

**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	<b>International Letters and Cultures</b>
Prefix: <b>SLC</b> <b>/SP</b> <b>A</b>	Number: <b>194</b>	Title: <b>Language in the United States</b>	Units: <b>3</b>

Course description:

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**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Historical Awareness–H **Mandatory Review:** No

*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](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

**Area 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. 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.

**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

**Proposals must be submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Sean McKinnon E-mail Sean.mckinnon@asu.edu Phone 419-309-6418

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Nina Berman Date: March 1, 2022

Chair/Director (Signature): 



## Arizona State University Criteria Checklist for

### **HISTORICAL AWARENESS [H]**

#### **Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• <b>Courses that are merely organized chronologically.</b>	
		• <b>Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</b>	
		• <b>Courses whose subject areas merely occurred in the past.</b>	

Course Prefix	Number	Title	General Studies Designation
SLC/SPA	194	Language in the United States	H

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The history of language policy in the United States is a specific topic in the course leading up to the present state of affairs, which contrasts with the current linguistic situation. The histories of individual linguistic minorities are explored, along with the current situation of these groups with the group research project and presentation. Students explore the topic of language historically and currently by interviewing a minority language speaker	Please see course readings (pages 2-3) for course content on history of xenophobia in the United States, history of language ideologies in the US, current language ideologies in the US, history of language policy in the US, current language policy in the US, and history of language maintenance vs. shift, as well as the history of individual minority language groups including indigenous languages, Spanish, Chinese, Tagalog, Vietnamese, Arabic, and ASL; please see individual project #2 (pages 4-5) that asks students to interview a minority language speaker about their history with the language; please see the the group research project and presentation (page 5) that asks students to document the history of how a minority language group arrived and settled in the Phoenix Metropolitan area.
2	Course explores how human migration as well as major geopolitical events, such as World War I, affected the linguistic situation in the United States, which promotes monolingualism.	Please see course readings (pages 2-3) for course content on factors affecting migration and assimilation, history of xenophobia in the United States, history of language ideologies in the US, current language ideologies in the US, history of language policy in the US, current language policy in the US, and history of language maintenance vs. shift, as well as the history of individual minority language groups including indigenous languages, Spanish, Chinese, Tagalog, Vietnamese, Arabic, and ASL

<p>3</p>	<p>Discussion of history is presented thematically, first according to the general issues of language ideologies and policies and then by specific minority linguistic groups</p>	<p>Please see course calendar (pages 8-10) for the order of course content on factors affecting migration and assimilation, history of xenophobia in the United States, history of language ideologies in the US, current language ideologies in the US, history of language policy in the US, current language policy in the US, and history of language maintenance vs. shift, as well as the history of individual minority language groups including indigenous languages, Spanish, Chinese, Tagalog, Vietnamese, Arabic, and ASL</p>
<p>4</p>	<p>Course examines cause-effect relationships between different events and movements. For example, the rise of nationalism and anti-German sentiment gave rise to anti-multilingual policies. US immigration policies greatly affected the immigration rates from Asia, which strongly influenced the presence of Asian languages in the United States.</p>	<p>Please see course readings (pages 2-3) for course content on factors affecting migration and assimilation, history of xenophobia in the United States, history of language ideologies in the US, current language ideologies in the US, history of language policy in the US, current language policy in the US, and history of language maintenance vs. shift, as well as the history of individual minority language groups including indigenous languages, Spanish, Chinese, Tagalog, Vietnamese, Arabic, and ASL</p>

## SLC/SPA 194: Language in the United States

### *Spring 2022*

**Instructor:** Sean McKinnon, PhD

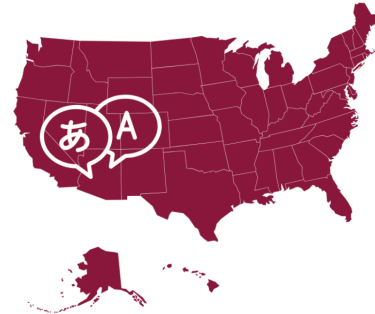
- **Preferred name:** Dr. McKinnon
- **Preferred pronouns:** he/him/his

