA 417 and 418 with C or better if completed; Credit is allowed for only SPA 419 or SPA 494 (Language Variations of Spanish)

Offered by: College of Liberal Arts and Sciences

Class Details

Fees: None

Books: [View books for this class](#)

Additional Class Details

Units: 3

Repeatable for credit: No

General Studies: No

Component: Lecture

Session: Session C

Dates: 1/9/2017 - 4/28/2017

Instruction Mode: In-Person

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LANGUAGE VARIATIONS OF SPANISH – SPA 419
Syllabus – Spring 2017

Important dates

January 9	First day of classes
January 13	Residency Classification Petition Deadline
January 16	<i>Martin Luther King Day</i> holiday observed
March 05 – 12	<i>Spring Break</i>
April 02	Course Withdrawal Deadline
April 28	Last day of classes
May 9	<i>Undergraduate Commencement</i>

Professor:	Álvaro Cerrón-Palomino
Class schedule:	T/Th, 3:00 p.m. – 4:15 p.m.
Classroom:	LL107
Office:	LL 405B
Office Hours:	T/Th, 12:00 a.m. – 2:00 p.m.
E-mail address:	Alvaro.Cerron-Palomino@asu.edu

Course catalog description: Spanish dialectology and variationist/quantitative sociolinguistics.

Objective: The objectives of this course are two. The general one is that students are familiarized with the principles of Hispanic dialectology, sociolinguistics analysis and the study of variation in Spanish. The specific one is that students are acquainted with the varieties of Spanish spoken in the United States, in particular, the Spanish spoken by bilinguals in the US Southwest.

Evaluation:

Class discussion y and preparation	10%
Completion of the IRB human subjects tutorial	5%
Test 1	10%
Test 2	10%
Test 3	10%
Oral Presentation	15%
Recordings + Transcriptions	10%
Final Paper	30%

Sistema de notas:

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 70-76; D 60-69;
E 59-0

Textbook:

Carmen Silva-Corvalán, 2001. *Sociolingüística y Pragmática del Español*. Washington: Georgetown University Press.

Required readings:

José Luis Blas Arroyo, 2005. *Sociolingüística del español. Desarrollos y perspectivas en el estudio de la lengua española en contexto social*. Madrid: Cátedra.

Rocío Caravedo, 1990. *Sociolingüística del Español de Lima*. Lima: Pontificia Universidad Católica del Perú.

John Lipski, 2007. *El español de América*. Madrid: Cátedra.

John Lipski, 2008. *Varieties of Spanish in the United States*. Washington, D.C.: Georgetown University Press.

Francisco Moreno Fernández, 1998. *Principios de Sociolingüística y Sociología del Lenguaje*. Barcelona: Ariel.

Ralph Penny, 2002. *A History of the Spanish Language*. Cambridge: Cambridge University Press.

Description of the course components

Class discussion y and preparation. Students must come to class after completing the required readings, ready to actively participate in the discussions of the assigned topics. Students' questions and comments must reflect knowledge of the assigned readings.

Completion of the IRB human subjects tutorial.

In order to perform sociolinguistic interviews and afterward being able to present the results of their research in conferences and/or publications, students must complete the Institutional Review Board (IRB) tutorial on human subjects, accessible through the following link:

<https://www.citiprogram.org/Default.asp?> It is the *Group 2 Social & Behavioral Research Investigators and key personnel, Basic Course* tutorial.

The deadline to complete the tutorial is Tuesday, **February 7**.

Tests. The dates of the three tests are in the class chronogram. **THERE WILL BE NO MAKE-UP TESTS.**

Recordings + Transcriptions. Students will conduct at least one sociolinguistic interview, and they will record it digitally and transcribe it for their analysis. Each student will turn in the audio and text files as email attachments.

Oral Presentation. It is a preliminary oral versión of the written paper. It must include a Power Point presentation.

Final Paper. The final paper will be an individual sociolinguistic study of members of any Spanish-speaking community. Students will collect data through sociolinguistic interviews and analyze them quantitatively with the SPSS software.

Final paper topic deadline:

Tuesday, February 28

Final paper deadline:

Thursday, April 27

Chronogram of activities and content of each class

WEEK	DATE	TOPIC	READING (prior to class)
1	01/10	Introduction	No readings.
	01/12	Origins of Spanish I	Penny, Chapter 1
2	01/17	Origins of Spanish II	Penny, Chapter 1 (cont.).
	01/19	Towards a dialectology of Spanish in America	Lipski, Chapter 1
3	01/24	Spanish legacy in America	Lipski, Chapter 2
	01/26	Sociolinguistic and related sciences	Silva-Corvalán, Chapter 1
4	01/31	Regional variation: dialectology and dialects	Silva-Corvalán, Chapter 1 (Cont.)
	02/02	Sociolinguistic methodology I	Silva-Corvalán, Chapter 2
5	02/07	Sociolinguistic methodology II Deadline: IRB tutorial	Silva-Corvalán, Chapter 2 (Cont.)
	02/09	TEST 1	
6	02/14	Variation theory/ Phonological variation I: gender and age	Silva-Corvalán, Chapter 3
	02/16	Variation theory/ Phonological variation II: social class, linguistic stereotypes	Silva-Corvalán, Chapter 3 (Cont.)
7	02/21	Phonological variation III	Caravedo, Chapter 3
	02/23	Syntactic and Morpho-syntactic variation I	Silva-Corvalán, Chapter 4
8	02/28	Syntactic and Morpho-syntactic variation II Deadline: final paper's topic	Silva-Corvalán, Chapter 4 (Cont.)
	03/02	Syntactic and Morpho-syntactic variation III	Blas Arroyo, Chapter 3
9	03/05 – 03/12	S P R I N G B R E A K - C L A S S E S E X C U S E D	
10	03/14	TEST 2	
	03/16	Final paper discussion, q/a	No readings.
11	03/21	Quantitative Analysis: Introduction to SPSS I	No readings. Lab session.
	03/23	Variation and linguistic change I	Silva-Corvalán, Chapter 6
12	03/28	Variation and linguistic change II	Silva-Corvalán, Chapter 6 (Cont.)
	03/30	Language attitudes	Moreno Fernández, Chapter 10
13	04/04	Languages in contact, Spanish in USA I	Silva-Corvalán, Chapter 7
	04/06	Languages in contact, Spanish in USA II	Silva-Corvalán, Chapter 7
14	04/11	Languages in contact, Spanish in USA III (<i>Spanglish</i>)	Lipski, Chapter 3
	04/13	TEST 3	
15	04/18	Quantitative Analysis: Introduction to SPSS II	No readings. Lab session.
	04/20	Oral Presentations I	
16	04/25	Oral Presentations II	
	04/27	Final Paper due	

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