**E-mail:** [sean.mckinnon@asu.edu](mailto:sean.mckinnon@asu.edu)

**Office hours:** By appointment, via Zoom

**Class schedule:** Mondays and Wednesdays, 1:30-2:45pm

**Room:** Durham Hall (DH) 102



### General description and course objectives

The main objective of this course is to introduce students to linguistic diversity in the United States and, in particular, the relationship between minority languages and English. After an introduction to myths and facts about language, bilingualism, and migration, we will turn our attention to the societal language ideologies and institutional factors that promote English monolingualism and discourage bilingualism (for some) in the United States. We will then examine the social dynamics within minority linguistic groups that promote language maintenance and those that accelerate language shift to English, both at the level of the community and the family. Finally, we will study the history and language practices of several different minority linguistic groups in the United States, which will culminate in student group research presentations about a particular minority linguistic group in the Phoenix Metropolitan Area.

Students will be assessed on their active engagement with the course material, daily reflections that demonstrate critical thinking about the assigned readings, completion of two individual projects (i.e., critical analysis of social media posts, and documentation of the experiences of a minority language speaker), and their active and productive contributions to a group project that investigates a minority linguistic group in the Phoenix Metropolitan Area.

This course carries three general studies designates: Cultural diversity in the United States (C), historical awareness (H), and social-behavioral sciences (SB).

At the end of this course, students will be able to:

- Dispel myths about language change, bilingualism, language ideologies, and migration that exist on social media and in daily social interactions.
- Articulate the social dynamics that promote language maintenance and those that accelerate language shift.
- Interview a minority language speaker and identify how their life experiences reflect concepts discussed in this course.
- Compare and contrast the histories and language practices of different minority linguistic groups in the US.

- Document the history, location, community resources, and linguistic landscape of a minority linguistic group in the Phoenix Metropolitan Area.

### Materials for this course

All course readings will be available in Canvas. Access to multiple chapters within the same book are also available online via the ASU library system.

#### C1, C2 and C4 readings

- Alba, R., Logan, J., Lutz, A., & Stults, B. (2002). Only English by the third generation? Mother-tongue loss and preservation among the grandchildren of contemporary immigrants. *Demography*, 39, 467–484.
- Fitzgerald, J. (1993). Views on bilingualism in the United States. A selective historical review. *Bilingual Research Journal*, 17, 35-56
- Fuller & Leeman (2020). Chapter 4: Language ideologies. In *Speaking Spanish in the US: The sociopolitics of language* (p. 63-89). Blue Ridge Summit, PA: Multilingual Matters.
- Johnson, E. J., & Johnson, D. C. (2015). Language policy and bilingual education in Arizona and Washington state. *International Journal of Bilingual Education and Bilingualism*, 18, 92-112.
- Lee, E. (2019). Chapter 1: Introduction. In *America for Americans: A history of xenophobia in the United States* (pp. 1-16). New York, NY: Basic Books.
- Leeman, J. (2004). Racializing language: A history of linguistic ideologies in the US Census. *Journal of Language and Politics*, 3(3), 507-534.
- Potowski, K. (2010). *Linguistic diversity in the USA*. Cambridge, UK: Cambridge University Press.
  - Dao, V. T., & Bankston, C. L. (2010). Vietnamese in the USA. In K. Potowski (Ed.), *Linguistic diversity in the USA* (pp. 128-145). Cambridge, UK: Cambridge University Press.
  - Fonacier, E. C. (2010). Tagalog in the USA. In K. Potowski (Ed.), *Linguistic diversity in the USA* (pp. 96-109). Cambridge, UK: Cambridge University Press.
  - McCarty, T. L. (2010). Native American languages in the USA. In K. Potowski (Ed.), *Linguistic diversity in the USA* (pp. 47-65). Cambridge, UK: Cambridge University Press.
  - Potowski, K., & Carreira, M. (2010). Spanish in the USA. In K. Potowski (Ed.), *Linguistic diversity in the USA* (pp. 66-80). Cambridge, UK: Cambridge University Press.
  - Shiri, S. (2010). Arabic in the USA. In K. Potowski (Ed.), *Linguistic diversity in the USA* (pp. 206-222). Cambridge, UK: Cambridge University Press.
  - Xiao, Y. (2010). Chinese in the USA. In K. Potowski (Ed.), *Linguistic diversity in the USA* (pp. 81-95). Cambridge, UK: Cambridge University Press.
- Potowski, K. (2013). Language maintenance and shift. In R. Bayley, R. Cameron, & C. Lucas, *The Oxford handbook of sociolinguistics* (online). New York, NY: Oxford University Press.
- Reagan, T. (1995). A sociocultural understanding of deafness: American Sign Language and the culture of deaf people. *International Journal of Intercultural Relations*, 19, 239-251.



- Rubenstein, J. M. (2008). Chapter 3: Migration. In *An introduction to human geography* (pp. 80-102). Upper Saddle River, NJ: Pearson Prentice Hall.

### Other course readings

- Doerr, N. M., & Lee, K. (2009). Contesting heritage: Language, legitimacy, and schooling at a weekend Japanese-language school in the United States. *Language and Education*, 23, 425-441.
- Lindholm-Leary, K. (2011). Student outcomes in Chinese two-way immersion programs: Language proficiency, academic achievement and student attitudes. In D. J. Tedick, D. Christian, & T. Williams Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 81-103). Blue Ridge Summit, PA: Multilingual Matters.
- Lippi-Green, R. (2012). Chapter 1: The linguistic facts of life. In *English with an accent: Language, ideology, and discrimination in the United States* (pp. 5-26). New York, NY: Routledge.
- McCarty, T. L., & Lee, T. S. (2015). The role of schools in Native American language and culture revitalization: A vision of linguistic and educational sovereignty. In W. J. Jacob, S. Y. Cheng, & M. K. Porter (Eds.), *Indigenous education: Language, culture and identity* (pp. 341-360). Dordrecht, Germany: Springer.
- Otheguy, R., & Stern, N. (2011). On so-called Spanglish. *International Journal of Bilingualism*, 15, 85-100.
- Parada, M. (2013). Sibling variation and family language policy: The role of birth order in the Spanish proficiency and first names of second-generation Latinos. *Journal of Language, Identity & Education*, 12, 299-320.
- Pérez Báez, G. (2013). Family language policy, transnationalism, and the diaspora community of San Lucas Quiavini of Oaxaca, Mexico. *Language Policy*, 12, 27-45.
- Potowski, K., & Matts, J. (2008). MexiRicans: Interethnic language and identity. *Journal of Language, Identity, and Education*, 7, 137-160.
- Romaine, S. (2010). Language contact in the USA. In K. Potowski (Ed.), *Linguistic diversity in the USA* (pp. 25-46). Cambridge, UK: Cambridge University Press.
- Sok, S., & Schwartz, A. (2021). ‘We are Korean people and we must speak Korean well’: Parental involvement in five Korean American families with successful heritage language maintenance. *Journal of Multilingual and Multicultural Development*, 1-14.
- Velázquez, I. (2014). Maternal perceptions of agency in intergenerational transmission of Spanish: The case of Latinos in the US Midwest. *Journal of Language, Identity & Education*, 13, 135-152.
- Wee, L. (2007). Linguistic human rights and mobility. *Journal of Multilingual and Multicultural Development*, 28(4), 325-338.

### Course components

Component	Weight	General description
Engagement	15%	As this class is discussion-based, this grade will consist of your demonstrated engagement with the class readings, with your classmates, and with your instructor. Evidence of engagement can include:

		<ul style="list-style-type: none"> <li>• Actively participating in small group work and small group discussions</li> <li>• Actively participating in class discussions, by offering your own informed contribution and/or thoughtfully reacting to a classmate's contribution</li> <li>• Staying on task during class time, which includes only using electronic devices to refer to course readings and critical comments</li> <li>• Treating the instructor and classmates with respect, which includes complying with ASU COVID-19 policies (e.g., properly wearing a face mask in the classroom, staying home when sick)</li> </ul> <p>Although there is no formal attendance policy, students can only demonstrate engagement during class time; therefore, attendance and preparation for class is an essential component to succeeding in this class. Students will have the opportunity to self-evaluate their engagement three times during the semester, following the rubric available on Canvas, and the instructor will also give feedback on their performance.</p>
<b>Critical comments</b>	15%	<p>In order to prepare and reflect upon course readings, students will turn in short (~100-200 words) reactions to each assigned reading before class; completing the readings and spending time thinking about them ensures that each student comes to class with an informed contribution for small group and class discussions. Critical comments can:</p> <ul style="list-style-type: none"> <li>• Be a reaction to a specific point discussed in the reading or overarching themes discussed</li> <li>• Make connections between the material discussed in the reading and others readings done in this class or ideas from other classes you have taken</li> <li>• Make connections between the material discussed in the reading and your own life experiences</li> </ul> <p>Critical comments should <u>not</u> be a summary of the reading, but rather your own reaction to the reading. Critical comments will be graded based on full (thoughtful reaction to reading), partial (reaction to reading), or no credit (summary of reading or no submission). Critical comments will be due before every class period at 1:00pm.</p>
<b>C1 Individual projects</b>	40%	<p>Students will have the opportunity to apply the concepts discussed in the readings and during class to life outside the academy; making explicit connections between course material and daily life will help facilitate acquisition of course content, as well as to practically use the knowledge gained in this course. There will be two individual projects that will cover the content in Unit 1 (Introduction &amp; Bilingualism and US society) and Unit 2 (Bilingualism in minority language communities &amp; families).</p> <ul style="list-style-type: none"> <li>• <b>Project #1 (due date: February 16):</b> Critically respond to social media posts that are problematic based on the topics discussed in this unit (in both academic and non-academic language), and create a meme or Tik Tok that teaches a general audience about a course topic.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Project #2 (due date: March 28):</b> Interview a minority language speaker about their language history, use, ideologies, and practices and summarize their linguistic profile in a 4-5 page written report.</li> </ul>
<b>C1</b> <b>Group research project and presentation</b>	<b>30%</b>	<p>Students will work in groups of 4-5, assigned by the instructor, to research a linguistic minority group in the Phoenix Metropolitan area. The group will choose a linguistic group, determine where the largest concentrations of language speakers are located in the Valley, investigate how they arrived here, see what community resources exist for the preservation of the language (organizations, classes, newspapers, etc.), research the relationship between the group and the government, and document the linguistic landscape of the group. The project will be broken up into the following assignments:</p> <ul style="list-style-type: none"> <li>• 5 points: Annotated bibliography (due date: March 2)</li> <li>• 5 points: Linguistic landscape documentation (due date: March 23)</li> <li>• 5 points: Draft of group presentation (due date: April 11)</li> <li>• 10 points: In-class group presentation (due date: April 20)</li> <li>• 5 points: Anonymous group assessment of student's contribution and effort in the group project process (due date: April 27)</li> </ul>

## Grades

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

Grades will be rounded up at 0.45%

## Instructor statement of positionality

I have designed this course so that it benefits students of diverse backgrounds, perspectives, and life experiences, provides learning opportunities to every student, and respects each person's diversity as a strength and resource. However, given that I am of European ancestry, a natural-born US citizen, and speak English as a first language (and one that closely approximates "standard" English), I have not lived the experiences that we will discuss in class. This is to say, I do not have first-hand knowledge with the majority of the course content; my perspective is mostly based on what I have read and discussed with others. Because of this, I value suggestions (in person, via email, and/or course evaluation) to improve the organization, presentation, and discussion of the material in this course so that it better reflects the actual experiences of minority language speakers in the United States.

## Class policies

Below are specific class policies that are to be respected in order to foster engagement, create a positive classroom environment, and maximize opportunities to succeed academically.

- **If you are sick, stay home:** Please send me an email ([sean.mckinnon@asu.edu](mailto:sean.mckinnon@asu.edu)) saying that you will not be in class due to illness. You will be excused from completing a critical comment.
- **Attendance is not mandatory, but essential to successfully achieving the course outcomes:** There is no penalty for not attending class, but engagement points cannot be earned without attendance. Attendance gives students the opportunity to explore and refine their understanding of the course readings with other classmates and the instructors, which in turn will make the formative assessments easier to complete.
- **No electronics in the classroom:** Once students enter the classroom, they should put away all electronic devices. Students should use the time before class to review the reading, their critical comments, and/or talk with their classmates.
  - Students are allowed to use a tablet to have access to course readings and their critical comments.
  - If laptops are necessary to complete an in-class activity, the instructor will give advanced notice.
- **Preparation for class:** Before each class students will actively read the assigned reading, write a critical comment about it, and turn it in by 1:00pm. They should also come with questions about the reading.
- **Individual and group projects:** There are three projects in this course, two individual and one semester-long group project; each individual project is worth 20% of the student's final grade, and the group project is worth 30%. These projects do not involve memorization, recognition and recall of the course content, but rather ask students to apply course concepts to life outside of the classroom. This higher-level cognitive task requires adequate time to be successfully completed, and therefore it is highly recommended that students work on the individual projects throughout the entire unit in which they assigned (project 1: Introduction and Bilingualism and US society; project 2: Bilingualism in minority language communities & families). Students should also keep in mind that, for the semester-long group project, their groupmates will assess their contributions and effort in the project, which is equivalent to 5% of their final grade.
- **Formatting of assignments:** All written assignments should be completed in 12pt Times News Roman font, double-spaced, with 1-inch margins. Students should use APA for their in-text citations and reference page: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).
- **Extensions on assignments:** In recognition that students have other academic, professional, personal responsibilities outside of this class that may prevent them from turning in work on time and/or to their best ability, students are allowed to ask for extensions on individual projects (extensions will not be granted for critical comments or assignments for the group project)
  - Write to the instructor ([sean.mckinnon@asu.edu](mailto:sean.mckinnon@asu.edu)) before the assignment is due and ask for an extension. Please also indicate when you will be able to turn the assignment in.
- **Late work is accepted, but with a penalty:** If a student does not ask for an extension,

they are still allowed to turn in late work, but with a penalty of -2% per calendar day the assignment is late.

- **Communication between students and the instructor:** All communication with the instructor with respect to requests, questions, personal issues should be made via email ([sean.mckinnon@asu.edu](mailto:sean.mckinnon@asu.edu)).
  - Emails sent during the week will be promptly answered within 24 hours. Emails sent during the weekend will be answered on Monday morning.
- **Changes to the course calendar and/or assignments:** The instructor reserves the right to change the course calendar and/or assignments according to the progression of the class. All changes will be announced in class and on Canvas.
- **Extra credit:** There is no extra credit offered in this course.

## University policies

Below is a list of university-wide policies that students should keep in mind during this course.

- **COVID-19:** Masks are to be properly worn (i.e., covering the nose and face) inside the classroom. Failure to comply will result in the student being asked to leave class.
  - **If you feel sick at all, stay home.**
- **Academic integrity:** According to the Academic Integrity Policy every assignment that the student completes must be their own work and created specifically (only) for this class. Plagiarism is severely punishable by the university and ultimately may result in a failing grade for the assignment or for the entire course (at the discretion of the instructor). For more information, please consult the following website: <https://provost.asu.edu/academic-integrity>.
- **Student code of conduct:** Students must abide by the Student Code of Conduct, explained on these web pages: <https://eoss.asu.edu/dos/srr/codeofconduct>
- **Student accessibility and inclusive learning services:** Students who feel they will need accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services should contact them immediately: <https://eoss.asu.edu/accessibility>.
- **Policy on threatening behavior:** All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.
- **Title IX Statement:** Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources:

<https://sexualviolenceprevention.asu.edu/faqs>.

- **Policy on Sexual Discrimination:** Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.
- **Copyrighted Materials:** Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.
- **University academic calendar:** Students are encouraged to consult the university academic calendar for important dates during the semester, such as the withdraw deadline: <https://students.asu.edu/academic-calendar>.

### *Course schedule for SLC/SPA 194*

Week	Date	Unit	Topic in class	Preparation (Readings and assignments)
1	1/10	Introduction	- Introduction to course - What is bi/multilingualism? - Who is bi/multilingual?	<b>No readings and no homework</b>
	1/12	Introduction	- Linguistic myths and facts	- <b>Read:</b> Lippi-Green (2012, p. 5-26) - <b>Turn in (Canvas):</b> Student survey
2	1/17	<b>Martin Luther King Jr. Day – No class</b>		
	1/19	<b>C3 Introduction</b>	- <b>Migration and assimilation</b>	- <b>Read:</b> Rubenstein (2008, p. 80-109)
3	1/24	<b>C3 Introduction</b>	- <b>History of xenophobia in the US</b>	- <b>Read:</b> Lee (2019, p. 1-16)
	1/26	<b>C3 Bilingualism and US society</b>	- <b>History of language ideologies in the US</b>	- <b>Read:</b> Leeman (2004)
4	1/31	<b>C3 Bilingualism and US society</b>	- <b>Current language ideologies in the US</b>	- <b>Read:</b> Fuller & Leeman (2020, p. 63-76)
	2/2	<b>C3 Bilingualism and US society</b>	- <b>Current language ideologies in the US</b>	- <b>Read:</b> Fuller & Leeman (2020, p. 76-88)
5	2/7	<b>C3 Bilingualism and US society</b>	- <b>History of language policy in the US</b>	- <b>Read:</b> Fitzgerald (1993)



	2/9	<b>C3 Bilingualism and US society</b>	- Current language policy in the US	- <b>Read:</b> Johnson & Johnson (2015)
<b>6</b>	2/14	Workshop	- Workshop on effective interviewing	- <b>Listen:</b> <a href="#">The Art of the Interview</a> by NPR - <b>Turn in (Canvas):</b> Self-evaluation of engagement #1
	2/16	<b>C3 Bilingualism in minority language communities &amp; families</b>	- Language maintenance vs. language shift	- <b>Read:</b> Potowski (2013) - <b>Turn in (Canvas):</b> Individual project #1
<b>7</b>	2/21	<b>C3 Bilingualism in minority language communities &amp; families</b>	- History of language maintenance vs. language shift in the US	- <b>Read:</b> Alba et al. (2002)
	2/23	Bilingualism in minority language communities & families	- Familial factors in language maintenance vs. language shift	- <b>Read:</b> Choose either <ul style="list-style-type: none"> <li>• Sok &amp; Schwartz (2021)</li> <li>• Velázquez (2014)</li> </ul>
<b>8</b>	2/28	Bilingualism in minority language communities & families	- Familial factors in language maintenance vs. language shift	- <b>Read:</b> Parada (2013)
	3/2	Workshop	- Workshop on linguistic landscape	- <b>Read:</b> TBA - <b>Turn in (Canvas):</b> Group annotated bibliography
<b>9</b>	3/7 and 3/9	<b>Spring break – No class</b>		
<b>10</b>	3/14	Bilingualism in minority language communities & families	- Institutional factors in language maintenance vs. language shift	- <b>Read:</b> Doerr & Lee (2009)
	3/16	Bilingualism in minority language communities & families	- Interethnic language in the family and community	- <b>Read:</b> Choose either <ul style="list-style-type: none"> <li>• Pérez Báez (2013)</li> <li>• Potowski &amp; Matts (2008)</li> </ul>
<b>11</b>	3/21	Bilingualism in minority language communities & families	- Linguistic innovation of bilinguals	- <b>Read:</b> Romaine (2010) - <b>Turn in (Canvas):</b> Self-evaluation of engagement #2
	3/23	<b>C3 Minority linguistic groups in the US</b>	- History of indigenous languages	- <b>Read:</b> McCarty (2010) - <b>Turn in (Canvas):</b> Group linguistic landscape
<b>12</b>	3/28	Minority linguistic groups in the US	- Language use and practices of indigenous	- <b>Read:</b> McCarty & Lee (2015)

			languages-English bilinguals	- <b>Turn in (Canvas):</b> Individual project #2
	3/30	C3 Minority linguistic groups in the US	- History of Spanish in the US	- <b>Read:</b> Potowski & Carreira (2010)
13	4/4	Minority linguistic groups in the US	- Language use and practices of Spanish-English bilinguals	- <b>Read:</b> Otheguy & Stern (2010)
	4/6	C3 Minority linguistic groups in the US	- History of Asian languages in the US	- <b>Read:</b> Choose one <ul style="list-style-type: none"> <li>• Dao &amp; Bankston (2010)</li> <li>• Fonacier (2010)</li> <li>• Xiao (2010)</li> </ul>
14	4/11	Minority linguistic groups in the US	- Language use and practices of Asian languages-English bilinguals	- <b>Read:</b> Lindholm-Leary (2011) - <b>Turn in (Canvas):</b> Draft of group presentation
	4/13	C3 Minority linguistic groups in the US	- History and language use and practices of Arabic-English bilinguals	- <b>Read:</b> Shiri (2010)
15	4/18	C3 Minority linguistic groups in the US	- History and language use and practices of American Sign Language users	- <b>Read:</b> Reagan (1995)
	4/20	Conclusion	- Student group presentations on minority linguistic groups in the Valley	- <b>Turn in (Canvas):</b> Final group presentation
16	4/25	Conclusion	- Student group presentations on minority linguistic groups in the Valley	<b>No readings and no homework</b>
	4/27	Conclusion	- Linguistic rights are human rights? - Future of bilingualism in Arizona and the US	- <b>Read:</b> Wee (2007) - <b>Turn in (Canvas):</b> Self-evaluation of engagement #3; evaluation of group members' contributions and effort in the group project